

The Effect of Using Website Games on Fourth Grade EFL Students' Learning of Vocabulary and Grammar in Jijin Secondary School in Jordan

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Abstract

The first and foremost purpose of this study is to investigate if Website Games can be used as a useful tool for teaching vocabulary and grammar to young learners. The importance of the present study is to explore the effectiveness of using Website Games on developing vocabulary and grammar by Jordanian young learners. Since learning vocabulary and grammar plays a significant role for having good language ability, boosting grammar repertoire and vocabulary growth would improve language ability and help the speaker to have a successful communication.

The sample of the study consisted of 48 fourth grade students from Jijjin Secondary School in Irbid, Jordan, during the second semester of the scholastic year 2019/2020. They were already divided into two groups: Group one consisted of (23) students that was chosen as an experimental group and was taught vocabulary and grammar via Website Games technology by the researcher and group two consisted of (25) students, which was assigned as a control group and was taught through regular instruction by the teacher.

Students in both groups sat for a vocabulary and grammar tests at the beginning of the first semester of the scholastic year so as to determine their actual knowledge before starting the experiment. Eight weeks later, they sat to a post-test. The results of the study indicated that the experimental group performed better than the control group in the acquisition of vocabulary and grammar due to the new strategy of teaching that is using Website Games.

Keywords: Website-games, EFL, Vocabulary and grammar

1. Introduction

1.1 Background of the Study

English language has become the language of technology, economy, politics, and education. Therefore, school pupils, university students and a lot of ordinary people are interested in learning this language since they altogether believe that learning English language can open numerous work opportunities (Brinton & Gazkill, 1987).

It is widely noted that the new technology has brought a great relief to pedagogy and made learning processes easier, relevant to life, and simplified. However, the benefits and versatility of technology are not as evident as it is with teaching and learning English. What is more, it is widely said that teaching and learning opportunities can be expanded through appropriate application of technology (Behzadi, 2015).

According to (Atiyat, 1992 cited in Bataineh, 2014) website games plays an essential role in the teaching process as students feel relaxed while practicing different language skills and breaking the educational obstacles because teachers who adopt them must consider individual differences among their students. Then, they are required to plan for what they have to do and to provide their students with the needed materials. Moreover, teachers should provide their students with the experiences to be more energetic and communicative.

One useful strategy to encourage learning a foreign language is using language games. Language learning is a hard task that can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target Language. Well-Chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. (Mubaslat, 2012).

Each technological instrument has its specific advantages and application with one of the four language sections (listening, speaking, reading, and writing). However, in order to utilize these techniques positively, the ELL student should be habitual with using computers and internet, and able of interacting with these techniques. The impact of technology has become

enormous in learning and teaching the language in addition to the teacher's role. In other words, the role of the teacher and the role of the technology together can lead to progressive learning results (Sharma, 2009).

According to (Sari, 2006), a flashcard maker or an online game like a crossword is offered by some web-sites. These ways are helpful because they provide users with fun, but learning at the same time. Games are used for fun and the useful practice of language.

Sutheo (2004) argued that web-site games are used in the various language skills. Web-site games encourage learners to have interaction with each other to create a relaxing and meaningful context for language use.

Lingnau, Hoppe and Mannhaupt, (2003) claimed that web-site games are being used for the sake of entertainment for many years, whereas the presentation of simulation and games in the educational field is a recent improvement. How to change the old-fashioned classroom atmosphere and the learning atmosphere that had been categorized by the teacher as confident source and the student as a passive receiver is one of the main worries of current approaches in education. The goal then was to create an active atmosphere where the teacher is a facilitator and the student is an active member in the process.

One of the most contemporary teaching approaches in teaching vocabulary and grammar in classroom is using Website Games, which might help teachers to achieve their class objectives and it might also help students get rid of monotony as well as they feel the language itself.

The present study is an attempt to investigate the effect of using Website Games on fourth grade EFL students' learning of vocabulary and grammar in Jordan.

1.2 Statement of the Problem

The researcher noticed that in Jordan schools, students find difficulty in learning English as a foreign language (EFL) in general and learning English vocabulary and grammar in particular. The most difficult elements of learning a foreign language, particularly in an EFL context, are the grammar and the retention of vocabulary.

Furthermore, most EFL teachers complain that students are unable to control the basic grammar of the target language with a very small number of vocabulary repertoires in relation to the various years they spend for learning English. Accordingly, weakness in all vocabulary and grammar including grammar and vocabulary reveals their obvious failure in fruitfully communicating with other people using English language.

Thus, the researcher believes that the application of technological developments especially in the area of Website Games becomes of a highest request. So, this study aims to test the value of using Website Games in EFL learners' achievement in vocabulary and grammar.

1.3 Purpose of the Study

The purpose of this study is to examine the possibility of using Website Games technology and its effect on learners' vocabulary and grammar. The previous and current studies are on

using Website Games technology for improving only one of language components (grammar and vocabulary). In addition, teachers and students are in need to develop their vocabulary and grammar via using Website Games technology.

1.4 Significance of the Study

This study provided pedagogical applications for teachers, students, as well as curricula designers. More significantly, the results might help teachers to have a better vision on using a variety of activities such as games in creating contexts in which the language is beneficial and meaningful. Furthermore, this study assured the significance of using web-site games for learning vocabulary on students' different communication skills development. In addition, it is likely that this study will help students in applying the vocabulary they have learned in their real life situations. English speaking sites provided excellent opportunities to meet authentic texts (Stitheo, 2004). Moreover, the importance of this study comes from the fact that it provides FL teachers with objective evidence about the usefulness of using web-site games in teaching vocabulary to fourth grade students. It also helped teachers increasing students' motivation towards learning vocabulary as they were taught through computerized games in lessons full of enjoyment (Ernoz, 2000).

- The results of the study might be formally adopted by the Ministry of Education and Ministry of Higher Education to use contemporary strategies such as Website Games in teaching vocabulary and grammar skills and competencies.

- Curricula creators may benefit from this study, in the sense that they may recommend using Website Games for developing the EFL learners' vocabulary and grammar.

1.5 Question of the Study

Are there any significant differences between the mean scores of the experimental and control group students' vocabulary and grammar due to the strategy of teaching (Using Website Games vs. regular instruction)?

1.6 Hypotheses of the Study

There are no statistically significant differences between the mean scores of the experimental and control group students' vocabulary and grammar at $\alpha \leq 0.05$ due to Using Website Games vs. regular instruction.

1.7 Limitations of the Study

The study, which is conducted during the second semester of 2019-2020 scholastic year, at Jijin Secondary School, in Irbid, Jordan investigates the effect of using Website Games on improving EFL 4th graders' achievement in English grammar and vocabulary. The grammar aspects included in this study were chosen in light of the table of contents of the fourth grade textbook. These topics included past simple, present continuous, present perfect, countable/uncountable nouns, and comparative and superlative adjectives. The sample of the study was limited to 48 students. Secondly, the duration of the study was limited to a period of 8 weeks. It is also limited to using Website Games technology.

2. Review of Related Studies

2.1 Studies That Investigate the Effect of Using Website Games on Language Learning

An online or website game is a tool which may help in language learning. Playing online games may have a positive effect on the young learners' mind.

Klimova and Kacet (2017) examined the effect of computer games on language learning. The purpose of study was to explore the effect of computer games on language learning and list its benefits and limitations for foreign language learning. The findings indicate that computer games, especially the educational ones, are effective in the vocabulary acquisition in foreign language learning. In addition, the results of the study indicated other benefits of using computer games in classrooms such as exposure to the target language, increased engagement, or enhancement of learners' involvement in communication. On the contrary, the findings revealed certain limitations of their use in language learning such as the fact that high interactivity may hinder the vocabulary acquisition and learning, not all games are useful for language learning, or a lack of knowledge about computer games among language teachers and institutions hinders their proper use.

Ibrahim (2017) conducted a study entitled "Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools" aimed at investigating the advantages of utilizing language games in teaching English as a foreign language in Sudan Basic Schools. The problem of the study was that, the researcher believes that the problem of the study stems from students' low output in English language tests, lack of motivation and weak participation in class. The study adopted a quasi-empirical method. The sample of the study consisted of (30) English teachers in East Gezira Locality. The population of the study was all English teachers in the second period in the academic year 2017 / 2018. The results revealed that teaching language games are useful to EFL Learners. Language games can help students in building a good relationship with the new language. Based on these results the researcher recommended that teachers should change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire the foreign language.

Through what has been reviewed in previous studies, it could be concluded that games may play important role in developing the learners' language skills. Thus, the current study is an attempt to investigate the effect of using Website Games on EFL eighth graders' vocabulary and grammar achievement.

2.2 Studies That Investigate the Effect of Using Website Games on Learning Vocabulary

A number of studies have been conducted to investigate the effectiveness of Website Games on learning vocabulary and motivation. Some others indicated no effect for the Website Games and others suggesting the advantage of Website Games on students' vocabulary acquisition and motivation.

Lina Lafta Jassim (2020) conducted a study entitled "Effect of Digital Games on English Vocabulary Learning: A Meta-Analysis". This study aimed to test the impact of digital games

on Asian students' English vocabulary learning. A meta-analysis was conducted to minimize heterogeneity between studies. The data were analyzed and visualized according to effect sizes. The results of this study presented that digital games played an important role in stimulating Asian students' English vocabulary learning. This study examined factors that influenced students' English vocabulary learning, including learning stage, game-aided teaching method, native language exposure, game platform, and game scenario. The results showed that native language background had the most noticeable impact, while negative transfer of Asian students' native language hindered the vocabulary learning. The effects of game platform, game-aided teaching method, and game scenario were not substantial.

Simsek, Bilal; Direkci, Bekir (2019) conducted an interesting study entitled "The Investigation of the Relationship between Online Games and Acquisition of Turkish Vocabulary". This study examined if there is a relationship between online games and Turkish vocabulary acquisition. It used the sequential explanatory design of the mixed methods research. The quantitative data were gathered of 225 students studying in two secondary schools. The qualitative data were collected from 20 participants. While quantitative data was collected by using vocabulary knowledge assessment form, for the qualitative data, a semi-structured interview form was used. There was a weighty difference between the scores in vocabulary knowledge test and the experience in playing the game, duration of the game, and time spent in watching broadcasts. There wasn't any significant difference between vocabulary scores and following League of Legends on media or social media. The qualitative findings discovered the relation of watching broadcasts and playing League of Legends to learn vocabularies of foreign origin with its reasons.

Silsupur (2017) in a very fruitful study entitled "Does Using Language Games Affect Vocabulary Learning in EFL Classes?" attempted to investigate the role of using word games in L2 vocabulary acquisition. 12 female participants from Uludag University were selected for control and experimental groups. Additionally, 35 participants from different universities in Turkey were invited to attend the study. An online questionnaire about the effect of games on vocabulary learning was administered to 35 participants. A vocabulary quiz was administered to both groups to determine the differences between them. The scores obtained from vocabulary quiz showed that the experimental group outperformed the control group in vocabulary quiz. In addition, the results of his study revealed that games reduce negative feelings during the learning process. It was suggested that teachers should reconsider the role of games and appreciate their educational value.

Bataineh (2014) examined the effect of web-site games on vocabulary acquisition, reading comprehension and motivation of Saudi students, and proposed a model for material development. The researcher's observation was that FL students can get a good use of traditional games. The participants of the study were selected arbitrarily from Madinah Directorate of Education; Anwar AL-Faihaa' School. The participants of the study were 40 male pupils. The experimental group consisted of 20 students, while the control group also consisted of 20 students. The results of the study indicated that students of the experimental group had better results than those of the control group. The researcher could conclude that

web-site games could facilitate reading comprehension and vocabulary acquisition because they motivate students.

2.3 Studies That Investigate the Effect of Using Website Games on Learning Grammar

There has been a long time that in the classroom setting only the teacher's feedback in a traditional way has been used in teaching.

Adil Kayan and İbrahim Seçkin Aydın (2020) in a study entitled "The Effect of Computer-Assisted Educational Games on Teaching Grammar" investigated the impact of computer-assisted instruction and consistently computer-assisted educational games on grammar achievement and toward grammar and Turkish course of students. A quasi-experimental design study with a pretest-posttest nonequivalent group was applied. Sample of the study consisted of two classes of 6th grade students at a middle school. Computer-assisted educational games were deliberated and practiced in the experimental group within a 12-week period. Activities in the curriculum were followed during lessons for the control group. The results concerning Grammar academic achievement of students between the experimental group in which computer-assisted educational games were practiced and the control group in which the curriculum was used showed a significant difference on achievement of students.

Jerome (2016) in a study entitled "The Impact of Classroom Games on the Acquisition of Second Language Grammar" examined the impact of classroom games on the acquisition of second language grammar. The sample of the study consisted of 34 Turkish learners of English as a second language. The experimental group was exposed to three class period of games, while the control group had three class periods of traditional instruction (e.g. worksheets and whiteboard explanations). A pre-test, a post-test, and a delayed post-test were given. The results showed that the participants in the experimental group were significantly motivated to learn grammar by games more than the control group. The study recommended that teachers use games in their grammar classrooms about once a week.

(Khonmohammad, Gorjian & Eskandari, 2014) in a study investigated the use of games to affect learners' motivation in learning English grammar among young learners of English language in Iranian context. The design of this study was based on an experimental method. The study consisted of two groups, namely an experimental and a control group. The participants took a pre-test on grammar at the beginning of the course. Both experimental and control groups experienced 24 sessions of grammar treatment via game-based instruction controlled by the researchers and performed by the members of the group and the learners in the control group dealt with the traditional program of learning grammar through explanation. Finally, both groups sat for a post-test and data were collected and analyzed through Independent Samples t-test analysis. The results showed that the participants in the experimental group were significantly motivated to learn grammar than the control group. Implications of the study for teaching grammar are that learners' motivation in learning grammar could be enhanced through enjoyment and fun.

2.4 Concluding Remark

All the previous studies dealt with using Web-site Games, computer games and their impact on language learning. Several previous studies indicated that there is strong relationship between using web-site games and their positive effect on the EFL students' performance in one of vocabulary and grammar. However, what distinguishes this study from other studies is that it investigated the effect of using Web-site Games on EFL students of the 4th grade performance in vocabulary and grammar in Jordanian schools.

3. Methods and Procedures

3.1 Participants of the Study

The participants of the study consisted of 48 fourth grade students from Jijin Secondary School, in Irbid, Jordan, during the second semester of the scholastic year 2019/2020. They were already divided into two groups: Group one consisted of (23) students which was chosen as an experimental group and was taught vocabulary and grammar via Website Games technology and group two consisted of (25) students, which assigned as a control group and was taught conventional method of teaching. The pre-test and post-test were of three parts; a vocabulary and grammar tests that tested students' ability to interact appropriately in communicative settings.

3.2 Design of the Study

In this quasi-experimental study, the experiment of the study was conducted for 8 weeks. The learners were already divided into two groups. Both groups were taught the same material on the same days of the week. The learners sat to a pre-test in order to assure that both groups have the same level of vocabulary and grammar. The first group, which was assigned as an experimental group and was taught the vocabulary and grammar via Website Games by the researcher, whereas, group two that was chosen as a control group taught using the conventional method by the teacher.

3.3 Instruments of the Study

To assess the effect of using Website Games on fourth grade EFL students' level of vocabulary and grammar, the researcher used a pre/post-test, which was administrated before the experiment to decide the actual level of both groups in vocabulary and grammar before starting the experiment. After eight weeks, the same test was administrated as a post- test to determine if using Website Games have an effect on students' vocabulary and grammar.

Vocabulary and grammar test was of two sections: section one was a grammar test that tested students' ability in grammar. Section two was a vocabulary test that tested their vocabulary growth.

3.3.1 Validity of the Test

A team of experts who are specialized in TEFL, CALL, and linguistics validated the test and the questionnaire. To achieve the face validity of the test instruments, those experts were asked to review the instrument of the study before administrating them. Remarks, comments

and recommendations of these experts were taken into consideration. They made important changes on the test. They checked the test regarding the number of questions, distribution of the scores, the content, form, spelling, grammar, meaning and duration.

3.3.2 Reliability of the Test

To establish the reliability of the test, the researcher used the test-retest technique. The test was conducted on a pilot group consisted of (10) students who were not included in the sample of the study. Two weeks later, the pilot group sat to the same test. By using Pearson's formula, the correlation coefficient between students' scores on both testing occasions were computed to be found 90%. Thus, the test can be described as being reliable.

3.4 Variables of the Study

- 1 The independent variable of this study is the teaching method which includes: Teaching vocabulary and grammar aspects by Website Games and teaching vocabulary and grammar regularly.
- 2 The dependent variables are students' scores of both groups (experimental and control) in vocabulary and grammar.

3.5 Instructional Material

The instructional material that is used in this study was Action Pack 4 textbook. The textbook which consists of two parts (Student's book and Activity book). Each part has a number of modules contain several topics, titles, headings and sub-headings. Two modules were purposefully chosen with the help of instructors who teach Action Pack at other schools. The material that was adopted by the Ministry of Education at Jordanian schools has few features related to the English community such as authentic pictures, songs, videos, authentic reading text, materials, short stories, dialogues among native speaker and objects. The vocabularies used for teaching the experimental group were collected from British and America newspapers, magazines and, Wikipedia and many sites from the internet. (See appendix c). The grammar topics that were used in this study included the following aspects: past simple, present continuous, countable and uncountable nouns, and comparative and superlative adjectives.

3.6 Procedures of the Study

This study was conducted during the second semester of the academic year 2019-2020 at Jijin Secondary School for boys. The following procedures were followed after the researcher had the approval of the Directorate of Education in Irbid to conduct this study.

1. Jijin Secondary School was chosen to conduct this study.
2. Fourth grade students who study at Jijin Secondary School were purposefully chosen for logistic purposes as a sample of the study.
3. The sample of the study were already divided in two sections; section A was assigned as an experimental group while section B was assigned as a control group.

4. The researcher explained the nature of the study to the students.
5. A pre-test was administrated to both groups' students to make sure that there were no significant differences between the two groups in their level of vocabulary and grammar.
6. Students in both groups sat to vocabulary and grammar test at the beginning of the second semester of the academic year 2019-2020 to determine their vocabulary and grammar level before starting the experiment.
7. The material was taught four times a week for each group for a period of 8 weeks to practice vocabulary and grammar.
8. The experimental group studied the same syllabus used for teaching the control group by using website games, whereas the control group studied regularly.
9. A post-test was administrated to both experimental group and control group after the experiment.
10. Students' results were sent to a statistician to analyze the data according to the descriptive statistical methods (means, standard deviation and T- test)

4. Findings of the Study

4.1 Equivalence of the Two Groups

Pre Vocabulary and Grammar test was administrated to both groups to identify the actual level of students before starting the experiment, means, standard deviations and t-test were used to find out any significant differences between both groups of the study, as shown in the table below.

Table 1. Means, standard deviation and t-test results of the experimental and control groups on the pre vocabulary and grammar test

	GROUP	N	Mean	Std. Deviation	T	DF	Sig. (2-tailed)
PRE TEST	Experimental	23	43.22	11.551	.613	48	.556
	Control	25	41.46	8.963			

Table 1 reveals that students' scores for both groups were almost equivalent in pre-test before applying the experiment. This indicated that the two groups were equivalent, before starting the experiment. This also showed that the difference between scores of both groups on the pre Vocabulary and Grammar test was not statistically significant.

4.2 Findings of the Study

The question was "Are there any statistically significant differences between the mean scores of the experimental and control group students' vocabulary and grammar due to the strategy of teaching (Using Website Games vs. regular instruction)?"

For answering this question, means and standard deviations of students' Vocabulary and Grammar the strategy of teaching (Using Website Games vs. regular instruction) were used

and t-test were used to find out any significant differences between both groups of the study, as shown in table below.

Table 2. Means, standard deviation and t-test results of the experimental and control groups on the post vocabulary and grammar test

	GROUP	N	Mean	Std. Deviation	T	DF	Sig. (2-tailed)
POST TEST	Experimental	23	68.45	11.985	5.951	48	.000
	Control	25	51.30	9.642			

Table 2 shows there are statistically significant differences at ($\alpha = 0.05$) between the means of both groups on the post students' Vocabulary and Grammar test, in favor of the Experimental group (Using Website Games).

5. Discussion, Conclusion and Recommendations

5.1 Discussion of the Results of the Study

The question of the study investigated if there were any significant differences between the mean scores of the experimental and control group in Vocabulary and Grammar due to the strategy of teaching (Using Website Games technology vs. regular instruction). The findings of the study have revealed that using Website Games was very effective method to develop Vocabulary and Grammar.

The experimental group students' scores in the post-test were higher than those of the control group. Accordingly, the hypothesis of the study, which reads "There are no statistically significant differences between the experimental and control groups" mean scores in Vocabulary and Grammar due to the strategy of teaching (Using Website Games technology vs. regular instructions) at $\alpha \leq 0.00$ was rejected.

Moreover, using Website Games technology can be regarded as an effective method to develop the EFL learners' Vocabulary and Grammar. These results agree with the results of many studies that tackled many aspects and topics that related to using Website Games technology and its effect on Vocabulary and Grammar.

These results of the first question are in line with what stated by Mubaslat (2012) who conducted a study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan, an experimental research is conducted using three groups out of six randomly. To determine the relationship between learning a foreign language and educational games among the participants, a one way Analysis of Variance (ANOVA) is performed based on achievement levels. The results of the post test for the experimental group are so better than the controlled one which show that games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.

These findings are in harmony with Ashraf, Motlagh and Salami, (2014) who investigated the usefulness of online games in vocabulary learning of Iranian EFL students. In a study entitled "The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners" The participants, (24) low-intermediate EFL learners, were randomly assigned to experimental and control groups. The experimental group learnt some new words via online computer games in 15 weeks. A vocabulary-based test, acting as pre-test and posttest, was conducted in the first and 15th weeks. The findings of their study indicated that the experimental group outperformed the control group statistically significant in the post-test. Therefore, online games proved to be more effective in learning English vocabulary for these students.

In addition, Aghlara and Tamjid (2011) report similar findings. In their research, a particular computer game was used to investigate the extent to which computer games can assist students to acquire vocabulary. In particular, they investigated 40 students who were six to seven years of age with no prior knowledge of English. The students were separated into an experimental and a control group consisting of 20 students each. After a 40-day teaching period, during which the experimental group was allowed to practice vocabulary by using computer games, it was found that the students of the experimental group outperformed those of the control group, proving that the use of computer games was more successful in teaching vocabulary to children than other vocabulary practice activities.

5.2 Conclusion

It could be concluded that using Web-site Games are very important in teaching English vocabulary and grammar because it can help students to be more confident. Besides, the results of the study showed the new experience improved their vocabulary and grammar. Using Web-site Games had a positive effect on EFL learners' vocabulary and grammar. The following conclusions should be derived from this study:

- Using Web-site Games is seriously advised to be used in teaching vocabulary and grammar.
- Using Web-site Games has more effect on vocabulary and grammar.

Additionally, it can be concluded that the use of web-site games motivates students towards learning and they create a comfortable atmosphere. They also enhance the students' learning of vocabulary and using them in their life – like situations within contexts weather graphically or verbally. They also facilitate the teacher's job by changing his role from a manager to a facilitator.

5.3 Recommendations

According to the finding of this study, textbook writers, researchers, teachers, and students are highly recommended to take the following recommendations into consideration to achieve their job successfully:

- Further similar studies on other classes can be conducted in order to make the results more valid and more applicable.

- Undergraduate students can be given courses on using web-site games in teaching English in general and teaching vocabulary and grammar specifically.
- It is recommended that the Ministry of Education adopt web-site games in its curricula.
- It is recommended that the Ministry of Education train teachers on using web-site games.

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