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**Master Thesis Defense**

Entitled

*THE IMPACT OF IMPLEMENTING A GAMIFIED APPLICATION ON TEACHING AND LEARNING  
VOCABULARY IN A FOURTH GRADE ENGLISH CLASSROOM IN THE UAE*

by

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Abstract

This thesis is concerned with the impact of using digital games or gamification on learning vocabulary for English language fourth graders in a classroom in the UAE. The main objective of this thesis is to examine how the use of digital games may affect the process of learning vocabulary in a grade four classroom. Another purpose of this study is to investigate learners' and teachers' perceptions of learning vocabulary items. A Quasi-experimental mixed method design has been implemented in this study. Three classes of Grade four went through an experiment of independently engaging in gamified vocabulary software named Blooket. The three classes were each randomly split into an experimental group that learned vocabulary through a gamified application and a control group that learned vocabulary through traditional methods for a period of five weeks. Using T-test analysis for the experimental part of the study and thematic analysis for the qualitative part of the study, results indicated that the scores of the experimental group were significantly different than the scores of the control group. This means using gamified applications may affect positively the process of learning vocabulary. Learners' perceptions to using gamified application were positive however, most teachers weren't enthusiastic to use gamified applications in the classroom due to different reasons they have provided. This study also provides the challenges of gamification on learning vocabulary and the future implications of gamification.

**Keywords:** Gamification, Vocabulary learning, Gamified applications, Blooket