



The Effect of Charades and Pictionary Games on Specific Language Skills and Students' Attitudes

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ABSTRACT

EFL learners in Iraq face difficulties mastering English language, particularly for those who are in the intermediate stages of language learning. In addition to that, the problem became more serious because our students are not emotionally or mentally involved in the lessons. Games are considered an effective tool that can help students to be motivated within their learning. This study aims to examine the impact of Charades and Pictionary on Students' Specific Language Skills and Attitudes among EFL intermediate school students. A quasi-experimental pretest-posttest control group design was employed. The sample of the present study consisted of (80) male intermediate school students divided into (40) for the experimental group and (40) for the control group from first intermediate grade from Al-Makasib intermediate School for boys, in Al-Karkh, second sector, Baghdad. The instruments of the study included an English language achievement test covering Understanding vocabulary, grammatical correctness and reading comprehension skills in addition to questionnaire to examine students attitudes towards these games. The results revealed that Charades and Pictionary had a statistically significant positive effect on improving students' vocabulary understanding, grammatical correctness, and reading comprehension. Furthermore, the findings indicated that students developed highly positive attitudes toward the use of these games in English language learning. The study provides empirical evidence supporting the integration of Charades and Pictionary into Iraqi EFL classrooms as effective instructional strategies for enhancing English language achievement and promoting positive learner attitudes.

Keywords: Charades, Pictionary, Understanding vocabulary, grammatical correctness and reading comprehension

اثر لعبتي التمثيل الصامت(Charades) والرسم (Pictionary) على مهارات لغوية محددة واتجاهات الطلبة

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المخلص

يواجه متعلمو اللغة الانكليزية في العراق العديد من الصعوبات في اتقان اللغة الانكليزية وخصوصا اولئك الذين هم في المراحل المتوسطة من تعلم اللغة اضافة الى ذلك والمشكلة اصبحت اكثر تعقيدا بسبب ضعف الانخراط العاطفي والذهني للطلبة داخل الدروس، الالعب التعليمية تعد وسيلة فعالة يمكن أن تسهم في تعزيز دافعية الطلبة وتحفيزهم أثناء التعلم. هذه الدراسة تهدف الى فحص تأثير لعبتي التمثيل الصامت (Charades) والبيكشنري (Pictionary) على مهارات لغوية محددة واتجاهات الطلبة لدى متعلمي اللغة في المرحلة المتوسطة. اعتمدت الدراسة تصميمًا شبه تجريبي ذي اختبارين قبلي وبعدي لمجموعتين (تجريبية وضابطة). تكونت عينة الدراسة الحالية من (80) طالباً من الذكور في المرحلة المتوسطة، تم تقسيمهم بالتساوي إلى مجموعتين: مجموعة تجريبية تضم (40) طالباً ومجموعة ضابطة تضم (40)

طالباً، من الصف الأول المتوسط في مدرسة المكاسب المتوسطة للبنين في الكرخ/القطاع الثاني في بغداد. شملت أدوات الدراسة اختباراً في اللغة الإنجليزية يغطي مهارات فهم المفردات، والدقة النحوية، ومهارات القراءة الاستيعابية، بالإضافة إلى استبانة لقياس اتجاهات الطلبة نحو استخدام هذه الألعاب في تعلم اللغة الإنجليزية. أظهرت النتائج أن استخدام لعبتي التمثيل الصامت والبيكثنري أسفر عن فروق ذات دلالة إحصائية في تحسين فهم المفردات، والدقة النحوية، والقراءة الاستيعابية لدى طلبة المجموعة التجريبية مقارنةً بالمجموعة الضابطة. كما أظهرت النتائج أن الطلبة أبدوا اتجاهات إيجابية مرتفعة نحو استخدام هاتين اللعبتين في تعلم اللغة الإنجليزية. وتقدم هذه الدراسة دليلاً تجريبياً يدعم دمج لعبتي التمثيل الصامت والبيكثنري في صفوف اللغة الإنجليزية بوصفهما استراتيجيتين تدريسيّتين فعاليتين لتحسين التحصيل في اللغة الإنجليزية وتعزيز الاتجاهات الإيجابية لدى المتعلمين.

الكلمات المفتاحية: التمثيل الصامت، الرسم، فهم المفردات، الصحة النحوية، الفهم القراني.

1. Introduction

1.1 Problem of the Study and its Significance

One of the most common problems in many English Language classrooms in Iraq is that teachers still rely on traditional teacher-centered methods of teaching English, this heavy reliance on passive teaching make students passive recipients of knowledge rather than active participants of knowledge. EFL learners in Iraq face difficulties to understand spoken language and comprehending written texts, particularly for those who are in the intermediate stages of language learning (Farhan, 2024). In addition to that, the problem become more serious because many students are not emotionally or mentally involved in the lessons. When learners do not feel connected to the learning process or the atmosphere of the classroom, they learn less effectively.

One of the important components of language is vocabulary, it forms the foundation for the mastery of all language skills (NADILAH, 2020). one of the major problems with vocabulary is that students have limited vocabulary knowledge which leads to problems with **vocabulary understanding**, students with limited vocabulary knowledge struggle to comprehend texts and express their ideas accurately. According to Schmitt, (2020) insufficient vocabulary knowledge is one of the main causes of poor language performance among EFL learners.

Another significant issue concerns **grammatical correctness**, because the passive teaching of grammar which focuses on memorization of rules without meaningful practice, leads student to struggle to produce correct grammatical utterances and sentences. Many students produce sentences with grammatical errors due to insufficient understanding of grammatical rules and limited opportunities for meaningful practice. According to Ellis (2006), grammar learning is most effective when learners are exposed to meaningful input and opportunities to use language in context rather than through isolated rule memorization. Similarly, Wilkins, (1972) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed,”

In addition, reading comprehension is another important area in which students face serious

difficulties, because of the limited vocabulary knowledge and grammatical knowledge and lack of effective reading strategies. Reading comprehension requires the integration of multiple linguistic skills, including vocabulary knowledge and grammatical awareness, which many EFL learners have not fully developed (Grabe, 2009).

To overcome these challenges, recent educational methods emphasize the importance of interactive and student-centered approaches, particularly game-based learning. Therefore, teachers should employ appropriate techniques that encourage students to participate in the classroom (Ahmed & Saalh, 2025). According to Wright, Betteridge, and Buckby (2006), Language games are considered an effective strategy for encouraging learners to actively engage in English language learning. Motivation can affect all aspects of life including learning a language (Abdalla, 2023). Language games provide opportunities for meaningful communication and create a low-anxiety learning environment.

To encourage learners to learn the language games are considered a useful strategy. Employing games is beneficial for all students since it helps them to view the language as a living means of communication, enable students to use the language without without the pressure of formal assessment,to use the language naturally (Khudhair, 2016).

Furthermore, Krashen (1982) explains that enjoyable activities help lower the affective filter, facilitating language acquisition. In this context, games such as Charades and Pictionary are considered effective tools that promote interaction, creativity, and active participation.

Despite the growing body of research on game-based learning in English language education, relatively few studies have investigated the combined use of Charades and Pictionary in EFL classrooms. Moreover, limited research has examined their effectiveness among Iraqi intermediate school students while simultaneously assessing vocabulary understanding, grammatical correctness, reading comprehension, and students' attitudes toward learning English. Therefore, the present study seeks to address this gap by examining the impact of integrating Charades and Pictionary on these language learning outcomes within the Iraqi EFL context.

1.2 Objective

This study aims to :

1. Examine the effectiveness of Charades and Pictionary in improving specific language skills (understanding vocabulary, grammatical correctness and reading comprehension) among intermediate school students.
2. Explore students' attitudes and perceptions toward the use of Charades and Pictionary in English

language learning.

1.3 Hypotheses

To achieve the study objectives, it is hypothesized that:

- There is no statistically significant difference in vocabulary improvement, grammatical correctness and reading comprehension scores among intermediate school students who use charades and Pictionary compared to those who use traditional learning methods

1.4 Research Questions

- What are the attitudes and perceptions of intermediate school students toward the use of charades and Pictionary in English language learning?

1.5 Scope

This study is limited to:

1. First-grade male intermediate school students at Al-Makasib intermediate School for boys.
2. The academic year 2025–2026.
3. English language achievement as measured by pre-tests and post-tests designed according to the school's English curriculum.
4. The use of Charades and Pictionary as the main teaching interventions with the experimental group
5. Future researchers, by providing empirical evidence and serving as a reference for further studies on game-based learning in Iraqi EFL contexts.

1.6 Value

It is hoped that this study will be valuable for:

1. EFL Iraqi students, as it may help them become more dynamic, active, and engaged in the learning process by providing more meaningful learning opportunities that may improve their English language achievement.
2. Teachers, researchers, educators, and specialists in the field of English language teaching, as it may contribute to their understanding of the effectiveness of using language games, particularly Charades and Pictionary.
3. Curriculum designers and educational planners, as the findings of this study may provide empirical evidence that supports the integration of game-based activities into English language curricula at the intermediate school level.

1.7 Definitions of Basic Terms

1.7.1 Impact

It is defined as “any changes that might cause in a thing or person by another thing or person” (Collins, 1978)

1.7.2 Charades

Rahmah, & Astutik (2020) defines charades as a game that requires body movements and facial expressions to convey something to others. It's a game applied by one of the students standing in front of others representing a word or a phrase using his body with some noises if necessary without a clear utterance, while others guess the correct word. Thus, the students might easily remember the words.

1.7.3 Pictionary

Pictionary game is a game that demonstrate the picture of the word that should be guessed by drawing ,it's one of the most popular games .It was invented by Robert Angel at the age of 24 years in 1986 . Players attempt to identify words from pictures drawn by other players. It's used to increase learners' vocabulary mastery in English language instruction (Hamer, & Lely, 2019).

1.7.4 Understating vocabulary

Vocabulary understanding refers to a learner's ability to recognize, comprehend, and appropriately use words in different contexts. It includes knowledge of word meanings, forms, and usage, as well as the ability to connect words with their meanings in both spoken and written language. (Nation, 2022)

1.7.5 Grammatical Correctness

Grammatical Correctness is a task of correcting different kinds of errors in text such as spelling, punctuation, grammatical, and word choice errors (Wu et al., 2023)

1.7.6 Reading comprehension

It is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding (Obeed, 2018)

1.7.7 Attitudes

Attitudes defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993)

1 Theoretical Framework

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3. 2.1 Game-Based Learning (Theories & Foundations)

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5. Game based learning means the adaptation of some gaming concepts

and their implementation in reality to attract users (Yuan et al., 2019)

6. The theoretical foundations of Game-Based Learning (GBL) is grounded in Behaviourism, Cognitivism, Constructivism, Humanism, and Sociocultural Theory, these theories explain how learning occurs through interactive and engaging environment. With behaviourism theory, reinforcement is considered very important with games when learners receive immediate feedback such as rewards, encouraging repetition of correct responses (Hwang & Kim, 2016). Cognitive theory also considers an important theory in game based learning. It focuses on the mental process of learners, problem-solving, and critical thinking as games enhance them and enhance memory (Malik, 2021). Constructivism views learning as an active process in which students construct knowledge through participation and collaboration within game environments (Bada & Olusegun, 2015). In addition to that, humanistic theory emphasize the importance of self-actualization, self-confidence emotions and motivation as games create a supportive atmosphere that reduces anxiety and encourages active involvement (Du, 2012). Finally, socio-cultural theory emphasizes learning as a social process of groups and team work that games promote for communication and meaningful language use (Rahmatirad, 2020). Together, all these theories provide a strong foundations for understanding effectiveness of GBL in enhancing language learning.

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8. **2.2 Role of Games in Language Skill Development**

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10. Games are considered an effective language learning strategies, they encourage learners to use language naturally and reduce anxiety to increase motivation. In addition to that students need to take responsibility over their learning (Abdulbaqi, 2024). This makes games particularly effective in the development of language skills especially understanding vocabulary, grammatical correctness, and reading comprehension. Games enhance vocabulary acquisition by providing learners with repeated, meaningful and interactive exposure to new words, which develop retention and active use of language (Hwang, Wu, & Chen, 2012).

11. Vocabulary is considered a core component of language proficiency, as it forms the basis for communication and comprehension. For vocabulary learning to be effective it requires repeated exposure, meaningful use, and contextual understanding (Nation, 2022). Both games are effective for vocabulary learning and acquisition. Besides, Games support grammar learning by making the practice of language structures more engaging and less mechanical, allowing students to use grammatical forms naturally in communicative contexts (Mishra, Jeyasakthi, & Velmurugan, 2021). In addition to that, reading comprehension is a cognitive process that requires understanding, interpreting, and constructing meaning from text. According to Goodman, K. S. (2014) reading is a “psycholinguistic

guessing game” in which readers actively predict meaning based on prior knowledge and context. Reading skill can be enhanced by helping learners comprehend text through engaging and meaningful activities, which games can provide for them (Ruiz, 2015).

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13. 2.3 Charades and Pictionary in EFL Classrooms

14. 2.3.1 Charades

15. Charades gives some advantages in increasing vocabulary. This game has the advantage of helping learners learn how to act out words and learn at the same time. This game teaches students how to use the vocabulary words using body language. This helps students to define the word, and adjust the action with the spoken word. Related to same explanation, game encourages students to activities of higher level thinking. It reduces students’ boredom in learning vocabulary because students’ like learning something enjoyable and fun. It is also a lot of fun when students are asked to do this in a group (Indiani, 2012).

16. The Procedures of Charades Game Technique is presented by the following steps by Maley and Duff (2005: 174) :

17. 1. At the beginning, the teacher demonstrates how the charades games technique can be applied inside the classroom. The concept is that the teacher divides the students into groups and each group represents certain words by miming and using sounds without pronouncing the words.

18. 2. When the students get the idea, the teacher supplies one of them with a slip that contains a word. This students has to present the word to other group members by using body movements, facial expressions, and sounds if needed.

19. 3. When the other members from different groups make a correct answer, the teacher will supply a new slip to other students from a different group until all the students have a turn.

20. 4. At the end, the teacher conducts a feedback and asks some students to represent the words to other students.

21. 2.3.2 Pictionary

22. Pictionary game as a technique in teaching English language is one of many interesting vocabulary games. The advantages of using this game in language learning are presented by(Wijianto, 2021). As follow:

23. a. Pictionary game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures.

24. b. It encourages cooperation in the teamwork.

25. c. It creates a meaningful context of language use.

26. d. It encourages students to interact and communicate.

27. e. It provides language practice in the various skills- speaking, writing, listening and reading, depending on the variation of the game.

28. f. It is motivating and challenging

29. Hamer & Lely (2019) elaborate the steps to apply Pictionary game in the classroom. There are as follows:

1. Learners are divided into a group. The number of the group can be depending on the number of learners in the classroom and also can be divided based on the seat.

2. The teacher explains the rules of Pictionary game.

3. Each group is given a word to draw.

4. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside.

5. The teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners.

6. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it.

7. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess

8. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group.

9. The winner is the most and the fastest group when guessing the words correctly.

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2 . Methodology

3.1 Experimental Design of the Study

In this research, a quasi-experimental pre-test, post-test design was employed to investigate the impact of Charades and Pictionary on Students' Specific Language Skills and attitudes of intermediate school students. Two intact classes were selected for the experiment. One class represented the experimental group, while the other class represented the control group. Both groups were administered a pre-test before the experiment. After the instructional treatment is implemented, a post-test is administered to identify any improvement resulting from the experimental treatment.

3.2 The Instruments of the Study

To achieve the objectives of the study, two instruments were employed:

3.2 .1 English language achievement test

The first instrument used in this study was an English language achievement test. It was designed to assess students' achievement in specific language skills, mainly understanding vocabulary, grammatical correctness, and reading comprehension. The test was constructed by the researcher from English for Iraq textbook by Terry O'Neill and Peter Snow. The written test consisted of several items that measure reading comprehension, grammar correctness, and understanding vocabulary.

The written test consists of six questions. Reading comprehension questions (Q1 and Q5) were designed to measure students' ability to understand written texts and identify correct information. Grammar and function tasks (Q2) were designed to assess students' understanding of grammatical structures and their ability to manipulate language forms, including sentence rearrangement, tense usage, and sentence combination. Vocabulary (Q3) were included to measure students' lexical knowledge

3.2.2 The questionnaire

In order to gain insight to the students' attitudes towards the games a questionnaire based on Putra and Priyatmojo (2021) was adapted to achieve the aim of this study. The current study has used the five-point Likert scale. The Likert scale consists of a group of statements related to a situation. Participants are asked to indicate how much they agree or disagree with each statement, usually using a scale that ranges from strongly disagree to strongly agree. All the statements together are designed to measure one specific attitude or idea, so they are connected and work as a whole to show the participant's opinion about the topic (Joshi et al., 2015). The questionnaire used in this study was originally adapted from Putra and Priyatmojo (2021), it was modified by the researcher to suit the aims of the current study and to specifically address the use of Charades and Pictionary games

The instrument consists of twenty (20) statements, designed to measure students' attitudes toward the use of these two games in the English classroom. The questionnaire employs a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree, allowing participants to express their level of agreement with each statement.

3.3 Pilot Study

Before administering the instruments to the main sample, a pilot study was conducted to examine the clarity and suitability of the achievement test and questionnaire. The pilot study involved 200 first-grade intermediate male students selected from Al-Hadbaa Intermediate School for Boys and Al-Tabari Intermediate School for Boys, who were not included in the main sample. The pilot study was carried out to ensure that the test instructions and questionnaire items were clear and understandable, estimate the time required to complete the instruments, and obtain the necessary data for item analysis and reliability estimation. The findings confirmed that the instruments were appropriate for

administration after making minor modifications based on the pilot study results.

3.4 Validity and reliability of the Instruments

31. 3.4.1 Validity and reliability of the test

In the present study, the researcher achieved the validity through face validity and construct validity. Face validity was achieved by the researcher by presenting the instruments to the Jury Members who are experts in EFL. The experts' agreement on the test items was 90%, and their comments and suggestions were taken into consideration to improve and refine the test. Based on their remarks, some minor modifications were made. Evidence for construct validity was obtained through item analysis. Item difficulty and item discrimination indices were calculated to evaluate the quality of the test items. The obtained values were within the acceptable ranges, indicating that the test items adequately measured the intended construct of English language achievement.

On the other hand reliability was measured, the researcher applied the Kuder-Richardson 20 (KR-20) formula to the students' scores. The reliability coefficient obtained was (0.845), which indicates that the test had a good level of internal consistency and was reliable for measuring students' English language achievement.

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34. 3.4.2 Validity and reliability of the questionnaire

Questionnaire validity was verified through face validity and construct validity. Face validity was established by presenting the questionnaire to the Jury Members, who agreed on the suitability of the questionnaire items with a 95% agreement.

Construct validity was confirmed through item discrimination, which showed that all the items of the questionnaire were appropriate for measuring students' attitudes. Talking about reliability, the researcher employed the test-retest method to calculate reliability. The questionnaire was administered twice to the same sample with a time interval of fifteen days between the two administrations. Pearson's correlation coefficient was used between the scores of the sample members in the first and second administrations. The reliability coefficient was (0.822), indicating that the questionnaire had an acceptable level of reliability and consistency.

4. The results

4.1 Results Related to the First Research Objective

To examine the impact of Charades and Pictionary in improving Understanding vocabulary,

grammatical correctness and reading comprehension skills among intermediate school students , the experimental group and the control group for each skill, the means and standard deviations were calculated, and the F-ratio test was used to achieve homogeneity of variance. Then, the t-test for two independent samples was used for each skill, as shown in the table (4.1) , Figure (4.1)

Table (4.1)

t-test results for the two research groups (experimental and control) on the effectiveness of Charades and Pictionary in improving Understanding vocabulary, grammatical correctness and reading comprehension skills

	Group	N	Mean	S.D	Variance	F Ratio		t-test		df	Level signific
						Computed	Tabulated	Computed	Tabulated		
Understanding vocabulary	Experimental	40	6.000	1.974	3.897	2.107	4.080	5.070	1.980	78	0.05
	Control	40	3.650	2.167	4.695						
Grammatical correctness	Experimental	40	3.150	1.075	1.156	0.220	4.080	3.472	1.980	78	0.05
	Control	40	2.275	1.176	1.384						
Reading comprehension	Experimental	40	5.800	2.066	4.267	0.433	4.080	3.472	1.980	78	0.05
	Control	40	4.100	2.307	5.323						

* the tabulated t-value at a significance level of (0.05) and a degree of freedom (78) = (1.980).

Table (4.1) shows that:

- The calculated F-values (2.107, 0.220, and 0.433) were lower than the tabulated F-value (4.080) at the 0.05 significance level, indicating that the assumption of homogeneity of variance was met for all three language skills.
- Regarding vocabulary understanding, the calculated t-value (5.070) exceeded the tabulated value (1.980) at the 0.05 significance level with 78 degrees of freedom. The experimental group also achieved a higher mean score ($M = 6.00$) than the control group ($M = 3.65$). These findings indicate that Charades and Pictionary had a statistically significant positive effect on students' vocabulary understanding.
- Regarding grammatical correctness, the experimental group obtained a higher mean score ($M = 3.15$) than the control group ($M = 2.28$). The calculated t-value (3.472) was greater than the tabulated value (1.980), indicating a statistically significant difference in favour of the experimental group.

This finding suggests that Charades and Pictionary significantly improved students' grammatical correctness.

- Regarding reading comprehension, the experimental group achieved a higher mean score ($M = 5.80$) than the control group ($M = 4.10$). The calculated t-value (3.472) exceeded the tabulated value (1.980) at the 0.05 significance level, indicating a statistically significant difference in favour of the experimental group. Therefore, Charades and Pictionary significantly enhanced students' reading comprehension.
- Thus, the hypothesis, which states that “There is no statistically significant differences in vocabulary improvement ,grammatical correctness and reading comprehension scores among intermediate school students who use charades and Pictionary compared to those who use traditional learning methods ” is rejected, as shown in Table (4.3)

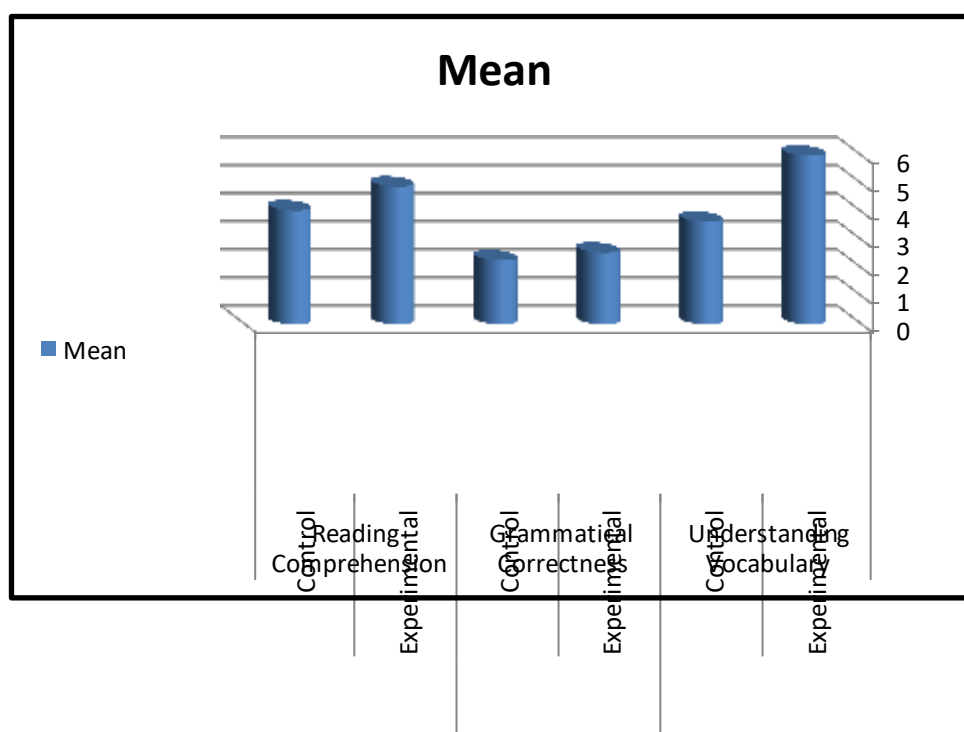


Figure (4.2)

Chart bars for the two research groups (experimental and control) on the Understanding vocabulary, grammatical correctness and reading comprehension skills

Figure(4.1)

Chart bars for the two research groups (experimental and control) on the Understanding vocabulary, grammatical correctness and reading comprehension skills

4.2 Results Related to the second Research Objective

To achieve the second aim, the mean was calculated and reached (66.100) and the standard deviation reached (3.136) and when compared to the theoretical mean¹ of (60) of the students' attitudes, the t-test was used for a single sample, and the results appeared as shown in the table (4.2).

Table (4.2)

One sample t.test to compare the mean sample scores with the theoretical mean students' attitudes and perceptions toward the use of Charades and Pictionary in English language learning

variable	Mean	St.divation	theoretical mean	t.test		Degree of freedom	Level of significance
				Computed	Tabulated		
attitudes and perceptions	66.100	3.136	60	12.301	1.980	79	0.05

* the tabulated t-value at a significance level of (0.05) and a degree of freedom (79) = (1.980).

Table (4.4) shows that the calculated t-value is (12.301) greater than the tabulated t-value of (1.980) at a significance level of (0.05) and degrees of freedom of (79). It also shows that the sample mean is greater than the theoretical mean, which indicates that the students' attitudes and perceptions toward the use of Charades and Pictionary in English language learning are high.

- This result answers the question of this study: What are the attitudes and perceptions of intermediate school students toward the use of charades and Pictionary in English language learning ?

¹ Theoretical mean = n of items * 5 + n of items * 1 / 2 = 5 * 20 + 1 * 20 = 100 + 20 = 120 / 2 = 60

5.1 Discussion of Results

The present study revealed that Charades and Pictionary had a statistically significant positive effect on students' vocabulary understanding, grammatical correctness, and reading comprehension. These findings suggest that integrating game-based learning into EFL classrooms can effectively enhance different aspects of students' English language achievement.

The improvement in vocabulary understanding can be attributed to the nature of the games themselves. Charades and Pictionary are very visual, physical, and contextual, and they make meaningful connections between words and meanings. Moreover, the results of the study support

Stephen Krashen (1982) principles, especially by lowering the affective filter. Games create a fun and non-threatening atmosphere that allows students to engage in the activity without fear of getting it wrong. Students learn, interact, guess meanings, and use vocabulary in a relaxed setting, which resulted in an improvement of their level in this study.

The findings also demonstrated statistically significant improvement in grammatical correctness and reading comprehension. This improvement may be explained by the communicative nature of Charades and Pictionary, which encourages learners to use language meaningfully rather than merely memorizing rules. These findings are consistent with Ellis (2006), who argued that grammar develops more effectively when learners are exposed to meaningful language use in communicative contexts. Similarly, the improvement in reading comprehension may be attributed to students' enhanced vocabulary knowledge and greater classroom engagement, both of which support comprehension processes. Grabe (2009) emphasized that reading comprehension depends on the integration of vocabulary knowledge, grammatical awareness, and active processing of meaning. Regarding students' attitudes, the results clearly showed that students had highly positive attitudes toward the use of Charades and Pictionary. This is because of the enjoyable nature of games. Students in the lesson felt more comfortable, interested engaged, and enthusiastic through the lesson. This finding supports Andrew Wright et al. (2006), who mentioned that the games increase learners' motivation and participation by creating an enjoyable learning environment for students.

5.2 Conclusions

Based on the findings many conclusions can be drawn:

1. Charades and Pictionary are effective tools for improving vocabulary understanding among intermediate EFL school students.
2. Charades and Pictionary significantly improved students' grammatical correctness and reading comprehension in addition to vocabulary understanding.
3. Students showed positive attitudes toward the use of game-based learning because it increases, motivation and engagement.
4. Game based leaning is considered an important technique for the improvement of improving vocabulary understanding, grammatical correctness, and reading comprehension among intermediate EFL learners.

5.3 Recommendations

Based on the findings, the recommendations that can be suggested:

1. Teachers are encouraged to use charades and Pictionary in the classroom lessons.
2. Teachers are encouraged to employ Charades and Pictionary regularly to enhance vocabulary understanding, grammatical correctness, and reading comprehension.
3. Curriculum designers should consider and include game based activities in to English language programs to enhance student motivation.
4. Training programs should encourage teachers to implement game-based learning strategies in classrooms.
- 5.

5.4 Suggestions for Further Studies

To extend the findings of the present study, researchers in the future may consider the following:

1. Conducting similar studies on different educational levels such as primary or secondary school students.
2. Investigating the effect of Charades and Pictionary on other language skills
3. Examining the long term impact of games on the acquisition of English language
4. Exploring the use of digital or online games in language learning.
5. Investigating how combining games with explicit instruction may improve grammatical correctness and reading comprehension more.

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