11Effects of an Online Adventure Game on Vocabulary Acquisition

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*Abstract_* **Online adventure game learning can motivate engaging and fun activities to learn new vocabulary. In the present study, the effect of using a digital online adventure game and its role in promoting Kurdish learners' vocabulary learning and their level of motivation in playing the game were investigated. In the experimental group, the Hidden Chronicles online adventure game was used, whereas in the control group, English vocabulary was taught through traditional methods. At the end of the 3 weeks of traditional homework and gameplay, the participants' performances were compared. The results pointed out that the mean score of the children in the experimental group was not significantly higher than those in the control group, meaning that there was no positive effect of using online adventure games in teaching English vocabulary to Kurdish learners. Regarding the pretest and posttest conditions in the experimental group, there was a significant difference in the scores for pretest and posttest conditions in the experimental group.**

*Keywords_* **DGBL, online, adventure, game, vocabulary, acquisition**

1. Introduction:

Online adventure game learning has become common for many years, and that extensive vogue has progressively impressed academics to investigate the possibility of online adventure game learning in education. Many academics emphasized the importance of online adventure games in education.Lately, some research has been conducted to explore the influence of online adventure games on the education of foreign languages. For instance, Chen, Tseng, and Hsiao (2018) researched to examine language learning using a baseball adventure game. The findings revealed that it enhanced listening skills and personality identification. Other researchers have proposed that digital imitation games can be context-rich and mentally engaging in specific areas for language learning.instance, Vásquez and Ovalle (2019) examined the influence of a game called "Sims" on vocabulary acquisition in the target language. It demonstrated that the game improved the learners' learning of vocabulary.

On the other hand, there are a few negative influences as well. For instance, Camach, Vásquez, and Ovalle (2019) stated that when language learners followed an adventure with subtitles, they were only obligatory to join, as the players of online adventure game learning should achieve supplementary duties in target language comprehension that can affect learning positively or negatively. They correspondingly stated the detail that incomplete online adventure game learning is valuable to language acquisition and highlighted that preaching vocabulary via exercise and dictionaries is perhaps effective (Jabbar & Eslami, 2019). The player's interest is additionally significant because their interest can be considered as both playing and learning, which causes disagreement of the player compared to their watchers during play (Lorenset & Piazza, 2019). Furthermore, Tsymbal (2019) demonstrated that if some learners play online adventure games while others just follow them, the last group of learners can remember knowingly additional vocabulary. Furthermore, the players and viewers are inclined to be unmindful of the important numbers of vocabulary throughout their study duration (Janeb Enayat et al. 2019). Moreover, Chen et al. (2018) demonstrated that instructors should not use online adventure games for their own interests. While they set it, instructors should consider that learners have various experiences, different requirements, and expectations (Reynolds, 2017). Consequently, it is easy to recognize the reseason instructors not to randomly agree with the mentioned games as precious just because they include the target language and learners have fun with them. Klimova and Kacet (2017), likewise, sustain that instructors of language and institutes should recognize further kinds of games for influential usage.

A variety of educational improvements have occurred using different media, creating real-world education. Earlier studies demonstrated that learning via games increased the level of education and inspiration, endorsing attention in students. Correspondingly, a number of academics explained the digital assisted education program. For instance, Poole and Clarke-Midura have stated that the effect of recreational online adventure games on children's subsequent outcomes on instructional tasks (Poole & Clarke-Midura, 2020). Online adventure games are observed as an appealing form of learner involvement, provided they provide the strength of games so as to intensely involve learners. These powers come from the style of game implementation of six basic components: plot of a novel, provocation or arguement, aims, principles of involvement, interplay, and consequences and instant response (Prensky, 2004). Some research about online adventure game learning was conducted to deal with the psychological and behavioral aspects of children (Hsiao et al. 2017).

Huang et al. (2017) declare that second language learners acquire

vocabulary primarily through the finding of a word's meaning and then by recalling the word when its meaning has been already revealed. The meaning could be reached either independently by predicting from background evidence or socially by requiring instructors or peers for assistance. Furthermore, Reinhardt (2017) emphasizes the importance of communication with natives, contextual practice of talks and images, oral or written recurrence and observations, and media for effectively remembering and keeping vocabulary in mind.

Evolving vocabulary knowledge is viewed as a vital requirement for every language learner. The increasing attention that vocabulary receives when compared to other language aspects stems largely from its fundamental presence within the four skills of the language. Regardless of its significance in language teaching and learning, English vocabulary has always been a field of struggle. Students have continuously criticized the reading and memorizing of uncommon words and, on top of that, the boredom of traditional methods like translating, filling in the gaps, and creating simple sentences. It is certain that relying on formal education will not suffice for a language learner, especially when it comes to everyday life vocabulary.

Online adventure games are unavailable in the standardized Kurdish language, and the majority of users set English as the main language. Participants use the standard language in playing the games. Meanwhile, they speak their native language, "Kurdish," while playing with each other. The learners will use particular English items in their Kurdish talks. The motivating feature is using the words that they know in Kurdish. This process might be advantageous for acquiring a foreign language earlier, but most probably it affects first language development negatively or both languages. The learners confront the effect of digital games on their language learning. However, they possibly don't understand it. Diversely, the instructors were familiar with teaching students a foreign language. Nowadays, learners have a background in their language, and awareness of their levels can be twisted. It is the duty and responsibility of the instructors to later change the perhaps in-built errors the learners have made because of their language usage in the online settings. This study aims to examine the effectiveness of online adventure games as a self-study strategy for EFL (English as a Foreign Language) learners concerning vocabulary acquisition. Its purpose is to regulate whether online adventure games are only entertaining or may serve as a means for learning. On this ground, the present study has the ambition to establish a positive correlation between online adventure games and vocabulary learning, especially in terms of motivation and providing a regenerated source of language input. Besides, this study intends to reveal the importance of game characteristics in promoting interest and motivation, and therefore more vocabulary retention.

Research objectives
Below are the main research objectives:
1. To find the influence of English intermiadtae EFL learners' vocabulary knowledge and attainment.
2. To find that the use of an online adventure game increases motivation and creates an enjoyable atmosphere accompanied by useful learning.

Research Questions
According to the research objectives, the researchers set the following research questions:
1. Does an online adventure game have any significant influence on English-speaking intermediate EFL learners' vocabulary knowledge achievement?
2. Does the use of an online adventure game increase the motivation and create an enjoyable atmosphere accompanied by useful learning?
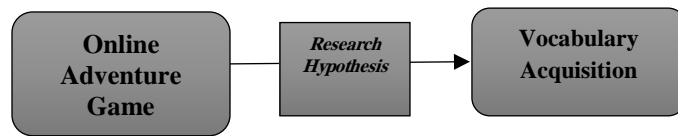
Conceptual framework

Figure 1- Research Model

Source: adapted from (Tsymbal, 2019).

Research Hypothesis: There is an advantageuos influence of online adventure game on vocabulary acquisition.

LITRETURE REVİEW
Online Adventure Games
To obtain a clear picture concerning what online adventure games are, it is essential, initially, to define "online," which means the use of the digital system or the internet. That is, linked to the universal network, which applies to any electronic device. Precisely, any electronic device uses a digital or digital-like process to attach to the worldwide network (Hung et al. 2018). This comprises desktop digitals, laptop digitals, mobile phones, consoles, handheld devices, and so on. On the other hand, the concept of a game can be deceptive. One can state that as an easy term to define, it is "an activity to have fun". Despite the fact that framing the concept of the game presented numerous challenges, there was still no precise known definition for it.Franciosi (2017) claims to reveal the difference between games and other thoughts that are recognized to have some game-like features, but are not considered as games. Perceptions such as play, puzzles, narratives, stimulation, and toys are commonly mistaken for the notion of a game.

The Use Online adventure games for Learning
Online adventure games are seductive. The adventure game industry nowadays generates yearly revenues of $10 billion and roughly 2.17 billion hours of gameplay (AlNatour & Hijazi, 2018). The educational industry targets all ages and levels of education. It is only linked to who needs to play and who does not. Gaming is seen as a culturally suitable activity to a great extent. At present, online adventure games are the central genre of games. Society, according to Franciosi et al. (2016), requires "digital natives."Recently, learners have used technology for learning in a variety of ways. Nowadays, television, movies, and video games are reliable sources of information.Ali (2016) stated that learners have changed radically. Nowadays, the individual learning scheme is planned to be taught. With the rapid development of technology, it is usual that the modification influences the way individuals play games to include more characteristics of learning but never lose the games' sense of entertainment. These changes affect the way people use and learn languages as well. Yet, a strong language learning environment considers commitment, inspiration, challenge, competition, interaction, goals, evaluation, and even rules as primary ingredients for the effective transfer of language (Chen et al., 2019).

The Taxonomy of Online adventure games
Online adventure games are an original and corresponding platform for vocabulary learning. However, there are more types of online adventure games than students can imagine, such as shooter games, strategy games, adventuring games, simulation games, role-playing games, performance games, perplexing games, and a variety of others (Vásquez & Ovalle, 2019).However, academics sustain the diversity between three different concepts. Advertising games, abbreviated "advergames," refer to games that are sponsored for marketing purposes. "It is a scheme of advertisement where the message is hidden in a game." The user gets the information in every part of playing the

game or winning. Casual games are games developed for entertainment only. Morally intended for fun, these games can comprise the whole thing, from a card game on your digital device to the most complex games like World of Warcraft. Though casual games' objectives and purposes are for amusement only, they are likely to have a positive learning effect. According to Camacho et al. (2019), though learning may and does happen within an unplanned game, it is a by-product, rather than an intentional outcome of gameplay. Thoughtful games: discuss games that are particularly advanced for thoughtful decisions or to improve a learning attitude.learning strategies in the class to inspire students, thoughtful games utilize the enjoyment component to upgrade an educational attitude. The use of critical games in language education is consistent with a subdivision of critical games called learning critical games (Jabbar & Eslami, 2019).

Defining Vocabulary

Grammar without vocabulary is not able to allow the transmission of meaning to language. Without clarification, a sentence structure devolves into meaningless graphics. Certainly, without vocabulary, language is a meaningless subject. According to Lorenset and Piazza (2019), vocabulary is all the words that somebody recognizes or that are applied to a specific material or all the words in a language. Moreover, Tsymbal (2019) defined, as it is linked to a learner, "vocabulary" as all the words he or she knows. Furthermore, as to be applied in a body of literature, it is all words that occur from the start to the end.

The Importance of Vocabulary in Language Learning

The capability to function in the world is mainly because of the language one uses. Certainly, the public appearance of individuals is extremely influenced by language skills. Janeb Enayat et al. (2019) demonstrated that if a learner spends most of the time working on grammar, their English does not improve considerably. They notice better enhancement if they get further vocabulary and languages. Learners are rarely able to work with grammatical issues; however, they may utter approximately everything with a single word. Vocabulary is essential because it combines the four skills of the language. It affects the way students express themselves and the way they interact. Furthermore, excluding students who have an adequate vocabulary background, learners will not be able to master any of the four skills of language. Shedding light on the importance of vocabulary requires locating its place within the four skills of language (Chen et al. 2018).

Reading and Vocabulary

The ability and competence to read are fundamentally dependable on the salutation and thoughtfulness of the vocabulary used. The connection between vocabulary and reading appears to be very organized. Vocabulary knowledge is essential to reading comprehension; a learner cannot recognize text unless they understand what the majority of the words mean (Reynolds, 2017).Furthermore, word knowledge is vital for successful reading. According to Klimova and Kacet (2017), teaching and learning vocabulary will not ensure the effectiveness of reading, just as learning to read words will not ensure the effectiveness of reading. Furthermore, difficulties with either sufficient word recognition competences or sufficient vocabulary will confirm failure (Poole & Clarke-Midura, 2020).

Writing and Vocabulary

Emerging writing competence relies mostly on vocabulary knowledge. In reality, the main difficulties that face learners are that words are extra needed or essential in their difficulties using them. In written forms, words must be provided in their multiple, complex meanings, which are less important in oral forms.option of vocabulary and it applies to what makes an effective reading script. According to Hsiao et al. (2017), only a small amount can be conveyed without

grammar. On the other hand, without having a proper or effective vocabulary, no message can be conveyed. Furthermore, a significant relationship assembles both writing and vocabulary. Students believe they are having difficulties at the same time they are having or facing challenges in their vocabulary or pool of vocabulary to be chosen (Huang et al. 2017).

Speaking and Vocabulary

Vocabulary is an essential component of speaking ability.Indeed, the more vocabulary the learner acquires, the more he/she will be encouraged to speak, interact, and participate. Bishop and Reinhardt (2017) assert that "students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content." Moreover, the learner will be able to express himself/herself correctly and sufficiently when, on the contrary, the less vocabulary the learner has, the less his/her willingness to interact will be. Thus, vocabulary background affects learners' motivation to learn (Hung et al. 2018).

Vocabulary and Listening

Learning vocabulary is merely the same as learning to listen. Both serve in a similar way. Without vocabulary information, the student can't listen successfully and comprehend the message passed on by the speaker. Understanding vocabulary is central to listening appreciation since obscure vocabulary meddles with perception. More vocabulary is required to participate in everyday spoken conversation than previously thought (Franciosi, 2017).addition, vocabulary assumes a significant job in students' grip of others' talk in interactional circumstances. The inability to recognize the various implications and employments of vocabulary may prompt differences and disarray. Thus, it causes breaks and disappointment in correspondence. In reality, sufficient word information prompts a satisfactory translation of discourse. Also, according to AlNatour and Hijazi (2018), "appreciation is an element of oral language and word acknowledgment." For instance, to comprehend bearings, one may just need to comprehend straightforward vocabulary, for example, "left" and "right." When learning a new dialect, the absence of vocabulary causes a lot of harm in correspondence, whether while talking, composing, or translating the language communicated to them. All language aptitudes, specifically, tuning in, perusing, and composing, are profoundly hurt by constrained lexical collection. Nonetheless, at a similar time, vocabulary learning can't happen without presentation to language. While vocabulary inadequacy harms the four abilities, it, additionally, can't be educated without utilizing the four aptitudes. Finally, tuning in, talking, composing, or perusing the language are the main strategies one can use so as to learn vocabulary (Franciosi et al. 2016).

Vocabulary Acquisition

Vocabulary learning includes various aspects and is a major part of L2 language learning. Many learners associate language learning with the acquisition of new words and vocabulary (Chen et al. 2019). According to Vásquez and Ovalle (2019), vocabulary level 6 information can be separated into two classes: responsive and gainful. Responsive information on a word implies that a student can, for instance, perceive a specific word in a unique situation. Additionally, because of their responsive information on vocabulary, a student can figure out the significance of a word from the unique situation and context in which it is used. Gainful information on a word implies that the student can use the word in their own discourse and writing. Individual terms such as "inactive" and "dynamic" vocabulary are additionally utilized. As a result, L2 vocabulary acquisition differs significantly from L1, because the student already has a semantic set or framework and intuitively attempts to apply the target language into that setting (Camacho et al. 2019).indicated by Jabbar and Eslami (2019), connecting new words with existing information is really one

of the significant supporters of second language obtaining, closely followed by student inspiration and focusing on the semantic and formal parts of new vocabulary. Subliminal use of new words in a previously existing setting has a few results. These results shift dependent on, for example, the likeness between the student's first and second dialects, the student's age, and their styles of learning vocabulary (Huang et al. 2017).

Learning by means of Games

Online experience game learning is beneficial for learning as a rule in a large number of ways. Lorenset and Piazza (2019) present three fundamental ideas that make online experience games for learning extraordinary instruments for learning: (1) empathy for complex structures, (2) cross-practical collaboration, and (3) use of situational languagemain idea occupies the possibility that researchers frequently use reenactments to create the hallucination that they are "inside" the unpredictable structure (for example, iotas or climate frameworks). A comparable marvel of reproduction can be found in pretending games: the player is "inside" the game, and goes about as their choices would influence their own accomplishment, all things considered. The second idea of cross-practical collaboration infers that in games, one needs to work with different players to succeed. Players regularly need to finish undertakings in gatherings, and every one of the players has a specific job and set of abilities that are vital to the accomplishment of the entire gathering. This type of connection and ability to work in unison with others can be considered a valuable skill in professional life, social settings, and other common situations.third idea of situational language use carries us to the phonetic advantages of online experience game learning. As indicated by Tsymbal (2019), online experience game learning gives extraordinary opportunities for practicing situational language use. In numerous occurrences in online experience game learning, one needs to pick the right words surprisingly fast so as to succeed.

RESEARCH METHODOLOGY

Research design

The study applied a quantitative research method to analyze the influence of an online adventure game on vocabulary acquisition from foundation schools at private universities, including Cihan University, Labenses French University, and Knwoledge University) in Erbil.

Procedure

Usually, after each class, the teacher explains to the students that they should play the game at home as an extra-curricular activity. The researcher told students that the game could improve their vocabulary learning while having fun. Later, for three weeks, students had the chance to play the game at their homes. The teacher created a Facebook page for the experimental group so that he could answer some questions about the game. He added participants to this page. The control group, on the other hand, was given three worksheets, each consisting of 24 words from the game for each week. They were told to do these worksheets at home. The teacher provided the correct answers to these worksheets after the following week. A pre-test which includes 24 vocabulary items and their pictures was given to the control and experimental groups. These tests had a matching word and picture style. Each pre-test and posttest for control and experimental groups took 20 minutes, and these were done in classrooms while one of the researchers observed the students. After three weeks, students who played the game (experimental group) and students who received worksheets as traditional teaching (control group) took the posttest in the same environment. In the experimental group, all the learners were set free to play the games whenever they wanted, and all the students in the control group were told that they could do the worksheet whenever they wanted and ask any questions to the teacher to receive feedback. The teacher put the answer keys on the bulletin board after

each week and removed the previous one from the board. During the post-test, the teacher removed the last answer key. An open-ended and multiple-choice survey was also adapted from Hirumi, Kebritch, and Ba (2013). This survey was carried out in Kurdish to see students' ideas on the game. These questions are sent to students online via email, and students fill out the questionnaire online. Later, they sent these to the instructor.

Participants

The number of participants for the experimental group was 9 (4 males and 5 females), and they were young adult intermediate-level learners between the ages of 18 and 22. They were all students at a preparatory school at a private university in Erbil, Kurdistan. The number of participants in the control group was 13, consisting of 8 males and 5 females at the same school and level. These groups were two different classes. Normally, both classes had 24 students, but most of them gave up the course in the control group and never played the games in the experimental group.

Instrument

The game, "Hidden Chronicles," includes different scenes for vocabulary learning. Each scene of the game presents objects and what needs to be found. There is no time limit, but it's best to find all the objects quickly to get more points and compete with other friends who play the game. As the player spends more time in the game, he gains energy to play more scenes.

Hidden Chronicles has many of the characteristics mentioned above for online adventure games: It has rules, goals, outcomes, feedback, representation, stories, competition, challenges, problem-solving, and interaction. It can act as an educational game for the learners to teach vocabulary.

DATA ANALYSIS AND FINDINGS

Table 1. Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Control PRE	13.30	13	3.380	.937
Control Post	14.92	13	3.662	1.016

Table 2. Paired Samples Test

Pair 1	Mean	Std. Deviation	Std. error Mean	T	Df	Sig. (2-tailed)
Contro l PRE-Control POST	-1.538	3.205	.889	-1.731	12	.109

As seen from the avobe tables, a t-test was used to indicate pretest and posttest scores in the control group. No significant difference was found in the scores for the pretest (M = 13.38, SD = 3.38) and posttest (M = 14.92, SD = 3.66) in the control group; t (12) =-1.73, p =.109. Following the instruction, learners did similarly on the pretest and the posttest in the control group. This result suggests that teacher instruction does not affect their test results in a significant way.

Table 3. Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
ExpPRE	12.44	9	2.351	.784
ExpPost	15.22	9	3.801	1.267

Table 4. Paired Samples Test

Pair 1	Mean	Std. Deviation	Std. error Mean	T	Df	Sig. (2-tailed)
ExpPRE -ExpPOST	-2.778	2.333	.778	-3.571	8	.007

A comparison between the pretest and posttest scores of the experimental group was done using a paired-samples t-test. It showed a significant difference in the scores of the pretest (M = 12.44, SD = 2.35) and posttest (M = 15.22, SD = 3.8) in the experimental group; t(8) =-3,57, p =.007. Following the game-play, learners did significantly better in the posttest than in the pretest. This result suggests that teacher instruction (the type of instruction that makes a difference) does affect their test results in a significant way.

Table 5. Descriptive Statistics

Scores	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Pre-scores						
Control	13	13.38	3.380	.937	9	21
Exp.	9	12.44	2.351	.784	10	17
Total	2	13.00	2.976	.635	9	21
Post-scores						
Control	13	14.92	3.662	1.016	9	21
Exp.	9	15.22	3.801	1.267	9	19
Total	2	15.05	3.632	.774	9	21

Table 6. Descriptive Statistics

Scores	Sum of Squares	Df	Mean Square	F	Sig.
Pre-scores					
Between groups	4.701	1	4.701	.519	.480
Within groups	181.299	20	9.065		
Total	186.000	21			
Post-scores					
Between groups	.476	1	.476	.034	.855
Within groups	181.299	20	13.824		
Total	186.000	21			

A one-way ANOVA was run to compare the pretest scores of the control and experimental groups. Differences in the scores were not found to be statistically significant; F (1, 20) =.51, p =.480. This result suggests that the mentioned groups were alike concerning their knowledge of vocabulary prior to instruction. (Their pretest scores are not much different.)

Another one-way ANOVA was run to compare the posttest scores of the control and the experimental group. Score differences were not found to be statistically significant; F (1, 20) =.03, p =.855)this means that instruction did not make any difference when the two groups were compared. Still, the experimental group seems to have improved after instruction.

When we looked into the results of the survey after three weeks, we saw that four of the students in hue experimental group played the game for less than one hour a week and five of them played one or two hours.

Five of the students played most of the game, five of the students played some of it, and three students played very little. Other responses are as follows:
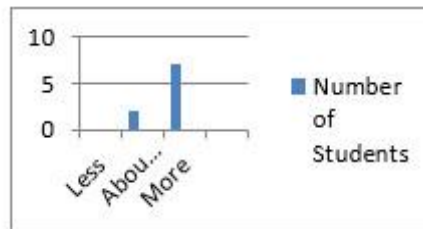

Figue 2. Compared to other forms of vocabulary learning did you like learning by playing the game?
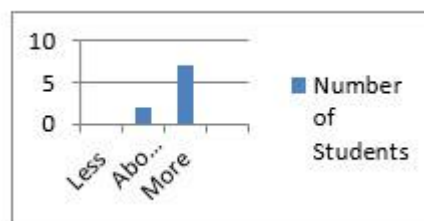

Figure 3. Compared to other online adventure games, do you like playing this game?
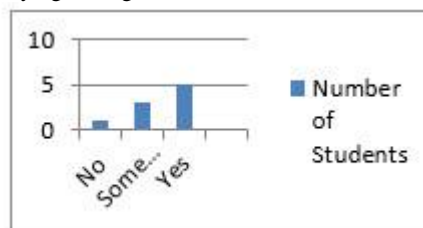

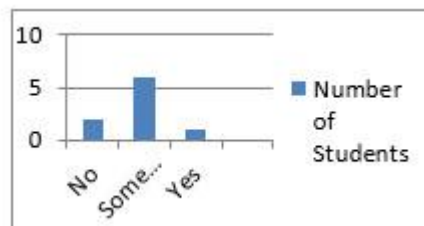Figure 4. Do you feel that playing the game helped you learn vocabulary?

Figure 5. Did your English level effect your motivation to play the game?
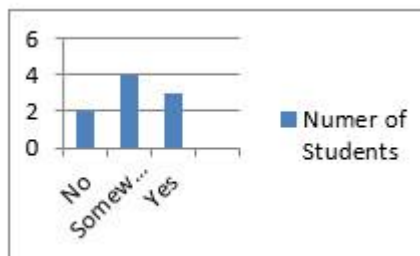
Figure 6. Was it easy for you to learn how to play the game?

DISCUSSION

This study set out to assess the impact of online adventure games on vocabulary education from preparatory school at private institutions in Erbil. According to Poole & Clarke-Midura (2020), vocabulary plays a role in acquiring English. Nowadays, educators attempt to create a fascinating domain for displaying vocabulary that does not compare to the existing scenario of traditional tactics for training that utilize paper and pencil.

Moreover, Reinhardt (2017) stated that students using traditional tactics, including the audio-lingual strategy, mimic the instructor and repeat words he or she says. It is repetitive learning rather than a major issue. Also, Reynolds (2017) mentioned that students are unmotivated to attend class because it is exhausting for them. Because there is no collaboration among pupils, the emphasis is on the educator. This investigation provides new information or viewpoints on applying online experience games to educating vocabulary, and this knowledge may have an impact on demonstrating vocabulary tactics (Al-Mohsen, 2016). Furthermore, according to Tsymbal (2019), it creates advanced educational environments in which students value the educational process and maximize their educational potential by utilizing it.

Meanwhile, Vásquez & Ovalle (2019), games aren't simply for entertainment; they may also be educational. Educators use games that coordinate education and online experience game learning in online experience games-based learning (Chen, 2019). This strategy engages pupils and can be used in homerooms for kids of various ages and topics. Online experience games assist understudies in becoming dynamic citizens of our 21st-century creative civilization (Huang et al. 2017). Online experience games promote vocabulary acquisition and simpler retention of vocabulary via dialogue, inspiration for students, and more significant education. While we started our audit, our understudies today are "computerized migrants," and online experience games are a significant part of their existence. The use of games in learning appears to be underutilized, and instructional online experience games may not be available for all educational situations.

In any event, they give us the chance to educate, which is arranged with the understudy premium, enhancing the chances of dedication and inspiration, which probably increase autonomous and active learning. To sum up, it is demonstrated that playing games and exercises to learn vocabulary increases understudies' capacity to secure vocabulary, empowers understudy communication, and promotes understudy inspiration. Besides that, if a chance exists to perform the online experience games in an instructional framework, students get better prepared to teach English, particularly English vocabulary (Jabbari & Eslami, 2019).

One of the components that keeps students interested and persuaded is the use of online experience games in the classroom. Using web-based experiential games in the classroom improves inspiration and promotes EFL students' learning processes (Poole & Clarke-Midura, 2020). Learning vocabulary grows more endearing. In such games, it connects with pupils and creates a low-pressure environment for the learning process. Because there was a substantial inequality in the experimental pre and post test scores, we may assume that therapy had some influence on vocabulary learning for the experimental group (Reinhardt, 2017). However, when we compared the posttest scores of the control and experimental groups, we discovered that the differences in scores were not statistically significant. This could be due to a variety of factors. The majority of the pupils in the experimental group did not spend much time playing the game. They noted in their comments that they had difficulties discovering the objects, even after clicking on the magnifying glass, which helps them find stuff more readily (Tsymbal, 2019). With the exception of one

student, everyone believed that their English level influenced their desire to play the game. Because some instructions were difficult to grasp, they opted to delete those bits of information as soon as possible and try to play the scenes in the game. The game, however, did not allow students to play the scenes unless they understood the instructions and completed the tasks (Vásquez & Ovalle, 2019).

Another consideration was the level of energy. Students had to stay on Facebook and wait for more energy to play new situations. This took a long time and resulted in boredom. Other issues were poor internet connectivity and a lack of companions to play the game with because some students had created phony accounts. They also stated that when they clicked on the items to find the correct ones, the objects vanished so quickly that they couldn't see the correct answer. One recommendation was that these items stay on the screen longer in order to distinguish whether they are nouns or adjectives. In contrast to these findings regarding game play duration, students preferred to play the game "more" than conduct typical vocabulary assignments (Chen, 2019). They loved the game's attractive design and thought that playing it was "more" interesting than doing typical vocabulary activities when compared to other learning strategies. No student responded to that question, "Did you like learning through playing the game more than other kinds of vocabulary learning?" with a negative answer. This demonstrates that, even though they did not play the game as planned, students had a pleasant experience learning vocabulary through a game rather than doing conventional worksheets, and only one student did not believe that the game could teach him vocabulary (Huang et al. 2017).

CONCLUSION

The current study was designed to demonstrate the influence of an online adventure game on vocabulary acquisition from foundation school at private universities in Erbil. Vocabulary has a significant influence on learning the English language. Nowadays, educators attempt to make a fascinating domain for showing vocabulary and are not holding a candle to the current situation of customary strategies for training that manage paper and pencil. Students in conventional techniques, for example, audio-lingual strategy, copy the instructor and rehash each word they say. Repetition teaches and is insignificantly inclined. Students have no inspiration to attend the classrooms since they are exhausted. There isn't any collaboration among students, and it is all educator focused. The examination gives up-to-date information and perspectives on utilizing on-the-web experience games in acquiring vocabulary, and this information could have an impact on showing strategies for vocabulary. It creates different circumstances for education in which students appreciate the educational activities, and their educational capacity can be improved by utilizing them. Games are instructive as well as fun. In online experience games-based learning, educators utilize games that coordinate instruction and online experience game learning. This technique draws in students and is carried out in homerooms for the whole age groups and topics. Online experience games assist understudies to be dynamic members of the 21[st century] innovative community. Online experience games assist in encouraging vocabulary acquisition and simpler retention of vocabulary, as well as communication, inspiration for students, and more significant education. As we started uttering in this audit, the understudies are "computerized migrants," and online experience games are a large part of their days. The work of games in instruction presently can't seem to create its maximum capacity and instructive online experiences may not be promptly accessible for all learning situations. In any case, they present us a chance to educate in a manner that lines up with the understudy premium, in this manner expanding the likelihood of commitment and inspiration, which may bring about autonomous and

significant learning. To sum up, it was discovered that utilizing games and exercises to rehearse vocabulary upgrades understudies' capacity to secure words; empowers understudy communication; and improves understudy inspiration. Moreover, if there is a chance to execute online experience games in our instructive framework, students will be all the more ready to educate themselves explicitly on English vocabulary. The utilization of online experience games in instruction is a component that makes the learners intrigued and persuaded. Utilizing the web experience games in the study hall brings about better inspiration and encourages the educational process of the EFL students. Learning vocabulary becomes more charming. It connects with students, and there would be a low-pressure environment for education.

The significant difference between the pretest and posttest scores concludes that treatment had some effect on vocabulary learning for the experimental group. However, when we looked into posttest scores of the control and experimental groups, differences in the scores were not found to be statistically significant. There might be some reasons for this. Most of the students in the experimental group didn't play the game that much. In their comments, they complained that they had difficulty finding the items even if they clicked on the magnifying glass, which helps them find items more easily. Apart from just one student, they thought that their English level affected their desire to play the game. As some instructions were difficult to understand, they preferred to close those pieces of information right away and tried to play the scenes in the game. However, without understanding those instructions and carrying out the tasks, the game didn't let students play the scenes. Another consideration was one's energy level.play different scenes, students had to stay on Facebook and wait for more energy. This took a lot of time and caused boredom. Some other problems included internet connection problems and no friends to play with as some students had fake accounts. They also mentioned that when they clicked on the items to find the correct ones, the items disappeared so quickly that they couldn't see the right answer. One suggestion was that these items should stay more on the screen to understand which item is which noun. Contrary to these results about game play time, students liked to play the game "more" than when doing normal vocabulary activities. They liked the nice look of the game, and they thought playing the game, compared to other learning techniques, was "more" enjoyable than doing normal vocabulary activities. Not even one student replied to the question: "Compared to other forms of vocabulary learning, did you like learning by playing the game?" with a No. This shows that even if they didn't play the game as expected, students had a positive feeling about learning vocabulary through a game instead of doing regular worksheets, and just one student didn't believe that the game could teach him vocabulary. As a final remark, it can be said that if the game "Hidden Chronicles" could be turned into an educational game, allowing students to play as many times as they want without having to use energy, and if the game provided simpler instructions according to student level, students could benefit from it.

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