



**An-Najah National University
Faculty of Graduate Studies**

**THE IMPACT OF THE FLY SWATTER
GAME ON IMPROVING SECOND GRADE
STUDENTS' VOCABULARY LEARNING,
INCREASING CLASS PARTICIPATION AND
ENHANCING MOTIVATION AT ANABTA
PUBLIC SCHOOLS, TULKARM DISTRICT**

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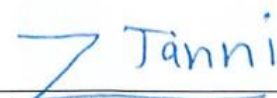
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Dedication

Allah, I am eternally grateful for your limitless grace, which has been and will continue to be my steadfast guide throughout my life.

"الحمد لله الذي بنعمته تتم الصالحات"

My parents and family, you have been my rock through thick and thin, and I am eternally grateful to you!

My husband, your unfaltering belief in me and encouragement have kept me going, your support means the world to me!

You have been an incredible source of support and happiness for me, my friends!

Also, I am grateful to myself for maintaining faith in the path ahead and pushing through each obstacle with the unwavering belief: *"Allah gives the hardest battles only to his strongest soldiers"*.

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Much obliged to everyone who played a part in making this dream a reality.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE IMPACT OF THE FLY SWATTER GAME ON IMPROVING SECOND GRADE STUDENTS' VOCABULARY LEARNING, INCREASING CLASS PARTICIPATION AND ENHANCING MOTIVATION AT ANABTA PUBLIC SCHOOLS, TULKARM DISTRICT

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name

Aysha Mohammad Hehade

Signature:



Date:

12/09/2024

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Abstract

The current study sought to investigate the impact of the Fly Swatter Game on enhancing 2nd-grade students' vocabulary learning, boosting the class participation, and improving motivation compared to the conventional method, Grammar Translation Method, exemplified by rote memorization and using translation into the mother tongue. The study was conducted among (71) 2nd-grade students from Al-Shuhada' Elementary School. A mixed-method approach with a quasi-experimental design was implemented. The tools used were quantitative pre- and post-tests to measure students' vocabulary learning and a qualitative classroom observation sheet to assess students' motivation and participation throughout the game. The participants were divided into two groups: the experimental group, consisting of (35) students, and the control group, consisting of (36). The Fly Swatter Game was used to teach the former group while the latter was taught using the conventional method. The data gathered from the two groups' pre- and post-tests showed that the experimental group's vocabulary learning improved significantly more than the control group's. The experimental group's mean score increased from (12.88) in the pre-test to (13.74) in the post-test. On the other hand, the control group's mean score only slightly increased from (12.58) in the pre-test to (12.61) in the post-test. Concerning the observation sheet consistently filled out by the subject's teacher, the head teacher, and the researcher, the data was analyzed thematically and revealed that the Fly Swatter Game created a conducive, dynamic and interactive learning environment. This was evident in the great levels of motivation and participation among the students. Therefore, the researcher suggested that the Fly Swatter game can be considered a quite efficient game for 2nd-grade students and can significantly enhance their vocabulary learning, promote their participation, and

increase their motivation levels. In light of the findings, the researcher recommended using Game-Based Learning method in general, and the Fly Swatter Game in particular, for teaching English vocabulary. Finally, some recommendations for EFL teachers, future studies, curriculum designers, and the Ministry of Education were presented.

Keywords: Fly Swatter Game; Vocabulary; Motivation; Class Participation.

Chapter One

Introduction and Literature Review

This chapter provides an overview of the study, including background of the study, purpose, statement of the problem, objectives, questions, hypotheses, and significance of the study, as well as conceptual and operational definitions of the significant keywords. The current chapter also presents a comprehensive explanation of the theoretical framework, including sections and sub-sections titled Game-Based Learning, Effectiveness of Game-based Learning, Effectiveness of Game-Based Learning in Vocabulary Learning, Motivation: “Definition, Types and Strategies”, Motivation and Learning, Motivation and Game-Based Learning, Active participation: “Definition and Significance”, Active Participation Strategies, and Class Participation and Game-based Learning. Finally, it explores related studies to provide an extensive overview of the study.

1.1 Background of the Study

Over the years, language has been characterized in several ways to explain its essence, elements, and purposes. Lakshmanan (2015) defined language as an organized system of principles and interactions that regulate the production of sounds, the arrangement of words, and the formation of sentences. It functions as a means for conveying ideas and facilitating the exchange of information between people. In the realm of language, there is a lexicon of memorized symbols called words, accompanied by a compilation of generative rules systematically organized into different grammar sub-systems. Consequentially, language is regarded as the paramount weapon for humans to attain significant and reciprocal communication, as well as to convey their thoughts and emotions to others. In the modern-day world, it is important to develop expertise in multiple languages in order to effectively communicate with individuals of different cultural backgrounds, as Wei (2023) emphasized.

English language, according to KParvathi (2016), is the official and the leading language on a global scale. It is widely recognized as an international language that people use for communication, even in nations where it is not the native tongue. Given this, and in line with Abdugarimovna (2022), the number of people gaining proficiency in this language is growing in a remarkable manner, with English being spoken and

understood in almost every region of the world. As a result of this extensive worldwide presence of English, many nations, including Arab ones, have incorporated English as a foreign language into their educational systems with the intention of helping students reach mastery of the language (Rao, 2019). Therefore, students who are pursuing English classes from elementary school through university, typically prioritize the learning of four key language skills: listening, speaking, reading, and writing.

In addition to the main four skills mentioned earlier, there are plenty of English language components employed in learning and teaching English to enhance students' academic achievements. These components may encompass grammar, pronunciation, spelling, and vocabulary. Learning a new language, English in this instance, is integrally associated with vocabulary progress; thus, the researcher concentrates primarily on vocabulary as a crucial component of language. Vocabulary has been characterized in several manners. For example, Syafrizal & Haerudin (2018) asserted that vocabulary comprises the collection of words that a communicator owns to effectively present and absorb information. Additionally, Hatch & Brown (1995) defined vocabulary as a set of words associated with a specific language, or specifically, the compilation or set of words used by speakers of that language. Furthermore, the term “vocabulary” can be defined in a variety of ways: it can refer to “sight-word vocabulary”, which considers the students' ability to recognize words immediately when they appear in print, or it can refer to “meaning vocabulary”, which evaluates the students' comprehension of a specific set of words. Besides, the term vocabulary may also encompass “listening vocabulary”, which signifies the extent to which students comprehend words that they encounter in their environment. Moreover, teachers employ “academic vocabulary” term to denote words that are exclusive to a certain subject or a content area (Antonacci & O’Callaghan, 2011).

When it comes to learning a language, vocabulary is a vital component that is necessary for reaching a level of competence in that language. According to Mutia et al. (2022), the importance of emphasizing the mastery of vocabulary is highlighted. It is understood that children should have a firm grasp of such a basis before proceeding to other language skills and components. Added to that, Lacie (2008) illustrated that growing our vocabulary leads to enhanced language proficiency in listening, speaking,

reading, and writing. To clarify, several studies suggested that when students are confronted with difficulties in learning vocabulary, they would find it exceptionally challenging to learn the primary skills. A person's capacity to think, to articulate their thoughts and ideas verbally or in writing, and to communicate knowledge is one of the many benefits that come from expanding their vocabulary. Along with this, Thornbury (2002) explained that children may articulate simple messages without having learned grammar rules. Nevertheless, if they have not learned the vocabulary, it would be difficult, if not impossible, for them to express their messages in a way that is clear and concise.

More importantly, due to the significant disparities between English and Arabic languages, numerous hurdles have consistently arisen in the teaching and learning of English vocabulary in schools. For instance, students are required to learn and retain a substantial amount of vocabulary, distinguish between spoken and written language, comprehend the numerous inflections of words, and discern the multiple meanings of a word given its context. These challenges are especially prominent among elementary students or who are inexperienced in learning English language. Furthermore, students may experience feelings of boredom and lack of motivation during class due to the use of conventional teaching methods, such as the Grammar Translation Method (GTM). Wherein the teacher usually has the students translate every term into the mother tongue, memorize specific chunks of vocabulary and then recite them by heart either verbally or in writing (Rohmatillah, 2014). This method, nonetheless, appear to be ineffective and repetitive. Therefore, the responsibility of establishing a dynamic learning environment is of utmost importance for teachers.

In light of the challenges inherent in learning new vocabulary, it is essential for English teachers to employ alternative teaching methods in order to ensure students find the process of learning vocabulary interesting. It is worth noting that education provides a diverse range of teaching methods that can be used in the classroom. Such methods vary from teacher-centered direct teaching, which involves lectures and explicit modeling, to student-centered methods, in which students actively engage in the educational process. Although direct teaching can effectively transmit specific types of knowledge, it runs the danger of encouraging passive learning. In contrast, student-centered teaching may necessitate additional time and resources, but it promotes active learning and critical

thinking (Fisher et al., 2020). Many studies showed that student-centered teaching methods can be considered more effective in boosting students' motivation and participation during vocabulary lessons. Furthermore, the methods that focus on student-centered learning are more effective in improving students' academic achievement than teacher-centered ones (DeLuca & Olah, 2015).

Recent theoretical studies revealed a need to shift from a teacher-centered approach to a student-centered one. This shift is supported by decades of research indicating that students are more likely to perform well and rise to challenges when they have the opportunity to interact with their peers rather than simply sitting in class and receiving information from their teachers. Another key point is that the transition from a teacher-centered approach to a student-centered one requires incorporating various active learning methods, such as cooperative learning method, game-based learning method, and problem-solving method (Dorimana et al., 2021; North et al., 2021; Sibomana et al., 2021). Most of previous studies confirmed that the use of GBL can reduce the mistakes made in students' work, increase their confidence, and expand their opportunities to learn new vocabulary (Bahari, 2020 & Fauzi, 2022). The most compelling evidence is that GBL can be used to facilitate the emotional and cognitive development of students in the following ways: thinking, doing, and playing activities. Furthermore, GBL is an exciting and productive way to increase students' internal and external motivation, lower the level of anxiety, and support vocabulary learning in educational experiences (Bahari, 2020).

Werbach & Hunter (2012) stated that intrinsic and extrinsic motivation are vital aspects of foreign language learning. Extrinsic motivation entails involving in an activity to gain rewards or avoid punishment. In contrast, intrinsic motivation comprises the internal incentive that comes from an activity one experiences as joyful and that fulfills some needs without external rewards. A recent study by Eslit (2023) concluded that intrinsic motivation is important. Additionally, teachers can use external stimuli to create a stimulating learning setting by incorporating the student's interests and giving instant feedback on one's progress, which will enhance student's independence and involvement.

Besides, classroom participation, also known as active learning, refers to the extent to which students are cognitively connected, actively involved, and emotionally committed to their learning process. Through activities such as group work and real-world problem-solving, this participation bolsters academic performance, enhances retention of the material, and cultivates critical thinking and problem-solving skills among students (Dogani, 2023). In today's era, the transformation of educational methods is unavoidable (Taş et al., 2016). From this point, Almaki et al. (2023) found that simulation games used as educational tools can greatly increase students' learning results in different courses. This is because these games effectively engage students, create a safe and dynamic learning environment, and promote their academic achievement. Additionally, Coşkun (2016) highlighted that active participation not only cultivates a favorable environment for teachers and students, resulting in advantageous results, but also amplifies students' sense of accountability.

In summary, the inclusion of games in English language teaching may not only brighten the classroom milieu but this may also promote students' learning habits and improve cognitive growth. As mentioned by Hashemi (2021), games tend also to provide a warm atmosphere that motivates students through pleasurable and competitive learning experiences. Through the integration of games, teaching dynamics transform, allowing students to participate with greater enthusiasm, to carry out work more effectively, and to improve the overall effectiveness of their learning. In addition, it has been noticed that games facilitate collaborative learning, provide novel strategies to competition, and establish low-pressure yet highly successful learning settings.

As stated by Rodriguez (2018), teaching languages using game-based learning method is not a new concept in the field of education; teachers have always incorporated games into their teaching methods, possibly realizing that doing so is an efficient method to encourage and inspire students. The term "game" can be enticing to all students, irrespective of their age and gender, as students no longer perceive learning as the mere utilization of a textbook and the fulfillment of specific criteria, objectives, or rubrics.

Elements of the game can be classified into three discrete categories: components, dynamics, and mechanics, as mentioned by Werbach & Hunter (2012). The components category includes a wide range of elements that can be found in games. These elements

include badges, avatars, levels, quests, teams, unlocking mechanisms, and visual representations. Dynamics are the complex principles that govern the operations of a game. This involves elements such as the narrative framework, constraints put on the players, and the advancement mechanism that propels the game. The mechanics category is related to the user-engaging interactive procedures. The factors contained within it are rewards, feedback systems, the quantity of collaborative attempts permitted among users, and the existence of difficulties (Werbach & Hunter, 2012).

All of these elements of the game are influenced by and related to children's psychology. Games provide children with an opportunity to take part in a process of exploration, allowing them to assume different roles and gain fresh insights. Above all else, children gain and develop knowledge through playing. With this in mind, it is essential that children are provided with opportunities for unconstrained play so they may develop the ability to identify aspirations and emotions (Liaudanske, 2023). This type of development is vital for the overall progress of the child, including social, cognitive, sensory-motor, and other domains (Liaudanske, 2023). As a result, game-based learning becomes an ingrained aspect of human psychology from an early age. The significance of play lies in this rationale, making its integration into the educational sphere a critical component that enables both children and adults to foster this innate process of learning through pleasurable experiences customized to their requirements (Liaudanske, 2023).

Game-based learning and gamification are considered to be two highly successful methods for teaching and learning vocabulary. Both methods seem to have the potential to assist students in retaining English terms in their long-term memory. Gamification is a widely embraced notion that has permeated various domains of human endeavors, such as medicine, business, information and communication technology, education, and marketing. Caponetto (2014) defined gamification as the incorporation of game-like aspects into non-gaming situations in order to affect behavior, enhance motivation, and promote engagement. Sheldon (2020) also agreed with this viewpoint, stating that gamification entails the incorporation of game mechanics into real-life tasks. Nonetheless, Nuñez Castellar et al. (2016) proposed GBL as a method of facilitating the learning process and categorize it into two forms. The first one comprises purposefully designed educational games, while the latter category comprises the conversion of

games that were initially created for entertainment purposes to suit learning environments. Furthermore, GBL distinguishes itself from gamification by providing a dedicated learning environment, whereas gamification reinforces the learning process and boosts motivation. This study explores the field of GBL, with a particular emphasis on its implementation in the learning of English vocabulary, with the dual objectives of boosting motivation and maximizing participation.

A wide range of games can be employed to facilitate vocabulary learning, including but not limited to Bingo, Hangman, Taboo, and Fly Swatter Game. Previous studies showed that games should be seen not just as an integral part of foreign language teaching but also as a tool that can be used throughout the whole class. Moreover, games can be efficiently used as a proper way to review exercises; with the help of games, students try to remember vocabulary or facts in a fun way (Mubaslat, 2011).

It was reported in the literature that the application of the Fly Swatter Game is effective in improving vocabulary learning and engaging students in active learning. Also, the game can provide repetition and review of learned information and promote students' interaction and cooperation (Wu & Chen, 2014). Additionally, it can be used in numerous learning environments. It is an uncostly and simple game. Furthermore, it can be easily modified to serve different purposes and its flexibility makes it easier to adjust to a particular objective (Alhawiti & Alshehri, 2020).

Seminal contributions have been made by Rezkiah & Amri (2013) regarding the Fly Swatter game, which can be defined as a type of learning activity. In such activities, a teacher provides a word, and the students are expected to find and hit it as fast as possible. The activity may also vary in complexity by adding synonyms, antonyms, or context clues to explain the meaning of certain words. A more comprehensive description of the Fly Swatter Game was found in the study of Wu & Chen (2014).

According to their study, this game is a type of interactive and competitive activity in which students are asked to use plastic fly swatters to hit the right word. The review of literature also confirmed that the Fly Swatter Game could be an effective tool for students' vocabulary development. Also, the game can help students to grow their sight-word dictionaries (Silaban & Refika, 2017).

Many recent studies, as well as the current work, focus on the impact of the Fly Swatter Game on learning English vocabulary. The present study mainly focuses on investigating the effects of employing the Fly Swatter Game to teach English vocabulary to 2nd-grade students as well as assessing their participation and motivation levels during the game. The decision to target the second grade is driven by its pivotal role in students' educational journey, coupled with the understanding that early language learning is beneficial for memory and brain development (Faqihatuddinitah, 2016).

Moreover, in the context of teaching English to young students, teachers face the challenge of crafting engaging learning environments to captivate and inspire students.

1.2 Purpose of the Study

The primary objective of the present study is to assess the impact of the Fly Swatter Game on enhancing vocabulary learning, promoting active class participation, and bolstering motivation among 2nd-grade students at Al-Shuhada' Elementary School, Anabta, Tulkarm, Palestine.

1.3 Statement of the Problem

The researcher's observations indicate that students encounter numerous obstacles when it comes to learning English vocabulary. A significant number of words, for instance, must be learned, memorized by heart, and recited orally or in writing by students. The majority of teachers tend to implement conventional methods, such as GTM, exemplified by rote memorization and translation into the mother tongue, when teaching vocabulary. As a result, students are frequently uninterested and apathetic in class due to the conventional method employed. Moreover, this method appears to be ineffective and tedious, and the memorization of vocabulary in this manner may result in its rapid forgetting, which ultimately has a negative impact on the student's academic achievements. Additionally, it has been found that a group of students encounters hurdles when attempting to discern the distinction between written and spoken vocabulary, categorize the various grammatical forms of a word (commonly referred to as inflections), and deduce the intended meaning of a given word from its context. Hence, by establishing an engaging educational setting and implementing innovative methods; the game-based learning method, and particularly the Fly Swatter Game in this context, it is anticipated that there will be a substantial improvement in students'

vocabulary learning. Thus, the present study mainly pursues to investigate the impact of the Fly Swatter Game on improving 2nd-grade students' vocabulary learning, enhancing their motivation and maximizing the class participation.

1.4 Objectives of the Study

1. To assess the impact of the Fly Swatter Game on improving 2nd-grade students' vocabulary learning.
2. To examine how the implementation of the Fly Swatter Game contributes to increasing 2nd-grade students' participation.
3. To explore the motivational impact of the Fly Swatter Game on 2nd-grade students.

1.5 Questions of the Study

1. How does using the Fly Swatter Game impact 2nd-grade students' vocabulary learning?
2. How does using the Fly Swatter Game increase 2nd-grade students' participation?
3. How does using the Fly Swatter Game enhance 2nd-grade students' motivation?

1.6 Significance of the Study

This study primarily aims to demonstrate the impact of the Fly Swatter Game on improving the English vocabulary of 2nd-grade students, boosting their motivation and participation at Al-Shuhada' Elementary School. The findings are hoped to have significant implications for resolving the issue of vocabulary learning through the use of games. It is hoped that this study will be beneficial for teachers, students, parents, and curriculum designers. Teachers are encouraged to use the Fly Swatter Game as a more innovative and intriguing tool to their teaching process. Additionally, this method is anticipated to help students surmount the challenges they face while learning new vocabulary. Thus, they would have an easier and more effective time learning English vocabulary. On top of that, following the completion of such study, parents are also anticipated to use the game when teaching their children. The key goal is cultivating a lively and exuberant ambiance, particularly while teaching vocabulary as this game aims to captivate their interest, enhance their understanding of vocabulary terms, and ultimately improve their academic performance. Moreover, it is expected that the outcomes of this study, alongside the literature review, will offer fresh perspectives and

enrich the understanding of teaching vocabulary using the Fly Swatter Game within the specific context of Palestine. In conclusion, the study outcomes might end up being valuable for curriculum designers in their endeavor to incorporate suitable exercises and activities employing the game into EFL textbooks.

1.7 Hypotheses

1. H_0 : There are no statistically significant differences at ($\alpha=0.05$) between the mean scores of the control group and the experimental group in learning vocabulary in the pre-test.
2. H_0 : There are no statistically significant differences at ($\alpha=0.05$) between the mean scores of the pre-test and the post-test within the control group in learning vocabulary as a result of using the conventional method.
3. H_0 : There are no statistically significant differences at ($\alpha=0.05$) between the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary as a result of using the Fly Swatter Game.

1.8 Definition of Terms

1. Fly Swatter Game: an interactive pedagogical tool employed in vocabulary learning in which students employ fly swatters to strike the prescribed vocabulary terms on the board in response to the teacher's cues. Subsequently, students are required to spell or clarify the meaning of the term in question while receiving points for accurate responses (Muadah, 2019).
2. Vocabulary: Vocabulary refers to a lexicon which includes a list of words and phrases that are alphabetized and followed by definitions related to the subject's context. Linguistically, it is the complete set of words in a particular language that are recognized and used by an individual or a community. Vocabulary can be divided into two categories: active vocabulary, which consists of words often used in spoken and written language, and passive vocabulary, which contains words that are known but rarely used (Nordquist, 2019; Merriam-Webster, n.d.).
3. Class participation: Class participation encompasses the conduct that students manifest throughout classroom exercises and activities, such as posing inquiries, offering responses to inquiries put forth by others, engaging in discussions, and sharing feedback (Zhou et al., 2021).

4. Motivation: The mechanism that commences and maintains activities aimed at achieving specific objectives. It encompasses individual and internal factors resulting in various desirable outcomes, including decision-making, exertion, perseverance, accomplishment, and environmental control. There are two kinds of motivation: intrinsic, which is fueled by personal interest, and extrinsic, which is motivated by external benefits (Schunk & DiBenedetto, 2020).

1.9 Operational Definitions

1. Fly swatter game: The game the researcher used to teach the chosen vocabulary to the experimental group in order to assess their vocabulary enhancement comparing to the control group taught using the conventional method. Furthermore, it was employed to assess the students' motivation and class participation during the game activities.
2. Vocabulary: The 12 words the researcher selected from the unit (12) in the 2nd grade English textbook (English for Palestine), namely "ruler, eraser, keyboard, crayon, flag, pen, mouse, on, in, under, next to, and between". These words were taught to the participants of this study divided into two groups: the control group (n=35) and the experimental group (n=36).
3. Motivation, as defined in this study, pertained to the enthusiasm, interest, and willingness of the students in the experimental group to engage in vocabulary learning activities using the Fly Swatter Game. It also encompassed their sense of enjoyment and satisfaction with the learning process.
4. Class participation: Class participation entailed the level of involvement exhibited by the experimental group of students during the vocabulary learning activities using the Fly Swatter Game. It encompassed verbal and physical interactions, cooperation with classmates, and their overall attentiveness.

1.10 Limits of the Study

This study is restricted to the following limits:

1. The topical limit: Impact of the Fly Swatter Game on enhancing 2nd-grade students' vocabulary, improving motivation, and increasing class participation.
2. The human limit: 2nd-grade students.

3. The locative limit: Al-Shuhada' Elementary School, Anabta, Tulkarm, Palestine.
4. The temporal limit: From 25th of February to 14th of March of the academic year 2023/2024.

1.11 limitations of the study

The study encountered various constraints that affected its implementation and results. Firstly, the blended method of education delivery, with limited days allocated for in-person teaching and the rest conducted online via Teams potentially affecting the effectiveness of both teaching methods. Besides, a considerable number of students' parents were reluctant to have their children do in-class worksheets, citing worries about increased workload and tension. As a result, the researcher faced challenges in promptly conducting the post-game evaluations "post-tests" to assess students' retention of the learned words while they were still fresh in their minds.

1.12 Theoretical Framework

The theory that most aligns with the current study is the Social Constructivism Theory put forth by the Soviet psychologist Lev Vygotsky in 1978. It emphasizes that the process of learning a language occurs through social interaction. Furthermore, Vygotsky argued that parents, caregivers, teachers, and peers play crucial roles in promoting the growth of advanced cognitive functions, which including conscious mental processes like thinking, remembering, and reasoning, as well as intricate deliberate behaviors such as speaking, reading, writing, and purposeful movement (McLeod, 2021).

Vygotsky's theory introduced the idea of the Zone of Proximal Development (ZPD), which highlights tasks that a child cannot do alone but can accomplish with help or social interaction. When applied to language learning, this idea becomes important for activities like building sentences and using vocabulary. These activities thrive in an environment that mirrors real conversations in the target language and allows students to practice meaningfully while improving their language skills with guidance from more knowledgeable peers or adults (McLeod, 2021).

Vygotsky's theory gave great importance to the cultural and social influences on the molding of students' learning. A recent study by McLeod (2021) showed that language learning is considered as social endeavor influenced by cultural norms, social customs,

and personal relationships. So, engaging cultural and social influences in learning English language is widely considered effective. Also, providing opportunities and language-rich environments for students allows them to communicate with each other in a meaningful manner in order to learn English vocabulary.

The objectives of the study are in line with Vygotsky's theory, which emphasizes the importance of social interaction, encourages collaborative learning, and considers learning and teaching within a cultural context. Expressively, Vygotsky's theory of Social Constructivism provides a strong framework, within which the effectiveness of the Fly Swatter Game in helping 2nd-grade students learn new words, actively participate in the class, and stay motivated, can be explored. Besides, the idea of ZPD stresses the importance of presenting students with suitable challenges and support as they engage in various tasks related to foreign language learning. Therefore, the study aimed to develop an overarching framework that not only facilitates vocabulary learning but also creates a learning environment that benefits students and encourages them to continue learning the foreign language in the future.

The study's objectives are also strongly connected and related to the Self-Determination Theory (SDT), explored by Deci and Ryan in the year of 2008. SDT is based on the humanistic proposition that humans are naturally interested in personal growth and self-control. This theory also connects personality, human motivation, and optimal performance by claiming the existence of two primary types of motivation: intrinsic and extrinsic, both of which influence one's identity and behavior. Furthermore, it reflects students' desires to widen their understanding by seeking and accepting new talents and fostering needs and desires with attention to building relationships with others and their surrounding (Ackerman, 2018).

SDT is premised on the concept of fundamental psychological needs which are autonomy, competence and connection. Every individual requires autonomy (a freedom of choice to develop and prosper), as well as the need for competence (to feel capable and pursue their goals), along with the drive to establish connection (meaningful relationships). While SDT suggests that individuals have an inherent motivation to grow and develop, this should not be assumed or taken for granted. The purpose of SDT theory and its mini theories is to promote development and growth. According to SDT,

when a social environment fails to support basic psychological needs, individuals may experience feelings of frustration, alienation, and fragmentation. In other words, SDT is based on the idea that human beings are in constant interaction with their social environment, attempting not only to fulfill their immediate needs but also to adapt to environmental conditions that can either support or hinder these needs (Ackerman, 2018).

SDT's six mini-theories, which encompass its fundamental components, provide a comprehensive framework for comprehending human behavior in a variety of life fields, including work, relationships, education, religion, health, sports, and even biases and stereotyping. Each mini-theory focuses on the basic psychological needs that are essential for personal growth (Ackerman, 2018).

There are growing appeals in the context of SDT regarding the mini-theories. Firstly, Cognitive Evaluation theory demonstrates how the game may enhance intrinsic motivation by instilling feelings of autonomy and competence among students. Additionally, Organismic Integration theory closely follows the paradigm that students may internalize the importance of learning new words by participating in enjoyable activities within the game and shifting from external rewards to inherent enjoyment in learning. One of the major topics to be investigated in the field of the mini-theories is Causality Orientation theory. The game may promote an autonomous orientation among students by giving them control over their learning, therefore enhancing self-determination and reducing feelings of being controlled. Basic Psychological Needs theory explores how our core psychological needs impact overall well-being explaining how social environments can either neglect, hinder or fulfill these needs. Goal Content theory looks at how intrinsic and extrinsic goals affect a person's well-being and sense of autonomy. Lastly, Relationship Motivation theory highlights the importance of forming and maintaining close relationships emphasizing that the best relationships are those that help individuals meet their basic psychological needs for autonomy, competence and connection. Together, these mini-theories of SDT provide a comprehensive framework for understanding the complexities of human motivation and behavior (Ackerman, 2018).

The linking of SDT to the Fly Swatter Game might provide an overview of how the game can boost student's motivation and participation levels as well as their vocabulary learning. It promotes competence by tasking students with accurately identifying particular words. Moreover, it enhances students' autonomy by giving them a sense of accomplishment. In addition, the game helps students' relatedness by encouraging them to cooperate and engage with each other.

When looking at mini-theories within SDT and their relationship with the Fly Swatter Game, Cognitive Evaluation theory explains that the game can increase students' intrinsic motivation by helping them feel more confident and independent. Organismic Integration theory shows how students can internalize the value of learning vocabulary by enjoying the activities in the game, moving away from focusing on external rewards and instead finding joy in the learning process. Causality Orientation theory suggests that the game encourages an independent mindset by giving students more control over their learning making them feel more self-motivated and less restricted. Basic Psychological Needs theory highlights that the game is likely to fulfill students' needs for autonomy, competence and connection, which enhances their motivation and participation. Goal Content theory supports the idea that focusing on intrinsic goals within the game, which have a stronger positive impact on students' well-being and motivation, compared to relying on extrinsic rewards. Finally, Relationship Motivation theory underlines the likelihood that the game helps build a collaborative atmosphere in the classroom, promoting the development of bonds between the students and the teacher, hence elevating their feelings of belonging and overall motivation.

1.13 Game-Based Learning

According to Boller & Kapp (2017), a game is an activity with predetermined goals, challenges, and regulations with the purpose of attaining an exact goal. The activity entails interaction with fellow participants, the game environment, or both, and incorporates feedback mechanisms that provide crystal-clear indications of performance. Fundamentally, it generates quantifiable outcomes that habitually elicit affective reactions from participants. As a result, it has a natural appeal that attracts them to get involved again and encourages more engagement among them (Joiner et al., 2011).

As a natural extension of the growing popularity of games, GBL has been an educational method that leverages games as a medium to teach particular skills and knowledge, blending enjoyable gameplay with educational goals (EdTechReview, 2013). It integrates diverse learning techniques designed to help students effectively learn, rehearse, and implement new material. The relationship between games and GBL in this particular context relies on taking advantage of the intrinsic engagement and enjoyment of games to improve the process of learning. According to Qian & Clark (2016), GBL is an environment in which game content and gameplay are used to foster the development of skills and knowledge, offering students a sense of accomplishment through problem-solving situations and challenges. Further elaborated upon, Trybus (2015) depicted GBL as the utilization of game elements that immerse students in real-world scenarios, a process that progressively introduces pieces of information and directs students toward learning goals. This method has been gaining momentum, especially in elementary school classes, as it actively involves students in the learning process. In light of these rising trends, the researcher conducting this study set out to develop an engaging vocabulary learning model based on the Game-Based Learning method.

1.13.1 Effectiveness of Game-Based Learning

EdTechReview (2013) examined the intricate and varied nature of GBL, which incorporates a variety of strategies that intrigue students and facilitate their active participation. Studies by Rondon et al. (2013), Sobhani & Bagheri (2014), Hidayat (2016), and White & McCoy (2019) well-documented that highlighted the significant benefits of GBL in the learning process. These studies found that both teachers and students held positive attitudes toward GBL. Also, they noted that it was effective in enhancing students' cognitive skills. Interestingly, the results of these studies also found that GBL might serve to enhance the academic performance of English students. Another key point is that adopting such a student-oriented method enables one to adjust the game according to the students' needs, which will lead to effectively enhance the students' English vocabulary learning. Equally important, the use of GBL contributes to enhancing the academic performance of English students.

1.13.2 Effectiveness of Game-Based Learning in Vocabulary Learning

Games have gradually broadened as a method of learning new vocabulary for elementary school students and have been widely explored (Taghizadeh et al., 2017). Takeuchi & Vaala (2014) noted that using games has enhanced students' vocabulary mastery more effectively than conventional methods. Furthermore, the learning process facilitated by games can be much more interactive and supportive for students' vocabulary learning.

Derakhshan & Khatir (2015) conducted a study that found games to be vital in improving students' vocabulary. A study by Shabaneh & Farrah (2019) argued that fun games increase students' writing proficiency and comprehension skills, thereby, increase their participation. Moreover, games support group work and foster friendly competition. Furthermore, students who were exposed to games scored significantly higher in vocabulary tests in comparison to those taught via the conventional method (Akdogan, 2017 & Pirrie, 2017).

According to the modern studies, GBL could have an undesirable effect on vocabulary learning, even though it has been widely upheld as an effective and engaging method of vocabulary learning. GBL has been shown to help students learn vocabulary naturally, picking up new words without trying to memorize them directly (Lee & Pulido, 2017; Sundqvist, 2019; Xiaoning & Feng, 2017; Zhao et al., 2016). It has been indicated that employing games for vocabulary learning may ultimately end in a slower learning process since it necessitates a greater amount of time besides that it demands higher rates of attrition compared to other conventional methods. Furthermore, incorporating games as a method to teach vocabulary can lead to an increased probability of forgetting the words taught (Waring & Takaki, 2003; Yamamoto, 2014). Therefore, it has been demonstrated that the efficacy of spontaneous vocabulary learning via games is inferior to that of deliberate learning methods, which are regarded as more methodical and targeted methods (Elgort, 2011).

Similarly, another significant challenge in GBL, is the inclination of students to switch to their native language (L1) when playing the game. Anecdotal evidence from teachers at the Distance Education Center of HUFS illustrated that even proficient students get frequently involved in discussions using their native language when playing educational

games. This tendency can diminish the expected advantages of learning the target language. The regular use of L1 inhibits the immersion required to maximize vocabulary learning in the target language (Plass et al., 2015). In conclusion, although GBL has the opportunity to boost vocabulary learning, the efficiency of this method is debatable. Based on the frequent reliance on L1 during gameplay and the slower, less reliable process of incidental learning through games, it appears that GBL may not be the most effective method for learning vocabulary. Hence, teachers should attentively address these constraints when incorporating GBL into language teaching courses.

1.14 Motivation: “Definition, Types and Strategies”

Chandi (2015) defined motivation as a self-interest-driven process that is shaped by external as well as internal triggers. These triggers assist in the formation of habits, retention of knowledge, and productivity among students. The influence of those stimuli or triggers on students' motivation can be substantial, affecting their achievement of objectives in either a positive or negative way. Meanwhile, according to Ackerman (2018), motivation comprises an intrinsic drive to participate in or turn away from specific behaviors. In a parallel direction, Dimiyati & Mudjiono (2006) stressed that motivation impacts and guides the attitudes and actions of students, constituting an invaluable resource for teachers in the classroom. According to Brown's behavioristic standpoint, motivation stems from the anticipation of rewards, which are integral to the dynamics of the classroom (Brown, 2001).

According to Self-determination Theory (SDT), students might be motivated to learn by two factors— internal and external. In general, motivation can be classified into two categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation originates within the individual, driven by personal interests, enjoyment, or a sense of challenge. It is the internal force that drives students to engage in activities for personal satisfaction and curiosity. According to Ackerman (2018), intrinsic motivation includes a fascination with a subject, a sense of accomplishment, and the pleasure derived from mastering a topic. On the other hand, extrinsic motivation, as highlighted by Matt and Dale (2002), arises from external factors such as rewards, social approval, or the need to pass an exam. It refers to performing tasks to attain outcomes like financial gains, grades, or recognition. This type of motivation can more quickly produce behavioral

changes, as it involves external stimuli that encourage students to achieve specific goals.

When it comes to the strategies of motivation, building relationships with students is, without a doubt, the most essential element of motivational strategies. Prior to starting formal education, students must establish healthy interpersonal relationships, as these connections have a positive effect on their development, behavior, cognitive abilities, and motivation to learn (McFarland et al., 2016). To nurture these relationships, it is worthwhile to administer interest inventories at the start of the academic year and demonstrate sincere curiosity towards students' activities and experiences. Another successful strategy entails altering the physical learning environment. The traditional arrangement of linear formations facing the front can be substituted with adaptable seating alternatives. Students who feel at ease in their educational environment are more likely to be actively involved, resulting in more valuable learning encounters (Cole et al., 2021). Introducing various seating alternatives such as pillows, couches, stools, rocking chairs, rolling chairs, bouncing chairs, or even no chairs at all can greatly improve students' comfort and enthusiasm.

Additionally, parental involvement is a crucial element in inspiring students (Tóth-Király et al., 2022). Cultivating a trustworthy relationship with parents via pleasant phone conversations, regular newsletters, or extended invitations to classroom gatherings may foster a collaborative atmosphere which in turn boosts the achievement of the students. The relevancy of the subject being taught is also important in inspiring students' motivation. Illustrating the feasibility of the content and establishing a clear connection to students' personal experiences help in catching their attention. To put it simply, taking advantage of the appropriate resources expedites the process of developing students' language skills and accomplishing learning objectives (Shatz, 2014). Likewise, students who comprehend the practical implications of the subject matter they are studying are inclined to exhibit higher levels of motivation.

Many studies have demonstrated that implementing student-centered learning methods is more efficacious than using teacher-centered teaching methods. Student-centered learning necessitates actively engaging students in the learning process, encouraging them to derive meaning from new information and prior experience (Peled et al., 2022).

This method increases students' investment in their educational voyage, resulting in a more productive and enjoyable process. Student-centered learning methods also empower students with ownership and autonomy over their education.

Ultimately, it is worth considering the use of cooperative learning in the classroom as a beneficial strategy. Studies have shown that collaborative learning leads to motivational and cognitive benefits (Järvelä et al., 2010). Also, it was discovered that implementing group or partner assignments fosters collaboration and collective responsibility, hence enhancing motivation through interpersonal connections. Providing students with opportunities to interact can significantly facilitate the learning process, and this can be done by incorporating partner and small group activities as well as allowing them to work in groups they created on their own.

1.14.1 Motivation and Learning

Chandi (2015) conducted a study to define motivation in learning as the central foundation upon which the past knowledge acquired is built. Learning can only take place with motivation, which drives one toward a goal, and that, in fact, is inclined towards propelling students' academic status, skills, maturity, and critical thinking. According to Nurwahid (2021), statistics demonstrated a positive relationship between students' levels of motivation and their academic achievements. The study provided evidence that higher levels of motivation were associated with more productive educational outcomes. Ramadhanty & Usman (2019) stated that motivation is mutual in learning habits or routines and that they work together to maximize students' performance.

According to Torbergsen et al. (2023), the importance of motivation goes beyond only influencing students' learning routines; it also shapes how students approach their studies and connect with the material. Also, the study highlighted the role of both intrinsic and extrinsic triggers in creating a firm foundation for learning routines, noting that motivated students are more likely to develop effective study habits. A recent study by Du et al. (2022) showed that operational automaticity is particularly valuable since it indicates a strong commitment to studying. Also, they suggested that when the switch to studying becomes automatic, students engage willingly and feel motivated to study. Some researchers argued that motivation is a crucial part of the process of teaching

students how to learn. Furthermore, teachers encourage students to take responsibility for their learning, especially when they are in the school and beginning their educational journey (Guilloteaux, 2013; Kiemer et al., 2015).

A recent study by D'Souza & Broeseker (2022) showed that students who developed effective learning routines, driven by intrinsic motivation, achieved better learning outcomes. Based on this study, students tend to schedule their study sessions during their most productive periods and actively work to grasp the subject. On the positive side, intrinsic motivation leads to richer learning experiences. The literature review showed that while extrinsic motivation can be impactful, intrinsic motivation consistently has a longer-lasting effect. Extrinsic motivation includes external factors such as prizes or acknowledgment.

The literature also highlighted that motivation or its types do not always influence students' learning consistently. A recent study by Wirthwein et al. (2013) found out a positive but weak correlation between students' motivation and academic performance. The study found that academic motivation is not a significant predictor of students' learning as it varies among students. Expressively, some students may have higher motivation levels under the influence of external stimuli, such as the expectation to get a reward or fear of punishment. On the other hand, other students may be motivated by internal factors, such as the desire to obtain new knowledge.

1.14.2 Motivation and Game-Based Learning

As students develop their abilities and gain a deeper understanding of the game, they become even more motivated. The motivation of players is also reinforced by showing that they completed the exercise when needed. Recent studies by Cronk (2012) and Simões et al. (2013) tried to explore two strategies: first, offering immediate feedback on students' progress. Second, boosting their enthusiasm and involvement in the English vocabulary learning. Different studies mentioned that awarding of badges and points after the completion of a level of a game could provide students with personal goals and the ability to push themselves beyond their usual limits. Based on these studies, interviews with students revealed that achieving or missing badges could impact their motivation, and the points or items collected and gained by moving to the next level

were considered an integral part of the game (Kula, 2021 & Syafrizal & Haerudin, 2018).

A series of recent studies have indicated that GBL may not be superior to any other learning methods in terms of overall educational effectiveness. However, it has gained significant attention for its remarkable ability to engage and motivate students toward the subject matter. Similarly, the student's preferred level of interest might result in stronger retention of information. Besides, learning together in a more collaborative gaming context particularly through role-playing components allows students to place themselves in real-world scenarios (Pho & Dinscore, 2015). For example, certain studies provided evidence that GBL is efficient in terms of learning and motivates students to partake in the learning process offering them a fun and fascinating learning experience. Although games' amusement and interactive elements are used, the teacher still needs to develop a solid instructional framework for the learning process (Baek et al., 2015; da Silva Junior et al., 2021).

Based on these studies, GBL method has a positive and negative effect on motivation and learning. In addition to the aforementioned positive impacts, GBL can potentially trigger negative feelings and frustration among students. For example, certain difficulties can appear among students while applying GBL method, such as time-consuming and demanding tasks within a game, problems with the game's settings (Boghian et al., 2019), technical unreliability, lack of balance, instability (Jäskä & Aaltonen, 2022; Jong, 2016; Marklund & Taylor, 2016), as well as the intricacy of the games themselves (Lomas et al., 2017). In addition, Šćepanović et al. (2015) found that, in GBL scenarios, students may undergo discomfort when confronted with a competition or when their results are compared. Typically, such negative situations have a demotivating effect. Yet, an appropriate level of challenge, in the form of positive stress, can enhance motivation and improve learning outcomes (Shute et al., 2015). In summary, while GBL method has the capacity to enhance students' learning motivation in numerous respects, it is crucial to be mindful of the potential drawbacks and avoid them.

1.15 Class Participation: “Definition and Significance”

Class participation encompasses a wide set of students’ activities that exhibit an active involvement in an educational environment. Generally speaking, this requires engaging with content in many ways. According to previous work done by Precourt & Gainor (2019), Tang et al. (2020), and Xu & Qiu (2022), this can be achieved through offering feedback, raising questions, responding to others and participating in discussions. Previously, participation was defined as the verbal exchange of ideas between teachers and students inside the classroom usually focusing on exchanging questions and answers that occur only inside the class. However, recently, participation has been extended to include all activities that take place within the classroom (Karima, 2016; Orwat et al., 2018). In this respect, the teacher should prepare for students' participation before class begins, ensure that students attend the class regularly without absence, and see that students can complete and submit their assignments on time (Engels et al., 2021; Tang et al., 2020). Moreover, the teacher should encourage students to develop collaborative teamwork, communication and active participation in class (Tang et al., 2020; Xu & Qiu, 2022).

Participating actively in classroom activities also helps students pass the class more easily which supports the learning process. This can result in higher grades in their English vocabulary learning (Fredricks et al., 2019 & Precourt & Gainor, 2019). Participation in the class shows a well-rounded set of skills, which can lead to higher grades each term (Paisey & Paisey, 2004; Papageorgiou, 2019; Precourt & Gainor, 2019). Liem & Chong (2017) conducted a study that found students' lack of involvement and passivity, which presented obstacles to successful learning. Some researchers, such as Tang et al. (2020), found that the grading system based on students’ attendance and commitment can be positively associated with their increased academic achievement and the attainment of learning goals.

1.15.1 Active Participation Strategies

Harris & de Bruin (2018) stated that students’ active participation in classrooms can be enhanced through innovative and creative teaching strategies, especially those that incorporate engaging activities and materials into the classroom. These teaching strategies frequently boost students’ involvement, which in turn promotes self-

exploration and commitment to their learning tasks. Several strategies have demonstrated efficiency, such as Task-based Learning that is implemented in the classroom to facilitate students' effective communication (Montañez Lopez, 2019) as well as Game-based Learning which utilizes games to create a delightful learning experience (Ramadhan et al., 2023). An additional crucial strategy to employ is whole class discussion, during which the teacher presents questions— usually related to given readings— in order to provoke dialogues among the students. Frequently, classrooms are organized in the shape of a horseshoe or circle to encourage student-to-student interaction rather than merely teacher-student interaction. Additionally, the 'cold calling' strategy builds accountability and active participation among students by employing a Socratic approach in which the teacher asks questions and selects students at random to respond, (“Using class participation to develop student engagement”, n.d.).

Teachers may also increase students' involvement through the provision of positive reinforcements, such as candies, as a reward for active participation. By employing this strategy, teachers tends to encourage students to participate in classroom activities without raising negative competition. Students' cooperative efforts tend to improve when they work together in pairs or groups to gain points, particularly during warm-up exercises focusing on communication and vocabulary development. Therefore, Montañez Lopez (2019) argued that ensuring that the target language is used is the best way to enrich the learning atmosphere.

1.15.2 Class Participation and Game-Based Learning

According to Mee et al. (2020) and Subhash & Cudney (2018), students become more involved in the educational process by immersing themselves in games, which makes it more interactive and interesting. Therefore, GBL is an effective method of teaching that significantly increases the level of students' participation. The review of literature also confirmed that the gaming process is by its nature collaborative, involving teamwork, sharing of views, discussion, and other activities (Anak Yunus & Hua, 2021; Rahmani, 2020). In addition, conversation becomes more natural in this context, as games are often friendly (Cheng & Su, 2011). Other studies mentioned that GBL promotes teamwork, which is an indispensable criterion in education (Mee et al., 2020).

However, quiet and non-participating students in the classroom often become more engaged and active participants during the game. GBL method also aims at constructive learning. The results of Hashim et al.'s (2019) study found that GBL increases students' interest in the subject, promotes their active participation, provides them an opportunity to reveal their leadership abilities and encourage teamwork. Another study found that GBL fosters the formation of positive behavior throughout the game and its related activities (Cheng & Su, 2011). Plass et al. (2015) & Chow et al. (2011) found that allowing students to interact with lessons in an amusing manner improves their contextual comprehension and cognitive processes.

Nevertheless, GBL should be thoughtfully planned so as not to demotivate students. Teachers have to support students and establish a pleasant learning environment that accommodates all of them, irrespective of their skill level. This is particularly important as poor performance in games can have a detrimental effect on involvement (Welbers et al., 2019). On the other hand, when implemented properly, GBL can revolutionize conventional methods of teaching, fostering a more interactive and exciting learning environment that empowers students, with the necessary resources and opportunities, to be actively involved in their academic pursuits (Boctor, 2013).

1.16 Literature Review

1.16.1 Vocabulary Improvement via Fly Swatter Game

Extensive studies were carried out around the globe to examine the impact of the Fly Swatter Game on vocabulary learning.

To mention some, Harahap & Zulfitri (2023) performed a quasi-experimental study to find out the impact of the Fly Swatter Game on the vocabulary mastery of seventh-grade students. This study was carried out with a sample of (50) students, utilizing quantitative pre- and post-vocabulary tests. The study had both experimental and control groups, each comprising (25) students. The first group used the Fly Swatter Game. At the same time, the second group was not taught by using the Fly Swatter Game and the results showed that students taught using the Fly Swatter Game learned vocabulary with more ease.

Recent work by Junaid & Hasan (2022) tried to explore the effect of the Fly Swatter Game on the students of seventh-grade and their vocabulary learning. The study aimed to find out how learning of nouns, verbs, and adjectives differed with the application of the game as compared to the teaching using the conventional methods. Additionally, the researcher used a quantitative approach. The sample of the study consisted of 50 students using pre- and post-tests for the experimental and control groups. The result showed that there was a positive impact of holding the Fly Swatter Game on the improvement of vocabulary learning among students.

Xiao & Li (2023) conducted a study to explore how the application of the Fly Swatter Game influenced the teaching of Chinese vocabulary to elementary students in Laos. The researchers used a quasi-experimental design as a method of data collection and analysis. Based on this study, the researchers involved two groups. The first group participated in scheduled Chinese course, and the other group was taught by utilizing the Fly Swatter Game to test which one of them will be more effective in vocabulary learning. The result of the study showed that the second group had a higher rate in learning the vocabulary. Also, the researchers stated the Fly Swatter Game could be even more effective than other methods.

Saputri (2022) examined the outcomes of employing the Fly Swatter Game as a vocabulary teaching method for 7th-grade students. The study implemented a quasi-experimental design. The researcher collected information from (32) students through the use of one-group pre- and post-tests and questionnaires as the tools of the study. The results demonstrated an outstanding refinement in the English vocabulary of the students. Additionally, their engagement was enhanced in a remarkable way due to the game, as indicated by the positive feedback received from the students in the questionnaire.

Meri et al. (2022) conducted a study to investigate various issues regarding English language learning. Through classroom observations, various problems were observed, including difficulties in learning English language skills, inadequate understanding of vocabulary, and a tedious teaching method, particularly when it came to teaching vocabulary. The researchers adopted quantitative and pre-experimental methods to test if the Fly Swatter Game had a significant impact on student's vocabulary learning. The

sample was chosen randomly, and consisted of (19) students. The study results revealed a significant difference favoring the Fly Swatter Game.

SITORUS (2021) did a study to find out the problems affecting learners' ability to master vocabulary. In the first place, the problems include an unwillingness to learn English language skills, the monotony of conventional teaching approaches, and the difficulty of remembering odd vocabulary. By using a quantitative approach and experimental design, the researchers involved two groups, both consisting of ten students. The first group was taught using the Fly Swatter Game, and the other group used conventional teaching methods. The result showed that the Fly Swatter Game influenced vocabulary learning in a proper way than conventional teaching methods. Therefore, the Fly Swatter Game had a significant influence on students' vocabulary learning.

Aprilia (2019) conducted a study to explore how the Fly Swatter Game can affect students' vocabulary learning. The study population was the first grade (955 students). The study used experimental research and covered (79) students, and they were divided into an experimental group and a control group. This work used a quantitative and quasi-experimental design to reach the results. The study designed and implemented the lesson plan by following a treatment to explore how well students learned as they took pre-and post-tests. The researchers implemented the Fly Swatter Game and showed that it improved students' vocabulary learning based on pre- and post-tests.

Furthermore, using the pre-experimental design, Saputra & Hadi (2019) did a study to find out whether the game "Fly Swatter Game" was effective in teaching vocabulary and increasing students' motivation. Saputra & Hadi (2019) stated that students developed their vocabulary learning effectively.

1.16.2 Enhancing Students' Motivation and Participation through the Fly Swatter Game

A recent study by Bagus (2021) showed that the Fly Swatter Game was an effective game for teaching students vocabulary. The study was performed in grade eight using 31 students as research subjects. The study followed multiple steps to achieve its aims. The researcher planned the research and then implemented it. The researcher noted

those improvements, and then paid attention to further students' development. Finally, reflection was used to validate the results obtained. Bearing this in mind, after analyzing the results, it was suggested that the Fly Swatter Game constituted a fun medium and positive highlight for students to learn vocabulary. Accordingly, the study recommended maintaining students' interest in the classroom while teaching them through fun games such as the Fly Swatter Game.

The review of the literature also confirmed the effectiveness of teaching vocabulary at schools across all levels. For instance, a study similar to the one presented at hand using a pre-post-test design with the Fly Swatter Game on first-grade students' vocabulary learning (NURJANAH, 2015). The study results found that the Fly Swatter Game can generate a learning atmosphere that is more interesting for students, making vocabulary learning fun through methods such as clues, hints, guessing games, and card identification. The study also suggested that further research should be carried out on when advancements will lead to learning in certain grade levels and for teachers to follow modern methods rather than conventional ones so school students could learn more effectively.

A different research (Lubis, 2020) intended to confirm the effectiveness of using The Fly Swatter Game at school while learning vocabulary. For that reason, the verification of results was conducted in search of answers by 30 students from first grade through two cycles using an exploratory study of action research nature. In this case, from the study linked above, the steps used by researchers for successful implementation were planning, acting, observing and reflecting. Additionally, the study used a variety of instruments for the results, such as observations, interviews, notes, and tests. The study also concluded that the use of the Fly Swatter Game inside a class makes students have a good pronunciation of words, and students were noticed to be willing to learn more vocabulary. The game also allowed students to learn in an enjoyable manner, and they were introduced to some new words and that the game was able to have an effect on young students.

Based on the literature review, there are some elements that can influence the efficiency of the Fly Swatter Game to increase vocabulary proficiency. An earlier work, Nurrizkiyah (2018), was performed in grade seven. This descriptive cross-sectional

study was conducted, and two tools were employed: observation sheets and interviews. This study showed that when students choose to play the Fly Swatter Game, it is a fun thing for them to do. It also met the need for increased participation of students in learning. In addition, the research added that the Fly Swatter Game is an excellent game for enhancing students' vocabulary, and teachers can use this game to keep his/her students engaged in the classroom.

Recent work by Syahrir et al. (2022) tried to explore the effect of the Fly Swatter Game on improving seventh-grade students in their vocabulary learning using a pre-experimental design. The tools used in this study were one-group pre-posttests. The researchers purposely chose class 1 from three classes to be the study's sample. This particular class consisted of (20) students. Regarding the results, it was reported that the students' proficiency in vocabulary was notably enhanced by employing the Fly Swatter Game. Similarly, the utilization of the game as a tool for vocabulary learning ignited the students' curiosity.

1.16.3 Challenges Encountered during the Implementation of the Fly Swatter Game

Nevertheless, while many studies investigated the positive impact of the Fly Swatter Game, only a limited number focused on specific challenges encountered during its implementation.

For example, Umi (2021) study concluded that the Fly Swatter Game did not have a noteworthy effect on students' vocabulary learning. The objective of this study was to explore the strategy of teaching vocabulary through the use of the Fly Swatter Game and to identify the obstacles encountered by students during the learning process. The study employed a qualitative descriptive method, along with a purposive sampling technique, to choose Class (B) as the study sample, consisting of (34) 5th-grade students. The data collection methods encompassed observations, interviews, and questionnaires. In order to guarantee the precision of the data, the study used both methodological and time triangulation. The findings reflected various issues, primarily that the employing of the Fly Swatter Game to teach vocabulary was ineffective. Furthermore, students faced particular challenges, such as having trouble with words pronunciation and memorization. Beyond that, the teacher encountered difficulties in effectively

controlling the chaotic classroom environment, supporting students in retrieving vocabulary, and maintaining students' concentration on the given activity since lots of students got distracted by irrelevant activities such as chit-chat conversation.

In a study conducted by SAMWAN et al. (2021), the researchers demonstrated the impact of the Fly Swatter Game on enhancing the vocabulary retention of seventh-grade students, specifically in the domains of adjectives and nouns. A quantitative approach was applied together with a pre-experimental design. The data collection process involved the administration of twenty tests to a sample of (40) students. Concerning the results, there was a noteworthy distinction in how well students did with vocabulary before and after the treatment. Hence, the Fly Swatter Game had a remarkable influence on expanding students' vocabulary. More importantly, the findings additionally indicated that students had a significant ability to memorize the new language at a faster rate and with less difficulty. Regardless of these favorable results, the research also confronted considerable hurdles. The execution of the game necessitated thorough planning and accurate time management by the teacher, namely in coordinating students into groups. Along with that, the classroom atmosphere became excessively energetic and loud, and not all students actively participated in the game; some of them were apathetic toward the activity while their peers were enthusiastic and engaged.

1.17 Comments on the Previous Literature Review

In conformity with the previous review of related literature, certain researchers used a quantitative approach with a quasi-experimental design, as seen in the works of (Aprilia, 2019; Harahap & Zulfritri, 2023; Saputri, 2022; SITORUS, 2021; Xiao & Li, 2023). Other researchers, on the other hand, adopted a quantitative approach with a pre-experimental design, such as (Junaid & Hasan, 2022; Meri et al., 2022; NURJANAH, 2015; SAMWAN et al., 2021; Saputra & Hadi, 2019; Syahrir et al., 2022). Other researchers employed a classroom action research methodology, as in (Bagus, 2021; Lubis, 2020). Finally, a descriptive-qualitative methodology was adopted by Nurrizkiyah (2018) & Umi (2021).

Regarding study tools, most studies utilized pre-posttests except for the studies by Umi (2021) and Nurrizkiyah (2018). Umi's study relied on observations, interviews and questionnaires while Nurrizkiyah' study used only observations and interviews.

Additionally, Saputri (2022) employed a questionnaire, and Meri et al. (2022) focused solely on observation. Bagus (2021) incorporated field notes and observation checklists alongside tests. Similarly, Lubis (2020) used observation sheets, interview guides and diary notes.

The researcher conducted a thorough analysis of various studies that explored the effects of the Fly Swatter Game on students' vocabulary learning including the works of (Harahap & Zulfitri, 2023; Junaid & Hasan, 2022; Saputri, 2022; Xiao & Li, 2023). These studies consistently demonstrated that the game had a positive impact on students' vocabulary proficiency. Furthermore, beyond examining the Fly Swatter Game's effect on vocabulary learning, some researchers also assessed students' motivation during the implementation of the game, such as (Bagus, 2021; Lubis, 2020; NURJANAH, 2015; Nurrizkiyah, 2018; Syahrir et al., 2022). All of these studies found that the game boosted students' motivation.

However, while many studies examined the positive impact of the Fly Swatter Game, only a limited number focused on specific challenges encountered during its implementation. For instance, Umi (2021) highlighted issues such as classroom management and maintaining students' focus, while SAMWAN et al. (2021) discussed problems related to group coordination and varying levels of students' participation. Another noteworthy observation was the absence of studies assessing the impact of the game on students' participation in particular. This lack in the literature inspired the researcher to remedy this gap and provide an in-depth understanding of the impact of using the game on maximizing class participation as a separate variable along with two other variables which are the students' motivation and vocabulary, at Al-Shuhada' Elementary School, Anabta, Tulkarm, Palestine using both a quantitative method, exemplified by three-question pre-posttests, with 6 sub-questions for both the first and second questions, besides three sub-questions for the third one, and a qualitative method, exemplified by a 28-category classroom observation.

1.18 Summary

This chapter primarily focused on the diverse ways in which language has been described to clarify its essence and purpose emphasizing the role it plays as a medium of cross-cultural communication, with English growing as a worldwide lingua franca. Next, the study investigated the wide-ranging component. Then, the significance of vocabulary in the process of learning a language, its definitions, and the difficulties related to it were deliberated over. Likewise, an overview was conducted on the inadequacies of the conventional teaching methods, particularly GTM, which led to a conclusion in favor of the implementation of novel teaching methods, such as game-based learning method. The value of incorporating games into educational settings, the impact that games have on active learning, and the psychological advantages they offer to students were addressed. Furthermore, the chapter embraced the Fly Swatter Game and provided a number of definitions for it stated by several researchers who underlined its impact on improving vocabulary learning, fostering students' participation, and optimizing motivation. Moreover, the study encompassed the following: purpose, problem statement, objectives, questions, significance, and hypotheses of the study, as well as conceptual and operational definitions of the key terms. Besides, the limits and limitations of the study were presented.

It also commenced with a comprehensive outline of the theoretical framework, focusing on two prominent theories: Deci and Ryan's Self-Determination Theory (SDT) (2008) and Lev Vygotsky's Social Constructivism Theory (1978). Following that, the chapter proceeded to address the Game-Based Learning (GBL) method regarding several researchers, its efficacy in improving students' learning in general, and their vocabulary learning in particular. However, it was mentioned that GBL had negative impacts on students' vocabulary learning according to some researchers. Next, the significance of motivation for learning and academic accomplishment, focusing on how motivation is shaped by both internal and external factors, was discussed. Strategies for increasing motivation were tackled as well, particularly the GBL method. Interestingly, several studies indicated that the GBL method could influence students' motivation in both beneficial and detrimental ways. Along with that, numerous studies provided evidence for the positive relationship between motivation and academic achievement, underscoring the role of intrinsic motivation in promoting long-term learning.

Nevertheless, certain researchers demonstrated that academic motivation may not be a reliable indicator of academic accomplishment for all students and that differences among students may exist. This chapter additionally explored class participation, its importance, and strategies used to promote it, with special attention to GBL and the Fly Swatter Game.

Finally, the pertinent literature regarding the effects of the Fly Swatter Game on students' motivation, participation, and vocabulary learning was revealed. Multiple studies suggested that the Fly Swatter Game dramatically improved vocabulary proficiency, class interaction, and pleasure, hence fostering a favorable learning atmosphere. Conversely, other certain studies shed a spotlight on obstacles including classroom management, students' concentration, and divergent levels of engagement.

Chapter Two

Methodology and Procedures

2.1 Introduction

This chapter displays the following sections: the study design, sample and population of the study, the instruments and their validity and reliability, data analysis, the working plan and the study variables.

2.2 Study Design

The present study primarily pursued to examine the impact of the Fly Swatter Game on enhancing 2nd-grade students' vocabulary, motivation and participation. It was conducted at Al-Shuhada' Elementary School. It employed a mixed-method approach since integrating two approaches may be more advantageous than counting on only one as it gives more comprehension of study the issues that cannot be thoroughly understood using either qualitative or quantitative methods alone. A mixed method approach has the ability to blend and enrich several data sources, supporting the analysis of complex issues(Poth & Munce, 2020). The study followed a quasi-experimental design comprising two groups of 2nd-grade students: a control group and an experimental one. Class (A) represented the control group who was taught using the conventional method, particularly the rote memorization method besides using translation to the mother tongue, while class (B) stood for the experimental one who was taken through the teaching process using the Fly Swatter Game. At first, a quantitative pre-test was given to both the control and experimental groups in order to guarantee equivalence between the two groups. After the treatment, a quantitative post-test was administered to assess the impact of the game on learning new vocabulary in the experimental group in comparison to the control group. Finally, a comprehensive qualitative classroom observation was conducted to further validate the quantitative data gathered as well as to assess the level of the students' motivation and participation in class (B), the experimental group, throughout the game's application.

2.3 Study Population

The study population consisted of all 2nd-grade students attending public schools in Anabta, Tulkarm, Palestine totaling (136) students as registered in the Planning Department of Tulkarm Directorate for the academic year 2023/2024.

2.4 Study Sample

The study sample consisted of (71) 2nd-grade students from Al-Shuhada' Elementary School, Anabta, Tulkarm, who were divided into two groups: the experimental group (n=35) and the control group (n=36). This particular sample was deliberately selected due to the fact that this school has the highest enrollment among all schools in Anabta to ensure that the sample would be as representative as feasible. The control group (class A) and the experimental group (class B) were chosen through a random selection process using draw lots. Table (1) below shows the number and gender distributions for the experimental and control groups.

Table 1

The number and gender distributions for the study sample

Distributions		The experimental group	The control group
Gender	Number	35	36
	Female	17	17
	Male	18	19

2.5 Study Instruments

To achieve the study's objectives, data was collected through the use of quantitative pre- and post-tests and qualitative classroom observation. Below is a concise overview of each tool:

2.5.1 The Pre- and Post-tests

To address the first question of the study, pre- and post-tests were employed as a quantitative instrument to measure and compare the vocabulary learning of 2nd-grade students prior to and following the implementation of the Fly Swatter Game, thus assessing the game's impact on improving students' vocabulary learning. The vocabulary pre-test for Unit (10), titled as "My Hobbies", included three key questions:

Firstly, students were instructed to associate six keywords with relevant images. Then, they were asked to choose the correct pronoun using related images to provide context. Ultimately, the students were required to organize three brief sentences using the same vocabulary introduced and practiced throughout the unit (*see appendix A*). The pre-test was conducted on both the control and experimental groups in order to ascertain the equivalence of prior vocabulary knowledge among them. Following that, the experimental group (Class B) received the treatment, which involved teaching them (12) words from Unit (12), titled as Let's Find out!, using the Fly Swatter Game, whereas the control group (Class A) received instruction using the conventional method. After the treatment, both groups were given the same post-test, which mirrored the pre-test in structure and difficulty in order to examine the game's effect on vocabulary learning in the experimental group versus the control (*see appendix B*).

2.5.2 Classroom Observation

To address the second and third questions of the study, a qualitative tool, in the form of an observation sheet, was employed to objectively document the motivation and participation of 2nd-grade students while the Fly Swatter Game was being implemented. The observation sheet comprised (28) categories specifically formulated to capture many facets of students' behavior and classroom dynamics throughout the game (*see appendix C*). The categories comprised factors akin to the efficiency of the classroom and game arrangement, the straightforwardness of the game instructions, the students' reactivity to the instructions, their obedience to the game rules, the teacher's adaptations based on the students' demands, the students' comprehension and answers, their level of participation, and the overall motivation exhibited by them.

2.6 Validity of the Instruments

The pre- and post-tests were reviewed by six specialists in the field of English education, including the researcher's professor, four teachers of English, and a head teacher with a bachelor's degree in English language in order to verify the tests' validity (*see appendix D*). For example, it was suggested that both tests adhere to a consistent format and maintain an equivalent level of difficulty. Additionally, it was required that the questions' format closely mirrors that of the exercises presented in the textbook. Likewise, it was recommended that the primary aim of each test be stated at the outset

since they took the form of worksheets. An additional suggestion was to include boxes requiring students to arrange the words in the correct order, thus providing an alternative to the conventional practice of writing on lines. Lastly, it was recommended that the questions be presented in bold font in order to improve clarity and draw attention to them. Their recommendations were taken into account when finalizing and verifying the tests.

Likewise, the researcher pursued suggestions regarding the observation sheet from experienced teachers, instructors, and researchers who have expertise in classroom observation instruments. One suggestion was to clearly indicate the primary aim of the observation sheet at the beginning, so that the observers are aware of which behaviors, interactions, and outcomes require their attention. Furthermore, it was recommended to incorporate a comments' section to capture qualitative insights and supplementary context that may have been overlooked by the structured categories. Additionally, it was suggested that additional demographic details, such as the number and gender of students, be incorporated. Overall, they confirmed that the observation sheet's categories were thorough and corresponded with the study's aims. Besides, their feedback helped pinpoint areas for development which in turn increased the sheet's validity. Additionally, the researcher conducted a comprehensive examination of relevant literature on classroom observation techniques, as well as on elements related to students' motivation and participation in educational environments to make sure that the selected categories represent features closely relevant to students' conduct and classroom setting.

2.7 Reliability of the Instruments

The reliability of the tests was assessed using the Cronbach Alpha test, which yielded a value of (0.850) for the students' responses. This result was considered sufficient for the goals of the study. In terms of the reliability of the observation sheet, three observers, namely the subject teacher, the head teacher, and the researcher, independently used the observation sheet to evaluate the same sessions. Inter-rater reliability was confirmed by comparing the observations, guaranteeing that each one of the observers consistently perceived all the categories.

2.8 Data Analysis

The students' responses were collected through pre- and post-tests and analyzed using the Statistical Package for Social Science (SPSS) in order to provide answers to the study questions and hypotheses.

The following tests were used in the study to provide a detailed analysis:

1. Frequencies, means, standard deviations, and percentages.
2. Cronbach Alpha formula.
3. T-test for two independent samples.
4. Paired Sample T-test.

In this study, the researcher also applied the thematic analysis method by Braun & Clarke (2006) to analyze the observation sheet filled out consistently by the teacher, head teacher, and researcher to assess whether the Fly Swatter Game would help increase students' motivation and participation.

As mentioned earlier, this study followed the six-step Braun & Clarke methodology to analyze the observers' responses and comments, focusing on identifying recurring ideas and ensuring each theme was fully explored, thus achieving the study's intended goals and obtaining the results. The analysis closely examining the data, taking notes, and reading through it multiple times to identify key themes and sub-themes. These ideas were then organized and coded to create a visual outline to show the relationships between the themes and sub-themes. After careful analysis and refinement, three main themes emerged: motivation, participation, and an effective learning environment (Shehadeh et al., 2016).

2.9 Working Plan

The researcher here explains the working plan that has been taken to conduct this study:

1. All second-grade students in the public schools in Anabta, Tulkarm, Palestine, reaching a total of (136) students, were appointed as the population of the study.
2. A total of (71) second-grade students from Al-Shuhada' Elementary School were appointed for the study sample, which included two classes: class (A) served as the

control group with (36) students, and class (B) stood as the experimental group with (35) students.

3. The control and experimental groups were given an English vocabulary pre-test for the unit (10) to ensure that their levels of vocabulary knowledge were similar before implementing the study. Both groups were taught the same material: 12 words from the unit (12).
4. Students in the control group received conventional teaching.
5. The students in the experimental group were engaged in the learning process through the use of the Fly Swatter Game.
6. After three weeks of the treatment, an English vocabulary post-test was administered to both the control and experimental groups.
7. The pre- and post-tests' findings were analyzed using the Statistical Package for the Social Sciences (SPSS).
8. The researcher compared the vocabulary mastery of the students in the control group with that of the students in the experimental group to examine the impact of the game on the students' vocabulary learning.
9. A comprehensive qualitative classroom observation, including (28) categories, was conducted to boost the validity of the quantitative data and evaluate the students' level of motivation and participation during the game implementation.
10. The observation sheet's data, filled out by the subject's teacher, the head teacher, and the researcher, was thematically analyzed using Braun and Clarke's (2006) method.
11. The findings were presented and analyzed to determine the results and provide recommendations.

3.10 Variables of the Study

The present study basically endeavored to determine the impact of the Fly Swatter Game on improving the 2nd-grade students' vocabulary, motivation, and participation. In essence, it involved the subsequent variables:

Independent variable:

- The Fly Swatter Game

Dependent variables:

- 2nd-grade students' vocabulary learning.
- 2nd- grade students' motivation.
- Class participation.

3.11 Summary

This chapter provided a detailed overview of the methodology utilized in the current study. A mixed-method approach combined with a quasi-experimental design was employed to examine the influence of the Fly Swatter Game on vocabulary learning, motivation, and participation of 2nd-grade students. The population of the study consisted of all 2nd-grade students enrolled in the public schools of Anabta, Tulkarm, totaling (136) students. The sample included (71) 2nd-grade students from Al-Shuhada' Elementary School. Two groups were involved: the experimental group consisting of (35) students and the control group consisting of (36). For quality purposes, the researcher used two tools to obtain accurate results: pre- and post-tests for vocabulary learning and classroom observation sheets for motivation and participation. The researcher also ensured that both instruments were reliable and valid before conducting the study ensure the results would be accurate and valid for analysis based on the study's objectives. The pre- and post-tests were then analyzed using appropriate statistical analysis. Moreover, the researcher conducted a thematic analysis to analyze the qualitative data that were obtained from the observation sheet.

Chapter Three

Results

3.1 Introduction

This study aimed to evaluate the impact of the Fly Swatter Game on improving vocabulary learning, motivation, and participation among 2nd-grade students at Al-Shuhada Elementary School in Anabta, Tulkarm, Palestine. To achieve these three main objectives, the researcher used a mixed-method approach and a quasi-experimental design with a study sample of (71) students. These (71) students were divided into (35) students in the experimental group and (36) in the control group. The study's quantitative section involved pre- and post-tests, which addressed three main questions. The first two questions each had six sub-questions, while the last one had three sub-questions.

To collect in-depth insights for the qualitative component, three observers— a teacher, a head teacher, and the researcher— filled out a 28-category classroom observation sheet. The subsequent sections present the results derived from both the quantitative and qualitative data gathered using these tools.

3.2 Results of the Study Questions

In this section, the researcher displays the results addressing the three primary questions investigated in the study, which are as follows:

1. How does using the Fly Swatter Game impact 2nd-grade students' vocabulary learning?
2. How does using the Fly Swatter Game increase 2nd-grade students' participation?
3. How does using the Fly Swatter Game enhance 2nd- grade students' motivation?

4.2.1 Results of the Pre- and Post-Tests: Results of the First Study Question

Firstly, the quantitative data were analyzed in alignment with the first study question and its related hypotheses, as outlined below:

1. Results of the First Study Hypothesis

H_0 : There are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the control group and the experimental group in learning vocabulary in the pre-test.

To analyze this hypothesis, a Paired T-Test and an Independent Sample T-Test were used, as illustrated in Tables (2) and (3) below.

Table 2

Paired T-Test results of the mean scores of the control group and the experimental group in learning vocabulary in the pre-test phase

Group	Mean	SD	Difference	Df	t	P*
Control	12.57	1.48	0.31	34	-0.899	0.375
Experimental	12.88	1.62				

* The mean difference is significant at the (0.05) level.

Table (2) shows that there are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the control group ($M = 12.57$, $SD = 1.48$) and the experimental group ($M = 12.88$, $SD = 1.62$) in learning vocabulary in the pre-test phase with $t(34) = -0.899$, $P = 0.375$.

Table 3

Independent Sample T-Test results of the mean scores of the control group and the experimental group in learning vocabulary in the pre-test phase

Test	Group	N	Mean	SD	T	P*
Pre-test	Control	36	12.57	1.48	-0.826	0.412
	Experimental	35	12.88	1.62		

* The mean difference is significant at the (0.05) level.

Table (3) shows that there are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the control group ($M = 12.57$, $SD = 1.48$) and the

experimental group ($M = 12.88$, $SD = 1.62$) in learning vocabulary due to the pre-test with $t(34) = -0.826$, $P = 0.412$.

These results revealed that before the implementation of the Fly Swatter Game, the two groups demonstrated comparable levels of competency in learning vocabulary, underscoring that the random selection of the experimental and control groups successfully attained equivalence, thereby enhancing the validity of subsequent comparisons between the groups.

2. Results of the Second Study Hypothesis

H_0 : There are no statistically significant differences at ($\alpha=0.05$) between the mean scores of the pre-test and the post-test within the control group in learning vocabulary as a result of using the conventional method.

To analyze this hypothesis, a Paired T-Test and an Independent Sample T-Test were used. Tables (4) and (5) show the results.

Table 4

Paired T-Test results of the mean scores of the pre-test and the post-test within the control group in learning vocabulary as a result of using the conventional method

Test/ Control Group	Mean	SD	Difference	Df	T	P*
Pre	12.58	1.46	0.03	35	-0.177	0.860
Post	12.61	1.41				

* The mean difference is significant at the (0.05) level.

Table (4) shows that there are no statistically significant differences at ($\alpha =0.05$) between the mean scores of the pre-test ($M = 12.58$, $SD = 1.46$) and the post-test ($M = 12.61$, $SD = 1.41$) within the control group in learning vocabulary as a result of using the conventional method with $t(35) = -0.177$, $P = 0.860$.

Table 5

Independent Sample T-Test results of the mean scores of the pre-test and the post-test within the control group in learning vocabulary as a result of using the conventional method

Group	Test	N	Mean	SD	t	P*
Control	Pre	36	12.58	1.46	-0.131	0.896
	Post	36	12.61	1.41		

* The mean difference is significant at the (0.05) level.

Table (5) shows that there are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the pre-test ($M = 12.58$, $SD = 1.46$) and the post-test ($M = 12.61$, $SD = 1.41$) within the control group in learning vocabulary due to the conventional method with $t(35) = -0.131$, $P = 0.896$.

The results of the earlier tables suggested that the control group's scores did not significantly change between the pre-test and the post-test over the course of the study. This implied that the control group, which did not take part in the Fly Swatter Game treatment and was taught using the conventional method, maintained a steady level of vocabulary competency with no apparent of significant improvement noticed in their performance. This level of stability emphasized that the Fly Swatter Game treatment was the primary cause of any changes in the experimental group's scores, rather than other external factors.

3. Results of the Third Study Hypothesis

H₀: There are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary as a result of using the Fly Swatter Game.

To analyze this hypothesis, a Paired T-Test and an Independent Sample T-Test were used. Tables (6) and (7) present the results.

Table 6

Paired T-Test results of the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary as a result of using the Fly Swatter Game

Test	Mean	Standard	Difference	Df	t	Sig.*
Experimental Group		Deviation				
Pre	12.88	1.62	0.86	34	-4.443	0.000*
Post	13.74	1.37				

*The mean difference is significant at the (0.05) level.

Table (6) demonstrates that there are statistically significant differences at ($\alpha=0.05$) level between the mean scores of the pre-test and the post-test in vocabulary learning within the experimental group. The p-value was (0.000), which is considerably lower than the (0.05) level, implying a significant improvement. The mean scores increased from (12.88) in the pre-test to (13.74) in the post-test, resulting in a difference of (0.86) in favor of the latter.

Table 7

Independent Sample T-Test results of the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary as a result of using the Fly Swatter Game

Group	Test	N	Mean	SD	t	P*
Experimental	Pre	35	12.88	1.62	-2.381	0.020*
	Post	35	13.74	1.37		

* The mean difference is significant at the (0.05) level.

Table (7) indicates that there are statistically significant differences at ($\alpha = 0.05$) between the mean scores of the pre-test ($M = 12.88$, $SD = 1.62$) and the post-test ($M = 13.74$, $SD = 1.37$) within the experimental group due to the implementation of the Fly Swatter Game in vocabulary learning with $t(35) = -2.381$, $P = 0.020$, which is below the significance level of (0.05), suggesting a major leap forward.

To conclude, the findings highlighted that the Fly Swatter Game had a significant impact on vocabulary learning, as evidenced by the fact that the mean scores increased from (12.88) in the pre-test to (13.74) in the post-test. These findings revealed that the Fly Swatter Game was a successful game for boosting English vocabulary learning among 2nd-grade students.

3.3 Results of the Observation Sheet: Results of the Second and Third Study Questions

The observation sheet data were qualitatively analyzed, using Braun & Clarke (2006) method of thematic analysis, in a comprehensive manner. The method in this study proved effective, as 28 categories were coded from the observation sheet, which was filled out consistently by the subject's teacher, head teacher, and researcher. High motivation and participation were demonstrated by students' responsiveness while playing the Fly Swatter Game in second grade. This type of analysis was also beneficial in other ways, as it allowed the researcher to create thematic maps, three in this case, which aided in the analysis. The codes for each of the (28) categories, based on the observers' reactions and comments, were summarized using the first map. The second map classified these codes into sub-themes, and the final map consolidated the sub-themes into three fundamental themes: motivation, participation, and effective learning environment. The maps performed as visual depictions of the core features and hierarchical arrangement of the themes, offering a distinct framework for comprehending the impact of the Fly Swatter Game on the students' learning process.

Figure 1

The first thematic map for the observation sheet identifying the codes; the codes for each of the (28) categories, based on the observers' reactions and comments, are summarized using the first map



Figure 2

The second thematic map for the observation sheet identifying the sub-themes and their corresponding codes; the sub-themes were classified from the 28 codes in the initial map

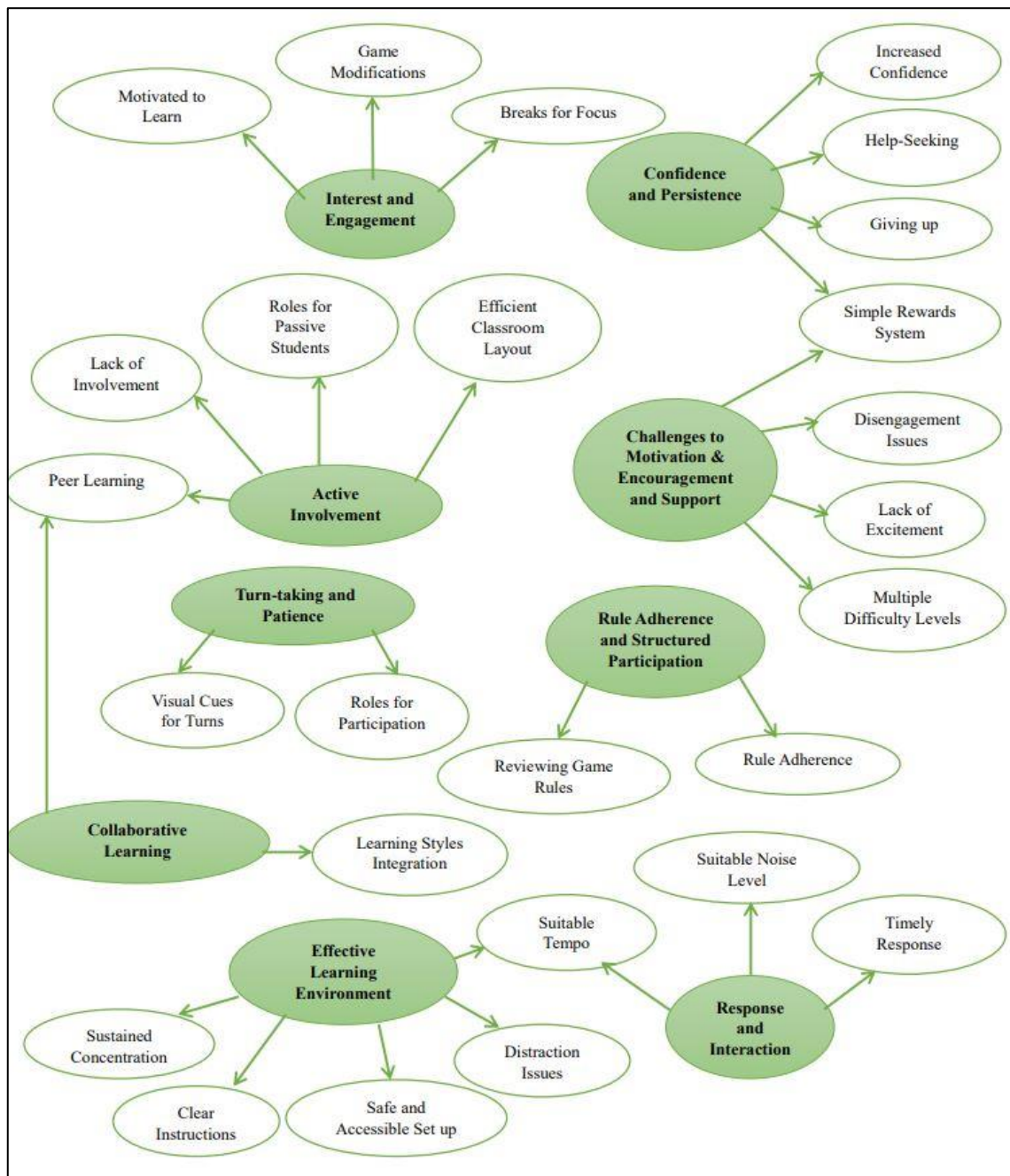
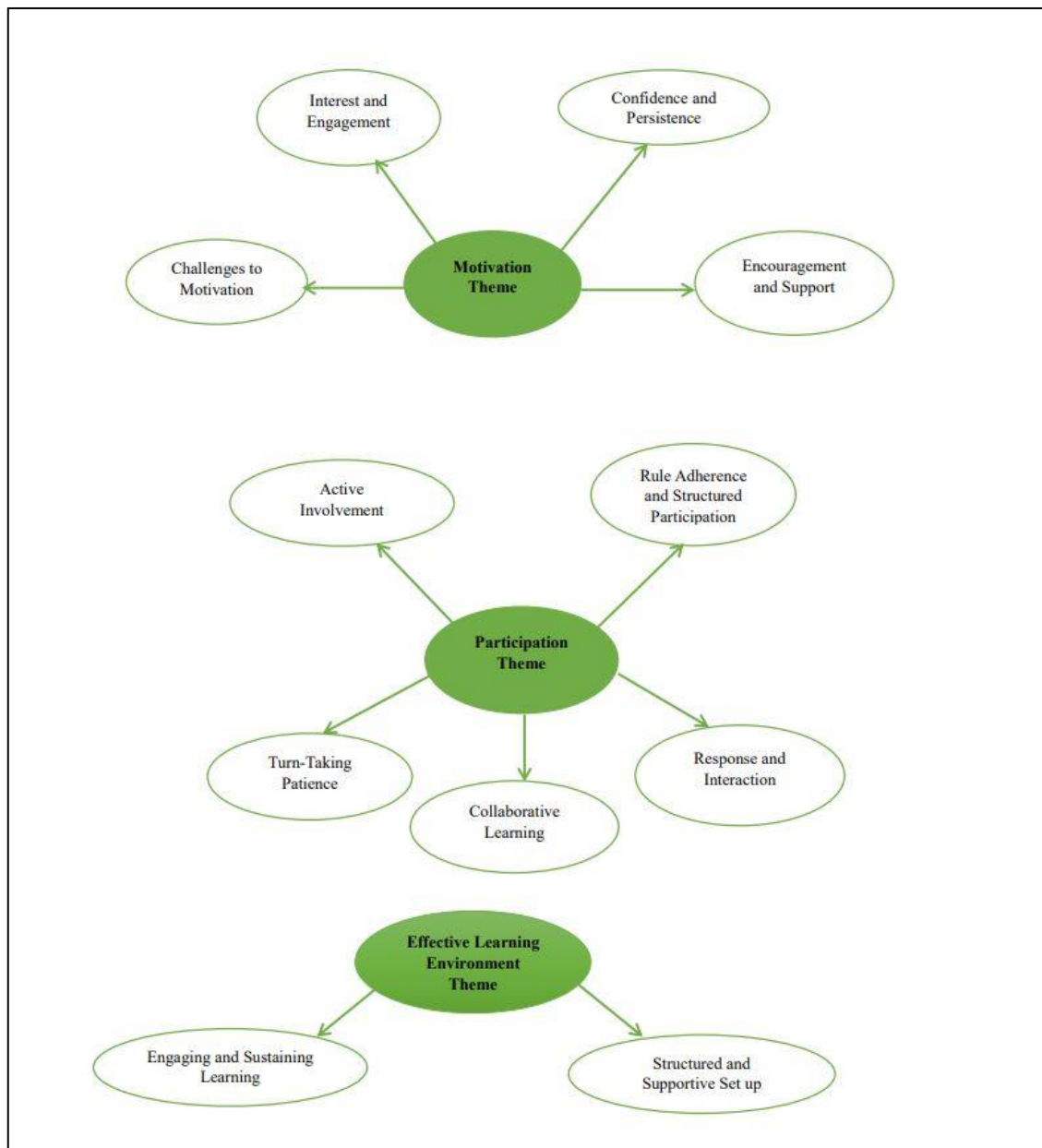


Figure 3

The third thematic map for the observation sheet identifying the main themes and their corresponding sub-themes; the final map consolidates the sub-themes into three fundamental themes: motivation, participation, and effective learning environment



3.3.1 Results of the Second Study Question

How does using the Fly Swatter Game maximize 2nd-grade students' participation?

The thematic analysis of the observation sheet data unveiled critical factors that had a major impact on the participation of 2nd-grade students by employing the Fly Swatter Game. This sub-section explored the outcomes organized according to five sub-themes, including Active Involvement, Rule Adherence and Structured Participation, Turn-Taking and Patience, Collaborative learning, and Response and Interaction. Distinctive codes were used to complement each sub-theme, capturing various qualities of students' participation.

A complete understanding of how the game allowed and enhanced students' involvement was achieved through the examination of these sub-themes and the codes corresponded to them.

1. Active Involvement

Efficient Classroom Layout, Peer Learning, Lack of Involvement, and Roles for Passive Students are the four key codes that comprise Active Involvement; a sub-theme that falls under the primary theme of "Participation". All these codes were selected based on the observers' responses to each category and their comments.

The Fly Swatter Game was designed to get students active and engaged. Its energetic and interactive setup drew the students in, leading to enthusiastic participation. By demonstrating how the physical space promoted unobstructed access to the game supplies, the Efficient Classroom Layout code ensured that all students could take part. For instance, the teacher mentioned that *"Students' apparent involvement and the classroom's design that encouraged interaction and visibility made it an ideal environment for both the game and the learning"*.

The head teacher added, *"The arrangement of the classroom and the implementation of the game were efficient in creating a thrilling and easily controlled learning environment"*. Furthermore, an emphasis was placed on the Peer Learning code, as the game called for the students to cooperate, cultivating a collaborative atmosphere that additionally stimulated participation. The researcher argued that *"The game's capacity*

to facilitate peer learning was especially advantageous, promoting an interactive classroom setting”.

Although there was generally a high level of participation, the observation data revealed a few cases of Lack of Involvement. Certain students displayed periodic hesitancy or reduced levels of involvement. The head teacher proposed the implementation of Roles for Passive Students; *“The students’ involvement and participation can be enhanced by assigning hesitant or uninvolved students specific roles, such as a “scorekeeper” or a “helper””.* Such a strategy could boost their involvement and promote order and concentration during the game.

2. Rule Adherence and Structured Participation

Rule Adherence and Structured Participation, a sub-theme falling under the primary theme "Participation", consists of two primary codes: Rule Adherence and Reviewing Game Rules. These codes were derived from the observers' responses to the pertinent categories and their accompanying insights.

The Rule Adherence code proved that the game's clear and simple rules were vital in keeping students in line with the game's rules. The observers noticed that the students followed the game rules correctly. However, the teacher can reinforce this by Reviewing the Game Rules after the completion of each session. The teacher suggested that *“adding a brief and fun recap of the rules before each session could reduce the need for frequent reminders”.* This strategy can improve their understanding and create a more disciplined and smoother game environment.

3. Turn-Taking Patience

One of the main subthemes is the Turn-Taking Patience. This subtheme falls under the broader theme of “Participation”. It is important to note that this subtheme has two main codes: Roles for Participation and Visual Cues for Turns. These codes were developed based on the observers’ comments.

In the experiment, one of the key observations was that students became impatient while they were waiting for their turns to play the Fly Swatter Game. Thus, the observers offered some suggestions to deal with this challenge. The teacher said that *“implementing Roles for Participation and using Visual Cues for Turns, like a turn-*

taking wheel, could help students expect their turns and wait patiently". Similarly, the head teacher added that *"having different students take on roles like "game manager" can help ensure that everyone takes turns, follows the rules, remains patient, and takes responsibility*". Using this kind of strategies inside the classroom can ensure that all students have a fair chance to participate in the game or class activities. It also reduces conflicts between students, helping to keep the learning process organized and smooth.

4. Collaborative Learning

Another subtheme related to the main theme "Participation" is Collaborative Learning. This sub-theme is further divided into two codes: Peer Learning and Learning Styles Integration. These codes emerged based on the observer's responses to the related categories.

One more thing to mention here is that the Fly Swatter Game proved to be an effective tool for promoting Peer Learning among students within the classroom. Students shared many notes and learned from each other during the game activities. This indicates that students were able to exchange knowledge without specific appeal from teachers, making the concept of Peer Learning work more efficiently.

In addition, the students were observed to be in a collaborative environment inside the classroom as they were helping each other during the game activities. This collaboration also contributed to improving their vocabulary learning and participation in the classroom. The head teacher commented on this by saying, *"The game met the students' needs by getting them actively involved and encouraging them to work together with their classmates"*. Also, the game was successfully implemented in terms of incorporating Visual, Auditory, and Kinesthetic Learning Styles. The teacher commented on this saying, *"It was also observed that the game helped students to integrate different learning styles, and the game was able to meet the needs and expectations of students"*. During the experiment, students were observed to be engaged with visual aids and actively involved in verbal exchange. They were standing next to each other and moving around during the game, keeping their brain active and fully engaged with the game. This not only helped them remember and understand words but also allowed them to learn according to their preferred learning style.

5. Response and Interaction

Another subtheme in this study is Response and Interaction. This subtheme falls under the main theme “Participation”. It also has three primary codes which are Timely Response, Suitable Tempo, and Suitable Noise Level. These three codes seemed to fit with the observers’ responses and with their similar classifications.

As can be seen by the results of the Timely Response code, the game helped students answer questions quickly and accurately. The teacher's observation drew attention to the situation where students reacted positively to their teacher's directions and were fully participative in the game activities, both with one another and with the game itself. In the words of the teacher, *“The Fly Swatter Game was highly accessible and received positive feedback from students, who demonstrated a strong adherence to the instructions and actively engaged in the game activities”*. Likewise, the head teacher noted that *“The students followed the rules of the game very closely, and the game met their demands by making them actively participate”*. Addressing the Suitable Tempo code, the pace of the game was observed to be fairly challenging, thus minimizing boredom and keeping students engaged. The Suitable Noise Level code highlighted that the noise level was moderate, but it remained beneath permissible levels, creating a dynamic environment that was somehow beneficial to learning. To cite some of the observers’ comments, the head teacher stated that *“The noise level was kept at an acceptable level, which created a conducive environment for learning”*. While she gave a piece of advice to the researcher by saying that *“Implementing a “silent signal” system could regulate noise levels and preserve the quality of the learning environment”*.

6. Summary of the Results Related to the First Theme: Participation Theme

In summary, the results emphasized the substantial influence of the Fly Swatter Game in improving 2nd-grade students’ participation. The game successfully promoted active involvement through its interactive design and students' compliance with the explicit game rules. Additionally, collaborative learning was actively encouraged, allowing students to be involved with their peers and incorporate different learning styles. Nevertheless, certain obstacles, such as the impatience of students and their occasional passivity, were recognized, indicating a necessity for implementing strategies that

would encourage regular turn-taking and promote increased participation during the game activities.

3.3.2 Results of the Third Study Question

How does using the Fly Swatter Game enhance 2nd-grade students' motivation?

The thematic analysis of the observational data offered obvious insights into how the Fly Swatter Game bolstered the motivation of the 2nd-grade students. The results are organized into four sub-themes that encompassed different aspects of students' motivation observed in the classroom: Interest and Engagement, Confidence and Persistence, Challenges to Motivation, and Encouragement and Support. Each sub-theme was supported by particular codes that captured distinctive features of students' motivation. An in-depth understanding of how the game enhanced students' motivation was obtained by analyzing these sub-themes and their corresponding codes.

1. Interest and Engagement

Interest and Engagement, a sub-theme falling under the main theme "Motivation", included three main codes: Motivated to Learn, Breaks for Focus, and Game Modification, extracted from the observers' responses to the relevant categories and their comments.

The Motivated to Learn code demonstrated that the game substantially increased students' interest in learning new words. The Fly Swatter Game's dynamic and interactive nature facilitated an enjoyable learning experience, inspiring students to engage with it with enthusiasm. In the words of the teacher, *"Short, energizing breaks between the game activities could help maintain students' focus and minimize distractions, thereby further enhancing the game's effectiveness."* Thereby, Breaks for Focus could assist in the preservation of high levels of students' engagement and preventing fatigue. Moreover, the game's adaptability, as indicated in the Game Modification code, enabled the teacher to customize the activities to accommodate students' diverse needs, thereby increasing their engagement and enthusiasm.

2. Confidence and Persistence

Confidence and Persistence, a sub-theme falling under the primary theme “Motivation”, encompassed four main codes: Increased Confidence, Giving up, Help-Seeking, and Simple Rewards System, extracted from the observers' responses to the relevant categories and their comments.

The Fly Swatter Game had a beneficial impact on the students' confidence, as evidenced by the Increased Confidence code. The game created a secure and nurturing setting for students to practice and master the new vocabulary, resulting in a feeling of accomplishment and enhanced self-confidence, as exemplified by the teacher: *“It was especially satisfying watching the students' growing confidence as they correctly identified, spelled, pronounced, and integrated unfamiliar words into sentences. This implied that the game was an effective instrument for strengthening students' vocabulary skill”*.

In addition, although certain students may be tempted to quit their efforts (Giving up) when presented with obstacles, the majority of students showed a willingness to the Help-Seeking behavior when confronted with difficulties suggesting that they feel at ease in seeking assistance, which in turn indicated the presence of a supportive and motivating learning environment. The researcher found that using the Simple Rewards System for demotivated students who had a tendency to give up could offer extra encouragement and drive, aiding in the development of their resilience and perseverance in learning.

3. Challenges to Motivation & Encouragement and Support

Challenges to Motivation and Encouragement and Support, two sub-themes falling under the primary theme “Motivation”, consisted of four main codes: Lack of Excitement, Disengagement Issues, Simple Rewards System, and Multiple Difficulty Levels, as derived from the observers' responses to the relevant categories and their comments.

Although the game typically fostered motivation, there were several occasions where a few students experienced a Lack of Excitement and Disengagement. Certain students displayed diminished enthusiasm or were prone to disengagement, especially those who

encountered challenges in word or picture recognition, spelling, pronunciation, or integrating words into sentences. The observers recommended strategies, such as integrating more captivating components or modifying the level of difficulty to sustain attention, hence augmenting the overall motivation. Some of the suggestions made by the observers included implementing a Simple Rewards System mentioned earlier, such as using stickers or a class point system, to provide students with tangible incentives for their achievements. This can help to sustain high levels of enthusiasm and focus among students. A recommended piece of advice for this activity is to offer Multiple Levels of Difficulty. The reason beyond this is to make sure that all students are engaged during the activity. Students who need more help in the learning process can be offered basic and simple words as well as visual aids, whereas advanced students can use advanced words and complex ones to make sure that all students feel engaged in the activity and achieve their educational needs based on their level.

4. Summary of the Results Related to the Second Theme: Motivation Theme

The results found that the Fly Swatter Game could increase the motivational levels of second-grade students. The game also helped make the vocabulary learning process fun for students which in turn enhanced students' motivation and engagement with the game. With that being said, the game allowed students to feel a little more confident that they could request help if confronted with problems or difficulties. However, the researcher observed that few students encountered problems. The problems varied from one student to another according to their level. For instance, some students got demotivated and just stopped. So, it is important to make sure that these kinds of students are given very easy, simple, and basic words to learn, as well as a little reward just as motivation so they can move forward towards more learning. The researcher also suggested that teachers should adjust the difficulty level depending on students' levels so students are more actively engaged in vocabulary learning.

3.3.3 The Third Overlapped Theme: Effective Learning Environment

The data of the observation sheet were thematically analyzed to explore what type of effective learning environment can develop both students' motivation and participation among second grade students. Based on this, it was clear that the Fly Swatter Game influenced the students' environment for learning. Thus, this section covered the results

of building an effective learning environment for students. The main theme was divided by the researcher into two subthemes which are Structured and Supportive Setup and Engaging and Sustaining Learning as well as their emerged codes.

1. Structured and Supportive Setup

Another subtheme in this study is the Structured and Supportive Setup which comes under the main theme “Effective Learning Environment”. It is also divided into two codes which are Clear Instruction and Safe and Accessible Setup. These were merged through the observers’ answers to the related categories.

The observers focused on the importance of Clear Instructions before and during the game. The Clear Instructions for students during the Fly Swatter Game, in fact, improved the students' understanding and readiness to participate in the game. Therefore, the game was available for all students because they were following their teacher's instructions. Students here did not have any kind of confusion since they were all aware of the game's instructions. In addition, there are other advantages to giving students clear instructions. One of the important advantages is that students were noticed to have high self-confidence, and they were ready to participate according to their turn and instructions. It is worth mentioning that the Safe and Accessible Setup of the game helped students to improve their involvement. The game's nature was designed to be friendly to its users. So, all students were motivated to participate in the vocabulary learning game.

2. Engaging and Sustaining Learning

Engaging and Sustaining Learning, a sub-theme falling under the primary theme “Effective Learning Environment”, encompasses three main codes: Sustained Concentration, Distraction Issues, and Suitable Tempo, as drawn from the observers' responses to the relevant categories and their comments.

An important finding from the observation sheet was that the Fly Swatter Game effectively promoted Sustained Concentration among the students. Observers consistently observed that the game's interactive nature necessitated students to keep concentrating, hence enhancing their motivation and prolonging their active participation. Nevertheless, it was observed that a small number of students were

diverted by external Distractions. Therefore, the teacher gave a piece of advice to the researcher by saying, *“What about organizing the classroom in a manner that reduces the visual distractions and ensures that the space surrounding the game remains uncluttered, as well as eliminating extraneous decorations that may divert students’ attention from the game’s activities”*. Furthermore, the Suitable Tempo of the game was also emphasized as a crucial component. The observers noted that the game maintained a harmonious tempo, striking a balance between being neither excessively fast nor excessively slow. This method guaranteed that students sustained their motivation without experiencing any obstacles or difficulties. The study also indicated that the well-managed pace of the game contributed to students' active involvement and absorption of the material, thereby enhancing their understanding and retention of the vocabulary items.

4.4 Summary

The previous analysis has explained the significance and influence of the Fly Swatter Game on creating an effective learning environment for students. The Fly Swatter Game also increased the motivation and participation of the second-grade students. As stated above, the structure and setup of the game offered students easy instructions on how to play as well as a safe setup for them. Hence, students’ motivation and participation were improved. The game also worked well because it could be interactive and get students to participate. The game was also designed for students' focus and interest, so it makes learning more fun and engaging among students. The observers, however, reported that there were a few students who looked slightly distracted during the game because of external influences. Therefore, one of the observers suggested that to make students concentrate completely on the game, there should be no external visual distractions.

Chapter Four

Discussion, Conclusion, and Recommendations

4.1 Introduction

In the last chapter, the researcher provides an interpretation of the key findings to the readers. As such, the correlation is for addressing the study's three questions related to the influence of the Fly Swatter Game on vocabulary learning and motivation as well as participation among second-grade students at AlShuhada' Elementary School. This chapter establishes correlations between the findings of the current study and the body of literature, providing a more comprehensive outlook on the consequences of employing the Fly Swatter Game in vocabulary learning. It is organized in a manner that systematically addresses each study question, followed by the conclusion, limits, and limitations of the study. Finally, some recommendations for EFL teachers, curriculum designers, the Ministry of Education, and further studies are introduced.

4.2 Discussion of the Results of the Study Questions

4.2.1 Discussion of the Results Related to the First Study Question

How does using the Fly Swatter Game impact 2nd-grade students' vocabulary learning?

The experimental group's mean score on the pre-test was (12.88) before the treatment, while the control group's was (12.57). This suggests that the two groups have equivalent prior competency in vocabulary learning, which guarantees that any disparities in the post-test scores can be primarily attributed to the game rather than to initial inequalities.

The quantitative data analysis revealed a substantial enhancement in learning vocabulary among the students instructed using the Fly Swatter Game in comparison to those who underwent conventional vocabulary instruction. The experimental group's mean score on the pre-test was (12.88), and it substantially increased to (13.74) on the post-test. In contrast, the control group's mean score only increased from (12.58) in the pre-test to (12.61) in the post-test. This significant discrepancy implies that the Fly Swatter Game is an effective game for vocabulary improvement.

The results of this study are in line with several previous studies (Aprilia, 2019; Harahap & Zulfitri, 2023; Junaid & Hasan, 2022; Meri et al., 2022; Saputra & Hadi, 2019; SITORUS, 2021; Xiao & Li, 2023). Both previous studies and current work have found that GBL method, i.e., the Fly Swatter Game, can develop students' vocabulary learning. Since many studies have reached similar findings regarding GBL method, it can be assumed that the Fly Swatter Game can improve students' engagement by providing an interactive environment. With this in mind, the game brings motivation and interest to vocabulary learning which also increases students' concentration.

In addition, the results of this study are similar to those found in the literature on GBL. These studies found that students' cognitive processing and memory retention can be improved effectively when they are taught using an enjoyable learning game. Other studies carried out by Akdogan (2017) and Takeuchi & Vaala (2014) also showed that games are significantly effective for elementary school students to learn vocabulary. These studies also found that games can create an interactive learning environment where students learn vocabulary better than through the conventional methods of teaching.

From the researcher's point of view, both the current study and previous work found that game-based learning effectively supports the vocabulary learning process for elementary school students. Therefore, the Fly Swatter Game can enhance students' word memorization through active participation and enjoyable learning experiences. In addition, the game's cooperative-competitive characteristics encourage students to communicate with peers, deal with different learning styles and improve their understanding.

However, the findings of this study contrasted with the results of Umi (2021). The study of Umi found that the Fly Swatter Game did not affect fifth-grade students' vocabulary learning. Umi's study was conducted in Indonesia, and the qualitative method was used on (34) students. In addition, it used three tools for data collection which are observation, interviews, and questionnaires. As mentioned earlier, the findings of Umi's differ from this study's results since Umi found that the Fly Swatter Game was not effective in vocabulary learning nor did it help students with learning challenges. The students Umi studied had difficulty in memorizing vocabulary and pronunciation. Also,

the teachers in Umi's study revealed that there was little focus from students due to external distractions during the game. Furthermore, Umi's study was applied to fifth-grade students who have different cognitive and motivational needs than the second graders in this study. This is to say that the Fly Swatter Game was more helpful for improving vocabulary learning for students at a younger age than for students who are in upper grades. In addition, this study's sample covered 71 students which enabled the researcher to collect more data for analysis unlike Umi's sample which was limited to only 34 students, which may have prevented the generalization of Umi's results and led to negative results. One important point to mention here is that the educational settings in Palestine differ from those in Indonesia. Equally important, the current study used a mixed-method approach to reach the results (qualitative and quantitative) to obtain the data and provide a comprehensive understanding of how games affect vocabulary learning and accurately conclude the impact of the Fly Swatter Game on improving students' vocabulary learning in schools. In contrast, Umi's study exclusively employed a qualitative approach, which offered in-depth insights but lacked the necessary quantitative data to substantiate more generalized conclusions.

4.2.2 Discussion of the Results Related to the Second and Third Study Questions

How does using the Fly Swatter Game increase 2nd-grade students' participation?

How does using the Fly Swatter Game enhance 2nd-grade students' motivation?

In the present sub-section of the discussion chapter, the researcher decided to incorporate the discussion concerning the second and third study questions: (1) the impact of the Fly Swatter Game on increasing students' participation and (2) the impact of the Fly Swatter Game on enhancing students' motivation. The rationale behind consolidating these questions into one cohesive sub-section is based on multiple justifications. Initially, a comprehensive examination of the literature uncovered that the previous studies frequently addressed the topic of students' participation and motivation as a unified variable, highlighting their inherent interconnectedness within the educational setting. In contrast, this study identifies these variables as distinct areas of emphasis in the preceding chapters to offer a more refined comprehension of the impacts of the Fly Swatter Game. Furthermore, there is a strong connection between participation and motivation. The active involvement of students in learning activities

(participation) is often a clear indication of their interest, engagement and emotional commitment to the subject matter (motivation). Thus, by considering these questions collectively, a more thorough and integrated discussion can be provided, elucidating how the Fly Swatter Game impacts both dimensions concurrently.

Regarding the “Participation Theme”, the thematic analysis of the observation sheet data showed that the Fly Swatter Game highly increased the level of involvement among 2nd-grade students. The game facilitated a substantial level of active involvement, as students enthusiastically took part in and interacted during the game activities. The game also perpetuated the proper pace and noise levels necessary for efficient learning while encouraging rapid responses. Besides, the game's direct and explicit rules were vital in affirming structured participation, and creating an effective and smooth learning experience. Moreover, the support of collaborative learning and efficient arrangement of the classroom empowered active students' participation, allowing them to learn from and collaborate with each other in order to achieve progress. These results confirm what previous studies have shown: that students benefited greatly from the Fly Swatter game's collaborative learning environments and healthy competition, leading to significant improvements in their vocabulary skills (Calvo-Ferrer, 2015; Bagus, 2021 & Pirrie, 2017). These observed similarities can be associated with the fundamental nature of the Fly Swatter Game, which nurtures student-centered learning by requiring students to directly engage with other students and the topic at hand. Furthermore, the game's energetic structure has the potential to promote an integrative atmosphere that caters to different learning styles. Assuring inclusion is necessary to guarantee that all students, regardless of their proficiency levels, feel appreciated and included in the learning process. The Fly Swatter Game has a very low risk of causing students to disengage and it brings the class together as a whole since all students have a set time to participate.

Another observation made by the observers is that some of the students were impatient on their turn. So, teachers proposed using visual signals to help manage the excitement of students participating in the game. The observers also added that assigning specific roles to students who appeared uninterested or passive during the game would ensure that every student has an opportunity to participate. These primary findings are consistent with those of Welbers et al. (2019). According to Welbers et al., all students

should have some roles in the game and be engaged in playing it. Students who did not participate or perform well may lose motivation and engagement. Therefore, it is essential to provide a supportive learning environment to ensure all students can learn equally with their peers and maintain high levels of motivation (Welbers et al., 2019). Equally important, teachers should foster a positive atmosphere that meets all students' needs regardless of their language proficiency level.

In the case of “Motivation Theme”, the observers noted that using the Fly Swatter Game improved students' motivation. It also helped them be more engaged and enthusiastic about learning new vocabulary as it was exciting and appropriately designed for them. In addition, the game helped students build confidence to overcome challenges and improve their learning. These results are in line with the findings of Syahrir et al.'s (2022) study which showed that the Fly Swatter Game positively impacted students' motivation and vocabulary learning. Similarly, the findings of this study match those of NURJANAH (2015), Nurrizkiyah's (2018) and Lubis (2020), who also found that the Fly Swatter Game enhanced motivation and interest in learning new vocabulary. Together, these studies demonstrate that the Fly Swatter Game creates a fun and effective environment for students to learn, understand and retain vocabulary.

On the other hand, not all students liked the game or had fun during it. A few students found it difficult to be engaged because they were not interested, and some of those students were not engaged even though they had good motivation. In this respect, the researcher noted that there are some solutions for these problems faced by the teacher. The game can be adjusted by teachers according to the level of their students to keep them motivated. Also, the teachers should pay attention to time management when students are playing the game to ensure its success. As an illustration, the study by SAMWAN et al. (2021) found that there were some students who were uninterested in the game and did not show interest as same as their classmates, and these students were not engaged well during the class discussion and did not participate enough. The study by SAMWAN also added that those students found the classroom to be noisy for them, and they did not feel comfortable at all. Thus, the researcher explains these problems by arguing that such games can have both positive and negative impacts on the learning process for young students. On other words, the Fly Swatter Game can improve students' vocabulary learning and retention, but teachers should keep adjusting the

difficulty of the game to keep all students engaged and motivated to ensure its success for all students.

The last theme of the study was related to the effectiveness and usefulness of the Fly Swatter Game in the learning environment. As an illustration, the game's structured and supportive environment, clear instruction, and safe setup improved students' understanding and participation and made sure that students stayed motivated during the game. These previous results are similar to those found by Takeuchi & Vaala (2014). Takeuchi and Vaala noted that the game provided students with a more supportive learning experience than conventional methods of teaching vocabulary.

On the other hand, the observers noticed that some students were distracted by outside sources, such as chit-chatting with their classmates. These results are similar to those of Umi (2021) who noted that the Fly Swatter Game can present several challenges when teaching vocabulary. In addition to the above issues, classroom settings can create difficulties for students related to memorization, pronunciation, and maintaining discipline. Distractions such as conversations with peers, small talk, or some visual activities happening around them inside or outside the classroom can further complicate the learning process. Therefore, while the Fly Swatter Game can be effective for vocabulary learning, its success depends on proper implementation.

4.3 Conclusion

This section presents the main conclusions of this study. This study aimed to investigate the effect of the Fly Swatter Game on vocabulary learning among second-grade students in Tulkarm, Palestine. The study also explored the participation and motivation of students as well. Similarly, it aimed to create an ideal learning environment during the game. The first question of the study tried to study the effect of the Fly Swatter Game on students' vocabulary learning. The results showed that there is a positive effect of game-based learning on vocabulary learning. Moreover, the analysis of the pre-posttest for the control and experimental groups finds that students in the experimental group who were taught with the Fly Swatter Game learned vocabulary better than the other students in the control group who were taught by the conventional method of teaching.

Additionally, the thematic analysis of the observation sheets showed many important findings. First of all, the Fly Swatter Game increased students' participation and motivation. The game also helped to create a collaborative learning environment. Also, the students' participation and interaction were enthusiastic. However, the observers stated that there were a few challenges during the game. The observers demonstrated that sometimes some students lose interest and become impatient during the turn-taking process.

For the motivation variable, the Fly Swatter Game motivated the students and made learning vocabulary more engaging and interesting for them. Also, students found the game engaging. The game also helped students overcome their challenges and become more confident. However, the observers noticed some issues. The observers stated that some students lacked excitement and engagement during the game.

Besides the above, it was noticed that the Fly Swatter Game successfully created a learning environment for students. The Fly Swatter Game was able to develop a supportive and encouraging learning environment in the classroom, and it made the learning process more interesting and enjoyable for students.

In conclusion, the results of this study and the results in previous studies presented in the literature review showed that the Fly Swatter Game was effective in improving students' vocabulary learning, motivation, and participation. In addition, the Fly Swatter Game was also effective in creating a learning and encouraging environment for the students in the second grade. However, the teachers must take care of the classroom environment during the game to ensure its success in learning vocabulary. Based on these main results, the researcher recommends conducting more research to adopt game-based learning in different educational settings.

4.6 Recommendations of the Study

Based on the aforementioned results, the researcher proposes the subsequent recommendations:

4.6.1 Recommendation to EFL teachers

EFL teachers are advised to adopt GBL and include interactive games like the Fly Swatter Game in their lesson plans to improve vocabulary learning and the general

classroom atmosphere. Teachers should be educated to implement such games successfully, ensuring they accommodate varied learning styles and maintain an inclusive classroom environment. Furthermore, it is recommended that teachers regularly evaluate the impacts of such games and make the required modifications to guarantee that they are fulfilling the educational needs of every student.

4.6.2 Recommendations to future studies

It is recommended that more studies be conducted to determine the long-term impacts of GBL on language proficiency in general and vocabulary learning in particular. It is recommended that more quasi-experimental studies be done comparing different educational games to conventional teaching methods for a range of age groups and skill levels. Furthermore, although the benefits of educational games are obvious, a whole picture of GBL in EFL situations needs to be provided by thorough studies that address potential issues, including managing classroom dynamics and the potential effects on less engaged and involved students.

4.6.3 Recommendations to curriculum designers

Curriculum designers are recommended to embed game-based learning (GBL) into Palestinian curricula, specifically games that improve vocabulary, motivation, and students' participation while making sure that these games are conveniently incorporated into different classroom environments and can be successfully used by teachers with various levels of experience in game-based learning.

4.6.4 Recommendations to MOE

The Ministry of Education (MOE) is advised to organize seminars for Palestinian EFL teachers that concentrate on improving their professional skills in employing game-based learning (GBL) methods. These seminars will provide hands-on instruction in using games, such as the Fly Swatter Game, to improve vocabulary learning and enhance students' motivation and participation. Moreover, MOE is recommended to supply schools with the essential equipment and resources for GBL in order to guarantee that all students benefit from these beneficial and engaging educational resources.

List of Abbreviations

Abbreviation	Meaning
GTM	Grammar Translation Method
GBL	Game-Based Learning
EFL	English as a Foreign Language
SDT	Self Determination Theory
ZPD	Zone of Proximal Development
NL	Native Language
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences

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Appendices

Appendix A

The Pre-Test

Name: Date: / / Class: 2 nd grade Subject: English		دولة فلسطين وزارة التربية والتعليم – طولكرم مدرسة الشهداء الأساسية المختلطة
Unit 10	Worksheet	My Hobbies

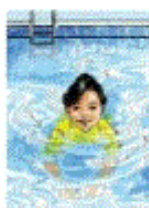
Aim: To measure students' retention of the unit's vocabulary.

1. Write



Swimming	Singing	Playing	Dancing	Reading	Drawing
-----------------	----------------	----------------	----------------	----------------	----------------

hh



.....



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.....

.....

2. Read and Circle



(He – We) like playing with friends.



(She – We) likes reading.



(She – He) likes swimming.



(We – I) like drawing.



(We – I) like singing.



(She – He) likes dancing.

2. Order and Write

1. playing with I friends like

--	--	--	--	--



2. like reading I

--	--	--



3. dancing I like

--	--	--



Good Luck ☺

Appendix B

The Post-Test

Name: _____

Date: \ \

Class: 2nd grade

Subject: English



دولة فلسطين

وزارة التربية والتعليم
مديرية التربية والتعليم - طولكرم
مدرسة الشهداء الأساسية
المختلطة

Unit 12

Worksheet

Let's Find out!

Aim: To measure students' retention of the unit's vocabulary.

1. Write

Pen	Ruler	Crayon	Mouse	Flag	Keyboard
-----	-------	--------	-------	------	----------



2. Read and Circle

The chair is (under - on) the window.	The computer is (on - in) the table.	The eraser is (next to - on) the computer.

		
The keyboard is (under - on) the sofa.	The phone is (next to - between) the eraser.	The mouse is (under- next to) the keyboard.

3. Order and Write

is in The ruler the bag



is The mouse next to the keyboard



on the table is The TV



Good Luck 😊

Appendix C

The Classroom Observation Sheet

Observation Sheet

School: Al-Shuhada' Elementary School Grade: 2nd Grade

Duration: Three-week Period (From Feb. 25th to March 14th) Gender & Number: 18 male & 17 female

Teacher: Aysha Shehade

Observers: Inst. Nasma Hanoun, Inst. Amal Thulthein, and the researcher Aysha Shehade

Aim: Assessing 2nd-grade students' motivation and participation during the application of the Fly Swatter Game for vocabulary learning.

No.	Category	Occurred	Not Occurred
1.	The classroom arrangement is efficient in promoting both the game and the learning.		
2.	The game set up is secure and user-friendly for all students.		
3.	The game's instructions are presented in a clear manner.		
4.	The teacher modifies the game according to the students' needs.		
5.	The students are for the most part capable of adhering to the game's regulations without the need for frequent reminders.		
6.	The majority of students respond to the teacher's instructions in a timely and accurate manner.		
7.	The students generally wait patiently for their turns.		
8.	The game's tempo is suitable for the students' engagement.		
9.	The majority of students are capable of selecting the right word when prompted.		
10.	The majority of students are able to accurately spell the word.		
11.	The majority of students can correctly pronounce the word when asked.		
12.	When asked, the majority of students can remember and precisely identify the images that match the words, even without printed prompts underneath each image.		
13.	The majority of students are capable of correctly integrating the vocabulary they have learned into simple sentences.		

14.	The students typically seek assistance when they meet challenges.		
15.	The game facilitates the integration of many learning styles, specifically visual, aural, and kinesthetic.		
16.	The game promotes peer learning among students.		
17.	The noise level is suitable for maintaining an optimal learning environment; there is a moderate amount of noise, but it can be controllable.		
18.	The majority of students sustain their concentration during the entire duration of the game.		
19.	Most students appear to be motivated to learn new words using the game.		
20.	The majority of students exhibit signs of heightened confidence during the activity.		
21.	A few students manifest a lack excitement when they are instructed to hit the word or image.		
22.	A few students do not actively involve in the game or appear to be hesitant to participate.		
23.	After a sufficient practice with the game, a few students are unable to identify the appropriate word or image when prompted.		
24.	After a sufficient practice using the game, a few students still struggle with spelling the word when asked.		
25.	After a sufficient practice using the game, a few students are unable to pronounce the word when instructed.		
26.	A few students commit mistakes while integrating vocabulary into simple sentences following a sufficient practice with the game.		
27.	A few students are inclined to give up when confronted with difficulties in specific vocabulary.		
28.	A few students lose focus or get disengaged as a result of external distractors such as chatting or visual distractions.		

Comments section:

Kindly share any supplementary observations or insights regarding the level of students' motivation and participation during the game implementation throughout the classroom sessions. These insights can encompass noteworthy behaviors, interactions, or reactions of students. Please feel welcome to propose enhancements or underline any merits or demerits of the game employed.

Thanks a lot for your generous cooperation

Appendix D

List of Arbitrators

The Validation Committee

Dr. Walid Salameh, Methods of Teaching Department, An-Najah National University.

Dr. Amer Shehade, Department of Psychology, Al-Istiqlal University.

Hiba Hamdan, a researcher and a linguistic editor.

Islam Ismail, a researcher and a PHD student.

Amal Thulthein, a head teacher at Al-Shuhada' Elementary School.

Nasma Hnoun, a teacher at Al-Shuhada' Elementary School.

Hadeel Jarrar, a teacher at Almogayer Seconadary Girls School.

Naba' Fayyomi, a teacher at Omar Ibn Al-Khatab School.

Taima Zaher, a teacher at Awarta Elementary School.

Abd Al-Salam Dweikat, a Previous EFL teacher.

Appendix E

Permission from An-Najah National University to Facilitate Conducting the Study

An-Najah National University Faculty of Graduate Studies		جامعة النجاح الوطنية كلية الدراسات العليا
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التاريخ: ٢٨/٠١/٢٠٢٤م

السادة مركز البحث والتطوير التربوي المحترمين
وزارة التربية والتعليم

تحية طيبة وبعد،،،

**الموضوع: تسهيل مهمة الطالبة/ عائشة محمد صابر شحاده رقم التسجيل (12053526)
تخصص ماجستير أساليب تدريس اللغة الانجليزية.**

نهديكم اطيب التحيات ونعلمكم بأن الطالبة عائشة محمد صابر شحاده هي طالبة دراسات عليا في برنامج ماجستير أساليب تدريس اللغة الإنجليزية وهي بصدد اعداد الأطروحة الخاصة بها والتي هي بعنوان:

" أثر لعبة مضرب الذباب على تحسين مفردات طلاب الصف الثاني وزيادة المشاركة الصفية وتعزيز الدافعية"

تحتاج الطالبة الى اجراء اختبار قبلي ويعدي على طالبات الصف الثاني لدى مدرسة الشهداء الأساسية - عنتابا - طولكرم، وذلك لجمع معلومات حول مستوى تحسین المفردات وزيادة المشاركة الصفية وتعزيز الدافعية لدى طلاب الصف الثاني باستخدام لعبة مضرب الذباب، بناءا على تحليل نتائج الاختبارات القبليّة والبعديّة وملاحظة ادائهم، وذلك لأغراض بحثية خاصة باطروحة الماجستير الخاصة بها. يرجى الایعاز للجهات المختصة بتسهيل مهمة الطالب في اجراء الاختبارات، مؤكنين لكم بأن كافة المعلومات التي سوف يتم جمعها هي لأغراض البحث العلمي فقط، وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى.

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،


عميدة كلية الدراسات العليا



فلسطين، نابلس، ص.ب ٧٠٧ هاتف: ٢٣٤٥١١٥، ٢٣٤٥١١٤، ٢٣٤٥١١٣، ٢٣٤٥١١٢ * (٩٧٢) (٠٩) فاكس: ٢٣٤٢٩٠٧ (٩٧٢) (٠٩)
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جامعة النجاح الوطنية
كلية الدراسات العليا

أثر لعبة مضرب الذباب على تحسين مفردات طلاب
الصف الثاني وزيادة المشاركة الصفية وتعزيز الدافعية
في مدارس عنتبا الحكومية، منطقة طولكرم

إعداد
عائشة محمد شحادة

إشراف
د. وليد سلامة

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة
الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2024

**أثر لعبة مضرب الذباب على تحسين مفردات طلاب
الصف الثاني وزيادة المشاركة الصفية وتعزيز الدافعية
في مدارس عنبتا الحكومية، منطقة طولكرم**

إعداد

عائشة محمد شحادة

إشراف

د. وليد سلامة

الملخص

هدفت هذه الدراسة إلى التحقق من تأثير لعبة مضرب الذباب على تحسين المفردات لدى طلاب الصف الثاني، وزيادة المشاركة الصفية، وتعزيز دافعتهم نحو التعلم، مقارنة بالطريقة التقليدية المتمثلة بالحفظ عن ظهر قلب والترجمة إلى اللغة الأم. تم تطبيق الدراسة على 71 طالبًا وطالبة من الصف الثاني في مدرسة الشهداء الأساسية. اعتمدت الدراسة على منهجية البحث المختلط بتصميم شبه تجريبي. تمثلت أدوات الدراسة في اختبارات قبلية وبعدية لتقييم تعلم المفردات، واستمارة ملاحظة صفية لتقييم مشاركة الطلاب الصفية ودافعتهم نحو التعلم. تم تقسيم الطلاب إلى مجموعتين: مجموعة ضابطة مكونة من 36 طالبًا وطالبة، ومجموعة تجريبية مكونة من 35 طالبًا وطالبة. تم تعليم المجموعة الضابطة باستخدام الطريقة التقليدية، بينما تم تعليم المجموعة التجريبية باستخدام لعبة مضرب الذباب. كشفت نتائج تحليل البيانات المستمدة من اختبارات ما قبل وما بعد التجربة لكلا المجموعتين أن المجموعة التجريبية أظهرت تحسنًا ملحوظًا في تعلم المفردات مقارنة بالمجموعة الضابطة. كان المتوسط الحسابي للمجموعة التجريبية في الاختبار القبلي (12.88) وازداد بشكل ملحوظ ليصل إلى (13.74). في المقابل، ازداد المتوسط الحسابي للمجموعة الضابطة بشكل طفيف من (12.58) في الاختبار القبلي إلى (12.61) في الاختبار البعدي. بالنسبة لنتائج استمارة الملاحظة الصفية التي قام بتعبئتها معلمة المادة والمديرة الباحث

نفسه بشكل ثابت، فقد أظهرت التحليلات الموضوعية أن لعبة الذباب أنشأت بيئة تعليمية تفاعلية ونشطة، أدت بدورها إلى زيادة مشاركة الطلاب ودافعيتهم. وأخيراً، أوصى الباحث باستخدام طريقة التعلم القائمة على الألعاب بشكل عام، ولعبة مضرب الذباب بشكل خاص في تدريس المفردات. كما قدم توصيات لمعلمي اللغة الإنجليزية كلغة أجنبية، والباحثين، ومصممي المناهج، ووزارة التربية والتعليم.

الكلمات المفتاحية: لعبة مضرب الذباب؛ المشاركة الصفية؛ الدافعية؛ المفردات.