THE EFFECT OF PLAYFUL LEARNING STRATEGIES ON EFL STUDENTS' VOCABULARY ACHIEVEMENT

**2022
MASTER THESIS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

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THE EFFECT OF PLAYFUL LEARNING STRATEGIES ON EFL STUDENTS' VOCABULARY ACHIEVEMENT

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THESIS APPROVAL PAGE

I certify that, in my opinion, the thesis submitted by Alaa Ahmed Khalaf SABAAWI titled "THE EFFECT OF PLAYFUL LEARNING STRATEGIES ON EFL STUDENTS' VOCABULARY ACHIEVEMENT" is fully adequate in scope and in quality as a thesis for the degree of Master of English Language/Stylistics.

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I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

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Signature:

FOREWORD

First, I would like to express my endless thanks and deep gratitude to Almighty Allah for having the chance to pursue M.A. program.

My deep hearty gratitude is to my supervisor Asst. Prof. Dr. Najwa Yaseen Ismail, for her support, guidance, inspiration, patience, and motivation she, has given me to finish this thesis.

I would also like to thank the staff members of the English Department at Karabuk University – College of Arts for their generous efforts during the courses and for writing the thesis.

DEDICATION

To

My parents,

my brothers, my sisters, my wife

and my friends

for their great help and patience

ABSTRACT

In secondary education, there has been a growth in the use of playful learning strategies (PLS). The researcher says that creating "safe" playful places promotes learning from failure, risk-taking management, creativity, and innovation, and increases students' interest in learning. Also, this research is concerned with studying the effect of playful learning strategies on EFL students. So, the main objective of this study is to find out the effectiveness of Playful learning strategies in vocabulary achievement. The study divided the students into two groups. The first group, the experimental group, is 40 students, and the second group, the control group, is 40 students. A pre-exam was conducted for the experimental and control groups, and after eight weeks of teaching, another post-exam is conducted for the experimental and control groups. The researcher uses SPSS to analyze the data obtained, and the scores demonstrated the effectiveness of the playful learning strategies. The study assumes that the playful strategies have an effective role in the achievement of vocabulary, so this study relied on the application of the playful learning strategies to the experimental group and knowing if there is a difference in the level of achievement of the vocabulary for the control group. In addition, the results obtained from the current study showed that the experimental group that was taught using playful strategies was better than the control group that was taught by using the traditional technique. This means that the playful learning Strategies technique has been shown to be more effective than traditional methods of teaching English vocabulary. Finally, the effectiveness of funny strategies in improving English vocabulary at the intermediate level can be used. The effectiveness of playful strategies in developing students' writing and speaking skills and the effectiveness of funny strategies in improving English vocabulary at the intermediate level can be used also, the effectiveness of playful strategies in developing students' writing and speaking skills.

Keywords: Effect; Playful; Strategies; Vocabulary; Achievement

ÖZ

Orta öğretimde, oyunbaz öğretim stratejilerinin (PTS) kullanımında bir artış olmuştur. Araştırmacı, "güvenli" oyun alanları yaratmanın başarısızlıktan öğrenmeyi, risk alma yönetimini, yaratıcılığı ve yeniliği teşvik ettiğini ve öğrencilerin öğrenmeye olan ilgisini artırdığını söylüyor. Ayrıca, bu çalışma oyun oynayarak öğrenme stratejilerinin EFL öğrencileri üzerindeki etkisini incelemekle ilgilidir. Bu nedenle, bu çalışmanın temel amacı, Oyunlu öğrenme stratejilerinin kelime başarısındaki etkinliğini bulmaktır. Çalışmada öğrenciler iki gruba ayrılmış olup, birinci grup deney grubu olarak adlandırılan 40 öğrenci ve kontrol grubu olarak adlandırılan ikinci grup 40 öğrencidir. Deney ve kontrol gruplarına bir ön sınav, sekiz haftalık öğretimin ardından deney ve kontrol gruplarına bir son sınav daha yapılmıştır. araştırmacı elde edilen verileri analiz etmek için SPSS'yi kullanmış ve elde edilen puanlarla oynayarak öğrenme stratejilerinin etkinliği gösterilmiştir. Çalışma, oyun oynama stratejilerinin kelime dağarcığının kazanılmasında etkili bir role sahip olduğunu varsaydığından, bu çalışma oyunlu öğrenme stratejilerinin deney grubuna uygulanmasına ve deney grubu için kelime dağarcığının başarı düzeyinde bir fark olup olmadığının bilinmesine dayanmıştır. kontrol grubu. Ayrıca, mevcut çalışmadan elde edilen sonuçlar, oyun oynama stratejileri kullanılarak öğretilen deney grubunun, geleneksel teknik kullanılarak öğretilen kontrol grubuna göre daha iyi olduğunu göstermiştir. Bu, Eğlenceli Stratejiler tekniğinin geleneksel İngilizce kelime öğretme yöntemlerinden daha etkili olduğu anlamına gelir. Son olarak, orta düzeyde İngilizce kelime hazinesini geliştirmede eğlenceli stratejilerin etkinliği kullanılabilir. Oyunlu stratejilerin öğrencilerin yazma ve konuşma becerilerini geliştirmedeki etkinliği ve eğlenceli stratejilerin orta düzeyde İngilizce kelime hazinesini geliştirmedeki etkinliği, oyunlu stratejilerin öğrencilerin yazma ve konuşma becerilerini geliştirmedeki etkinliğinden de yararlanılabilir.

Anahtar Sözcükler: Etki; Oyunbaz; Stratejiler; Kelime Hazinesi; Başarı

ARCHIVE RECORD INFORMATION

Title of the Thesis"	The Effect of Playful Learning strategies on EFL Students' Vocabulary Achievement
Author of the Thesis"	Alaa Ahmed Khalaf SABAAWI
Supervisor of the Thesis"	Asst. Prof. Dr . Najwa Yaseen ISMAIL
Status of the Thesis"	Master
Date of the Thesis"	2022
Field of the Thesis"	Teaching Methods
Place of the Thesis"	KBU/LEE
Total Page Number"	91
Keywords"	Effect; Playful; Strategies; Vocabulary; Achievement

ARŞİV KAYIT BİLGİLERİ

Tezin Adı	EFL Öğrencilerinin Kelime Bilgisi Başarısı Üzerinde Oynayarak Öğrenme Stratejilerinin Etkisi
Tezin Yazarı"	Alaa Ahmed Khalaf sabaawi
Tezin Danışmanı"	Asst.Prof. Dr .Najwa yaseen Ismail
Tezin Derecesi"	Yüksek Lisans
Tezin Tarihi"	2022
Tezin Alanı"	Öğretme Teknikleri
Tezin Yeri"	KBU/LEE
Tezin Sayfa Sayısı"	91
Anahtar Kelimeler"	Etki; Oyunbaz; Stratejiler; Kelime Hazinesi; Başarı

ABBREVIATIONS

EFL : English as a foreign language

t : The difference

X1 : The mean score of the upper group

X2 : The mean score of the lower group

N1 : Number of the subjects of the upper group

N2 : Number of the subjects of the lower group

S1 : Variance of the upper group

S2 : Variance of the lower group

SD : Standard deviation

N : Number of students

S : the score

Σ : the sum

ID : Item Difficulty

HC : The correct answers of the higher group

LC : The correct answers of the lower group

N : Total number of the students

ID : Item Discrimination

N/2 : the half number of the students

% : Percentage

PLS : Playful Learning Strategies

SUBJECT OF THE RESEARCH

The Effect of Playful Learning strategies on EFL Students' Vocabulary Achievement

PURPOSE AND IMPORTANCE OF THE RESEARCH

"The purpose of this study is to find a clear idea of the effect of playful Learning strategies on vocabulary acquisition by displaying the significant difference between the experimental and control groups

METHOD OF THE RESEARCH

The present study depends on the experimental design (quantitative method)

"HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM"

The study assumes that the playful Learning strategies have an effective role in the achievement of vocabulary, so this study relied on the application of the playful strategies to the experimental group and knowing if there is a difference in the level of achievement of the vocabulary for the control group.

POPULATION AND SAMPLE

"The selected data consisted of 40 students for the experimental group and 40 students for the control group"

SCOPE AND LIMITATIONS / DIFFICULTIES1

1. The effect of playing strategies on the acquisition of English language vocabulary to be applied to the experimental group.

2. General English language book, English for Iraq (student book and activity book).

3. Unit 1 and 2) the Second year intermediate students at the Ministry of Education

4. Nineveh Governorate Education Directorate. during the academic year (2021-2022)

1. INTRODUCTION

This chapter discusses the problem statement, the aims of the study, the hypotheses, the value of the study, the scope of the study, the plan of the study, the significance of the study and definitions of the basic terms

1.1. Problem of the Statement

Vocabulary is an essential part of learning English. Learning vocabulary is an important part of learning a language. There are many studies conducted in the field of learning strategies and vocabulary influence. The effect of pleasure on vocabulary completion has an important and effective influence in the field of acquiring new vocabulary. Learning vocabulary through playful means is an important component of the field. Acquiring new vocabulary helps to learn English language skills in general, and using playful techniques in learning new vocabulary is an important and effective way

The importance of vocabulary in learning English cannot be understated. It may be less difficult to learn English. When someone has a restricted vocabulary, they cannot learn English more effectively. For instance, if they have a large vocabulary, it will be easier to search for, get information from English magazines or English newspapers, and communicate with others and vice versa. It is better for students to use media or other methods of vocabulary learning to facilitate learning English.

We believe that there are big problems in memorizing English vocabulary, and hence the importance of using playful methods and strategies in influencing the memory of vocabulary that helps shape the language of the student.

Vocabulary teaching is critical to language learning as languages depend on vocabulary (Al-Qahtani, 2015). Learning a language without having to learn words or vocabulary is practically impossible. Even human communication depends on words. Research shows that teaching vocabulary can be challenging. in part because many instructors are unclear of the best methods in vocabulary teaching and often don't know where to start when it comes to focusing on learning words in the classroom.(Bern and

Blakovitch, 2008). But when teachers use playful strategies for learning vocabulary at this time, the teaching vocabulary will be more melancholy. The importance of fun methods can be seen in all areas of English language teaching and their impact on the acquisition of new vocabulary that helps to learn the English language.

1.2. Aims and Questions of the Study

Students of English as a foreign language are the focus of this study, which intends to examine the impact of playful learning strategies on vocabulary achievement. In addition, the researcher hopes to have a better understanding of the impact of playful strategies on vocabulary learning by comparing the experimental and control groups side by side. As a result, the following aspects are addressed in this study:

Is the use of Playful Learning Strategies affect the students' vocabulary achievement?

Are there "statistically significant differences between the mean scores of The control group, who are taught by to the traditional method and the mean scores of the experimental group, who are taught by using playful learning strategies in their achievement in the post-test"?

Are there "statistically significant differences between the mean scores of the experimental group in the pre and post-tests"?

4. Are there statistically "significant differences between the mean scores of the experimental group's achievement at the production level and that at the recognition level in the posttest"?

1.3. Hypotheses of Study

Verifying the following hypotheses is supposed to achieve the following aims:

1-"There are statistically significant differences between the mean scores of The control group, who are taught by the traditional method and the mean scores of the

experimental group, who are taught by using playful learning strategies in their achievement in the post-test".

2- "There are statistically significant differences between the mean scores of the experimental group's achievement in the pre and posttests".

3- "There are statistically significant differences between the mean scores of the experimental group's achievement at the production level and that at the recognition level in the posttest".

1.4. Value of the Study

This study is valuable at:

1- Working on finding playful Learning strategies and methods that help researchers, teachers, and authors to teach vocabulary in an enjoyable and effective way that helps learners memorize vocabulary easily.

2- Giving information to teachers about the role of using the playful learning strategy in improving the process of memorizing vocabulary in the easiest way

1.5. Limits of the Study

The current research is limited to

1- the effect of playing Learning strategies on the acquisition of English language vocabulary to be applied to the experimental group.

2- the general English language book, English for Iraq (student book and activity book).

(Unit 1 and 2)

3- the second-year intermediate students at the Ministry of Education Nineveh Governorate Education Directorate through the Academic Year (2021-2022).

1.6. Plan of the Study

The following measures will be taken to complete the research objectives:

1- Selection of a sample of second-grade intermediate students in Al-Salahiy Arab Secondary School in Nineveh Governorate, Makhmour District

2. By dividing the selected samples into two equal groups, the experimental group and the control group.

3. Equation of the two groups with some variables.

4. Teaching of two groups of students for eight weeks by the same researcher. The control group is taught using the traditional method. Teaching for the experimental group is done by using playful learning strategies for vocabulary achievement.

5. Conducting a post-achievement test to assess the extent to which EFL students are able to use English vocabulary with a playful vocabulary acquisition strategy

6. Subjecting Post-testing for the experimental and control groups.

7. Collect the required data and analyze it statistically.

8. Presenting conclusions, some recommendations and suggestions for more detailed studies based on the obtained results.

1.7. Definitions of the Basic Terms

1.7.1. Playful Learning

Playful learning is defined as a set of actions intended to stimulate learning and stimulate the building of knowledg by allowing students to gain new information and skills to ask, experiment, fail, take risks, construct, and think critically about content through the use of modern educational strategies based on playful methods in order to increase their learning experiences for students.

As Wrenn and Wrenn(2009) mentioned in the definition of active or playful learning and also mentioned some of its characteristics that the usage of an interactive teaching environment in the classroom can improve the integration of practice and theory

in the classroom. We think of active learning as using educational activities in which the students participate things and think about what they do. According to them, the Active learning characteristics include:

- Students participate in more than listen.

- Less emphasis is placed on the transmission of knowledge and more on the talents of Tatter pupils.

- When students are actively engaged in higher-level thinking processes (such as analysis, synthesis, and assessment) (such as Writing, reading, discussing and monitoring)

- Students receive a greater amount of attention. Find out what they think and what they believe.

1.7.2. Vocabulary

What exactly is the vocabulary? The "Cambridge Advanced Learner's Dictionary" defines vocabulary (2008) as "all the words that a certain individual knows and uses, as well as all the terms in the specific language or topic." A vocabulary is a group of words that a person understands and can use in any language. It must be taken into consideration. The fact that vocabulary is far more than simply single words, i.e. vocabulary includes multi-word phrases, idioms, and even sentences.

Vocabulary may be described broadly as an understanding of words and their meanings. Someone else may describe vocabulary as a set of terms listed alphabetically with meanings. Most linguistic analyses define a word as a set of qualities, or properties, that are present in all vocabularies include its meaning, sign, relationship, grouping, grammatical behaviour, written (spelling), spoken form (pronunciation), and frequency. Alizade(2016).

1.7.3. Achievement

Achievement refers to "the mastery of what has been learned or a degree. The acquisition that the student has reached in any educational subject and educational field" (Allam, 2000). Achievement means "the achievement or efficiency showing proficiency in one or more areas of expertise' (Good and Markel, 1973). Achievement means the outcomes or the result gained or the degree reached by the effort and the quality of the student's work' in the scholastic field (Webster, 2005).

2. THE CONCEPT OF VOCABULARY, PLAYFUL LEARNING STRATEGIES AND PREVIOUS STUDIES"

2.1. An Introductory Note

There are three main sections to this chapter. The theoretical background of the study was dealt with in the first section, while the second chapter deals with the impact of playful learning strategies on EFL students vocabulary achievement of students of English as a foreign language, in the third section, followed by the relevant vocabulary and previous studies.

2.2. Background of Theoretical

2.2.1. The Concept of Vocabulary

In order to succeed in learning a second language, Al-Qahtani (2015) says, students must have a strong vocabulary mastery because vocabulary is the foundation of learning a second language. Not knowing the vocabulary makes it difficult to communicate in a second language. Many research has found a link between vocabulary knowledge and the use of language as a supplement: Vocabulary knowledge enables the use of language. On the contrary, continuous use of language leads to increased vocabulary knowledge. Clarifying the vocabulary used on a daily basis inside or outside the classroom or acquiring school vocabulary is Necessary for the successful use of a second language and plays an important role in the formation of ideas of full texts, spoken and written. Vocabulary plays an active role in all necessary knowledge of the English language (for example, speaking, reading, writing, and listening). According to Ochilova (2020), Vocabulary mastery is an important part of foreign study because the reality of meanings is important in the process of language acquisition and formation. Modern-day phrases are often emphasized for their necessity in the communication process, whether in books or outside the classroom. Moreover, it is necessary for the guidance and great importance of the language learner to form a broad conception of the language

One of the five fundamental components of language learning and instruction is vocabulary. Knowing the vocabulary is vital because it contains all of the words we need to know in order to access our knowledge and cultural background, communicate our thoughts and feelings, and interact with others. Learn new concepts effectively. Vocabulary is the material from which tales, ideas, and content are formed. Students with a large vocabulary absorb new ideas and concepts faster than students with a restricted vocabulary (Sedita, 2005).

Hedge (2001) sees studying a second language as essential since vocabulary is so vital. It is one of the most crucial parts of learning a foreign language. All pupils are taught the four fundamental abilities: listening, speaking, reading, and writing. To develop these skills, they are given vocabulary because vocabulary is the basis for understanding a language, and students with a lot of vocabulary have more language abilities than others. Therefore, in middle school, the ability to communicate with people from all over the world is made possible by acquiring a working knowledge of the English language.

According to Richards and Renandya (2002), Learners' ability to communicate, read, write, and listen is built on their ability to build a strong vocabulary. Opportunities for language acquisition, such as listening to the radio, reading novels, hearing a native speaker's voice, and using language in varied contexts, might be missed if a learner does not have a broad vocabulary or skills for learning new vocabulary. In language instruction in general, the vocabulary teaching idea emphasises that the meanings of the words are followed by their various forms, which is vital for beginners to ease language acquisition (Thornberry 2002).

2.2.2. Kinds of Vocabulary

Hebert and Kamel (2005) use the term "knowledge" to describe vocabulary. Vocabulary is separated into two categories: expressive vocabulary and receptive vocabulary, and the term "vocabulary" has various different connotations. Some teachers use this term to describe kids' ability to instantly understand written words based on their visual vocabulary, while others use it to describe students' ability to understand

vocabulary based on their own words. They should be able to speak effectively and convey their thoughts and feelings via the use of vocabulary. They also say that there are at least two kinds of knowledge of words:

1). Productive vocabulary many words may a person use in their writing or speaking. These are well-known, widely-accepted, and frequently-applied words. A student's ability to express themselves orally and in writing is directly related to their command of a functional vocabulary. This includes having a receptive vocabulary and having the capacity to speak or write at the appropriate moment.. Students may develop words to convey their thoughts and connect with one another, thus, it's possible to think of the process of building a new vocabulary as an active one (Webb, 2005).

2). Receiver or final vocabulary is the list of the file's least frequently used terms. When hearing or reading, the person might ascribe meanings Words that students understand and identify are referred to as receptive vocabulary and use. It is employed in context, but it is not capable of producing it. It is the vocabulary of the pupils. They identify when they see or meet something while reading a text, but they do not use it while writing or speaking (Web, 2009). In addition to productive and receptive vocabulary, Haycraft (2004Vocabulary is divided into two parts, positive and negative vocabulary, as seen in figure (1).
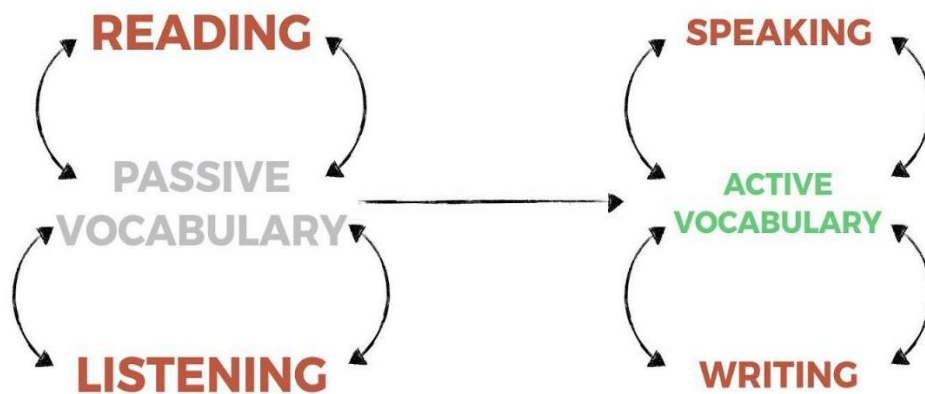
Figure 1. Active and passive vocabulary Haycraft (2004)

Active vocabulary: A student's active vocabulary is defined as any term that they can correctly pronounce and understand. It's thought. This vocabulary is good for both

speaking and writing. Using this vocabulary is difficult, and it's considered a "productive or active vocabulary." As a result, in order to benefit from the product Vocabulary, students must be familiar with and proficient in the target grammar language. It's all about how you say it.

Passive Vocabulary: Students can accurately utilize, recognize, and comprehend terminology in any situation, but they cannot generate it appropriately. This form of vocabulary is known as getting vocabulary, and it is utilized correctly in listening or reading. Greenbaum and Nelson (2002) also ranked The vocabulary (words) is separated into two groups: function words and content words. Profession Major categories and closed chapters are used to classify words. Adjectives, nouns, verbs, and adverbs from the key chapters are included. Closed classes contain pronouns and prepositions, conjugation tools and selection. For example, the student goes to school, and the majority of the letter conveys to the listener. However, when the learner travels to the sentence School, the entire letter is transmitted, and the phrase is introduced to the grammar, according to Judy (2007). there are four types of vocabulary:

1-"Listening Vocabulary"

Throughout our lives, we hear and comprehend these words. As early as 16 weeks into the gestation, a developing baby may sense noises. Moreover, youngsters listen continuously for the rest of their lives, and we, in turn, continue to acquire new words in this way for the rest of ours. When we're adults, we'll have a wide vocabulary that we can use to communicate effectively with others.

2-"Speaking Vocabulary"

Every phrase we can use when we speak with the other. Our speaking vocabulary is relatively limited. Adults use this type of vocabulary only when they talk, teach, and communicate with each other.

3-"Reading Vocabulary"

Every word we understand when we read the text or stories…etc. We can read and understand many words by reading texts and books. This reading will help us acquire a lot of new vocabulary

4-"Writing Vocabulary"

Every word we can take back when we write or express ourselves. In general, we find it easiest to do this by writing vocabulary that can express our attitudes and feelings or our ability to explain ourselves orally, using facial expressions and intonation to help communicate our thoughts to others, as shown in figure (2).
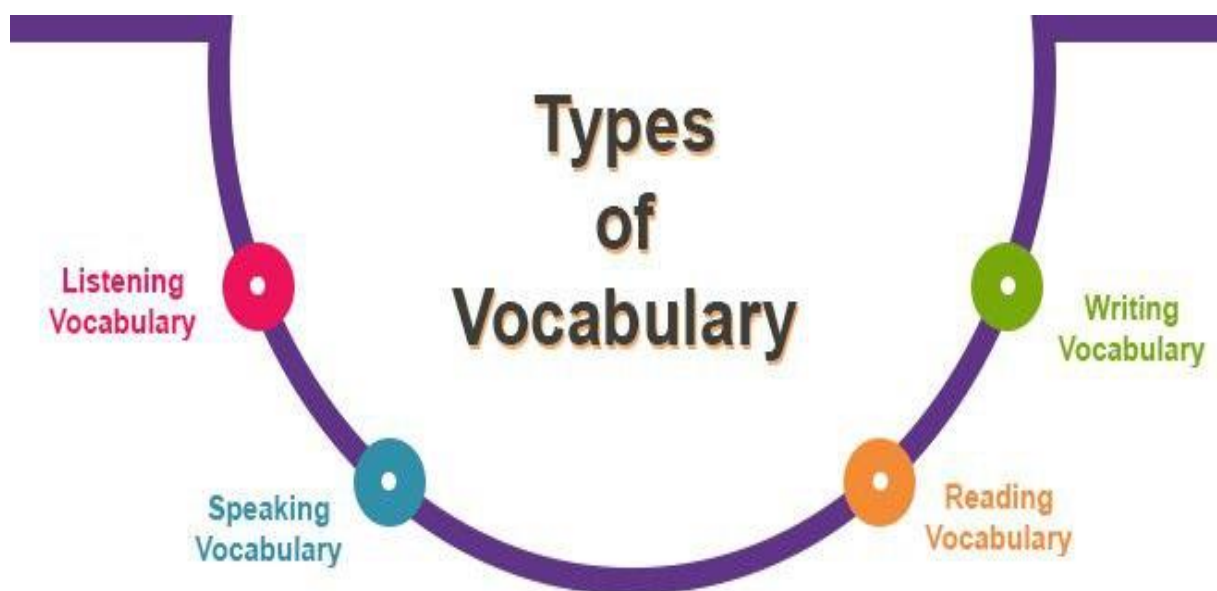
Figure 2. Types of vocabularies Judy (2007)

2.2.3. The Importance of Vocabulary

"Tornbury's book" "How to Vocabulary," in which renowned linguist David Wilkins describes the importance of vocabulary, says that it is a necessary tool for effective communication. When it comes to communication, there are only two things that are unavoidable: the rules and the terminology. According to many linguists, this is a fundamental truth.

To look at it in another way, literacy relies heavily on vocabulary, as well as the words used by a language or in an area of study. Acquiring a broader vocabulary and conceptual framework It's critical for pupils in their early years since they're exposed to a huge quantity of unfamiliar terminology. What they read are the chapters and texts., (Cohen 2012)

As for vocabulary as a basis for communicatin, McCarthy says in his book, *Vocabulary Pointing to the Importance of Vocabulary,* that while learners can master the grammar and sounds of L2, the core communication in L2 is Impossible without the use of words with diverse meanings (McCarthy, 1990 According to Tozcu and Coady (2004). Vocabulary is important in second language learning and is a part of foreign language acquisition as well as academic achievement. It is also the key to reading comprehension and mastery , which are closely related. As vocabulary is a reflection of social reality, it is important to consider reasons for considering language as a means of social interaction in general. Richards (2001) suggested four explanations:

(1) Language is a means of communicating information. and express ourselves to others.

(2) The basic aim of language is to promote communication. and communication between the others

(3) Function and communication are at the heart of what a language is designed to express.

(4) The functional and communicative meaning categories outlined in discourse are also among the basic units of language, in addition to its grammatical and structural characteristics. This means that language appears to be assimilating meaning, the reality of human cognition and communication. Language is one of the symbols that humans learn, master, teach, and teach again and again.

According to Grauberg(1997), the procedure for learning a language consists of four stages.:

a-Discrimination and inequity We've reached the beginning of the process, and it's important. Reading and listening differentiate between letters and sounds, as well as between connected words' sounds and letters; while speaking or writing, however, it differentiates itself. As we'll see later, inaccuracies are caused by a lack of differentiation.

b. Remembering Following the introduction and description of new content, the following step is taken to ensure you remember it when students know the meaning of the new word.

c. Comprehension of meaning. This is known as comprehending the meaning of a foreign word or phrase. This is sometimes clear because the term may be identified explicitly by its citation or because an English counterpart exists.

d. Meaning Consolidation and Expansion. Learning new words does not happen overnight. It is not a quick process, and if this is the case, and if the presentation is the only variable important in learning new vocabulary, words will not be forgotten and need to be re-learned. The research results are described by refuting a few beliefs that have limited the use of vocabulary in foreign language curricula throughout the years in Vocabulary Myths (Folse, 2004).

These eight myths are:

(1) While grammar and other aspects of foreign language study are crucial, vocabulary is not one of them.

(2) Using word lists to help you memorize vocabulary is a bad idea.

(3) Semantic sets of vocabulary should be supplied.

(4) Using translations to learn new words is a terrible idea.

(5) Both foreign language and first language learners can benefit from guessing words based on context.

(6) The most effective vocabulary learners benefit from one or two excellent unique vocabulary learning approaches.

(7) It is recommended that students of foreign languages solely utilise a single-language dictionary.

(8) Our curriculum, studies, and courses contain adequate vocabulary.

Students who are learning a language need a strong foundation in vocabulary development. Developing one's vocabulary is a significant part of learning a new language since vocabulary is a means through which words are sent to the brain. Obtaining, sustaining, and inspiring students' endeavors, motivation and success in learning can only be achieved via independence, and the belief that independence lowers one's self-

confidence is a myth. Playful tactics, together with technological aid, are one of the best ways to empower learners.

2.2.4. Teaching of Vocabulary

Research shows that learning vocabulary is one of the best methods for teaching a second language, according to ALQahtani (2015). Language learning is impossible without first knowing how to pronounce its words. The bulk of it is made up of words. It is practically difficult to learn a new language without acquiring new words, as all communication is done via words. Vocabulary building is a key component of language training, and there is a consensus among educators and students alike. Teaching English as a second language is also a hotly discussed topic when it comes to vocabulary development. Teachers may appear to be having difficulties during the teaching and learning process. To get good outcomes, it appears that they are having difficulties teaching kids. The teacher has to be well-prepared and knowledgeable about the subject matter. Students will be taught using the most relevant and effective approaches. When it comes to teaching, it is important to use a variety of various and up-to-date technology. Teachers must be able to comprehend the subject matter so that pupils understand it and remain engaged in the course of study. Teachers and students alike have a good time while working together in the classroom. Vocabulary is a significant aspect of the whole language teaching process, and teachers should note that for young learners, it is different from adults in the learning process. Additionally, educators must be familiar with the specifics of his academic background. It is essential to use effective vocabulary learning materials. It will engage in learning new words - it is more effective in providing learners with a description of familiar terms than a lexical explanation when introducing a new word. Dictionary definitions sometimes include extra harsh terms that make students uncomfortable. It is an excellent strategy for organizing and displaying the link between two pieces of information It is also good to read the post as it provides additional information about the original vocabulary, which will help you understand it better. It is preferable to use colored pencils in two stages, before and after reading, or during reading.

Vocabulary plays an essential role in mastering a new language because it will help students fully master the English language as well as key skills, including speaking, listening, reading, and writing. The importance of vocabulary is demonstrated by the fact that if a person has a large number of vocabulary, they have a greater ability to relate a person's ability to talk, read, write and listen in learning a foreign language. Sonbul and Schmitt (2009) mentioned Both "accidental learning" and "explicit learning," in which vocabulary is learned by concentrating on the words to be remembered, are effective methods for acquiring new words. Reading, for example, is a great way to build your vocabulary while you learn a new language. It is clear that episodic learning is the dominant way of vocabulary acquisition in reading research has shown that Episodic vocabulary acquisition also occurs with extended and continuous reading, and Cumulative learning can be substantial. According to Shakarova, Boratova & Yoldasheva (2021), there are many different ways of tasks a teacher can use to help students do to make vocabulary teaching easier. They fall into the following types:

1) identifying words simply refers to finding them where they might be 'hidden'. For example, in a text, for example, students might be asked to count the number of occurrences of a word in the text or to find pseudo-clauses. You may be asked to read the text and asked to answer the predefined words.

2) Choosing tasks is cognitively more complex than setting tasks for students to recognize words and choose between them. This might take up the job of task selection "single out of one", which enables students with a set of words and phrases related to each other and belonging to the same lexical class.

3) Matching involves first recognizing new words and then matching them with other words

4) Sorting activities requires students to categorize words into multiple categories. These categories can be given or guessed, for example, in an exercise where the given students should categorize terms, phrases, or words into groups according to different criteria and functions.

5) Order and sequence require students to put the words in a certain type of order. This includes arranging words in a series, for example, adverbs of frequency. This task helps encourage learners to express their opinions and arrange the given items according to their preferences.

Some experts have suggested the following methods for teaching vocabulary.

1-Using Objects to Teach Vocabulary

2. Drawing and pictures are used to teach vocabulary in the classroom.

3- Drilling, spelling, and active participation are all effective methods for developing the students' vocabulary.

2.2.5. Principles of Teaching Vocabulary"

For the principles of vocabulary teaching, Nur Fitria. (2019) said that the calculation of the forms of vocabulary to be taught and the principles and methods of teaching them is critical. First, apart from teaching vocabulary that matches students' needs, forms of vocabulary teaching must be considered. These aspects have forms, i.e. the spoken form, the written form, parts of the word, the concept of the word and Items you can link, word link, word rules, grouping words, and recording and repetition. There are several theories and studies about General rules and principles in order to teach vocabulary Teaching vocabulary follows six concepts.

(1) Making teaching simple and clear without any explanations suggesting another meaning.

(2) Providing teaching of prior knowledge by showing a pattern or similes that help facilitate memorization.

(3) Using oral and written presentations.

(4) Paying great attention to already partially existing words.

(5) Informing students whether the high-frequency term is one they should remember for the future.

(6) Being careful not to bring up other unknown related words or close synonyms, antonyms or similar words.

2.2.6. Difficulties in Learning Vocabulary

There are several difficulties in teaching vocabulary (Hamid, 2009) mentions that English teachers have a certain difficulty in teaching vocabulary that reflects the cultural characteristics of English. Among the difficulties teachers face are proverbs, idioms, and compounds. In addition to using vocabulary in literary texts that review culture according to its characteristics, language teachers may have some problems in teaching these elements to their students because they need a deep understanding of a second language.

(Prastiyawatip 2007) also mentioned that there are difficulties with vocabulary teaching, which include materials, media, teaching and assessment techniques. The reason for the difficulty with regard to the subject, the subject was difficult for the students, it was also difficult to choose the most appropriate and effective teaching aids, and the school had no other media than textbooks. In addition, the reason for the difficulty related to the teaching technique is the English language. The teacher used a monotonous and boring teaching style. The latter is the reason for the difficulty. As for the assessment, the students cheated and worked together on the test. Therefore, the results of the research are that teachers who teach at the primary level need special training for teaching words and phrases. However, on the other hand, the English teacher must be selective in the teaching application, in choosing the most effective and interesting vocabulary technique as well as motivation. Students should be interested in studying English, especially in a vocabulary lesson

2.3. Steps of Teaching Vocabulary with Playful Learning Strategies

There are many steps used in teaching vocabulary:

1. Actual objects and models are shown.

This technique helps increase the vocabulary of beginners. Many vocabulary and objects can be taught by showing the actual objects of the vocabulary. Students get a sense of what it's like to be in the situation. Think about things like pencil, automobile, chair, book, football, flower, potato, and so on.

2. Synonyms: Young learners might benefit from using synonyms to expand their vocabulary. When a student is familiar with a synonym, it makes it much easier to teach the student about the various shades of meaning. A student's vocabulary is bolstered by synonyms, which may be used in place of a term while speaking or writing.

3. Homonyms The words "pair" and "pear" are examples of homonyms, which are words from the same language that sound the same but differ in spelling, meaning, or origin.

4. Video for target vocabulary production. This method is very useful, as teachers must select a meaningful and impactful video containing a series of visual and auditory actions or details according to their age and level of knowledge.

2.3.1. The Concept of Playful Learning

The concept of playful learning has become one of the most popular concepts in the subject of teaching English. Many studies have been carried out, aiming at revealing the importance and effectiveness of playful methods in the field of English language teaching in general. In the field of education and became a part of it because of its importance in the production of knowledge for students. According to Kansas (2010), learning can and should be considered as a metaphorical concept that depends on the tool and strategy available, used and identified in each theoretical framework. Creative and enjoyable learning refers to (i) a method of learning that allows, Stimulates and enhances learner's creativity and creation of shared knowledge in the easiest way, (ii) Learning through content design, the use of a new technology that helps to enhance the factor of language acquisition in modern and fun ways and (iii) learning through a variety of fun and physical activities - hands-on and body -in which it happens. Thomson (2019) sees

Some of these playful strategies are well known but compelling to rethink, and we encourage doing some of them.

Make simple, fun, and interactive changes, such as polling or games, to increase the level of student participation to create an effective learning environment. A passion for fun learning stems throughout the book, but that passion doesn't diminish. Every season It is presented in an open and honest manner and requires minimal time and effort during daily events that require a great deal of follow-up. According to Tarrés & Cullell (2020), the act of playing and studying different moments and different jobs. Many authors and Educational movements linked play to learning, especially in the pre-school stage, as well as in the later educational stages because of their positive results in creating an active learning environment, within the general concept of playing or learning through games. This is explained in a report that proposes the gradual inclusion of educational aspects related to play.

Education is changing at the moment because information technology offers many new possibilities in the learning process, especially with the fun learning style. "Playful learning," which is often named "educational entertainment," is an educational method that emphasises active hands-on learning rather than sitting and listening, and spans between free play (in which students engage autonomously) and guided play (in which the teacher guides the student) (in which the supervisor directs a play)Heininger, Seifert, Prifti, Utesch & Krcmar (2017)

Marchetti (2021), Playful can model and envision themselves engaged in an experience, participating in creating meaningful information, conceptual reflections, and a greater comprehension of the issue of learning via play as defined by Playful learning. What we mean when we talk about "play" in Pleasant Learning is that it's both a self-limiting and fun game for players and a serious practice, where the intellectual engagement of the players may also be a driving factor for the students. In the words of Andreopoulou & Moustakas (2019), a play is a model or replica of another play based on reality. It's true that games are a great tool to help pupils gain the skills and information they'll need in the future. Here, it's evident that the game's learning potential may necessitate the use of highly developed critical thinking abilities.

2.3.2. Role of the Teachers in Playful Learning Strategies

Several opinions on the teacher's role in the play have arisen from both study and practice. Teachers indicated varying attitudes on intervening with students-led activities. One viewpoint holds that students' free play benefits society and that emotional development must be preserved. Playful is frequently defined in this Visualization as an activity that should not be interrupted by adults; it is the teacher's role to "support, not disrupt," and to avoid hijacking or "hijacking" the playful. As a result, teachers may be opposed to the concept of directed play. Another viewpoint sees play as a chance for students to absorb and explore academic topics, with teacher engagement considered as a way to increase students' learning and encouragement. Learning is more successful when the student is actively involved, as is the case with this form of play-based learning. Students' engagement may be maintained while teacher-directed activities are being implemented. Additionally, data suggests that students are cooperating more through play-based learning. Students achieve better grades when their teachers are in charge of their education. (Angela Pyle.Angela & Danniels Erica 2017). In this study, we discovered that instructors' conduct is to include the play style. The absence of knowledge and abilities in play-based learning affects learning in their teaching methods. Teachers and educators, on the other hand, are driven to use this instructional style of Approaching. Furthermore, social cues, cultural conventions, and physical limitations are presently confronting their play-based learning approaches. Our results on psychological ability as well as social and physical possibilities. The opportunity is a good place to start for individuals who want to encourage adoption. This group focuses on play-based learning. Professional development and various forms of assistance It is necessary to improve these components in order to help instructors effectively incorporate play-based learning into their higher education practice. (Khalil, Aljanazrah, Hamed and Murtagh(2022). By taking into account both instructors' implicit beliefs of play and learning and their embrace of general pedagogical flexibility and variety, we were able to synthesize the many viewpoints on this problem and arrive at one key conclusion. This notion is effectively proven in a research conducted by Pyle, Prioletta, and Poliszczuk (2018). Teachers that use a variety of play techniques are distinguished from those who rely heavily on playtime in the classroom. During free

play, boys, according to the first school of thought, have several opportunities to practice their speech, language, and social skills. Reading and other more advanced language skills, such as writing, need a more rigorous approach, they said. Reinoso, Delgado-Iglesias & Fernández (2019).

2.3.3. Playful Learning Strategies in EFL Classes

Teaching strategy varies from teacher to another and from class to another in different settings, but despite this being mentioned (Leo, 2017), several selected studies show that meaningful language learning occurs through diverse and effective teaching methods. To make English a foreign language an effective and meaningful process for students, teachers need to understand the context or strategy in which students want to learn and how to do second language development work. From ages 11 to 12, they have a greater ability to absorb and understand new information if it is taught in a meaningful and meaningful way. Students at a younger age are more curious and interested and have a desire to learn more than others because it is more effective and enjoyable, so memorizing and understanding lessons at an early age remains a long-term memory Studies have also indicated that songs, rhymes, and storybooks can play a role in fun games The task in students' enthusiasm for the English language during the first years of their studies. This fact was based on the results of her study, which showed that when young students are introduced to play while learning, they feel stimulated, and this increases the ability to understand language and memorize vocabulary.

2.3.4. Principles of Playful Learning Strategies

According to Ben Mardell.Ben & Uhre Fog Camilla (2017) the principles of playful learning can be summarized in the following:

1. Playful with an educational purpose.

In general, learning objectives, knowledge, and activities, as well as students' lives and interests, are all integrated into a single aim or inquiry in the context of playful learning.

2- Learners who direct their own learning

Adopting an approach that emphasizes playful learning involves putting the burden of knowledge acquisition squarely on the students' Students who study in a playful manner aren't afraid to experiment with new things or push their abilities to the maximum.

3-Experiment with choices, wonder and delight.

When learners learn by play and engage with people, ideas, objects, or environments, they experience choice, surprise, and delight. At the same time, what seems playful to one person may not be so to another. Not all learning must involve play, and not every moment of play will result in meaningful learning.

4. Linking life inside and beyond the classroom.

The transfer of knowledge and experience from the classroom to the real world is improved for playful learning.

5. Students reflect on their playful experiences.

In order for students to learn during play, they must reflect on their own experiences. Before, during, or after a fun learning session, this might happen.

6. Creating a playful learning culture for adults

It is necessary to cultivate a culture of playful learning among adults before this can be transferred to children. Children benefit from teachers' abilities and drive to recognise the extraordinary in daily life. Playful learning is encouraged (whether materials, physical environment, academic content, etc.)

7. Building trust and embracing negotiating.

Developing a culture of playful learning requires mutual respect and a willingness to compromise at all levels (teachers, administrators' children, and families).

8. Investigating studying the paradoxes between play and school.

In order to promote playful learning, it is necessary to navigate through a series of contradictions that exist between the nature of play and the nature of the school. For instance, play is timeless; school is timetabled; play can be chaotic, messy, and loud, schools are places of order; play involves risks; in school, children should be safe; in play, children are in charge, in school, the agenda is generally set by adults). A well-documented, collaborative study can assist educators in working through these difficulties.

2.3.5.   Strategies for Learning Vocabulary

It is significant to use effective vocabulary teaching strategies as students will be engaged in learning new vocabulary. The strategies are very important and help students achieve new vocabulary. When introducing a new word, it is helpful to give learners a description of the known words rather than a lexical definition. The dictionary definition often includes learners with various learning styles and no single strategy can work for all students. Therefore, it is motivated to differentiate between strategies and the use of appropriate strategies according to the circumstances of students. (Cox, J. 2017). There are many playful learning activities that are either designed for the learning classroom or easily adapted for learning vocabulary. For example, pictures, crosswords, thinking, pair and share.

2.3.6.   Images

An image is defined as "a picture created by a camera, artist, mirror, or other means."., "Merriam Webster Dictionary", 2016). It is a representation of a person or an object in the form of a drawing or a photo (The Free Dictionary, 2017), which can be used to complete the vocabulary.

2.3.7.   Associating vocabularies with Images

The significance of images is that they connect us to our past memories in a compelling way. Our memories, the most precious possession we own, cannot be taken

away by anyone. In this way, visuals are extremely helpful in learning since they help to organize and process information. Learners benefit from the visual representation of what they hear. It's beneficial for visual learners to create visualizations of their intrinsic skills, as they have a lot of visual images flowing through their heads. Drawing drawings next to notes and ideas helps students retain aspects of the note since visualizing is simple for them. Images were discovered to have a substantial impact on the current study's memory strategy instruction., The results indicate that this memory technique encourages learners to engage in more effective cognitive activity, deeper processing, and improved vocabulary acquisition retention. The results of the study are in line with those of those who concluded that memory strategy instructions facilitated students' ability to complete words. Likewise, the study findings give further support to findings that recommend that instructors use memory practices to increase both short- and long-term language retention.as shown in figure (3).

Figure 3. Associating vocabularies with Images crossword puzzle

Crossword puzzles are one of the teaching methods used in the learning process. It is an arrangement of numbered squares filled with words, a letter for each square, such that a letter that appears in a horizontally placed word is also part of a vertically placed word. Moreover, he wrote, "Cross puzzle is one type of puzzle game that requires players to use a clue to find out a specific word and to write each letter in the corresponding squares that overlap the other words in the puzzle." Therefore, it can be concluded that crossword puzzles are modes in the game figures consisting of arranging the words to be filled into numbered squares passing through and below. According to Yuliandari.I.D, Adi Andayani.M& Tasnim.Z.(2015), it is shown that the advantages of solving crossword puzzles include many useful skills, including vocabulary, reasoning, spelling, and word attack skills. In Teaching Vocabulary, Crosswords

A puzzle is an excellent tool for teaching pupils new vocabulary. Students' interest and motivation in learning English can be increased and their moods are temporarily lightened by doing a crossword puzzle as part of the learning process. A crossword puzzle can make students practice thinking and study English words and memorize words indirectly, which leads to the improvement of their vocabulary. as shown in figure (4).
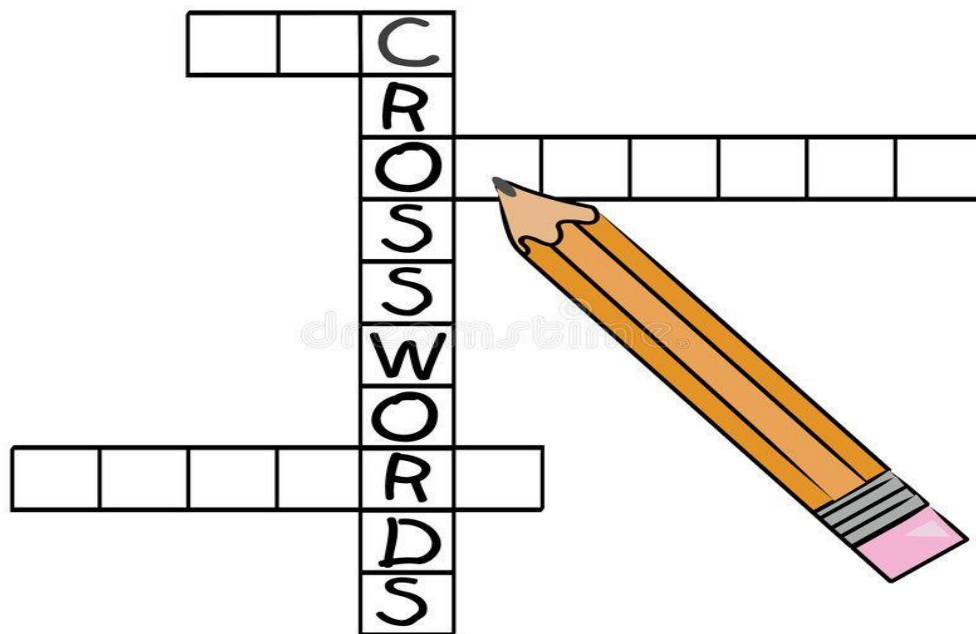
Figure 4. Crossword Puzzle Activity

2.3.8. Think, Pair and Share

Think-pair-share Collaborative learning involves students working together to solve problems, answer questions, or engage in discussion about particular literature. This technique encourages students to (i) "think about a topic or answer a question independently" and (ii) discuss ideas with peers. Discussing the reading material with a companion enhances involvement, concentrates attention, and engages pupils in understanding the reading content. According to Maccafferty et al (2006), reflection, association, and sharing is a great way to engage students and share with confidence, and this activity allows students to think for some time in crafting a response, listing their partner's response, and use that response as a model for their response and a one-on-one sharing session with a partner. as shown in figure (5)

Figure 5. Think, Pair and Share

2.3.9. The advantages and disadvantages of playful learning strategies

There are several benefits of using playful learning strategies for students during the learning process, particularly in vocabulary development, since it makes it easier to comprehend the meanings of words and acquire new terms. This strategy can help pupils recall a new meaning of a word. This vocabulary method has been utilized by some English teachers to assist pupils in becoming more motivated to study. It teaches pupils that they should always look up words in a dictionary rather than merely believing the

meaning in the text. Students will be able to recall the meaning of unknown words more readily if they utilize this method since they will have a visual image to go with it. Putting this idea to use in There are items in the classroom that assist students not only acquire their vocabulary, but also introduce dictionaries and teach them how to use them. Using this method allows students to understand the definition so that they can look it up in a dictionary with an expectation of finding it. As a result, it has a good appeal to conventional learners who find vocabulary acquisition challenging. (Miami-Dade County schools,2000 achievement of vocabulary in particular and language learning in general, the explanation of the rapid improvement of the experimental group in vocabulary achievement is that the role-playing style is more fun and attractive than the traditional method, which fosters highly motivated students and a more creative learning environment.

2.4. Previous Studies

2.4.1. Kocaman & Cumaoğlu (2014)

The study set out to achieve two things in particular. Students in 6th grade who use software designed for the purpose of teaching vocabulary get better results. The other is to see how computer-aided vocabulary learning applications affect the way people acquire language. However, their follow-up study (Kocaman & Cumaoğlu 2014) found that both types of programs contain Positive effects on vocabulary learning while game software improves success. The number of students is greater than the number of DENIS students. The study's group consisted of 68 pupils in the 6th grade studying at a public school in the district of Sakarya. When the literature was reviewed, it was a positive contribution to the game. Successful applications are encountered in many studies that support increased gaming, motivating students and making the learning process enjoyable.

2.4.2. Alabsi (2016)

The aim of the current study is to discover the effects of The use of a role-playing strategy in acquiring the vocabulary of secondary school students. However, his follow-up studies (Alabsi 2016) result in a mean experimental value in favor of using a role-playing strategy in word teaching. This means that the use of role-playing strategy in English as a foreign language is as important as the lessons are and more effective than using traditional vocabulary instruction. The total population of the two classes was 40 female EFL students, aged 15 to 16, on average, who are in their first year of secondary school. Their mother tongue is Arabic, and they spent four years acquiring English. The results of the study show the importance of using playful strategies in the field of vocabulary teaching.

2.4.3. Honarzad & Soyoof (2020)

This study aims to study the effect of hard and mobile games AnkiApp helps Iranian students acquire English as a foreign language and retain new words. But in their follow-up study (Honarzad & Soyoof 2020) I found that using a serious game and mobile app, AnkiApp, had an effect on student's language learning and that the students positively achieved the target vocabulary. In relative terms, a serious game that has an advantage over the mobile application, AnkiApp, is found to learn and retain new vocabulary; participants were 90 pre-intermediate EFL learners participating in a special program Language Institute of Shiraz. They were randomly selected as two classes out of 10 out of the total of 114 students. Furthermore, it has also been shown that Improvements in vocabulary retention have been observed over time, which indicates the importance of digital technologies and English language resources for second language learning.

2.4.4. Mohamed (2020)

With the use of this research, we want to learn more about how instructional games may help students learn and remember primary school students English vocabulary.

However, in his follow-up study (Mohamed 2020), playful strategies have benefits in the learning process, especially when used correctly. Through a literature review, their sample consists of a group of forty randomly selected primary school students from a primary school in the (2019-2020) school year. Twenty students are in the experimental group, while 20 are in the control group. This study also confirmed that by using games, students could remember all the vocabulary they had studied without difficulty. For students who have already mastered English as a second language, games are used not only to develop their knowledge but also to encourage them and develop a greater sense of community among them. The results show that the technique of educational games can be helpful in the learning and retention of vocabulary.

2.4.5. Ghobadi, Shahrokhi (2021)

This study's main objective is to investigate the impact of the playful learning by using English for mobile based on games application of vocabulary learning to vocabulary, but in their follow-up study Ghabadi, Shahrukh& Abedi (2021) found that this application helped Students learn English words accurately and naturally. They pointed out that games are a way to help students not only have playful and have enjoyable, as their sample consists of 40 students in the seventh through ninth preparatory and twelfth grades. It is found that playful strategies have an effective role in vocabulary acquisition, especially the role of English learning strategies application in vocabulary learning.

2.4.6. Rui Li (2021)

The purpose of this research is to discover how vocabulary can improve educational attainment and stimulate learning and self-confidence using game-based vocabulary for learning. Yet, in his follow-up study (RuiLi 2021), he found that motivating students to learn had a positive effect on vocabulary learning achievement while learning. But in the follow-up to their studies about the impact of games on the collection of vocabulary, where the sample consists of 119 participants, all of whom are college students, the results indicated that a vocabulary learning application based on

playful strategies could be used. By integrating vocabulary learning techniques into a digital activity, researchers can quickly change the passive nature of a traditional vocabulary learning approach into an engaging and active learning process. This is possible thanks to the rapid development of computer-assisted language learning (CALL), which has led to rapid changes in language teaching. fun that incorporates the game's rules.

2.5. Discussion of The Previous Studies

All previous research discussed in this chapter examined the impact of playful learning techniques. Although their goals differ in some ways, the sample, findings, and methodologies used to obtain the intended objectives but enhance the current study. Methods used, precise objectives and data gathered, and any results reached should be compared and contrasted. These studies' aims, samples, tools, and findings will be reviewed in connection with the current study's results, as follows:

2.5.1. The Aims

It is clear that all previous studies mentioned above have one aim, which is to develop vocabulary learning using playful learning strategies. It refers to the importance of mastering vocabulary because it has an active role in learning English. The current study agreed with all the previous studies to solve and develop this problem. Studies have varied in the strategies used to develop learning and mastering vocabulary, such as songs, keywords, stories, short stories, apps and Pictures and other strategies that aim to learn vocabulary using playful learning strategies. The current study agreed with some studies on the use of Some applications as a method for developing vocabulary learning, such as Rui Li (2021) ,Honarzad & Soyoof (2020)& Kocaman & Cumaoğlu (2014). In terms of goal, approach, instruments, and outcomes, the current study and earlier studies have numerous similarities and differences. It is clear that some of the previous studies are almost related to each other in the use of similar strategies like games like Ghobadi, Shahrokhi2, Abedi (2021), Alabsi (2016).

2.5.2. The Precedures

The procedures followed differ from one study to another. For example, in the study by Kocaman & Cumaoğlu (2014), the initial testing of vocabulary learning strategies and metrics, as well as an achievement exam, were then carried out. For the next three weeks, the DENIS was used for two hours every week. In week 5, an accomplishment exam was given once more. Students played computer-assisted games for two hours per week throughout the sixth, seventh, and eighth weeks. But in the ninth week of the study done by Alabsi (2016), the techniques such as "data collecting, data reduction, data display, and conclusion drawing" have used pretest and posttest. While Honarzad & Soyoof (2020). Pupils in the Serious Games group were first taught how to install the necessary Serious Game. Then the teacher carefully explained the various elements of the game and allowed the students to ask questions about the game. Then the teacher discusses how they will learn new terms by achieving certain goals. Initially, the teacher was shown a specific level of the game. Then the teacher asked the students if they had any questions. They then engaged and helped each other acquire the language in twenty-two-hour sessions. According to Mohamed. Amr (2020), the procedure was used to program the experiment for pretesting. The experiment was composed of a pretest and a posttest. But the procedure done by Rui Li (2021) has used the techniques such as "data collecting, data reduction, data display, and conclusion The procedures of the previous studies matched with the current study. They were similar in terms of the mechanism of data collection from the pre and post test and with the data collection tool where (SPSS) was used to analyze the data. They were also similar in terms of the general objectives of the study, where the previous and current study aimed to know the effect of different forms of playful strategies on vocabulary learning."

2.5.3.   The Samples

Regarding the type of samples, each of the previous studies includes a specific kind of topic. Kocaman & Cumaoğlu (2014) includes 68 students in the experimental. While Alabsi (2016) contained 20 students. Honarzad & Soyoof's (2020) participants

were 90 pre-intermediate Iranian EFL learners, Mohamed Amr's (2020) includes 20 students, who were divided between the experimental and control groups, and Ghobadi, Shahrokhi2, Abedi's (2021) consisted of 40 exceptional students, and Rui Li (2021) were 119 participants, the experimental and control groups. The samples were similar with some studies in terms of number, but in general the intended sample is the students, whether they are primary, intermediate or university students.

2.5.4. Results

After reading the previous studies, it was concluded that:

1- Every previous research focused on beneficial results for the sample of the experimental group.

2- All previous studies indicate a variety of playful learning strategies in vocabulary achievement

3- Results from previous studies indicated that pupils' vocabulary performance was weak.

Table 1. Summery of Previous Studies

No.	The Authors	The aim	Research design& theoretical frame work	The sample	Data collection &data analysis	The finding	Limitations& suggestions
1	**Kocaman & Cumaoğlu (2014)**	There were two main objectives in this study. Someone had an educational choice Software, 6th graders are more successful in learning vocabulary	-Quantitate Design includes six sub-dimensions; Memory, Cognitive, Metacognitive, Affective, Social and Compensation strategies.	68 students in the 6th grade studying at a public school in the district of Sakarya	Pretest and posttest -ANOVA tool	This study's finding reveals that language learners' linguistic achievement has improved from the pre-test to the post-test, whether in a serious game or a mobile application.	Random sampling
2	**Alabsi (2016)**	The aim of the current study is to discover the effects of The use of a role-playing strategy in acquiring the vocabulary of secondary school students	Quantitate Design Psycho-cognitive theory quantities approach quesi experimental	There were 40 first-year EFL female students in the two classes as a whole. of secondary school with an average age of 15 to 16 years.	Pretest and posttest (SPSS) tool	The findings of the study show the importance of using playful strategies in the field of vocabulary teaching	There are some difficulties for learners with vocabulary limitations Misapplication of words, incorrect pronunciation of new words, paraphrasing due to limited vocabulary and

							recurring frequency
3	**Honarzad & Soyoof (2020)**	This study try to study the effect of hard and mobile games AnkiApp helps Iranian students acquire English as a foreign language and retain new words.	-Quantitate Design constructivist learning theory applied to second language acquisition	participants were 90 pre-intermediate EFL learners participating in a special program Language Institute of Shiraz. They were randomly selected as two classes out of 10 out of the total of 114 students	Pretest and posttest ANOVA tool	The finding of the study indicate the importance of digital technologies and English language resources for second language learning	The items of demographic factors like age and gender are one of the study's limitations
4	**Mohamed. Amr (2020)**	This study aims to study the effect of educational games strategy on the acquisition and retention of primary school students English vocabulary	Quantitate Design - of the best strategies that can be used is educational games strategy. study adopted the quasi-experimental pre-posttest control / experimental group design	The participants were their sample consists of a group of forty randomly selected primary school students from a primary school in the 2019-2020 school year. Twenty students were in the experimental group, while 20 were in the control group	Pretest and posttest SPSS tool	The finding of this study indicate the importance of digital technologies and English language resources for second language learning	This study suggested that teachers and learners of English as a foreign language, He must choose the best method of teaching Learn a second language

5	Ghobadi, Shahrokhi 2, Abedi (2021)	This study's main objective was to examine the impact of the playful learning by using English for mobile based on games application of vocabulary learning to vocabulary	Quantitate and qualitative Design	sample consists of 40 students in the seventh through ninth preparatory and twelfth grades	questionnaire, and a semi-structured interview Pretest and posttest ANCOVA	The results indicated that it was found that playing strategies have an effective role in vocabulary acquisition, especially the role of applying English learning strategies in vocabulary learning.	Random sampling
6	Rui Li (2021)	This research aims to determine the benefits of vocabulary and how they can improve educational attainment and stimulate learning and self-confidence using game-based vocabulary for learning	Quantitate Design	sample consists of 119 participants, all of whom are college students	Pretest and posttest ANOVA	indicated that a vocabulary learning application based on playful strategies can be used. Learn vocabulary based on the game by incorporating vocabulary learning techniques into a fun activity that includes the rules of the game	delimiters. First, the use of APP learning vocabulary based on the game is more developed based on a single application Second, the participants All semi-professionals are university students It has a limited population.

3. METHODOLOGY

3.1. Introduction

In this chapter, methodological aspects of the current study are addressed. This chapter begins by describing the approach used in this study. It attempts to describe the effect of fun learning strategies on the vocabulary acquisition curriculum of EFL students. The researcher describes the data that was used and how it was used was combined. The last section discusses the methodology for which the study has been adapted for data analysis and access to the results presented in the next chapter. The analysis itself is quantitative, supplemented by the described statistical techniques in the appendix.

3.2. Experimental Design

A "framework of methods that permits The researcher may achieve the hypotheses by obtaining the proper conclusions regarding The relationship between the independent variable and the dependent variable" is how an experimental design is best described (Best and Khan, 2006). A "conventional technique to doing quantitative research or testing an idea (or practice or process) to see if it influences an outcome or a dependent variable" is known as experimental design (Creswell, 2012). The experimental design of this study is called 'posttest alone'. It incorporates the following features, as listed in Table (3.1). the current study in depended on (pre and posttest) to collect data and to analysis the data was used (SPSS) tool

1- Randomly selecting two groups of students and allocating them to the experiment and control groups.

2- Checking the equation of the two groups in some important variables.

3- Managing the independent variable only for the experimental group.

4- The control group and the experimental group were given the same educational material but in a traditional way.

5- Posttest of two groups.

6- Using statistical tools to analyze the collected data and get the final result

Table 2. "Experimental Design of this Study"

Group	"Independent Variable"	Posttest
Experimental group"	("Using a playful Learning strategy")	"Posttest"
Control group	Using traditional method	"Posttest"

3.3. Sample and Population

3.3.1. Population

The study population consists of the individuals, couples, groups, organizations or other entities that one seeks to understand and for whom the results of the study can be generalized or transmitted, which is the main group being investigated. concerned. (Castell and Braider 2021) According to (Shukla 2020), the population is the sum of all units that have variable properties under study on which the research results depend. A study population is a whole group about which you want to draw conclusions(Bhandari 2020). The number of participants in this study was 80 students from Al Salihah Al Arabiya Secondary School for Boys in the city of Nineveh during the Academic year 2021-2022. Students are separated into two parts for the second intermediate class: (A, B). The experimental and control groups, however, were chosen randomly from Sections (A) and (B), with a total of (80). There are 40 pupils in section (A), and there are also 40 students in section (B), as shown in Table No. (3.2).

3.3.2. Sample of the Study

A sample is defined as the specific group from which the data will be collected. The sample size is always less than the total population size and the sample set is the study population. (Bhandari 2020). According to Casteel & Bridier (2021), The group of elements from which the sample is drawn is known as a sampling framework, which serves as a working representation of the target population. The exact same set of units,

frequently only a single person, will be asked to take part in the study. The sample in this study consists of a group of students who were chosen at random from the designated school; there were 40 pupils in the experimental group and 40 pupils in the control group, ss seen in Table No. (3.2).

Table 3. The sample and Population of the Study

""Groups""	"No. of sample"
"Experimental"	"40"
"Control"	"40"
"Total"	"80"

3.4. Instrument of the Study

The current study uses the second intermediate classes. Selected students are asked to answer questions designed for vocabulary level learning using playful learning strategies such as choosing appropriate vocabulary or missing letters, writing synonyms, and writing a text on a topic. The reason for the researcher's choice of vocabulary questions is the fact that students because They were more in need of acquiring as much vocabulary as possible. The current study adopted this model during data analysis because it fits the analysis procedures for this study.

3.5. Equivalence of the Two Groups"

The equation between the control group and the experimental group requires controlling for variables that Variations in student achievement may be caused by factors such as overall level of English vocabulary, age, and educational level of parents….etc (Good et al., 1976)

3.5.1. Age of the Students

The students' ages are measured in months for the experimental and control group until October 1, 2021, to check if there is a difference in their ages, as indicated in

Appendix 1. (C). Using the t-test equation for two independent groups, it was discovered that there is no significant difference in age between the experimental and control groups, with the experimental group having an average value of (x). (167.200). The students' ages in months for the two groups are computed until October 1st, 2020, to examine if there is a difference in their ages, as stated in Appendix A. (C). Using the t-test equation for two independent groups, it was discovered that there is no significant difference in age between the experimental and control groups, with the average value of the experimental group being (x). (167.2000).

The standard deviation of (2.88409) and the deviation of the control group (3.27295), the calculated t-value (0.326), was found to be less than the tabulated value of (2.000) at the degree of freedom (78). The level of significance (0.05) indicated that the students in the two groups are of the same age, as shown in Table (3.3).

Table 4. The Mean Scores, Standard Deviation, and T-Value of Students' Age

Group	" No. of subject"	" Mean"	S.D.	"t-Value" Computed	"t-Value" Tabulated	D.F.	" Level of Significance"
Experimental	40	167.2000	2.88409	0.326	2.000	78	0.05
Control	40	167.4250	3.27295				

3.5.2. Parents' Level of Educational

"One of the variables that must be controlled is the academic achievement of students' parents. It is set up as follows":

(1) "Illiterate"

(2) "Primary and Intermediate degree."

(3) "Secondary School degree."

(4) "University degree" (B.A. Higher Education and Diploma)

3.5.2.1. Educational Level of Fathers

The chi-square method was used to determine whether there is a significant variation in the educational level of the student's parents. The findings revealed that the estimated value's chi-square is (1.63) at the degree of freedom (4) and the level of significance of the chi-square distribution (12.59). As demonstrated in Table No. 1, there are no statistically significant differences between the two groups in terms of parental educational level (3.4).

Table 5. Frequency and Chi-Square Value for the Level of Fathers' Education of Both Groups

Stages of Education"	Group		Total		" Calculated Value"	" Chi-Square Distribution"
	E	C				
"Illiterate"	5	5	10			
"Primary" degree	12	8	20			
Secondary degree	5	5	10	4	1.63	12.59
Diploma degree	9	9	18			
Bachelor degree	9	13	22			
Total	40	40	80			

3.5.2.2. Education Level of Mothers

Using the chi-square method, it was discovered that both groups of moms have the same degree of education. At the degree of freedom (4) and the chi-square distribution, the estimated value is (12.59). The calculated value is (1.63). As demonstrated in Table (3.5). In this measurement, there is no significant difference between the two groups.

Table 6. Frequency and Chi-Square Value for the Level of Mothers' Education of Both Groups"

Stages of Education	" Group"		Total	"Degree Of Freedom"	"Chi-Square Value"	
	E	C			Calculated Value	"Chi-Square Distribution
"Illiterate"	5	5	10			
Primary Degree	13	13	26			
Secondary Degree	10	8	18			
Diploma Degree	7	9	16	4	1.05	12.59
Bachelor Degree	5	5	10			
Total	40	40	80			

3.5.3. Achievement of students in English in the Previous Academic Year

Students' English language achievement during the previous academic year (2021-2022) was reviewed and compared, as shown in Appendix (B). The experimental group's mean value is (55.8250), with standard deviations of (8.14260). In comparison, the control group's value is (55.8250), with standard deviations of (8.35706). At the degree of freedom (78) and (0.05) level of significance, the value of t was determined to be (0.40) smaller than the tabulated value. This finding implies that there is no substantial difference in past achievement between the two groups., as shown in Table (3.6)

Table 7. The Mean Scores, Standard Deviations, and T-value Achievement of students in English in the Previous Academic Year

Group	No. of subject	Mean	S.D.	"T-Value"		D.F.	" Level of Significance"
				Computed	Tabulated		
"Experimental"	40	57.6250	6.86383	0.40	2.000	78	0.05
Control	40	58.2750	7.59888				

3.5.4. Scores of students in the Pretest

Both groups of students (experimental and control) took the pre-test; the experimental group's mean scores were reported. (55.5750), and the standard deviation (8.14260). At the same time, the average score of the control group is (55.8250) with a standard deviation of (8.35706) with a calculated value (0.40). When the results of the two groups were subjected to a test for differences between the mean scores using the T-test for two independent groups, there were no significant differences in the two groups. The calculated value (0.136) was smaller than the tabulated value (2.000), and the degree of freedom (78) indicated equality between the two groups in the preliminary test.

Table 8. Mean Scores, Standard Deviations, and T-value of Achievement of students in Pre-test

" Group"	" No. of subject"	" Mean"	" S.D."	t-Value		" D.F."	" Level of Significance"
				Computed	Tabulated		
"Experimental"	40	55.5750	8.14260	0.136	2.000	78	0.05
"Control "	40	55.8250	8.35706				

3.6. Students' Instruction and Instructional Material

The subjects that were taught with the two student groups (unit one and two) and so on are based on "English for Iraq - Student's Book and activity book" for second intermediate students. This study's experiment was carried out during the first semester of the academic year (2021-2022). The study's two groups began on (1\11\2021) and continued around eight weeks, ending on the (1\1\2022). The experimental group was instructed using the Playful Learning strategies strategy EFL vocabulary achievement in teaching vocabulary, while the control group was taught by using the conventional method.

3.7. Construction of Achievement Posttest

In terms of the content of educational materials and behavioral objectives, an achievement test has been developed. The test consists of six questions with a gradation of one hundred, as shown in Table (3.8). (Three of the questions measured students' achievement at the production level, while the other questions measured students' achievement at the recognition level.

Table 9. The Specifications of the Content, Behavioral Objectives, Number of items, and Marks of the Post-test

"Level"	""No. of Questions	No. of Item	Content	Behavioral l Objectives	Marks
Recognition	1	5	Answer the following questions with (True/False)	Students' ability to recall or recognize the questions	20
Production	2	5	Answer the question from your text-book	Students' ability to remember how to answer the questions	20
Recognition	3	5	Do as required Grammar	Students' ability to use or solve the questions	20
Production	4	5	Write the missing	Students' ability	10

			letters	to write the missing word	
Recognition	5	5	Write the word that mean the same	Students' ability to write synonymous of vocabulary	10
Production	6	20	Write short paragraph	Write a short phrase	20

3.8. Scoring Scheme of the Posttest

The second, fifth, and sixth questions are evaluated by the researcher himself, while questions one, three, and four were evaluated by the researcher and two more instructors * with personal questions in mind. The first one was recorded according to certain criteria. Every member was required to score questions and then divide the total by three to get the final score for each exam.

* Scoring Committee

1/ The researcher himself.

2 / Rabah Saleh Ali "Ministry of Education - General Directorate of Education in Nineveh Governorate."

3- Ahmed Saleh Mohammed "Ministry of Education - General Directorate of Education in Nineveh Governorate."

The composite test includes six questions out of a hundred. The first Question (5) includes an element, i.e. four marks are given for each of the elements. The second question includes (5) items; that is, four marks are given for each element. The third question contains (5) elements, meaning four points were given to each element. The fourth question includes (5) Elements, i.e. four are assigned to each element. The fifth question includes (5) items, each of which is given four marks. Question (6) does not include elements, i.e. the degree is given according to the student's expression of the subject given to him.

3.9. The Validity of the Test

A test is real if it measures what the examinee wants to measure according to the components it possesses (Bynom, 2001). There are two important types of Validity types: content validity and face validity. According to Anastasia and Urbina (1997), content validity refers to the "systematic analysis of a test." Test the content to determine if it covers a representative sample of The area of behavior to be measured. Face validity means "the way the test looks, in which it assesses the skills and knowledge it wants to measure based on a judgment Examiners, test managers, educators, and the like" (Harris, 1969).

To ensure that the face is fit for testing, it was subjected to a jury of specialists in the field of linguistics and methods of teaching the English language and English. All notes and modifications mentioned were considered by a jury.

3.10. A pilot Administration of the Test

A pilot study is an initial study conducted by a researcher on a sample of an exploratory sample to familiarize the researcher with any potential difficulties that may occur during testing (Good, 1973). To achieve experimental management, the test was performed on twenty-five students who were randomly selected from the two respective sections, A and B. The results indicate that the time required to answer all test items is between 45-50 minutes and there is no ambiguity in the items of the posttest.

3.11. Reliability of the Achievement Test

When people are retested with the same test or other sets of Equivalent, their results on previous tests are consistent with their current ones, which is what we mean by reliability. A researcher's results are consistent if he or she takes the same test twice for the same group of people. (Brown, 2004). Reliability refers to the consistency of the scores on a test the Alph-Cronbach Formula is used. The element (0.84) refers to the homogeneity of the test questions.

3.12. Items Analysis

"The test items must be examined in order to establish two important characteristics, namely discrimination power and difficulty level.

3.12.1. Level Difficulty

Difficulty level indicates the percentage of students who answered each item correctly (Rosas, 2000). The difficulty of the item refers to the degree to which the item seems difficult. The difficulty level is the percentage of students who answered correctly, i.e. the difficulty of each component is calculated. Divide the number of correct answers by the total number of correct answers (Miller et al., 2013). The difficulty ratio should be from 0.15 to 0.85 (Brown and Abeywickrama, 2010). The DL of the current test items ranges from 0.28 to 0.77, which indicates acceptance of the items as shown in Table (3.9)

3.12.2. Power Discrimination

Discriminative power means "the computation of the extent to which the results of the individual component are combined with the results of the entire test" (Alderson, 1995). And wrong answers from poor students. It should be noted that such a high discrimination strength would be close to 1.0, and no discrimination strength at all would be zero (Brown, 2010). (0.30) to (0.56).DL of the items of the least ranges from (0.30) to (0.56), which show the acceptability. The table below shows the test items in DP and DL:

Table 10. The Difficulty Level and discrimination Power of the Test Items

Questions	High	Low	Discrimination	Difficulty
1	100	52	0.44	0.30
	92	56	0.41	0.31
	104	52	0.48	0.28
	96	48	0.44	0.33
	92	48	0.41	0.35
2	96	52	0.41	0.31
	84	32	0.48	0.46
	100	44	0.52	0.33
	104	52	0.48	0.28
	92	48	0.41	0.31
3	96	36	0.56	0.39
	104	44	0.56	0.31
	92	36	0.52	0.41
	76	28	0.44	0.52
	84	36	0.44	0.44
4	48	24	0.44	0.33
	42	20	0.41	0.43
	26	10	0.30	0.77
	50	26	0.44	0.30
	46	28	0.41	0.31
5	52	26	0.48	0.28
	48	24	0.44	0.33
	46	24	0.41	0.35
	48	26	0.41	0.31
	42	16	0.48	0.46
6	415	218	0.36	0.59

3.13. Final Administration of the Posttest

Both the control group and experimental groups took the posttest. On January 1, 2022, after validation, reliability, and polite management. Exam papers were supplied to the pupils who needed them. They must attentively study the instructions and clearly explain their responses on their test papers within the time limit specified for the test. The test papers were then gathered and assessed using a specially designed scoring chart.

4. DISCUSSION OF RESULTS AND ANALYSIS OF DATA

4.1. Introductory Note

This chapter is written to the statistical analysis of the collected data and the discussion of the results in order to answer the questions and verify the hypotheses of the study.

4.2. Comparison Between the Achievement of the Experimental Group and that of the Control Group in the Posttest

The answer to the first and second questions presented in this study which states " is the use of playful learning strategies affect the students' vocabulary achievement?" and "Are there statistically significant differences in the mean scores of students in the use of playful learning strategies in the achievement of vocabulary between the control and experimental groups in the post-test ?", shows that the average score of the experimental group in the post-test was (69.2250) with a standard deviation (7.17363), while the average score of the control group was (57.6250) with a standard deviation of (7.31963). Then the formula for t-test for two independent samples was used. It was found that the calculated t-value is (15.433) while the tabulated t-value is (2.04) at the degree of freedom (78) as shown in Table (4.1). According to the results that were reached, "there are statistically significant differences between the achievement of the experimental group and the control group in favor of the experimental group". Thus, "the first hypothesis that states (there are statistically significant differences in the mean scores of the experimental group and those of the control group in the post test) was accepted".

Table 11. The Mean Scores, Standard Deviations, and T-Values of the Two Groups in the Posttest

" Group"	No	Mean	Std. Deviation	Computed	Tabulated	Level of Significance	Tabulated t	Degree of Freedom
Experimental	40	69.2250	7.17363	8.33	2.000	0.05	2.000	78
Control	40	55.750	7.31963					

4.3. Comparison Between the Experimental Group Mean Scores in the Pre and Posttest"

The answer to the Third question presented in this study which states that "are there statistically significant differences between the mean scores of the experimental group's achievement in the pre and post-tests?" shows that the average students' achievement scores of the experimental group in the pre- test is (57.6250) with a standard deviation (4.78673). At the same time, the mean scores of the experimental group in the post-test were (69.2250) with a standard deviation (6.86383). Then the formula for t-test for one paired sample is used. It was found that the calculated t-value is (15.327) while the tabulated t-value is (2.04) at the degree of freedom (39) as shown in Table (4.2).

This means that there is a statistically significant difference between the students' mean scores of the experimental group in the pre- test and post- test, in favor of post- test. Therefore, the third hypothesis is accepted because it states that "there are statistically significant differences in the mean scores of the experimental group students in the pre and posttests.

Table 12. The Mean Scores, Standard Deviations, and T-Values of the experimental group in pre and Posttest

"The Test"	No	"Mean"	Std. Deviation	"Mean	Std. Deviation	(T)	Tabulated t	D.F.
Pre Experimental	40	57.6250	4.78673	9. 230	4.78673	15.327	2.04	39
Post Experimental	40	69.2250	6.86383					

4.4. Comparison Between the Production and Recognition Level of the Experimental Group in the PostTest"

The answer to the fourth question presented in this study which states that "are there statistically significant differences between the mean scores of the experimental group's achievement at the production level and that at the recognition level in the post-test?" compared the average student achievement scores at the recognition level and the production level of the experimental group in the post-test to see if there is a big difference between them with them. The results obtained indicate the average scores of students in recognition. It is found that the level is (23.0000) while at the production level, it is (46.2500) and t. Test A formula was used for two related samples and the results show that the calculated t-value in recognition is (13.550) and in the production is (13.757) and the tabulated t-value is (2.04) at the degree of freedom (39) as shown in the table (4.3).

This means that there is a statistically significant difference between the students at the level of recognition, and the level of production, in favor of the production level. Therefore, the third hypothesis is accepted because it states that "there are statistically significant differences in the mean scores of the experimental group students in the use of playful strategies to accomplish vocabulary at the recognition and production levels in the post test.

Table 13. Students' Mean Scores, Standard Deviation and T-Value of the Experimental Group Performance at the Recognition and Production Levels

"Levels"	"No.	"Mean"	"SD""	"T-Value"		DF
				"Calculated"	"Tabulated"	
Production	40	46.2500	5.12285	13.757	2.04	39
Recognition	40	23.0000	2.19557	13.550	2.04	39

4.5. Discussion of the Obtained Results

The results obtained from the current study showed that the experimental group that was taught using playful strategies is better than the control group that was taught using the traditional technique. This means that the playful Strategies technique has been shown to be more effective than traditional methods of teaching English vocabulary. The improvement of students' achievement in English vocabulary using playful strategies can be attributed to the following factors: playful strategies that are easy to implement for teachers and easy to use for students. The achievement of the students of the experimental group was better than that of the students of the experimental group and the students of the control group, which indicates that some students became more effective in participating in learning through the playful strategies in the traditional way. On the other hand, the playful strategies were more exciting and held their attention for a longer period of time. Students' achievement in class is better than in production. Playful strategies are one of the most important methods of teaching English in general and collecting vocabulary in particular.

This study is concerned with studying the effect of playful learning strategies on EFL students. So, the main objective of this study is to find out the effectiveness of Playful learning strategies in vocabulary achievement. The study divided the students into two groups, the first group is, called the experimental group, which is 40 students, and the second group, called the control group, which is 40 students. A pre-exam was conducted for the experimental and control groups, and after eight weeks of teaching, another post-exam is conducted for the experimental and control groups. The researcher used SPSS to analyze the data obtained, and the effectiveness of the playful learning strategies was demonstrated by the scores obtained. The study assumes that the playful strategies have an effective role in the achievement of vocabulary, so this study relied on the application of the playful learning strategies to the experimental group and knowing if there is a difference in the level of achievement of the vocabulary for the control group. In addition, the results obtained from the current study showed that the experimental group that was taught using playful strategies is better than the control group that was taught using the traditional technique. This means that the playful learning Strategies technique has been

shown to be more effective than traditional methods of teaching English vocabulary the effectiveness of playful strategies in improving English vocabulary at the intermediate level can be used. The effectiveness of playful strategies in developing students' writing and speaking skills and the effectiveness of playful learning strategies in improving English vocabulary at the intermediate level can also be used, the effectiveness of playful strategies in developing students' writing and speaking skills.

Diversity of means and strategies included in the interesting strategies, which achieves a wide space in choosing the method that suits students. Modern education is based on fun methods that bring more effectiveness and interest to students, and fun learning strategies reduce memorization by using more than one sense during the learning process. The results of this study reveal that language learners' linguistic achievement has improved from pre-test to post-test, whether in the serious game or the mobile application. Students in the hard games group outperformed the mobile apps group in terms of vocabulary scores. Unlike the students in the mobile app group, the students in the serious game group had the opportunity to play the game to network and get feedback from their classmates and the language teacher. This characteristic can be considered as an invention of sorts. (A. Soyoof & R. Honarzad (2014). This indicates that the current study and the previous study are similar in terms of objectives and procedures for the pre and post-examination and differences in terms of strategy and the number of participants, where the number of the sample was 114 students, but in the current study only 80 students. There is also a difference in the duration of the study. The duration of the study in the previous study was 20 weeks, while in the current study, only eight weeks, the researcher in the previous study used (ANOVA) to analyze the data, while the current study used SPSS.

According to Al-Abisi (2016), the previous statistical analyzes fulfilled the primary objective of the current study, Which aims to study the impact of role-playing on secondary school students' vocabulary learning. The experimental group's mean value (36.0) was greater than the control group's mean value (32.6). According to the results , the experimental group had a considerable edge over the control group. Using the role-playing method to teach vocabulary is supported by the findings. This indicates that the use of role-playing in EFL lessons is beneficial and more successful than teaching regular

vocabulary. This result is consistent with the results of previous research, which indicates that role-playing is an effective way to improve student vocabulary performance, and this means that there are similarities in results between the previous study and the current study. The results of the current study showed that the experimental group that learned through game-based learning performed better. The presence of the first control element in the subsequent measurement of vocabulary achievement and reading comprehension tests was apparent. They were similar in methodology, where a pre-test was conducted in addition to the two studies that used SPSS to analyze data and a post-test. The difference between the two studies was in the number of participants in the previous study, which numbered 40 students, while in the current study, they were 80 students.

While the study conducted by Muhammad Amer. (2021), showed statistically significant changes in mean scores between the experimental and control groups in favor of prior learning using educational games might be related to students' development in the post-vocabulary achievement test. The students were keen to learn about topics related to their curriculum. Students practice different ways to practice vocabulary. The results of the current study showed that the experimental group outperformed the study design in the post-measurement. This indicates the similarity between the current and previous studies. There is a similarity in the purpose of the study between the current study and the previous study. The purpose of the two studies was to know the effect of game-based learning in general. The current study and the previous study differed in the number of samples in the current study, the number of participants was 80, while the previous study was 40 participant

According to the group, Ghobadi, Shahrokhi2, and Abedi (2021), the main objective of this study was to explore the role of ESLE, mobile English, based on the game vocabulary learning application performance of outstanding English language students. The study revealed the strengths and weaknesses in the use of the application Game-based ESLE for effective learning of English vocabulary from the point of view of different experts in the province of Isfahan. The results also indicate that the high achievers who participated in this research had positive attitudes toward them with the ESLE application certificate, and this indicates the effectiveness of the strategy in

vocabulary acquisition and this indicates the similarity between the results of the current and previous studies. The current study differed from the previous study with the data collection tool. Data was collected in the previous study by means of a questionnaire, while the current study was collected by the pre- and post-test of the experimental group, in addition to a difference in the number of the sample. The previous study included 40 students, while in the current study, 80 students.

Similarly, the purpose of the study by Roy Lee (2021) and the previous study is to discover Students' achievement, motivation, and self-confidence in vocabulary acquisition may be compared using game-based learning methods with traditional paper-based teaching methods. Also evaluated in regression analysis was the influence of motivation and self-confidence in learning on the performance of a game-based learning methods.. The results showed that English as a foreign language for Chinese students who used the APP to learn vocabulary based on games was better than traditional methods. The difference between the current and previous study was in the number of the sample in the previous study was 70 university students, while in the current study, 80 students and the previous and current studies were similar. In the methodology, a pre and post test was conducted for the participants. Previous and current studies also used the SPSS data analysis tool.

This study by O. Kocaman & G. Kızılkaya Cumaoğlu (2014) had two main objectives. One was identifying appropriate educational programs where sixth graders are most successful at learning vocabulary. The second objective was to examine how computer-based vocabulary learning tools have transformed the way students learn vocabulary.. Experiments were repeated from one developed group to examine a first question. The programme developed by the researchers was used in a nine-week application process with sixth graders. Two persons from different learning programmes assisted in the instruction of vocabulary (DENIS and games) Pre-, intermediate-, and post-test results were compared to see which groups of students had the most improvement. Analysis found that both forms of software had favourable benefits on vocabulary learning, although the gaming software had a greater impact on students' achievement than the DENIS system. Many research supporting the idea that video games improve student

motivation and make studying more enjoyable were found when the literature review was examined. This indicates a similarity in objectives between the previous study and the current study. . There was a significant difference between the pre- and post-tests in the experimental group compared to the control group, which showed that the traditional technique was useless for acquiring vocabulary. I got tired of learning English vocabulary because of the old teaching method. The current and previous studies differed in the number of samples. The number of the sample in the current study was 80 students, while in the previous study, 68 students, the application of the study continued in the previous nine weeks, while in the current study, eight weeks.

Therefore, the Evidence supports the use of role-playing as an effective vocabulary learning strategy for best learning outcomes. . As previously indicated, the purpose of this study was to test the hypothesis that "playful learning strategies" can improve the vocabulary abilities of EFL students. Take advantage of this new technology. The eight-week procedure was a great achievement. Also, students have more positive effects on students, which makes the process more interesting and enjoyable for everyone involved. "The participants in the experimental group performed better than those in the control group, according to the findings".

Finally, through the discussions of the current study and its comparison with previous studies, the results show the importance of the current study and its impact on vocabulary achievement in a large way. The playful learning strategies in learning vocabulary have proven their effectiveness through the presented positive results that helped students create a learning environment based on methods. Limitation in learning and moving away from traditional methods that have become boring for learners.

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE STUDIES

Introductory Note

This chapter consists of three sections. The first section is the conclusions that are based on the results of the study. In the second section, a number of recommendations, and in the third section, suggestions for future studies.

Conclusions

According to the results obtained from the current study, the following conclusions were reached. The findings indicated that the experimental group's students performed better than the control group's students in related to academic achievement. which indicates the effectiveness of playful learning strategies in vocabulary achievement. The use of playful strategies increased the interaction of students in the classroom because it is a new technology that has made the lessons more effective and active as well as being very easy to use. The use of playful methods in teaching English vocabulary provides an active and effective role for students "student-centered" while only their teacher becomes the "facilitator".

Through playful strategies, students can gain more vocabulary compared to traditional methods.

At present, technology and games have spread greatly, which is reflected in the teaching methods, as the use of education using modern technologies has spread, which facilitated the learning process. Flexible and playful strategies that can be used anywhere and anytime. Playful learning strategies increase student motivation and participation in the classroom. Technology and playful methods seem to offer teachers a wide range of advantages that other technologies may not have. Playful and easy-to-use strategies for delivering lessons. Students respond positively to the fun strategies because they are easy to use and simple as well as create a fun and interactive environment.

Significance of the Study

This research will be valuable because it presents effective methods and strategies for acquiring the vocabulary of English as a foreign language. The Iraq curriculum also relies on a large degree of vocabulary to learn knowledge. It also sheds light on the provision of new teaching methods to impart vocabulary to students. It is also important because it encourages the use of new non-traditional methods in the field of vocabulary achievement, as it will encourage researchers to research in similar areas that help facilitate the process of collecting English vocabulary. The current study will help teachers to use playful methods in the process of teaching English for intermediate stages. In addition, the current study is important because it paves the way for further studies aimed at research. As it is important, it also fills the gap because there are very limited studies in this field.

Recommendations

According to the results obtained and the conclusions that were reached, some recommendations were put forward: Schools are advised to use playful strategies in teaching English vocabulary to improve the achievement of their students. Equipping schools with special materials to facilitate the process of teaching English, such as videos, recorders, displaying pictures, touch screens, websites, etc. Schools should use more modern or modern technologies such as in Teaching English such as videos, recorders, show pictures, touch screens, Websites. . . . . . .etc. EFL teachers should pay more attention Learn vocabulary with playful strategies and how to teach it to the point of any language. The effectiveness of using playful strategies in completing vocabulary. With the development of teaching methods, it has become necessary to use teaching methods that suit students.

Suggestions for Further Studies

"For further work, the following studies are suggested to investigate"conducting a mixed-methods research design and including other students . future studies need to

include other methods such as interviews and classroom observation to get a clearer picture of the preferences for playful learning strategies in classes including other variables that influence playful use of methods, location, gender, cultural background, and learning styles.similar studies should be conducted in other Iraqi schools to be able to compare their results with the results of the current research The effectiveness of playful learning strategies in improving English vocabulary at the intermediate level can be used. The effectiveness of playful strategies in developing students' writing and speaking skills. The impact of playful strategies on the development of creative thinking. The effect of mobile applications and computer programs on vocabulary achievement.

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LIST OF TABLES

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APPENDIX

Appendix (A) Students' Age in Months"

Experimental Group		Control Group	
No	Age	No	Age
1.	179	1.	187
2.	168	2.	165
3.	170	3.	162
4.	159	4.	159
5.	158	5.	161
6.	180	6.	173
7.	182	7.	165
8.	189	8.	181
9.	170	9.	181
10.	156	10.	179
11.	159	11.	177
12.	161	12.	176
13.	169	13.	159
14.	165	14.	172
15.	181	15.	167
16.	181	16.	189
17.	179	17.	170
18.	177	18.	156
19.	176	19.	159
20.	159	20.	161
21.	172	21.	169
22.	173	22.	165
23.	183	23.	171
24.	159	24.	173
25.	161	25.	169
26.	174	26.	180
27.	164	27.	179
28.	166	28.	168
29.	182	29.	170
30.	183	30.	159
31.	169	31.	158
32.	169	32.	180
33.	165	33.	182
34.	171	34.	189
35.	187	35.	170
36.	165	36.	156
37.	162	37.	169
38.	159	38.	181
39.	161	39.	177
40.	173	40.	169

Appendix (B)

Students' Previous Year Degrees in English Language

Experimental Group		Control Group	
NO		NO	
1.	64	1.	68
2.	54	2.	54
3.	71	3.	65
4.	61	4.	75
5.	65	5.	53
6.	59	6.	60
7.	57	7.	55
8.	50	8.	56
9.	52	9.	53
10.	51	10.	70
11.	53	11.	56
12.	57	12.	60
13.	55	13.	54
14.	60	14.	58
15.	58	15.	52
16.	51	16.	64
17.	50	17.	56
18.	73	18.	60
19.	67	19.	50
20.	69	20.	52
21.	72	21.	78
22.	51	22.	74
23.	55	23.	50
24.	67	24.	70
25.	62	25.	56
26.	59	26.	54
27.	58	27.	50
28.	60	28.	50
29.	57	29.	67
30.	52	30.	50
31.	54	31.	54
32.	55	32.	62
33.	67	33.	52
34.	51	34.	60
35.	52	35.	50
36.	55	36.	50
37.	50	37.	54
38.	51	38.	60
39.	50	39.	61
40.	50	40.	58

Appendix (C) Pretest:2021/2022

Q 1\ "Read the following passage and then answer the questions": (<u>20M</u>)

Zaid is a pupil in the intermediate school. He is clever. He is fifteen years old. Zaid's father is an engineer and he works in a big oil refinery. His favorite lesson is English but he dislikes math's. He goes to school by bus every day, once he reached his school so late because the traffic was so crowded.

1-   Zaid is a pupil in the primary school (T \ F)

2-   How old is Zaid?

3-   Why did Zaid reach his school late?

4-   He goes to school by (bus \ taxi)

5-   His favorite lesson is **. . . . .**

Q2\Answer the following questions according to your text book. (<u>20M</u>)

1-   "Why is it important to be fit"?

2-   Why is exercise good for you?

3-   Opposite of fit **. . . . .** (forms \ unfit)

4-   Healthy**X . . . .**

5-   Big **X . . . .**

Q3 \ "Grammar. Do as required" (<u>20M</u>)

1-   I like to. . . . . a cup of coffee.   (drink, drinking, drinks)

2-   Study English.   (Make suggestion. Use: Let's)

3-   Don't let the children play with the matches.   (Give advice. Use: should)

4-   "I'm hungry. I haven't eaten anything"**. . . . .** last night   (since \ for)

5-   Ahmad bike is expensive. (Put possessive `s`)

Q 4 \ Write the missing letters (10M)

1-   P- - try , poetry , t - - m , ...

2-   Doct, doctor , cart - - n , ...

3-   Farm, farmer, Ball - - n,. . . . .

4-   T - - m , team , interv - - w ,. . . . .

5-   Teach , teacher , edit . . . .

Q5/Write words that mean the same. (choose 5) (10M)

1-   Famous . . . .

2- A present . . . .

3- Not shy . . . .

4- A funny story . . . .

5- A piece of writing . . . .

6- A piece of advice. . . . .

. . . .
. .

Q 5 \ Write a short paragraph about the most " An Embarrassing moment "(20M)

Good luck

Researcher: Alaa Ahmed Khalaf Sabaawi

Appendix (D)

"Students' Scores in the PreTest"

"Experimental Group"		"Control Group"	
"NO".	Scorers	"NO".	Scorers
1 .	59	1 .	61
2 .	53	2 .	53
3 .	72	3 .	59
4 .	65	4 .	67
5 .	60	5 .	55
6 .	61	6 .	63
7 .	55	7 .	51
8 .	51	8 .	53
9 .	45	9 .	50
10 .	50	10 .	71
11 .	51	11 .	54
12 .	56	12 .	64
13 .	54	13 .	40
14 .	61	14 .	59
15 .	57	15 .	50
16 .	50	16 .	65
17 .	46	17 .	56
18 .	70	18 .	63
19 .	66	19 .	43
20 .	63	20 .	48
21 .	71	21 .	75
22 .	40	22 .	69
23 .	55	23 .	51
24 .	61	24 .	65
25 .	60	25 .	50
26 .	58	26 .	50
27 .	56	27 .	48
28 .	51	28 .	50
29 .	54	29 .	65
30 .	50	30 .	41
31 .	53	31 .	55
32 .	59	32 .	57
33 .	69	33 .	40
34 .	43	34 .	61
35 .	42	35 .	53
36 .	51	36 .	50
37 .	40	37 .	59
38 .	50	38 .	61
39 .	55	39 .	54
40 .	60	40 .	54

INSTRUCTIONS:

1- Giving an introduction to the fun strategies in teaching vocabulary in general.

2- playful strategies consist of a set of procedures that help students to complete vocabulary easier and faster through the use of methods that help with that.

3- By sliding compound index cards, you may get students ready to study and make connections to past information.

4- The development of playful strategies will become more clear to the students.

5- Ask them to express their opinions on funny strategies

6- The teacher asks someone to read the material out loud, avoiding ambiguous words, and discuss it later.

7- Following reading and outlining each step, there is enough time to discuss it

Unclear words using a dictionary and other techniques.

8- Use dialogue and video as a useful measure to see the effect of playful strategies

9- Encouraging students to read, understand and memorize the complex

words from other words.

10- Finally, allow students to select the most appropriate strategy for them and which achieves the most vocabulary

Appendix (E) Lesson Plan

"Date": "Monday", "November 1"

the 2021

"Class and section": second intermediate

Topic: Using playful Learnng strategies for vocabulary achievement

Period: 10:30 –11:30

Resources: "Student's Book and Activity Book".

Objective: To increase students' vocabulary using playful strategies for vocabulary achievement

Q 1 \ Read the passage carefully and then answer with (T) or (F) (2oM)

My name is kamel. Im sixteen years old. I live with my father and mother in small house in a town called AL-Bedair. Iam a student. My town has got two mosques but it hasn't got any art gallery. I like sport. I always play footbool at school. My favourite lesson is history but I don't like maths. I don't watch TV at night beacouse I gote to bed early at about 8.00 p.m**.**

1-   Kamel is 17 years old.

2-   Kamel is engineer.

3-   He lives with his parents.

4-   He like history but he doesn't like math's.

5-   The   town   has   got   two   mosques

. . . .

. .   Q 2 \ Answer the question from your text book (20M)

1-   Does Jalal enjoy playing with Ibrahim?

2-   Did Ibrahim die?

3-   Which   words   tell   you   this?

. . . .

Grammar   Q 3 \ Choose the correct one between the brackets.   (20M)

1-   . . . . sweets are bad for you (too many \ too much)

2-   . . . . .water good for us (too much \ too many)

3-   My friend wants me to . . . . him in the garden (go \ going)

4-   . . . . cola (to many \to much)

5-   Rafid fell off his bicycle. He hurt his leg (join: and)

Q 4) Write the missing letters.   (10M)

1-   Fr- - d   4-of-en
2-   M-n-tes   5-unh---lthy
3-   -rong   6-d---r

…………………..… ………………………………………………

..

Q5)   Complete the sentences using the words below: - (10M)

(offered, borrowed, told)

1-   Bob. . . . . clothes from the other boys.
2-   Rod . . . . .bob and Basim to make scrambled eggs.
3-   Hans . . . . to carry the eggs.

…… …………………………………………………………..………

..

Q6) Write a paragraph about a visit to a restaurant.   (20M)

.. ……………………………… …. …………………………………

..

Good luck

Researcher: Alaa Ahmed Khalaf Sabaawi

Appendix (G)

"Students' scores in the posttest"

"Experimental Group"		"Control Group"	
NO.	Scorers	NO.	Scorers
1 .	70	1 .	63
2 .	68	2 .	55
3 .	78	3 .	57
4 .	71	4 .	65
5 .	68	5 .	51
6 .	73	6 .	59
7 .	61	7 .	50
8 .	59	8 .	51
9 .	60	9 .	51
10 .	69	10 .	67
11 .	63	11 .	51
12 .	66	12 .	59
13 .	69	13 .	45
14 .	70	14 .	56
15 .	67	15 .	48
16 .	60	16 .	66
17 .	61	17 .	51
18 .	81	18 .	60
19 .	85	19 .	45
20 .	73	20 .	51
21 .	84	21 .	70
22 .	65	22 .	71
23 .	65	23 .	50
24 .	81	24 .	67
25 .	83	25 .	53
26 .	73	26 .	52
27 .	71	27 .	50
28 .	67	28 .	45
29 .	74	29 .	59
30 .	58	30 .	45
31 .	61	31 .	51
32 .	67	32 .	59
33 .	79	33 .	51
34 .	69	34 .	63
35 .	60	35 .	57
36 .	64	36 .	51
37 .	69	37 .	51
38 .	67	38 .	69
39 .	71	39 .	58
40.	69	40 .	56

CURRICULUM VITAE

Alaa Ahmed Kalaf Sabaawi is an Iraqi citizen. He received his BA in English Language from Al-Mousel University, Iraq in 2019. He works in different fields related to the English language and literature, especially teaching. His research interests include linguistics and research methods. In 2020, he joined Karabuk University to pursue his master's degree in Applied Linguistics.