Journal of World Englishes and Educational Practices
ISSN: 2707-7586
DOI: 10.32996/jweep
Journal Homepage: www.al-kindipublisher.com/index.php/jweep

JWEEP
AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT

| RESEARCH ARTICLE

Effectiveness of Word Games in Teaching Students Vocabulary

Homer T. Bustrillo[1], Rulthan P. Sumicad[2] ✉ and Gloria Con-ui Cuevas[3]
[1]LPT, MST-ELL, D.A., Faculty, College of Arts and Sciences, University of Cebu-Main, Cebu City, Philippines
[2]MA-MATH, LPT, Program Research Coordinator, College of Arts and Sciences, University of Cebu-Main, Cebu City, Philippines
[3]Ed.D., LPT, Dean, College of Arts and Sciences, University of Cebu-Main, Cebu City, Philippines
Corresponding Author: Rulthan P. Sumicad, **E-mail**: rulthanpatoc@gmail.com

| ABSTRACT
This study explores the effectiveness of word games as an effective tool for teaching English vocabulary to Grade 7 students at the University of Cebu-Main Campus during the 2016-2017 academic year. By comparing the performances, the pretest and posttest, of control and experimental groups, the research aimed to determine whether word games significantly improved vocabulary acquisition. The findings indicated that while both groups showed improvement, the experimental group demonstrated a more substantial increase in posttest performance, suggesting that word games can enhance vocabulary learning. A researcher-developed questionnaire was used as the assessment tool. Despite these promising findings, several limitations were noted, including the focus on a single group of students within one academic year, the small sample size, and the exclusion of factors such as student motivation and teaching styles. The reliance on pretest and posttest scores also limits insight into long-term retention. Nevertheless, the results provided a basis for proposing an action plan to enhance vocabulary instruction through word games.

| KEYWORDS

Word Games, Teaching Strategies, Vocabulary, Quasi-Experimental, Quantitative Study.

| ARTICLE INFORMATION

ACCEPTED: 01 September 2024 **PUBLISHED:** 23 September 2024 **DOI:** 10.32996/jweep.2024.6.3.2

1. Introduction

Communication in any language is effective when your vocabulary, i. e. all the words you know and use, is quite large. Bill Bryson states, "What sets English apart from other languages is the richness of its vocabulary."

About 200,000 words in English are commonly used in everyday communication. High school students have about 25,000 to 40,000 words. A person learns 3,000 words a year or 7 to 10 new words a day (Tompkins, 2001).

Why is vocabulary necessary for everyone? The more words one knows, the more he will learn. More vocabulary means better comprehension and learning in all areas- science, technology, engineering, mathematics, or the arts.

Queena Chua cited Filipino's inadequate vocabulary for so many years now. The United Nations Developmental Project also cited the licensing examination results for aspiring young teachers: many failed because their English was poor (They got the lowest scores in English). Furthermore, the American Chamber of Commerce in the Philippines, as Chua (2007) cited, that only 16% of nursing applicants passed the 2002 US Test of Spoken English.

As an English teacher for young adults, he observed this: everyone in class is hooked on social networking with friends. Facebook has become their everyday bible to read before bed and when they greet the new day. They do not enjoy reading books anymore.

Gone is the art of reading good books, and with it, the art of writing good book reports for each English class. Google is now the primary learning resource.

Because students today are using networking technologies for friendship, why not utilize them for classroom use? With the speed of the internet, students' Quadcore gadgets, and educational social networking sites, teachers can use interest-based ways to acquire more words for academic success.

The nation's shift in focus on literacy does not only mean how effective an individual is in print media. Today's educators must develop the students' literacy skills, which are prerequisites for reading. Because their gadgets are readily available, teachers can motivate students to use their technological know-how to acquire more knowledge. Today's print media will be their source of boredom. It is what Marshall McLuhan once predicted: The medium is the message.

Is there hope for the English teacher in helping the young students acquire more vocabulary in English? This writer believes there is. The succeeding pages will become a beacon at the end of the English teacher's tunnel of hope.

2. Theoretical Background

This study is anchored in Robert Gagné's condition of learning theory, Michael Graves's stages of word knowledge, and Dale & O'Rourke's level of word knowledge. Gagné promoted instructional task analysis to identify required learning hierarchy subskills and conditions of learning for them. Gagné's theory is also called an instructional design model. Learning depends on the student's attitude, motor skills, intellectual skills, verbal skills, and cognitive strategies.

Gagné categorizes the theory into nine instructional events. These are: gaining attention as reception of patterns of neural impulses; informing the learner of the objective as activating a process of prior learning to working memory; stimulating recall of prerequisite learning; retrieval of prior learning to working memory; presenting the stimulus material as emphasizing features for selective perception; providing learning guidance as semantic encoding; cues for retrieval; eliciting the performance as activating response organization; providing feedback about performance correctness as establish reinforcement; assessing the performance as activating retrieval; reinforcement possible; enhancing retention and transfer as providing cues and strategies for retrieval. (Roblyer & Doering, 2013).

This proponent utilized the main theory because of its timely application in using an interactive strategy for an effective and comprehensive learning experience. To recapitulate Gagné's step-by-step strategy focuses on how a student really learns.

Gagné believes that there are two factors that determine learning: external and internal. A student's prior knowledge constitutes the internal factor. Coaching, using real-world scenarios, and interactive strategies are two conditions in the classroom that can help the student's cognitive development if there is more knowledge absorption and retention.

Michael Graves's stages of word knowledge include these tasks:

Task one is learning to read known words. This involves sounding out words that students understand but do not recognize in print. It also includes learning sight vocabulary and using phonics syllabication to sound out words.

Task two is learning new meanings for known words. Even a cursory dictionary examination reveals that most words have multiple meanings. A large part of expanding a student's vocabulary is adding new shades of meaning to words partly known.

Task three is learning new words that represent known concepts. Because the concept is already known, this is little more than learning a new level.

Task four is learning new words that represent new concepts. Graves observed that this is the most challenging word-learning task students face.

Task five is clarifying and enriching the meanings of known words. Although this task is accomplished when students encounter known words in diverse contexts, Graves believes that more systematic, more indirect involvement is needed. Teachers must help students forge connections among their own words and provide a variety of enrichment exercises to ensure a greater depth of understanding.

Task six involves moving words from receptive to expressive vocabulary. Words must be taught so that they appear in students' speaking/ writing vocabularies. The ultimate test is whether students use newly learned words correctly (Tompkins, 2001).

Graves' tasks, therefore, constitute the framework for successful vocabulary programs that support students' development of word knowledge. According to Michael Grave, if the teacher conscientiously follows the stages cited in the preceding paragraphs, this will build a perfect foundation for instruction. Word learning takes place when the teachers offer and encourage students to participate in various rich language experiences.

Dale and Rourke's level of word knowledge enumerates four levels of degrees of word knowledge, namely:

Unknown word, "I do not know this word."; Initial recognition, "I have seen or heard this word, or I can pronounce it, but I do not know the meaning;" partial word knowledge, "I know one meaning of this word and can use it in a sentence.", and complete word knowledge, "I know more than one meaning or several ways to use this word."

Once students reach the third level of word knowledge, they can understand the word in context and use it in their writing. Students need to reach the fourth level with all the words they learn.

This study mainly focuses on the importance of vocabulary as a pillar for comprehension. The human brain is such a small organ, yet it can process and store so many words to improve communication. The Oxford English Dictionary has approximately 171,476 currently used words. The world's greatest playwright, William Shakespeare, knew 30,000 words. If a person can memorize two words daily, how many words can he acquire at 60?

In English classes, one primary objective of the teacher is the vocabulary-building program- to teach students how to learn new words. Three strategies are popularly used: morphemic analysis, contextual clues, and dictionary usage.

Morphemic analysis is the ability to determine a word's meaning by examining its prefix, root, and suffix. The element added to the beginning or ending of a word root is called the affix. The students should learn how a prefix, i.e., the affix placed at the beginning of a word or root, forms a new word. Alternatively, how an affix added to the end of a word, called a suffix, forms a new word. A good knowledge of affixes might enable students to learn 500 or more words (Gunning, 2005).

Contextual analysis is an attempt to derive a word's meaning by examining the context in which the unknown words appear. There are eight main parts: context clues, explicit explanation or definition, appositives, synonyms, function indicators, examples, comparison and contrast, and experience.

Using the dictionary and thesaurus will help the students uncover new words. They can also learn the spelling, the pronunciation, the synonyms and antonyms, and all other nuances of the word.

In this study, the researcher will only focus on the special features of homophones and homographs. He will not consider the other features of words, e.g., connotation, denotation, and figurative language. Homophones and homographs are considered the most often misused by Filipino students of English in the classes this writer has handled this year.

Homophones are words pronounced differently but differ in spelling and meaning. For example, cheap and cheap or there and they are. Homographs have exact spellings but different meanings, such as palm (a tree or part of a hand) and bat (a club or a mammal). The reader can find some of the homophones listed for class use in the appendix of this paper.

In the past, teachers usually asked students to memorize a list of words for a week's lesson. Others require students to memorize synonyms and antonyms from the English teacher's Bible no. 2—Peter Mark Roget's book, The Thesaurus. Teachers today should know who their students are and what they do. As visual learners, they are more interested in videos, images, or audiovisual stimulations. Where to go? Google everything.

This researcher will now proceed with a possible shift in strategy for English vocabulary enrichment using digital tools, considering this contemporary scene in the academe.

Students nowadays strengthen their vocabulary by delighting in words. They usually learn by playing games. Word games challenge students with new words, new meanings, and more fun. Examples include crossword puzzles, anagrams, word jumble, scrabble, and boggle.

Twentieth-century learners acquire better skills when teachers motivate students using online strategies. Integrating technology strategies best harnesses student engagement (Conradi, 2014).

Today's internet has many available resources for everybody's reach. For instance, you can connect with British Broadcasting applications by typing BBC word games through Google if you want word games.

Suddenly, dozens of games appear on display for you to choose from. Games amplify motivation in education. Because games are enjoyable and goal-directed, they reinforce learning. Among the benefits cited are that they affect confidence and satisfaction, increase knowledge retention, affect test performance, promote initiative, creative thought, and compelling motivation; are student-centered and interactive; and as an experiential learning method, they make students more involved in a meaningful activity (Bradshaw & Lowenstein, 2007).

Conradi (2014) found that technology is not inherently motivational to students, but teachers can employ strategies to harness technology to promote student engagement. She added that teachers often tell us we should incorporate technology into the English language arts classroom because it motivates students. She had seen kindergarten students engrossed in a shared writing experience on an interactive whiteboard. She also observed adolescents spend countless hours creating digital videos that capture the themes and plots of novels read. It behooves the teacher to consider technology integration at a deeper level. He or she must ask which dispositions and experiences might incline students to engage (or disengage) with digital literacies and which aspects of technology are likely to be motivating.

Online strategy is one vehicle for developing interdisciplinary approaches to problem-solving and empathy for clients. They require a degree of flexibility on the part of the student to adapt to changing circumstances within the game (Cesario, 1987).

Online strategy can address all levels of cognitive objectives, from reinforcing the learning of basic facts, developing application and analysis skills, and culminating in promoting synthesis and evaluation. They do this by promoting initiative, creative thoughts, and practical components within a safe forum for listening to others. Games are credited with encouraging the application of information, supplementing rote memorization, providing applicable material organization, and providing comic relief from the otherwise anxiety-provoking task of preparing for exams. Games are inherently student-centered and interactive, generating enthusiasm, excitement, and enjoyment (Klein & Freitag, 1987). An experiential method, such as gaming, creates an environment that requires a participant to be involved in a personally meaningful activity. In addition, learning has a more significant impact when it has an element of emotional arousal, takes place within a safe environment, and has a debriefing period to provide a cognitive map for understanding the experience (Lewis et al., 1985).

Games are most appropriate for skill-based knowledge and practice in the cognitive domain, though they quickly tap into decision-making. Games can also be created for the psychomotor domain: speed of manipulation, safety in transfers, and knowledge of intervention techniques could all be addressed through a game format that would reward an individual or a team. Crossword puzzles, word searches, and bingo-style games have been used to review materials and increase staff attendance and compliance (Lewis et al., 1985).

Several studies have been conducted on the positive effects of integrating educational technology into teaching. Multimedia strategies enhanced deep reflective thinking skills and improved the proficiency skills of students in logic classes (Te, 2014). Videoconferencing facilitated learning, especially with the utilization of many virtual resources on the Internet (Lastimoso, 2012). Motion pictures enhance visual stimulation,e especially in appreciating literary pieces in an English Class (Sordilla, 2009).

The metaphorical thinking process of students can also be developed with the use of ekphrases, where students use artworks from the internet as tools in writing (Pacaldo, 2014). In using games to amplify teaching motivation, several studies have also proven the beneficial side of fun learning. Conceptual understanding is best achieved with the application of games compared to the conventional style of teaching (Meneses, 1999)

Games increase students' interest because of their visual nature, which improves the students' learning experiences, reduces monotony, and adds more fun (Secorata, 2014). Computer games likewise teach students new abilities besides excitement in developing their skills (Abas, 2007). Communication skills are enhanced through blogging and help develop students' multiple intelligence (Roz, 2013).

With these insights from theorists and researchers on integrating technology in education, this proponent would like to delve deeper into how online tools can help students achieve a broader cache of English words for better achievement in English communication.

3. Objective of the Study

This study aimed to determine the effectiveness of word games in teaching English vocabulary to Grade 7 students at the University of Cebu-Main Campus during the school year 2016-2017. The research specifically sought to compare the pretest and posttest performances of the control and experimental groups, investigating whether significant differences existed between the two groups' results. It also examined each group's pretest and posttest performances to identify any notable improvements. The findings of this study served as the basis for a proposed action plan to enhance vocabulary instruction using word games.

4. Research Methodology

4.1 Research Design

The study employed a quasi-experimental design to determine the effectiveness of digital word games in engaging Grade 7 students in improving their vocabulary at the University of Cebu—Main Campus, Junior High School Department, for the school year 2016-2017. Figure 1 shows the research flow.

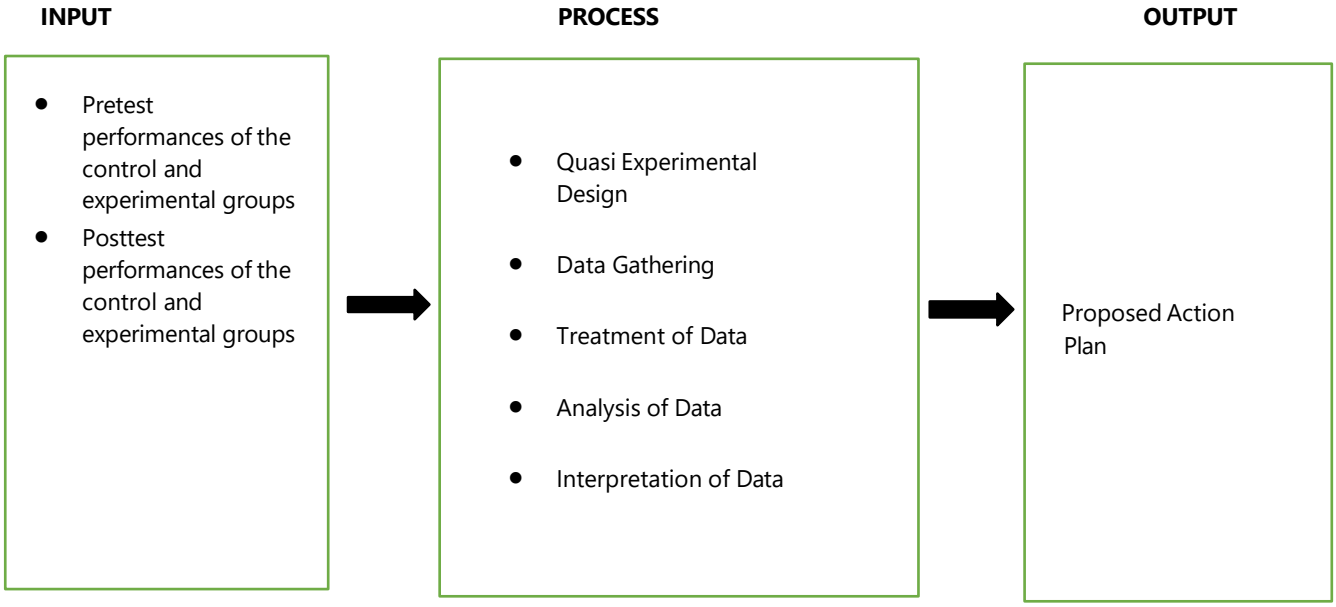

Figure 1 Research Flow

4.2 Research Environment

This study was conducted at the University of Cebu Junior High School, Sanciangko Campus in Cebu City. It is a private school with 2,892 students. There are 75 teachers at the school, 12 of whom are English teachers. The rest teach other subjects, including critical areas like science and math. The school has four computer rooms with 50 units of computers each. It also has a well-ventilated library at the 4th level of the high school department. This library has textbooks, periodicals, journals, and internet access for all students. (Refer to Appendix D for the Location Map).

4.3 Research Subjects

The sample population of this study utilized two sections of grade seven at the University of Cebu High School. There were 50 students involved in this study who were streamed into two heterogeneous groups: 25 students from the control group and 25 from the experimental group. Both groups were 12 to 14 years old, clustered heterogeneously, and had mixed genders. Their academic performances in the previous grade level, Grade 6 English final grade, were also approximately identical.

Table 1
Matching of Subjects

Control Group	Total Age	Mean	Range	Prev. Grades in Engl	Mean	Range	Experimental Group	Total Age	Mean	Range	Prev. Grades in Engl	Mean	Range
(N=14) Males	**171**	**12.76**	**3**	**1162**	**83**	**4**	**(N=16) Males**	**188**	**12.53**	**3**	**1328**	**82.69**	**4**
(N=11) Females	**138**	**12.56**	**2**	**923**	**83.91**	**4**	**(N=10) Females**	**128**	**12.8**	**2**	**833**	**83.3**	**4**
TOTAL	**316**	**12.66**	**5**	**2085**	**83.46**	**8**	**TOTAL**	**316**	**12.66**	**5**	**2161**	**83**	**8**

4.4. Research Instrument

The main instrument used in this study was a researcher-made questionnaire about homonyms and homophones. This instrument served as a pretest and posttest assessment tool. The posttest questions and answer choices were arranged chronologically to ensure reliable test results. Before the pretest was conducted, the questionnaire was given to three English teachers for review and validation purposes. The questionnaire was pretested to another section who had taken the lessons and who were not part of the study. The pilot testing result was 0.7254 (Cronbach's Alpha). The result served as the basis for determining the difficulty level for discrimination and, later on, for the reformation of the items.

Table 2 shows the raw scores' ranges and descriptions. It also includes the equivalence in the percentage of scores from 0 to 30. Table 2 serves as a guide for measuring the scores of the control and experimental groups for both pretest and posttest sessions.

Table 2
Score Ranges and Description

Raw Scores	Equivalence in Percent (%)
30	100
29	97
28	93
27	90
26	87
25	83
24	80
23	77
22	73
21	70
20	67
19	63
18	60
17	57
16	53
15	50
14	47
13	43
12	40
11	37
10	33
9	30
8	27
7	23
6	20
5	17
4	13

3	10
2	7
1	3
0	0
Description of Score Ranges in Percent (%)	**100-80** **79-60** **59-40** **39-20** **19-0**

4.5 Research Procedure

4.5.1. Gathering of Data

A letter requesting permission to conduct this study was sent to the University Registrar, High School Guidance Counsellor, and High School Principal. The request to conduct research was approved by the said party, which also enables the researcher to secure access to students' records and other helpful files. The approved communication was furnished to the School Head English Coordinator and other English teachers so that they would be aware of the ongoing study and would provide necessary assistance to the researcher.

Before administering the pretest to the two groups of subjects, control and experimental, the same questionnaire was administered to a group of students who were not involved in this study. This step was initiated to pretest and pilot a research questionnaire before using it to collect data. In this way, the researcher was able to modify and/ or change questions that did not make sense to the target subjects and did not match the objectives of the assessment or the study.

The teacher used the questionnaire to measure the students' skills in using homophones. After the process mentioned above, the questionnaire was administered to the control and experimental groups in two different sessions in the morning, from 7:50- 8:50 and 8:50-9:50, respectively. Then, the two-week experimental teaching process began on September 13, 2016- September 24, 2016. The teaching procedures and activities of the control group were performed using the traditional method; the discussion used paper and pencil. This was before the second grading period since the teacher discussed grammar, particularly synonyms, antonyms, homonyms, and homophones. The websites www.Google.play.com and www.Googleplaystore.com were personally given to the experimental group and have been integrated within the students' regular English curriculum for one week.

The words used in the teacher-made questionnaire can be found in the homophone's games at the two given websites. The skills emphasized in the daily lessons were the built-in skills in the pretest and posttest questionnaires. A posttest using the same assessment tool as the pretest was administered after one week of experimental study. The data gathered was treated for tabulation, statistical analyses, and interpretation. The result served as the basis of a proposed action plan.

The experimental group's online strategy learning intervention includes two phases: phase one, which firms up the individual learning climate, and phase two, which involves implementing online surfing with the given website.

In phase one, the experimental group was engaged in a traditional paper pencil test to answer sentence completion questions about homophones. Students answered a test using their prior knowledge of understanding words or groups of words with the same pronunciation but different meanings, origins, or spelling (e.g., stationery and stationery, plain and plain, and already and already).

In phase two of the experimental study, the online strategy was implemented in teaching vocabulary. In step one, the teacher introduced a site that included word games where students could play and recognize different vocabulary buildings based on homophone games (online). After the online strategy was given, the students were assessed through a paper-pencil test with the same questionnaire. The result served as the basis for the proposed action plan.

4.5.2. Treatment of Data

The following statistical tools were used in the study: Frequency count, percentage, and mean were employed to summarize, analyze, and interpret the posttest scores of the control and experimental groups. The t-test for two independent samples was applied to assess the significance of the differences between the pretest scores and posttest scores of the control and experimental groups. Additionally, the t-test for paired samples was used to determine the significance of the differences between the pretest and posttest scores within the control and experimental groups.

5. Results and Discussion

This chapter includes the presentation, analysis, and interpretation of the data gathered.

5.1 Pretest performances of the control and experimental groups

The students' performances in the control and experimental groups were examined through thirty-item pretests. Table 3 presents the results of the pretest performances of the two groups.

Table 3

Pretest Scores of the Control and Experimental Groups

Pretest		**Control Group**		**Experimental Group**	
Score (%)	***Description***	***Frequency***	***Per Cent (%)***	***Frequency***	***Per Cent (%)***
80 - 100	Very Satisfactory	0	0.00	0	0.00
79 – 60	Satisfactory	11	44.00	14	56.00
59 – 40	Fair	14	56.00	9	36.00
39 – 20	Poor	0	0.00	2	8.00
19 – 0	Very Poor	0	0.00	0	0.00
Total:		25	100.00	25	100.00
Mean:		51.47%		58.53%	

Both groups have good scores. This indicates that homophones are still pitfalls in language usage. One probable reason for this is the failure of former English teachers in their lower years, who have not trained them in listening and spelling skills. Many college graduates still misuse "they are" or "there" in their written communication, a mistake common among younger students.

5.2 Posttest performances of the control and experimental groups

Table 4 shows a significant difference between the posttest performances of the control and the experimental groups.

Table 4

Posttest Scores of the Control and Experimental Groups

Posttest		**Control Group**		**Experimental Group**	
Score (%)	***Description***	***Frequency***	***Per Cent (%)***	***Frequency***	***Per Cent (%)***
80-100	Very Satisfactory	4	16.00	22	88.00
79 - 60	Satisfactory	17	68.00	3	12.00
59 - 40	Fair	4	16.00	0	0.00
39 - 20	Poor	0	0.00	0	0.00
19 - 0	Very Poor	0	0.00	0	0.00
Total:		25	100.00	25	100.00
Mean:		67.20%		89.47%	

The experimental group shows a remarkable increase in performance. The control group also increased their performance from *fair* to *very satisfactory*. Compared with the experimental group, the slight increase can be attributed to their practice of reviewing the homophones.

The experimental group proves that students are motivated by visuals and audio materials that they can study at their own pace and time inside and outside the classroom. Homophones are very common on the internet in the form of games. Gagné calls this step 4, selective perception, and step 6 is responding. Robert Gagné's condition of learning theory is anchored in this study and indeed provides ideal conditions for learning and designing appropriate instructions more effectively.

5.3 Difference of the pretest and posttest scores of the control and experimental groups

Table 5 shows a significant difference in the pretest and posttest performances of the control and experimental groups.

Table 5
Difference of the Pretest and Posttest Scores of the Control and Experimental Groups

Variables	Group	Mean	Computed Value	Critical Value	Decision on Ho
Pretest Scores	Control	56.27	0.746	2.011	Failed to Reject Ho
	Experimental	58.53			
Variables	**Group**	**Mean**	**Computed Value**	**Critical Value**	**Decision on Ho**
Control Group	Pretest	56.27	4.194	2.064	Reject Ho
	Posttest	67.20			
Experimental Group	Pretest	58.53	13.015	2.064	Reject Ho
	Posttest	89.47			
Variables	**Group**	**Mean**	**Computed Value**	**Critical Value**	**Decision on Ho**
Posttest Scores	Control	67.20	7.777	2.011	Reject Ho
	Experimental	89.47			

Students in the control and experimental groups performed better in the posttest. This means that the students in the control group learned a lot after being given time for rehearsal. However, the students in the experimental group, after exposing homophones games, did a much better performance.

This study shows how Gagné's nine events of instruction can be used as exemplars for English teachers to improve word acquisition of students' vocabulary. The experimental group is coherently aligned with Gagné, whose theory on the art of teaching is scientific. Digital word games can transform students to learn and enhance their retention in vocabulary building. Word games challenged the students to improve their vocabulary learning significantly.

6. Conclusion

This chapter contains a summary of the study, the findings based on the data gathered and statistical treatment, the conclusion, and the recommendations proposed by the researcher regarding using online tools as a strategy for teaching vocabulary.

This study evaluated the effectiveness of using word games to teach English vocabulary to Grade 7 students at the University of Cebu-Main Campus during the 2016-2017 school year. It aimed to compare the pretest and posttest results of both the control and experimental groups to determine whether significant differences in their performance existed. Additionally, the study analyzed the individual progress of each group by examining the changes between their pretest and posttest scores. The study's results were used to inform a proposed action plan for improving vocabulary instruction through word games. TLE and computer teachers, as well as 11 English teachers, are also included. The rest teach other subjects, including critical areas like science and math. The main instrument used in this study was a researcher-made questionnaire that served as a pretest and posttest assessment tool.

Based on the presentation, analysis, and interpretation of the data, several findings were established. The control group initially performed slightly lower than the experimental group, which performed well in the pretest. In the posttest, the control group showed a slight improvement, while the experimental group demonstrated a significant increase in performance. The results revealed a significant difference in the posttest performance levels between the control and experimental groups.

The interpretation of these findings is subject to several limitations. First, the study was conducted with a specific group of Grade 7 students at the University of Cebu-Main Campus during a single academic year, which may limit the generalizability of the results to other settings or student populations. Second, the sample size of the control and experimental groups could affect the statistical power of the findings, making it challenging to draw broader conclusions. Additionally, the study focused solely on using word games for vocabulary instruction without considering other factors that may influence learning outcomes, such as individual student motivation, teaching styles, or external support. Lastly, the study's reliance on pretest and posttest scores as the primary measure of vocabulary acquisition may only partially capture long-term retention or application of the learned vocabulary.

Visual images and videos effectively stimulate students' interest in learning. To enhance vocabulary development, English teachers should incorporate instructional strategies utilizing digital word games on various websites. These interactive games engage students and promote better retention and transfer of vocabulary knowledge, making learning more effective and enjoyable.

As a result of this study, the researcher recommends several directions for future research. These include exploring a multidimensional approach to vocabulary instruction using online games, investigating the use of wikis and blogs for vocabulary development, and examining the effectiveness of internet-based learning under teacher supervision in vocabulary acquisition. Additionally, the researcher suggests further adopting the proposed action plan to improve vocabulary instruction methods.

Funding: This research received no external funding.
Conflicts of Interest: The authors declare no conflict of interest.
ORCID ID
0000-0003-2933-4445
0000-0001-6854-3237
0000-0002-0071-1617

References

[1] Bradshaw, M. & Lowenstein, A. (2007). *Innovative teaching strategies in nursing and related health programs*. Boston: Jones and Bartlett Publishing.
[2] Conradi, K. (2014). *Tapping technology's potential to motivate readers.* PhilaDelta Kappan,. 96, 54–57.
[3] Cesario, V. (1987). *Amity and Comic Closure in Twelfth Night.* New York: Routledge Copyright.
[4] Chua, Q. L. (2007). "Do Pinoys read at all?" retrieved November 10, 2016, from www.philippinedailyinquirer.com.
[5] Gunning, T. (2005). *Creative literacy instruction for all students*. Boston: Pearson Education, Inc.
[6] Klein & Freitag, (1987). *Learning: Principles and Applications.* New York: McGraw Hill.
[7] Lewis et al. (1985). *Thirty Days to Better English.* New York: New America Library.
[8] Roblyer, M.D. & Doering, A. (2013). *Integrating educational technology into teaching.* Boston: Pearson Education, Inc.
[9] Savage, J. (1998). *Teaching reading and writing*. Boston: The McGraw, Hill Companies, Inc.
[10] Tompkins, G. (2001). *Literacy for the 21st century*. Merrill Prentice- Hall.
[11] Abas M. L. (2007). *Analysis of computer games attractive to students: Enrich learning templates.* Unpublished master's thesis. University of Cebu, Cebu City.
[12] Lastimoso, J. (2012). *Video conferencing for a university*. Unpublished master's thesis. University of Cebu, Cebu City.
[13] Meneses, L. (1999). *An appraisal of using limericks and games in teaching college Algebra at ACT Cebu City basis for upgrading*. Unpublished master's thesis. University of Cebu, Cebu City.
[14] Pacaldo, J. (2014). *Ekphrasis as a pedagogical tool for language/ literature teachers.* Unpublished master's thesis. University of Cebu, Cebu City.
[15] Roz, K. J. (2013). *Writing literacy through blogging.* Unpublished master's thesis. University of Cebu, Cebu City.
[16] Secorata, S. (2014). *Powerpoint games as instructional tools for chemistry.* Unpublished master's thesis. University of Cebu, Cebu City.
[17] Sordilla, G. (2009). *Utilization of films in teaching English literature*. Unpublished master's thesis. University of Cebu, Cebu City.
[18] Te, G. (2014). *Multimedia application in teaching logic.* Unpublished master's thesis. University of Cebu, Cebu City.
[19] The Oxford English Dictionary. (2016) The Huffington Post. retrieved September 14, 2016, from www.lingholic.com