The efficacy of game-based learning activities in enhancing L2 vocabulary acquisition among Saudi non-English majoring students

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Abstract

Vocabulary acquisition is a crucial aspect of second language acquisition (SLA). To facilitate this process, many game-based learning (GBL) activities have been integrated into learning materials, including the *New Headway Plus* books. These books are specifically designed for adult learners of English in the Middle East and North Africa and are used to teach all freshmen at the University of Bisha in Saudi Arabia. This study has four main objectives: to identify the various types of GBL vocabulary activities included in the prescribed textbooks; to examine the extent to which these activities are efficacious in enhancing Saudi students' second language (L2) vocabulary acquisition; to identify students' perceptions of the role of GBL activities in enhancing their psychological factors; and to examine the impact of students' majors on vocabulary aspects and psychological aspects. Data for this study were collected from the selected books, question sheets for midterm and final exams, students' scores in these exams, and a questionnaire administered to 63 Saudi non-English majoring students. The analysis of the results revealed that various GBL activities were incorporated in the prescribed textbooks, such as crossword activities, picture-word and word-word matching, word scrambles, collocations, and categorization, with crosswords being the most prevalent. GBL activities proved to be efficient in enhancing their vocabulary and recalling previously learned words. Additionally, students had a positive perception of the role of these activities in enhancing their psychological factors. While students' majors were found to have a statistically significant impact on vocabulary acquisition, they did not have a statistically significant impact on psychological aspects such as motivation, engagement, self-confidence, interest, shyness, and collaboration. Recommendations are made to enhance students' L2 vocabulary acquisition.

Keywords: efficacy, game-based activities, Saudi students, vocabulary acquisition, second language acquisition

1.   Introduction

Learning a second or additional foreign language can be challenging and unengaging for many learners due to many demotivating factors, including interference from their first language, conventional teaching methods and classroom activities, and limited exposure to the language in real-life situations. Vocabulary learning is one of the most important aspects of second language acquisition (SLA). It plays a key role in the learning process as rich vocabulary helps learners master language skills and effectively communicate their ideas through speaking and writing. On the other hand, insufficient vocabulary knowledge can impede the learning process and lead to breakdowns in communication.

To assist with SLA, game-based learning (GBL) activities can be incorporated into textbooks, which are the primary learning resources used in the classroom, in order to make the learning process more interactive and engaging. These activities are considered effective for developing students' second language (L2) vocabulary. According to Plass, Homer, and Kinzer (2015: 258), "the use of play in an educational context and for purposes of learning and development is by no means a new phenomenon". Recently, there has been an increase in structured digital and non-digital activities that are designed for educational purposes both inside and outside the classroom. These activities enable students to actively acquire vocabulary in an enjoyable environment. Peake and Reynolds (2020: 17) state that "leisure activities, such as gaming, which involve communicating with other speakers in English are key to successful and positive attitudes to language learning as a whole".

While teaching the *General English-1* (ENG-6113) course to non-English majoring students, the researcher noticed that the prescribed student's course book and workbook, *New Headway Plus (beginner)*, include a wide-ranging variety of playful vocabulary-related activities. These books, written by John and Liz Soars in 2018 and published by Oxford University Press, are part of a five-level series that is regularly updated and used in the Middle East and North Africa. The series incorporates digital resources designed for interactive whiteboards, making it easy to integrate into classroom instruction. The *New Headway Plus (beginner)* is primarily intended for adult learners of English and is taught to all first-year students enrolled at the University of Bisha in Saudi Arabia. The *General English-1* course aims to enhance students' language skills with a particular emphasis on grammar and a carefully structured vocabulary syllabus. In particular, GBL activities are integrated into the course to complement the content and authentic materials covered in the assigned books, helping students intentionally acquire new vocabulary and reinforce previously learned words.

This study is grounded on the assumption that engaging in these activities promotes a more interactive, motivating, and engaging learning process. These activities place students at the hub of the learning experience. Since the prescribed books are directed at beginners, as the title suggests, the focus of the vocabulary activities is on general English vocabulary and everyday expressions rather than discipline-specific or purely academic terms. With these ideas in mind, the current study has four objectives. The first objective is to analyse the various types of GBL vocabulary activities included in the prescribed textbooks. The second objective is to determine the efficacy of these activities in enhancing the acquisition of L2 vocabulary among Saudi students who are not majoring in English. The third objective is to investigate students' perceptions of the role of GBL activities in enhancing their psychological and psychologically-driven factors, such as engagement, motivation, and collaboration. Finally, the fourth objective

is to examine the impact of students' majors on their vocabulary acquisition and psychological aspects.

2.   Literature review

2.1.   The importance of vocabulary acquisition

Vocabulary acquisition is one of the fundamental components of any language (Hedge 2000; Nation 2001; Sanosi 2018) and is equally important as other language skills. Sinclaire (2022: 6) argues that "a varied vocabulary would allow the learners to adapt their terminology and language production according to the situation they wish to engage in, whether academic or otherwise". Bada and Okan (2000) explain that acquiring a word involves understanding its spelling, pronunciation, stress, grammatical class, semantic category, and how it is used in various contexts. Lack of vocabulary knowledge has a greater impact on spoken and written language than inadequate grammatical knowledge or poor pronunciation (Hedge 2000). Likewise, Sanosi (2018: 71) emphasizes that "without an adequate volume of vocabulary, it is difficult for L2 learners to communicate or even express themselves properly". Therefore, exposing students to L2 vocabulary improves their comprehension and plays a crucial role in SLA. Various effective resources, such as incorporating GBL activities into textbooks, can be employed to develop students' L2 vocabulary.

2.2.   Game-based learning activities

GBL is defined as "making a game that uses the topic or subject being taught as part of the game mechanics" (Pechuel & Beutner 2018: 15). It provides a purposeful learning experience by immersing students in a game-like environment, enabling them to practice and reinforce their understanding of the content through various activities (Plass, Mayer & Homer 2019).

GBL activities are more effective than conventional teaching methods in enhancing students' overall language learning and vocabulary acquisition (Chan & Lo 2022; Kayseroglu & Samur 2008; Peake & Reynolds 2020). Saleh (2017) believes that the choice of materials used can also significantly impact learners' motivation, interest, and active participation in learning activities. Recently, GBL activities have been implemented in contemporary textbooks as well as online platforms and applications. Most GBL strategies align with educational curricula as learners work towards goals, select appropriate learning activities, and experience the outcomes of their actions (White & McCoy 2019). Curriculum designers have integrated GBL activities into textbooks to create a colourful, engaging, and stress-free classroom environment. These activities play a crucial role in fostering students' enthusiasm for learning, addressing their cognitive needs, and developing their social and emotional development (Qu 2021).

Specifically, Pagadala (2019) states that vocabulary games such as crossword puzzles, picture-word matches, and word scrambles are entertaining educational tools that help in the development of vocabulary knowledge. These challenging yet goal-oriented activities motivate students to review words and focus on building their vocabulary. Augarde (1984) further confirms the effectiveness of crossword puzzles in expanding vocabulary, stimulating the mind, and developing various skills related to the acquisition of terminology such as vocabulary, reasoning, and spelling. Similarly, Pechuel and Beutner (2018) emphasize that crossword puzzles are easily accessible resources that can help students develop their language skills.

In terms of the role of GBL activities in enhancing students' psychological factors, scholars emphasize that these activities introduce students to self-directed learning and develop the 21st-century skills necessary in the job market. These skills include problem-solving, active involvement, critical thinking, collaboration, teamwork, and communication (Ahmed, Sayed, Wekke, Widodo, Rostikawati, Ali, Hussein & Azizian 2022a; Peake & Reynolds 2020; Plass, Richard & Bruce 2019; Qian & Clark 2016; Whitton 2012, 2014; Zsoldos-Marchis & Hari 2020).

The outcome measures of paper GBL activities are centred on vocabulary development rather than achieving success or winning games. Such activities in printed form are more accessible and can involve small groups of students working together on shared tasks or activities with limited reliance on technology resources. Instructors can also provide simultaneous and corrective feedback to support students during these activities.

2.3.   Previous studies

The following studies are organized thematically and contextually based on the type of study, the respondents, the investigated games, and the context. First, the effectiveness of GBL activities and the students' perceptions of these activities are reviewed. Next, studies that examine how GBL activities can boost students' psychological factors are mentioned.

Ling and Abdul Aziz (2022) meta-analyse 16 journal articles to investigate the effectiveness of GBL strategies on primary ESL learners' vocabulary learning. They also highlight the challenges learners encounter when learning English vocabulary and their perceptions of the effectiveness of these strategies in learning English vocabulary. The results indicate that GBL strategies are beneficial and practical in enhancing pupils' English vocabulary learning. Limited learning resources, problems in pronouncing and understanding the meaning of English words, the influence of school pupils' native language, and a lack of ongoing professional training among teachers are among the challenges students encounter while learning vocabulary. The study focuses on primary ESL school pupils rather than university students and aims to identify the effectiveness of GBL strategies on their vocabulary learning. It is important to note that this is a literature review, not a practical study.

Two separate studies examine the effectiveness of language games in helping Pakistani and Vietnamese school students acquire vocabulary (Perveen, Asif, Mehmood, Khan & Iqbal 2016; Vu, Linh, Lien & Van 2021). The results affirm that games increase students' vocabulary retention and facilitate the deep learning of vocabulary due to their inspiring, fun, and efficient nature. The two studies were conducted among school students enrolled in public schools in Pakistan and Vietnam, respectively. Similarly, Benoit (2017) compares the efficacy of GBL and traditional learning methods for vocabulary acquisition among English language learners attending American middle schools. She considers texts, lists, worksheets, dictionaries, drills, and writing activities as traditional methods. The results reveal that GBL activities are just as effective as traditional vocabulary learning strategies, regardless of gender or learning factors.

Three different studies were conducted to examine the effectiveness of only crossword puzzle games on vocabulary acquisition. Researchers found that the respondents had positive attitudes toward the efficacy of crossword puzzle activities in improving their vocabulary acquisition (Abuelo, Castillo & May 2016; Alda & Wati 2021; Seran 2021). In addition, these activities

promote students' psychological aspects of engagement, enthusiastic involvement, curiosity, self-confidence, and vocabulary practice in language learning. Specifically, Abuelo Castillo & May (2016) explore Spanish university students' perceptions of using crossword puzzles as a learning tool for acquiring veterinary terminology, while Alda and Wati (2021) concentrate on the effectiveness of crossword puzzle games in an English course. Seran (2021)'s study, in turn, was conducted among school students rather than university students.

Uzun, Cetinavci, Korkmaz and Salihoglu (2013) investigate the attitudes and beliefs of 70 first-year university students enrolled in elementary English classes about playing games to learn a foreign language. The results of the vocabulary quiz indicate that the experimental group doubled the vocabulary improvement rate of the control group. The respondents expressed positive thoughts and beliefs about playing games in language classes. It is also deduced that there is a demand for more language games that focus on the various aspects of learning a foreign language. Educational philosophies, methodologies, techniques, and language curricula are proposed to be rearranged and modified to meet the needs and interests of 21st-century learners.

Likewise, many studies confirm the efficacious role of GBL activities in boosting students' psychological factors. Ahmed, Ampry, Komariah, Hassan, Thahir, Ali, Faisal and Zafarani (2022b) survey 58 Iranian intermediate EFL learners to examine the effective role of GBL on their motivation and anxiety. The questionnaire results indicate that GBL helps learners feel less anxious and more motivated to learn and develop their language. Moreover, Bin-Hady (2021) reviews studies to explore the advantages of (digital) games in developing EFL students' vocabulary acquisition. This study finds that the games made lessons enjoyable, reduced students' anxiety, motivated them to recall vocabulary easily and naturally, and brought context into the classroom. Qian and Clark (2016) meta-analyse 29 studies targeting 21st-century skills as outcomes and reveal that the GBL approach can be effective in facilitating students' development of these skills.

Dixon, Dixon and Jordan (2022) conduct a meta-analysis focusing on digital game-based language learning (DGBLL) to measure the overall effect of digital gaming on the development of L2. The results demonstrate that DGBLL has shown a small to medium positive effect for between-groups designs and a medium effect for within-group designs. Games developed for entertainment purposes were observed to be more effective than those designed for L2 education, although there is some overlap in the 95% confidence intervals of the two groups.

It is evident that the majority of the studies mentioned earlier were conducted with school students in various school settings. Unlike previous studies, the current study is distinct as it examines the types and frequency of GBL activities included in textbooks used for teaching first-year university students at the University of Bisha in Saudi Arabia. This study aims to explore the students' perceptions regarding the efficacy of these games in helping them acquire vocabulary intentionally in a formal classroom environment. Additionally, it incorporates data from different instruments, such as textbook analysis, questionnaires, exam papers, and students' overall scores in the course. It focuses on the intentional acquisition of new vocabulary and the retrieval of that previously learned, rather than the incidental acquisition of vocabulary.

This study sought to answer the following questions:
1. What types of GBL vocabulary activities are incorporated in the prescribed textbooks?
2. To what extent are the GBL activities incorporated into the prescribed books efficacious in enhancing Saudi non-English majoring students' L2 vocabulary acquisition?
3. How do students perceive the role of GBL activities in boosting their psychological and psychologically-driven factors such as engagement, motivation, and collaboration?
4. Do students' majors affect their vocabulary acquisition and psychological factors?

3.   Method

3.1.   Respondents

The present study, which employed a mixed-method approach, was conducted among 74 male Saudi students majoring in programmes other than English. These students were enrolled in seven different majors and were pursuing a diploma at the Applied College in Al-Namas at the University of Bisha in Saudi Arabia. The analysis includes data from 63 of the students as the remaining did not respond to the questionnaire. The study was conducted during the first semester of the 2022/2023 academic year. The respondents were homogeneous; they were beginners and studied a compulsory course, *General English-1*, with 12 accredited hours per week. Arabic is their native language. The midterm and final exams were standardized for all first-year students at the university.

The first section of the questionnaire collected general information about the respondents, including their majors and preferences for GBL activities. This section showed that the respondents were heterogeneous in terms of their majors (see Table 1).

Table 1. *Descriptive statistics of the respondents' majors.*

Major	Frequency	Percent
Building and Construction Engineering	11	17.5
Information System	9	14.3
Business Administration	5	7.9
Medical Records Administration	23	36.5
Supply Chain Management	8	12.7
Graphic Design and Digital Media	5	7.9
Human Resources	2	3.2
Total	**63**	**100**

Furthermore, they had various preferences for the types of GBL activities with matching activities being the dominant preference (see Table 2). They were also enrolled in two sections: one was instructed by the researcher (34 students), and the other section (29 students) was taught by a colleague who assisted in collecting the data.

Table 2. *Students' preferences for the types of GBL activities.*

The GBL activitie(s) that I prefer for vocabulary acquisition is/are:	Frequency	Percent
Matching words with photos and matching words with words	44	69.8 %
Crossword activity	21	33.3 %
Filling in the missing letters or words	21	33.3%
Reordering of scattered words	20	31.7 %
Categorization of words	12	19.0%
Other	7	11.1%

General English-1 is a mandatory course that is taught to all students enrolled in various programmes, including science and engineering, medicine, and humanities and management. *New Headway Plus* is used as the learning resource with a focus on improving students' language skills and sub-skills. Specifically, the GBL activities were included to complement the content and authentic materials covered in the assigned books. These activities aim to facilitate the intentional acquisition of new vocabulary and the recall of previously learned words.

3.2.   Research instruments

The prescribed books were the main source of the study data[1]. All 14 units of the textbook include topic-based activities. Each unit has two sections with objectives that mainly focus on teaching vocabulary explicitly through a variety of GBL activities. In addition, the instructions for playing the games in each activity are provided, with tasks such as filling-in, matching, matching words to photos, or categorizing. It should be noted that some GBL activities cover more than one language skill, including vocabulary.

Second, a 19-item online questionnaire was designed using Google Forms[2]. The questionnaire was divided into three sections. The first section gathered data on respondents' majors and their preferences for the types of GBL activities. The second section included eight items investigating the effective role of GBL activities in developing the participants' L2 vocabulary. The third section consisted of seven items addressing the respondents' perceptions of GBL in engaging and motivating them to develop their English vocabulary. The questionnaire employed the 5-point Likert-type scale (1= strongly disagree, 5= strongly agree). One open-ended question was used at the end of the questionnaire to assess the respondents' acquired vocabulary due to the GBL. A pilot test was conducted with a group of 10 students to ensure the reliability and internal consistency of the questionnaire. Cronbach's Alpha was used to measure the reliability of the questionnaire items and was found to be very reliable (α=.951). The validity of the questionnaire was ensured by sending it to two colleagues for revision and evaluation. These colleagues are associate professors in applied linguistics with multiple years of experience teaching English courses in Saudi Arabia and Yemen. Some items were merged or deleted, whereas others were reformulated based on their suggestions.

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[1] https://drive.google.com/drive/folders/15ou5la0t0JXTFdwMKHC4vkkHJs6LhidU?usp=share_link
[2] https://forms.gle/JbuwRFQXuuCAwHgq8

Third, since there is a significant correlation between the students' academic achievement and their proficiency (Waluyo & Panmei 2021), the students' midterm and final exam papers and their overall scores in these exams were evaluated based on their scores in the vocabulary section compared with other skills sections. This evaluation aimed to gain in-depth insights into the students' vocabulary acquisition and the achievements of the course's vocabulary-learning objectives. The collected data were triangulated to obtain a holistic picture of the issues being studied.

3.3.   Data collection and analysis procedures

First, the researcher reviewed the assigned books to identify GBL vocabulary-related activities with visual gaming elements. These activities were then categorized based on their type of game, such as crossword puzzle, picture-word and word-word matching, word scrambles, collocations, and categorization. To answer the first research question, the content of these activities was qualitatively analysed based on their types and the frequency of occurrence in different units. Other gaming and non-gaming activities that focus on grammar, editing (writing), everyday English, and reading were excluded as they were beyond the scope of this study.

Second, the questionnaire link was made accessible by the end of the semester. It was forwarded to the students' WhatsApp groups with the help of other teachers. The title and objectives of the study, as well as response guidelines, were made clear at the beginning of the questionnaire. The respondents were made aware that participating in this study was entirely voluntary and would have no bearing on their grades. They were asked to rate their opinions regarding the questionnaire items on a scale ranging from strongly agree (the highest point) to strongly disagree (the lowest point). The results were quantitatively analysed employing preliminary descriptive and inferential statistics in SPSS version 26. Specifically, descriptive statistics (frequencies and percentages) were used to answer the second and third research questions, whereas inferential statistics (ANOVA) were used to answer the fourth research question. Content analysis was employed to analyse the data gathered from the open-ended question added at the end of the questionnaire as a test to assess the respondents' acquired vocabulary due to the use of the GBL activities. The frequency of the words mentioned as responses to the open-ended question is attached.

Third, the students' vocabulary scores on the midterm and final exams were analysed and compared to the scores of other skills. This procedure was conducted upon the completion of the course to delve into understanding the students' academic performance and whether the course vocabulary-related learning outcomes had been met.

4.   Results

In this section, the results of the study, collected using different tools, are analysed qualitatively and quantitatively. First, the types of GBL vocabulary activities included in the prescribed books are analysed qualitatively and quantitatively. Then, the results of the questionnaire are analysed quantitatively. Additionally, the midterm and final exam papers, as well as the students' overall scores in the course, are quantitatively analysed.

4.1.   Results of the prescribed books

RQ1: What types of GBL vocabulary activities are incorporated in the prescribed textbooks?

The analysis of the books revealed that six types of GBL vocabulary activities were intentionally designed to help students acquire L2 vocabulary. These activities include crosswords, matching, filling-in, categorization, collocations, and scattered words. In terms of frequency, they were included a total of 41 times, with crosswords being the most common activity. These activities are analysed as follows.

4.1.1   Crossword activities

It was observed that the crossword activities contained various monosyllabic, polysyllabic, easy, and difficult words, taking into account the students' individual differences and helping them acquire new words. As hints, students were provided with visually designed photos, descriptive words, and definitions to complete the activity appropriately. Figure 1 depicts a crossword activity involving various jobs that students should be familiar with.
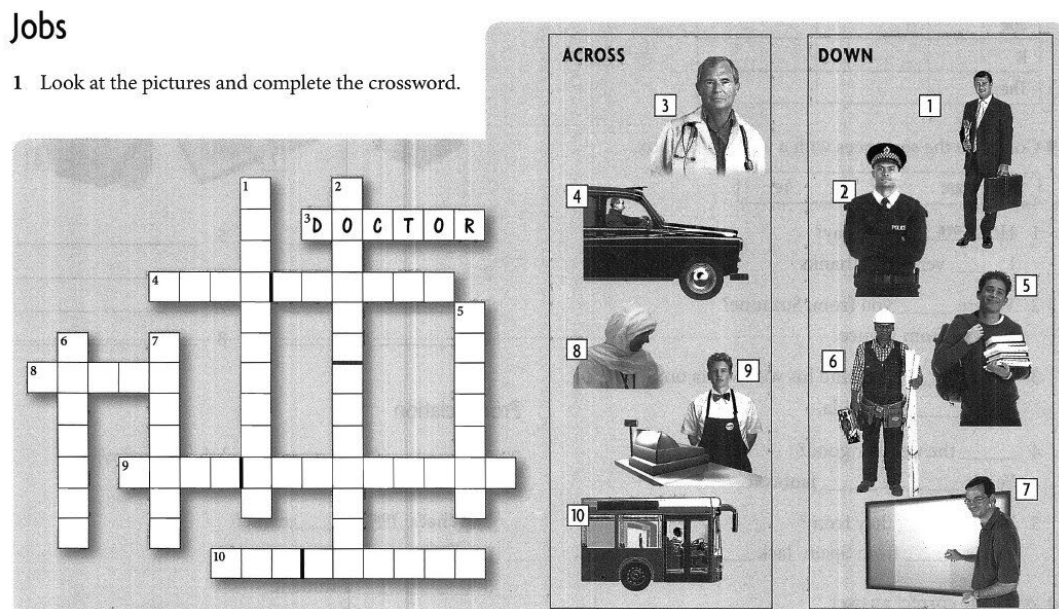
Figure 1. *Example of crossword activity incorporated in the workbook, page 20.*

All units in the prescribed workbook included crossword vocabulary activities except for Unit 14, which was a review of the previous units. Table 3 shows that the identified crossword activities included a variety of vocabulary aspects about various items, names of countries, nationalities, technological devices, jobs, family tree, sports and leisure, food, drinks, common collocations, common adjectives, colours, and clothes. Students first thought of a suitable word and its orthography before filling in the across and down columns in the space provided. These activities boost students' repertoire of vocabulary, help them communicate their opinions and thoughts efficiently, and avoid English-Arabic code switching. Moreover, the activities not only help to develop the students' vocabulary but their writing skills and orthography as the majority of what is included are visually designed photos with no written names.

Table 3. *Crossword activities.*

Unit	Page	Activity
1	6	Complete the crossword using the 12 pictures provided. Words such as *bus*, *computer*, *bag*, *phone*, *photograph*, etc. can be added to reinforce the students' repertoire of vocabulary.
2	12	Rearrange the letters of scrambled words, match them to famous places in countries, and complete the attached crosswords. This exercise aims to enhance students' vocabulary about the world's countries and famous places within these countries.
3	20	Complete the crossword game with different job-related items represented in the attached photos. This exercise enhances students' vocabulary about jobs and occupations.
4	29	Look at the family tree and complete the crossword with the names of the family relatives. This exercise aims to boost students' family-related vocabulary.
5	36	Complete the crossword using the titles of the photos attached to Exercise 1; the photos represent different sports, foods, and drinks. This activity enhances the students' vocabulary and orthography.
6	47	Fill in the crossword with collocations. Students were also advised to choose words that suited the assigned spaces based on the number of letters.
7	57	Complete the crossword with suitable words from the attached photos.
8	62	
9	72	Complete the sentences with collocations using *have*, *do*, and *go* and fill in the crossword.
10	79	Look at the pictures depicting sports and leisure activities (e.g., playing football, tennis, golf; going for a walk) and complete the crossword activity. Fifteen common sports and leisure activities are mentioned, along with some students perform in their daily lives. The exercise helps students recall previously acquired vocabulary and obtain new vocabulary.
11	88	Match adjectives with nouns. The exercise is a mixture of filling in the missing letters and then completing the crossword. Students need to use such adjectives in their daily lives when communicating with others.
12	95	Look at photos of various foods (e.g., fish, chicken, sparkling water, cereal) and complete the crossword.
13	100	Identify colours and types of clothing in the photos and then complete the crossword.

4.1.2   Matching activities

Matching is the second important GBL activity encompassed in the assigned books. It involves matching words with attached photos, words with words, or phrases with phrases. Students were required to match a variety of words related to things, jobs, sports and leisure, food, drinks, and adjectives with attached pictures. Moreover, they were asked to match words, such as countries with nationalities, numbers in digits with their written forms, parts of sentences with

appropriate words or phrases to form complete sentences, adjectives with nouns, items with the places in which they are sold, verbs with their opposites, and words that go together, that is, common collocations (see Table 4). These activities help students think critically about the correct matching of words and improve their vocabulary repertoire.

Figure 2. *Example of a matching activity in the student's book, page 102.*

Table 4. *Word-picture and word-word matching.*

Unit	Student's book/ Workbook	Page no.	Activity
1	Student's book	10	Match words with the images shown in the photos.
2	Workbook	17	Write words identifying different things depicted in the pictures. This exercise reinforces the students' vocabulary.
3	Student's book	18	Match jobs with pictures.
4	Workbook	32	Match the sentences in line A with the corresponding picture in line B. Exercise 9 is about revision for the unit.

5		32	Match sports, food, and drinks with the pictures.
		36	Match countries with nationalities.
7		52	Match words with pictures.
10	Student's book	76	Match activities with photos.
11		86	Match adjectives with suitable nouns. This exercise emphasizes the importance of identifying parts of speech.
12	Workbook	97	Match the places with the items to buy. This exercise helps students identify the items sold in these places.
13	Student's book	96	Attach the colours and clothes with words from the boxes.
		102	Match verbs with their opposites.
	Workbook	105	Match verbs in column A with their correspondence in column B.
14	Student's book	104	Identify the forms of transport shown in photos.
		107	Match the verbs with words. Draw a line between words that had a connection and underline words that do not belong to the same family.
	Workbook	111	Match the words and expressions that go together.

4.1.3   *Filling in the missing letters and words activities*

Filling-in is another activity that can help students improve their vocabulary and orthography. This activity helps students retrieve and correctly spell the already acquired vocabulary to complete words and sentences (Table 5). It also encourages students to think about and acquire new words. Figure 3 shows an example in which students were asked to create five words from the available letters.

Figure 3. *Example of a filling-in activity in the workbook, page 98.*

Table 5. *Filling in the missing letters and words.*

Unit	Page no.	Activity
1	6 &7	Students were shown numbers in written form and asked to write them in numerical form. In Exercise 9, there were many photos of different things, and the students were asked to write these things and their numbers.
3	23	Fill in the missing letters of the words covered in the unit. This activity helps students recall the orthography of previously acquired words.
8	60	Complete the exercise with the names of the rooms in the house. and tick the correct answer. This exercise included many words related to rooms and furniture in the house. Such words are necessary for students to enhance their vocabulary repertoire and use them in various contexts in their daily lives.
8	65	Fill in the correct answer. Exercise 14 is a mixture of vocabulary and grammar. These words are also helpful for students in boosting their English vocabulary.
12	98	Form correct words from the scattered letters in the three columns.
13	103	Complete the sentences with opposite verbs in the correct form (e.g., *leave* and *arrive*, *buy* and *sell*, *love* and *hate*, *ask* and *answer*). Such opposite verbs help students recall their vocabulary.

4.1.4 Word categorization activities

Word categorization is another activity covered in the workbook. The students were asked to sort words that had similar meanings, belonged to the same family, were related to the same topic, or had a similar pronunciation (e.g., final word sound) (Table 6). For example, students were asked to rearrange several words into places, people, and things based on their types (Figure 4). Moreover, they were asked to categorize languages and nationalities into the appropriate columns. These words improved their spelling and vocabulary acquisition.
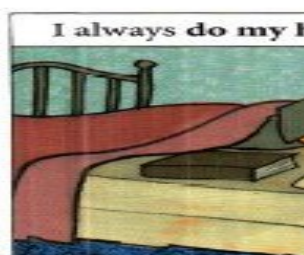

Figure 4. *Example of word categorization activity in the workbook, page 33.*

Table 6. *Word categorization of GBL activities.*

Unit	Page no.	Activity
1	7	Categorize the 13 words based on the pronunciation of their endings /s/, /z/, or /iz/.
4	33	Exercise 16 referred to the categorization of 15 words. These words were scattered in the box, and students had to categorize them into places, people, and things. This exercise increases the students' vocabulary and allows them to know how to put similar things together.
5	39	In Exercise 11, 12 nationalities were scattered, and students were asked to categorize them in the right column. This exercise enhances students' knowledge of world nationalities.
7	55	Exercise 10 was a 2-passage exercise that included several opposing adjectives. The students were asked to underline suitable adjectives to complete the two passages. It is an interesting exercise that develops students' adjective-related vocabulary, as it is one of the content categories of parts of speech.
12	92	In Exercise 1, students were asked to categorize shopping basket items. Words used in daily life, such as *fruit*, *milk*, and *cheese* are important to enhance students' vocabulary.

4.1.5   Collocation activities

It was found that students were repeatedly exposed to commonly used collocations, such as *have*, *do*, *go*, *live*, *speak*, *work*, *like*, *come*, *get*, *listen*, *watch*, *cook*, *drink*, *eat*, *play*, and *stay* (Table 7). These collocations are an integral part of vocabulary acquisition. When used correctly, collocations help students become more fluent in conveying the correct meaning, sound natural and to be understood by others, including native speakers. For example, students were asked to attach expressions to the verbs *have*, *do*, and *go* (Figure 5). It is believed that such common collocations develop students' vocabulary and expressions, which can be used efficiently in their daily lives.

Figure 5. *Example of collocation activity incorporated into the student's book, page 70.*

Table 7. *Collocation activities.*

Unit	Student's book/ Workbook	Page no.	Activity
5	Workbook	41	Exercise 19 pertains to verbs, such as *live*, *speak*, *work*, *have*, *like*, and *come* that correspond with specific words. This exercise enriches the students' vocabulary with collocations.
6	Student's book	46	Match the verbs in column A with the corresponding words in column B. Students are in crucial need of these expressions, as they are used daily.
9	Student's book	70	Look at words that correspond with the verbs *have*, *do*, and *go*.

4.1.6 Scattered words activities

Another GBL activity is one in which students reorganize scattered words and match them to their corresponding images. The prescribed books incorporated several words related to various topics, such as furniture, house, days of the week, seasons, meals, adverbs, collocations, and times of the day (Table 8). Figure 6 displays 15 words in which students were asked to find objects in the house. The acquisition of these words boosts students' repertoire of vocabulary.
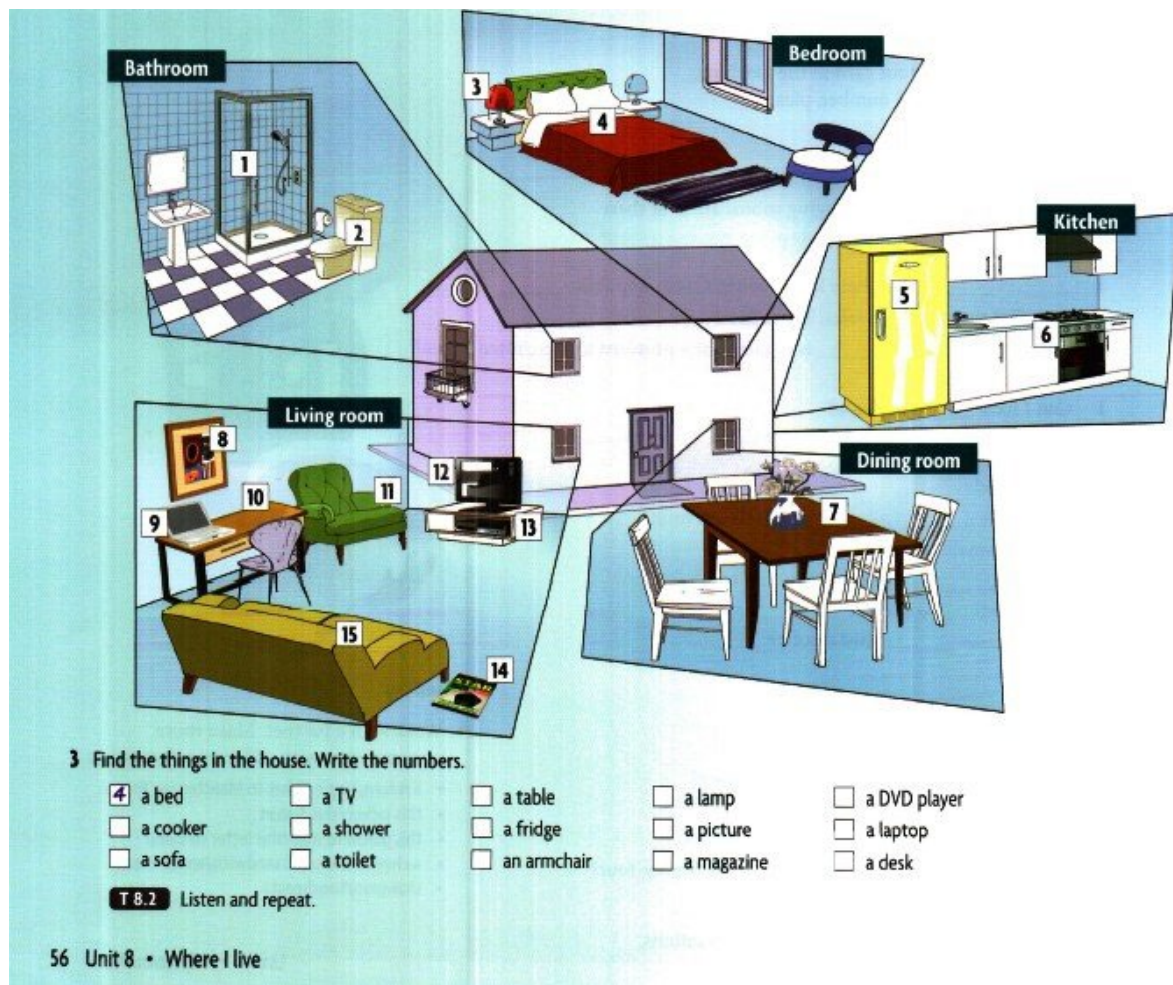
Figure 6. *Example of scattered-words activity in the student's book, page 56.*

Table 8. *Scattered words GBL activities.*

Unit	Student's book/ workbook	Page no.	Activity
8	Student's book	56	Exercise 3 concerns furniture in a house, such as in a bedroom, living room, dining room, kitchen, and bathroom. Students were asked to find things in these rooms and match them to the words provided. Students can recall vocabulary or acquire new words.
14	Workbook	111	Exercise 7 was a revision of what was included in previous units. Students were asked to complete the days of the week, seasons, daily meals, adverbs, collocations, months of the year, and written numbers.

Table 9. *Frequency of GBL activities.*

Activities	Frequency	Assigned Book
Crossword activities	13	Workbook
Picture-word and word-with-word matching	12	Student's book and Workbook
Filling in the missing letters and words	6	Workbook
Word categorization activities	5	
Collocation activities	3	Student's book and Workbook
Scattered words activities	2	
Total	**41**	

4.2.   Questionnaire results

RQ2: To what extent are the GBL activities incorporated into the prescribed books efficacious in enhancing Saudi non-English majoring students' L2 vocabulary acquisition?

The questionnaire results demonstrated that the scale had an overall weighted mean score of (M=4.50, SD =.596). It shows a strong agreement among respondents regarding the efficacy of GBL activities in developing their L2 vocabulary acquisition. Specifically, Table 10 shows that the highest average was given to the efficacious role of GBL activities in helping students acquire and recall vocabulary (M=4.59, SD=.710). Moreover, the respondents considered GBL activities as one of the most effective ways to acquire new English vocabulary. It denotes that the third item received the second-highest average score (M=4.52, SD=.669). In addition, the respondents considered GBL activities to be more helpful in acquiring new vocabulary than traditional methods (M=4.51, SD=.738). Furthermore, the respondents stated that GBL activities could be integrated into the classroom for vocabulary acquisition (M=4.48, SD=.737). However, the role of GBL activities in helping students retain their English vocabulary received the lowest average (M=4.43, SD=.837), which could be attributed to the students' insufficient use of such words in their daily lives. The more words they use in various situations, the better they retain these words.

Table 10. *Descriptive statistics of the students' perceptions of the GBL activities.*

GBL activities …		SA	A	ATSE	D	SD	Mean	Std. Dev.	Rank
help me acquire new English vocabulary.	N	42	18	2	0	1	4.59	.710	1
	%	66.7%	28.6%	3.2%	0 %	1.6 %			
help me recall the English vocabulary I already have.	N	42	18	2	0	1	4.59	.710	1
	%	66.7%	28.6%	3.2%	0%	1.6 %			
help me retain English vocabulary.	N	37	19	5	1	1	4.43	.837	7
	%	58.7%	30.2%	7.9%	1.6%	1.6%			

teach me more English vocabulary the more activities I complete.	N	35	21	7	0	0	4.44	.690	6
	%	55.6 %	33.3 %	11.1%	0%	0%			
help me acquire more English vocabulary than traditional activities.	N	39	19	3	2	0	4.51	.738	3
	%	61.9 %	30.2 %	4.8%	3.2 %	0%			
are one of the richest sources for new English vocabulary acquisition.	N	39	18	6	0	0	4.52	.669	2
	%	61.9 %	28.6 %	9.5%	0%	0%			
can be integrated into the classroom for vocabulary acquisition.	N	36	23	3	0	1	4.48	.737	4
	%	57.1 %	36.5 %	4.8%	0%	1.6%			
are helpful, and I advise my classmates to benefit from the games while developing their English vocabulary.	N	41	13	7	1	1	4.46	.877	5
	%	65.1 %	20.6 %	11.1%	1.6 %	1.6%			
Weighted mean							4.50		
Standard deviation							.596		

Strongly agree (SA), Agree (A), Agree to some extent (ATSE), Disagree (D), Strongly disagree (SD)

RQ 3: How do students perceive the role of GBL activities in boosting their psychological factors?

In terms of the respondents' perceptions of the role of GBL activities in boosting their psychological factors, the questionnaire results stated that the average score on this scale was (M=4.39, SD =.709). This suggests that most students strongly agreed that GBL activities were effective in fostering their vocabulary, thereby enhancing their psychological factors. Table 11 displays the results related to the psychological factors enhanced by GBL activities. The role of GBL activities in motivating respondents to acquire more English vocabulary received the highest mean score (M=4.52, SD=.715). Moreover, the respondents reported that GBL activities made vocabulary acquisition more interesting (M=4.48, SD=.780). Aside from these results, the reduction in the students' shyness in the classroom had the lowest score (M=4.16, SD=1.139).

Table 11. *Descriptive statistics of the third section items: Psychological factors.*

Game-based activities …		SA	A	ATSE	D	SD	M	SD	Rank
motivate me to acquire more English vocabulary.	N	38	22	2	0	1	4.52	.715	1
	%	60.3%	34.9%	3.2%	0%	1.6%			
engage me while acquiring new English vocabulary.	N	38	18	4	3	0	4.44	.819	3
	%	60.3%	28.6%	6.3%	4.8%	0%			
make me more self-confident in acquiring more English vocabulary.	N	34	18	9	1	1	4.32	.895	5
	%	54%	28.6%	14.3%	1.6%	1.6%			
facilitate collaboration with my classmates.	N	34	20	6	3	0	4.35	.845	4
	%	54%	31.7%	9.5%	4.8%	0%			
make vocabulary acquisition more interesting.	N	38	19	5	0	1	4.48	.780	2
	%	60.3%	30.2%	7.9%	0%	1.6%			
reduce my shyness in the classroom.	N	33	17	6	4	3	4.16	1.139	6
	%	52.4%	27.0%	9.5%	6.3%	4.8%			
help me practice the acquired vocabulary in my daily life.	N	37	20	4	1	1	4.44	.819	3
	%	58.7%	31.7%	6.3%	1.6%	1.6%			
Weighted mean								4.39	
Standard deviation								.709	

Strongly agree (SA), Agree (A), Agree to some extent (ATSE), Disagree (D), Strongly disagree (SD)

RQ 4: Do the students' majors affect their vocabulary acquisition and psychological factors?

ANOVA was used to compare the variance of the students' specializations in different groups with the variability of the vocabulary aspects and psychological factors. The results stated that the students' majors affected their vocabulary acquisition but had no effects on their psychological factors. Specifically, Table 12 shows a statistically significant difference in the mean scores ($p < .05$), suggesting that students' specializations affected their vocabulary aspects. This difference can be attributed to the nature of the different majors, as some majors are theoretical and others are practical (see Table 1).

Table 12. *ANOVA test of vocabulary aspects.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	309.203	6	51.534	2.629	.026
Within Groups	1097.781	56	19.603		
Total	1406.984	62			

In contrast, ANOVA revealed that there was no statistically significant difference in the mean scores between students' specializations and psychological factors (p > .05), see Table 13. This reveals that students' specializations did not affect their psychological aspects of motivation, engagement, self-confidence, interest, shyness reduction, or collaboration.

Table 13. *ANOVA test of students' psychological factors.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	229.271	6	38.212	1.649	.151
Within Groups	1297.587	56	23.171		
Total	1526.857	62			

In response to the open-ended question at the end of the questionnaire, which was a vocabulary test, the respondents mentioned a total of 206 words that they had acquired and retained as a result of the use of GBL activities (see Table 14). They mentioned words from different word classes to different extents. Table 14 shows that nouns constituted more than half of these words (52.9%), followed by verbs (16.9%). This interesting finding can be explained by the respondents' frequent use of nouns and verbs, which are the main constituents of sentences, in their interactions. Moreover, adverbs had the lowest percentage (1.5%). This can be traced back to the optionality and scarcity of using them in their lives at this level. Moreover, adverbs were not given due attention in the selected books, which are targeted at beginners.

Interestingly, the respondents added complete phrases and clauses, such as *days of the week*, *don't worry*, *thank you*, *lack of fear*, *there is*, *have breakfast*, *a lot of vocabulary*, *video games*, *English grammar*, *there are*, *the end*, *I like pizza*, *how are you*, *many words*, *turn left*, *turn right*, *go shopping*, and *I would like*. It indicates that the respondents went beyond words to form common phrases. These phrases were exposed in the classroom and the students added them in this study. This is a clear indication that GBL activities help students acquire new vocabulary and recall previously acquired words.

Table 14. *The frequency of words mentioned in response to the open-ended question.*

Word classes	Frequency	Percentage	Examples
Nouns	109	52.9%	*thanks, neighbours, charity, seafood, park, rain, beach, hotel, restaurant, bus, house, farmer, hospital, hello, home, doctor, students, fish, room, card, door, brother, sister, mother, father, son, parents, keys, money, books, lamp, breakfast, mountain, train, countries, number, reading, self, expression, sentence, order, school, game,* etc.
Verbs	35	16.9%	*is, are, like, live, has, start, help, have, am, listen, do, speak, talk, eat, drink, drive, agree, see, play, go, can, were,* etc.
Adjectives	18	8.7%	*missing, sunny, far, white, good, lower, big, great, nice, north,* etc.
Pronouns	18	8.7%	*she, me, I, it, they, we, he, you,* etc.
Conjunctions	8	3.9%	*but, and,* etc.
Prepositions	8	3.9%	*behind, next to, on, in, under, of,* etc.
Articles	6	3.0%	*a, an, the.*
Adverbs	4	2.0%	*there, soon, again, also.*
Total	206	100%	

4.3. Analysis of the midterm and final exam papers and students' overall scores

The designers of the standardized midterm and final exam papers are advised to cover five sections: grammar, vocabulary, editing (writing), everyday English, and reading. It is also important to note that these sections measure the course learning outcomes. The researcher analysed the vocabulary section of these exams to identify questions related to vocabulary, which is the scope of this study. In the midterm exam, it was found that 13 (6.5 points) out of 40 (20 points) multiple-choice questions (MCQs) were assigned to assess students' vocabulary acquisition (see Appendix A). These questions were categorized into vocabulary related to family members (3 MCQs), things (3 MCQs), collocations (3 MCQs), nationalities (2 MCQs), jobs (1 MCQ), and adjectives (1 MCQ). The remaining 27 MCQs assessed reading, grammar, everyday expressions, sentence and question order, and writing skills. The range of questions indicates that there is a balance in covering the various skills in the midterm exams.

In the final exam, it was found that 20 (10 points) of 70 (35 points) MCQs were devoted to vocabulary skills. The questions that assessed students' vocabulary were categorized into family members (2 MCQs), things (4 MCQs), collocations (1 MCQ), jobs (1 MCQ), opposite verbs (2 MCQs), and adjectives (10 MCQs) (see Appendix B). The remaining 50 MCQs tested other skills of reading, writing, grammar, and everyday expressions.

The overall scores of the students in the course were analysed. Table 15 indicates that out of the 74 students, 67 (90.6%) successfully passed the course with varying scores. Conversely,

only six students (8.10%) failed, and one student (1.30%) was absent. Given the anonymous and online nature of the questionnaire, it was challenging to identify which students completed it and which did not. Table 15 analyses the academic achievement of all the students enrolled in the course. The results revealed that the students performed well and scored higher in the vocabulary-based section than in the other sections of the midterm and final exams. In particular, they performed better on the final exam compared to the midterm exam. This finding provides sound evidence that their vocabulary repertoire improved significantly by the end of the semester. This could be attributed to the students' active participation in GBL activities in an enjoyable classroom atmosphere. This interesting result supports the respondents' positive perceptions of the GBL activities in developing their vocabulary aspects.

Table 15. *Students' academic achievement in General English-1.*

Grade	Frequency	Percentage
Excellent	18	24.30 %
Very good	12	16.30 %
Good	19	25.70 %
Pass	18	24.30 %
Fail	6	8.10 %
Absent	1	1.30 %
Total	**74**	**100 %**

5.   Discussion

The findings of the study show that 41 GBL activities were intentionally designed to help students acquire L2 vocabulary; these activities included crossword puzzles, picture-word and word-word matching, filling in the missing letters and words, word categorization, collocations, and scattered words. Crossword activities outnumbered all other activities. Concerning the students' preferences, they were found to prefer matching and crossword puzzles. Furthermore, the findings indicated that two sections were specified for vocabulary development in each unit to align with the course objectives regarding vocabulary development. These sections included various GBL activities. Compared to other skills of grammar, listening and speaking, writing, and reading, this balanced integration of activities was found to help students develop L2 vocabulary knowledge in a motivating and colourful classroom atmosphere. The incorporation of these activities helped students develop their critical thinking skills.

The results generally reflect that the respondents strongly agreed that GBL activities enhanced their vocabulary acquisition. This can be justified by the playful nature of these activities, which motivated students to think about and perform the activities in an enjoyable and stress-free atmosphere. Furthermore, it indicates that the learning objectives for vocabulary development set in these activities were met. The results of this study were congruent with those of previous studies conducted in various contexts (Alda & Wati 2021; Ling & Abdul Aziz 2022; Qian & Clark 2016; Seran 2021; Uzun et al. 2013; Vu et al. 2021). These studies have deduced that GBL activities play an effective role in enhancing students' L2 vocabulary development. Furthermore, they refer to their effective role in creating an inspiring classroom environment for vocabulary acquisition.

Compared to the traditional activities of word lists, flashcards, and word memorization, the respondents of this study stated that GBL activities helped them acquire more English vocabulary (M= 4.51). Moreover, GBL activities were generally more effective than traditional learning methods (M=4.50). This result was incompatible with Benoit (2017)'s, who found that GBL was as effective as learning through traditional strategies. As Benoit's study was recently conducted, teachers might apply GBL activities from the beginning. Moreover, Beniot's study was conducted among school students, where the school environment might be more playful than the university classroom environment.

The findings indicate that the majority of the students strongly agreed that GBL activities promoted their psychological factors for developing their vocabulary. The students' positive perceptions could be traced back to the gaming and stress-free nature of these activities, which created a motivating, engaging, self-confident, collaborative, and interesting atmosphere in the classroom. The findings provided are in accordance with those of Ahmed et al. (2022b) and Alda and Wati (2021), which found that GBL reduced the anxiety of learners of English as a foreign language (EFL), developed their English learning, and increased their motivation for language learning. What is slightly different in this study is that the shyness reduction had the lowest mean score (M=4.16) despite being within the 'strongly agree' interval. Students are expected to overcome their shyness during these activities, which are conducted in an enjoyable and collaborative atmosphere. Teachers are there to facilitate rather than discourage. Shyness can be particularly common among first-year students who have made the transition from public schools to university. They may fear making minor mistakes or deviating from game instructions, as they may worry about the impact such occurrences may have on their grades and GPAs.

Finally, the findings reveal that students' specializations affected their vocabulary aspects, as each major has its own set of specialized vocabulary and terms. Consequently, the vocabulary required by students in their respective areas of study can greatly shape their future careers. This correlation can be attributed to the nature of the majors themselves, with some being theoretical while others are more practical. It is worth noting that the textbooks analysed in this study are specifically designed for beginner-level students from various majors who are enrolled in diploma programmes. These textbooks incorporate a hybrid vocabulary that encompasses a range of interdisciplinary topics, various greetings, world countries and nationalities, occupations, sports, food, and favourites. Furthermore, the results demonstrated that there was no statistically significant difference in the mean scores among students' psychological factors. This finding implies that the students' specializations did not have an impact on their psychological aspects of motivation, engagement, self-confidence, interest, shyness reduction, or collaboration. These psychological aspects may be shaped by a combination of other individual, social, and contextual factors that go beyond students' specializations.

6.   Conclusion

In light of the results obtained from the prescribed books, the questionnaire, the students' exam papers, and their overall scores in the course, it can be concluded that GBL vocabulary activities have been proven to be effective in helping Saudi non-English majoring students to better recall previously learned vocabulary, while also retaining newly acquired vocabulary in an entertaining and playful environment. The results confirmed that students have a positive

perception of the efficacious role of GBL activities in enhancing their L2 vocabulary acquisition. This finding supports the notion that there is a positive relationship between GBL activities and L2 vocabulary acquisition. Additionally, these activities stimulated students' psychological aspects, such as motivation, engagement, self-confidence, interest, reduction of shyness, collaboration, and practice, which all contributed to L2 vocabulary development to varying degrees. A significant difference was found in respondents' opinions on vocabulary aspects based on their specializations. However, there was no statistically significant difference in their opinions on psychological factors based on their specializations. Furthermore, the students' overall scores in the course indicate that the course objectives related to vocabulary enhancement were achieved and the course learning outcomes were met.

6.1. Limitations and recommendations

This study was carried out among male students. Females were assigned to other sections, taught by other instructors, and located on a separate campus. As a result, future researchers can explore the correlation between GBL activities and vocabulary acquisition, considering gender differences. Additionally, they could administer pre- and post-tests within classrooms to evaluate students' vocabulary proficiency at the beginning and end of the course. The current study examined the efficacy of GBL activities incorporated in textbooks. Consequently, future research could explore the effectiveness of digital GBL activities in enhancing students' vocabulary acquisition. This study focused solely on the beginner level of the *New Headway Plus* textbook, limiting its scope to students enrolled in that specific course. Therefore, the findings may not represent the broader usage and game incorporation across various textbooks and student populations. To gain a more comprehensive understanding of the prevalence and effectiveness of GBL activities in educational settings, future research should consider analysing other textbook series (elementary, pre-intermediate, and intermediate) and a diverse student population.

Teachers should strive to motivate and inspire students to engage in and benefit from GBL activities to enhance their vocabulary. Furthermore, teachers should play a facilitating role in helping students overcome shyness in the classroom. Designers can incorporate more GBL activities that specifically focus on using adverbs in everyday English. Subsequently, students can apply the newly acquired vocabulary in various situations and contexts in their daily lives, which will reinforce their memory of the words.

Acknowledgments

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Appendix A: Students' midterm exam. Vocabulary MCQs were highlighted.

UB
1st Semester (1443-1444)–Mid
General English-1 (ENG-6113)

C
Name:
Academic Number :
Section:

Choose the correct answer: -

1. Where _____ from?
   a. they are
   b. are they
   c. they
2. Fatimah is a nurse. She_____ a teacher.
   a. not
   b. isn't
   c. am not
3. _____ children are Norah and Nasser.
   a. Our
   b. She
   c. They
4. _____ brother is a doctor.
   a. Saud's
   b. Saud
   c. Saud is
5. Hala and Mona _____ coffee.
   a. not like
   b. doesn't like
   c. don't like
6. What _____ at weekends?
   a. do they do
   b. does they do
   c. they do
7. _____ a ball.
   a. It
   b. It's
   c. Its
8. What_____ th9 in English?
   a. his
   b. 's
   c. are
9. I have three _____ in my bag.
   a. book
   b. books
   c. a book
10. ___ name is Ali. He's from Oman.
    a. His
    b. He's
    c. Her
11. When _____ usually at home?
    a. are you
    b. your
    c. you are

12. My father drives his _____ to work.
    a. foot
    b. book
    c. car
13. We go to the library to read _____.
    a. books
    b. classes
    c. bags
14. We live in a _____ near the sea.
    a. phone
    b. car
    c. house
15. I go to school by _____.
    a. door
    b. class
    c. bus
16. The _____ is ringing.
    a. window
    b. phone
    c. bag
17. This building is _____. I like it.
    a. fantastic
    b. awful
    c. bad
18. A _____ works in a hospital.
    a. doctor
    b. builder
    c. shop assistant
19. Mona is my _____. She's a student.
    a. daughter
    b. brother
    c. son
20. My _____ is a doctor. He works in a hospital.
    a. father
    b. mother
    c. sister
21. Mona is married to Galal. Galal is her _____.
    a. mother
    b. sister
    c. husband
22. The_____ people are very friendly.
    a. America
    b. China
    c. Japanese
23. He is _____.
    a. Turkey
    b. Egypt
    c. Turkish

431-1-7   صفحة 1 من 2 – – الاختبار النصفي – الفصل الأول 1443 – 1444 هـ– اللغة الإنجليزية العامة-1 (6113اجن)– الدبلوم (المستوى الأول) (النوع C)

Appendix B: Students' final exam. Vocabulary MCQs were highlighted.

UB 1st Semester (1443-1444)–Final General English-1 (ENG-6113)

D Name: Academic Number Section:

`Choose the correct answer: -`

1. Faisal _____ married.
   - a- is
   - b- are
   - c- am

2. I would like some _____.
   - a- a sandwich
   - b- sandwiches
   - c- sandwich

3. This ____ Peter.
   - a- are
   - b- is
   - c- am

4. ____ name is Dina. I'm from Saudi Arabia.
   - a- His
   - b- My
   - c- I'm

5. Ahmed and Ali _____ police officers. They are businessmen.
   - a- aren't
   - b- isn't
   - c- not be

6. A: Who is Tareq?
   B: _____.
   - a- He is a student from Egypt
   - b- He is in the bank
   - c- He is here

7. A: Where is your office?
   B: _____.
   - a- It is in the center of town
   - b- They are fine
   - c- Our office is beautiful

8. A: _____
   B: It's A-L-V-A-R-E-Z
   - a- What's your name?
   - b- How do you tell your surname?
   - c- How do you spell your surname?

9. A: How much is the burger? £ 2.90
   B: _____
   - a- It's two pounds ninety
   - b- It's ninety-two pounds
   - c- It's twenty-nine pounds

10. A _____ works in a hospital.
    - a- builder
    - b- bus driver
    - c- doctor

11. Rahaf is my _____.
    - a- father
    - b- son
    - c- daughter

12. My ____ is a doctor. He works in a hospital.
    - a- father
    - b- mother
    - c- daughter

13. It's an ____ dictionary.
    - a- Saudi Arabia
    - b- English
    - c- China

14. People in Oman speak _____.
    - a- Arabia
    - b- Arabic
    - c- Arab

15. Heba sometimes ____ TV in the evening.
    - a. plays
    - b. does
    - c. watches

16. I always ____ coffee in my office at 1:00.
    - a- go
    - b- drink
    - c- work

17. The weather is not good. It is too ____.
    - a- hot
    - b- new
    - c- big

18. Motor racing is a ____ sport.
    - a- big
    - b- fresh
    - c- dangerous

19. My car is cheap, but your car is _____.
    - a- easy
    - b- cheap
    - c- expensive

20. The opposite of the verb "buy" is ____.
    - a- arrive
    - b- sell
    - c- hate

21. The opposite of the verb "start" is ____.
    - a- finish
    - b- play
    - c- forget

22. Where _____ she live?
    - a- is
    - b- does
    - c- do

431-F-8

صفحة 1 من 4 – – الاختبار النهائي – الفصل الأول 1443 – 1444 هـ – اللغة الإنجليزية العامة-1 (6113)(برج)- السلم (المستوى الأول) (نموذج D)

23. What's _____ address?
    a- your
    b- yours
    c- you're

24. Students usually _____ before exams.
    a- studies
    b- studying
    c- study

25. I like wearing _____.
    a- blue jean
    b- a blue pair of jeans
    c- an blue jeans

26. Where _____ at 7 everyday?
    a- do he usually go
    b- does he usually go
    c- he go

27. What time _____ ?
    a- it is
    b- it does
    c- is it

28. I go to school by _____.
    a- foot
    b- door
    c- car

29. I like your dress. It's really _____.
    a- bad
    b- good
    c- dirty

30. I don't _____ milk.
    a- drink
    b- drank
    c- drunk

31. (2 + 2 = 4) This is _____.
    a- expensive
    b- new
    c- right

32. My sister has a beautiful _____ hair.
    a- old
    b- black
    c- big

33. The computer is on the _____.
    a- magazine
    b- table
    c- wall

34. The shower is in the _____.
    a- garden
    b- living room
    c- bath room

35. Last week, Asma _____ her homework.
    a- didn't do
    b- didn't had
    c- didn't go

36. London is a _____ city.
    a- long
    b- modern
    c- tall

37. _____ any CDs on your bookshelf?
    a- There are
    b- There is
    c- Are there

38. Are there any students in class today?
    a- Yes, there is some.
    b- Yes, there aren't.
    c- Yes, there are.

39. When _____ your brother born?
    a- was
    b- weren't
    c- is

40. Her brother _____ an expensive car last week.
    a- buying
    b- bought
    c- buy

41. Choose the correct sentence.
    a- We have a lovely teacher.
    b- We has a lovely teacher.
    c- We is a lovely teacher.

42. Choose the correct sentence.
    a- I no can understand.
    b- I can't understand.
    c- Can no understand.

43. Hamad: _____
    Saad: Tuesday
    a- Why do you come early?
    b- What day is it today?
    c- Is it 6 o'clock?

44. A: How often do you eat in restaurants?
    B: _____

    a- Fine. And you?

    b- Thank you.

    c- Every weekend.

45. Choose the correct sentence.
    a- I can't speak Chinese.
    b- I no speak Chinese.
    c- No I speak Chinese.

46. Choose the correct sentence.
    a- Are you speak Arabic?
    b- Can you speak Arabic?
    c- Does you speak Arabic?

47. Choose the correct sentence.
    a- He's a engineer.
    b- He's an engineer.
    c- He's the engineer.