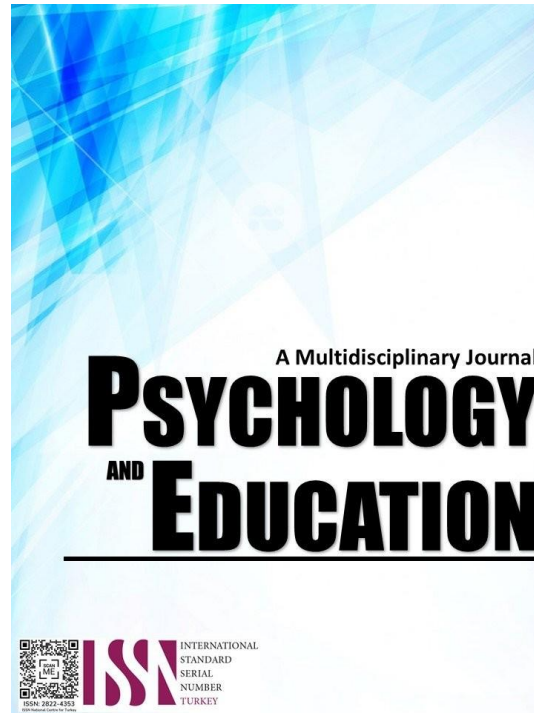


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Developing Communicative Vocabulary Games for Deaf Students

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Abstract

Vocabulary is the ability to understand and use a word effectively and appropriately to achieve comprehension, which suggests the close relationship between vocabulary acquisition and reading comprehension. An essential ingredient of success and feat in most societies where so much information is delivered. This study was to qualitatively examine the contribution of instructional material to the vocabulary of senior high school deaf (D) students in Bukidnon National High School, specifically to determine the senior high school D learners' current vocabulary level and to describe communicative vocabulary game that could best improve the vocabulary level of the deaf senior high school students. This combines the quantitative and qualitative ways of presenting and discussing the data that help to improve the current status of deaf students in their vocabulary. There were eleven senior high school learners who participated in the study and were chosen purposively. The study was conducted by the means of drive-thru education specifically for SPED learners. Peabody Picture Vocabulary Test was adapted and modified from Eigsti which was used to determine the vocabulary level of the deaf (D) learners, and there are four communicative vocabulary games that were modified from Fahmati, Word Search, Picture Word Search, Picture Wordladder Game and Pictoword Game. Results indicate that deaf learners belong to beginner and intermediate levels and no one in the proficient level, indicating that they struggle with vocabulary. Also, the four developed communicative vocabulary games show that learners can learn best with the use of engaging activities for vocabulary acquisition. Hence, the use of communicative vocabulary games can stabilize the vocabulary of the learners, for it directs instruction and creates a positive mindset to generate academic success in deaf learners. Vocabulary is the ability to understand and use a word effectively and appropriately to achieve comprehension, which suggests the close relationship between vocabulary acquisition and reading comprehension. An essential ingredient of success and feat in most societies where so much information is delivered. This study was to qualitatively examine the contribution of instructional material to the vocabulary of senior high school deaf (D) students in Bukidnon National High School, specifically to determine the senior high school D learners' current vocabulary level and to describe communicative vocabulary game that could best improve the vocabulary level of the deaf senior high school students. This combines the quantitative and qualitative way of presenting and discussing the data that help to improve the current status of deaf students in their vocabulary. There were eleven senior high school learners who participated in the study and were chosen purposively. The study was conducted by the means of drive-thru education specifically for SPED learners. Peabody Picture Vocabulary Test was adapted and modified from Eigsti which was used to determine the vocabulary level of the deaf (D) learners, and there are four communicative vocabulary games that were modified from Fahmati, Word Search, Picture Word Search, Picture Wordladder Game and Pictoword Game. Results indicate that deaf learners belong to beginner and intermediate levels and no one in the proficient level, indicating that they struggle with vocabulary. Also, the four developed communicative vocabulary games show that learners can learn best with the use of engaging activities for vocabulary acquisition. Hence, the use of communicative vocabulary games can stabilize the learners' vocabulary, for it directs instruction and creates a positive mindset to generate academic success for deaf learners.

Keywords: *deaf, difficulties in vocabulary, game-based vocabulary, hard of hearing, peabody picture vocabulary test (PPVT), vocabulary acquisition, vocabulary instruction*

Introduction

Vocabulary is the ability to understand and use a word effectively and appropriately to achieve comprehension. It suggests the close relationship of vocabulary acquisition and reading comprehension, an essential ingredient of success and fear in most societies where so much information is delivered. Also, it is one of the fundamental skills that children should master during their first school years to be able to assimilate new knowledge and expertise in the future. Understanding every word is one way the mind

grows in its ability. Written or spoken ideas is believed to improve a person's creative ability, communication skill, and exposure to vocabulary exercises promotes comprehension and acquisition.

It is a crucial component in the development of communication skills that links speaking, listening, reading and writing. In order to communicate in English well, a person needs an adequate number of words. By having many stock of words, he or she then will be able to comprehend the reading materials,

understand others talk, give a response, speak fluently and write about topics. Rich vocabulary helps in expressing a person's idea precisely and accurately. It has been said that if children do not have enough words, understand, write and use language to communicate their ideas and perspectives, their favorable conditions for a fulfilling and rewarding life are seriously compromised (Alahmadi, 2018).

Recently, there has been growing interest in studying vocabulary especially in learning and teaching the English language since it is considered a difficult skill where students face many challenges especially in understanding the language. Dakhi (2019) emphasized that students who struggle in vocabulary and understanding a word in English are at risk for becoming school failures, those who are likely to come from low socioeconomic families, second-language learners, have learning disabilities, reading disabilities, speech and language impairments, hearing impairments and those that suffer from cognitive deficiencies. With their learning abilities that significantly contribute to their performance in every aspect compared with other learners, they are usually slower in acquiring new skills and knowledge, more difficult to adapt to new lessons especially in terms of vocabulary. In the process of learning English, they undergo many difficulties and give a negative view towards the language because of the problems they encounter.

As for teachers teaching English, Ristiani (2018) and Caballes (2019) found several challenges in teaching the students who have special needs especially the deaf students such as getting their attention, understanding words from students' lip movements, giving definitions and example, differentiating similar words in different contexts, and delivering materials related to students prior knowledge. In addition, so that students can cope with the challenges, teachers' strategies require teaching model and professional teacher to be creative and effective in teaching English for the deaf students.

Galion (2016) affirmed that students who are deaf or hard of hearing have smaller lexicons and learn new words at a slower rate that limits their vocabulary and their reading skills. Therefore, it is a constant struggle for these students to maintain academically at the same rate to other students in an educational setting. These students are likely at higher risk of high school dropout, get incarcerated, or just struggle to manage a satisfying life. Furthermore, vocabulary is a vital skill necessary for being successful in the community. In order to advance both economically and socially, students must achieve vocabulary competence. Having

the capability to understand and use the correct word is a basic skill that affects student learning experiences as well as performance in school. Students who are identified as vocabulary competent on reading assessments are more likely to be proficient in other subject areas, as well.

It was further accentuated by Alasim (2018) that there are variety of strategies that facilitate the participation and interaction of deaf and hard of hearing students in the general education classroom at a public elementary school, however, there were identified issues that limit the participation of those students such as materials in learning vocabulary, sign language interpreter and knowledge in sign language that became barriers that concern their participation and interaction in the general education classroom. Deaf children usually are found to have lesser English vocabulary than those who are hearing, although studies involving children suggested that the breach may decrease or disappear with their age (Sarchet et al., 2018). In addition, relationships between vocabulary knowledge and print exposure, communication backgrounds, and reading and verbal abilities also were examined that helps in acquiring knowledge.

The Philippines is an example of a country that is still at the starting point of the sign language, a method of the deaf and mute learners in interacting with other people (Pascua et al., 2017). The researchers added that the lack of education in sign language affects the deficiency of its educational progressions since people who are completely deaf are not capable and will never be adequate to fully comprehend spoken language.

One pedagogical technique in enhancing students' vocabulary that this study proposes is the use of communicative vocabulary games. Using communicative vocabulary games can help students enhance their word recognition and comprehension skills while allowing them the opportunity to use the language communicatively. It can eliminate the anxiety aroused from using the language or uncertainty about the correctness of the output. Another major goal of the researcher is to help the students in her classroom to enhance their vocabulary and to facilitate meaningful communication skills. One way to achieve this goal is to expose the students to different communicative vocabulary games.

According to Fitzpatrick (2017), the need for vocabulary instruction has been established through research. Vocabulary instruction increase comprehension. The ability to infer the meaning of unfamiliar words enables one to apply personal experience to the text. The goal of vocabulary

instruction is to help students develop and apply vocabulary knowledge across a variety of contexts and to increase their repertoire of strategies for figuring out new vocabulary independently. Students need to have the material learned in a variety of contexts in order to practice it, which is not the norm in a traditional classroom setting; in contrast, this becomes feasible in a game environment where students are encouraged to take risks and learn from them. Created with collaborative and cooperative learning build into the overall experience, games offer an engaging environment for information assimilation (Clegg, 2017).

Moreover, Marzano (2007) as cited by Fahmiati (2016) added that games arouse curiosity and interest which educators should take advantage of to generate enthusiasm, encourage competition and increase student engagement. He further noted that games create competitive and collaborative situations making learning fun and engaging; meeting the many needs of the students (Klimova et al., 2017). Introducing games in the class are one of the many alternative ways in teaching vocabulary more effectively as vocabulary games are often based on real-life activities; they offer opportunities to practice the realistic use of language to communicate; encourage students to experiment with and explore the target language. In relation to the aforementioned researches, this study delved to design and to develop communicative vocabulary games for senior high school deaf students.

Research Questions

The general intent of this study was to qualitatively examine the contribution of an instructional material to the vocabulary of senior high school deaf students. Specifically, this sought to answer the following questions.

1. What is the vocabulary level of the deaf senior high school students; and
2. What communicative vocabulary game could best improve the vocabulary level of the deaf senior high school students?

Methodology

This section presents the methods and procedures that were used in this study. Specifically, it describes the research design, the research locale, and participants of the study, sampling design, instrumentation and statistical treatment.

Research Design

This study combines the quantitative and qualitative way of presenting and discussing the data that help to improve the vocabulary level of the deaf students. The quantitative presentation is given in order to provide data of the present vocabulary status of the SHS-Deaf students, but largely expounded qualitatively by providing the excerpts of the discussion, observation, and interpretation of the teaching and learning environment.

Participants of the Study

The participants of this study were the 11 senior high school deaf students who are enrolled in Bukidnon National High School and they were chosen purposively. the Special Education Program had a drive-thru education for the SPED students to their respective Barangays, eight of them are staying in Malaybalay area, some are in neighboring municipalities, two from Sumilao and one in Lantapan. Since, most of the SPED students are not just limited to one condition, an intervention was provided drive-thru is the school collaboration of the barangay officials and the students' parents or family to conduct in their respective homes or in barangay to deliver the instruction, assess students and give feedback individually.

Sampling Design

The senior high school deaf students of Bukidnon National High School served as the participants in the study and they were chosen purposively.

Instrumentation

The researcher adapted and modified the Peabody Picture Vocabulary Test (PPVT). It measures listening and understanding of single word vocabulary. The administration, scoring procedures and its modification of the PPVT was the SPED students does not require to speak, read and write but the students respond to the examinees by touching or pointing the shown plates with four pictures on each and is to point to the picture that best illustrates the meaning of the stimulus word interpreted by the examiner. The modified PPVT was evaluated by the subject experts and it was used to determine the vocabulary level of the students, this helped in gathering the data for the development of the vocabulary game and the second is the Evaluation Sheet that was also adapted and was given to the subject experts.

Data Gathering Procedure

The study followed the formal communication procedure in conducting the research. Permission letter, informed consent, and formal request were given to the School Principal, teachers, student-respondents, and other persons involved. Upon the approval of the study, the researcher conducted the adapted and modified Peabody Picture Vocabulary Test on the second semester, first quarter of the SHS during the drive-thru and the gathered data were the basis in developing the vocabulary game.

Based on the data, the vocabulary game was developed, evaluation sheet was given to the experts to validate and assess the appropriateness of the vocabulary game. The results and data from the evaluation sheet were analyzed and then the basis of the researcher to further improve the developed instructional material.

Research Ethical Consideration

The major ethics as the study conducted of the deaf learners were the informed consent, respect for equality and diversity of the learners, promotion of the well-being of all the persons involved, avoidance of harm to those involved in the research process, facilitation of the participation of people with disabilities in research, ensures beneficence or the well-being, respect for anonymity and confidentiality and respect for privacy.

Statistical Treatment of Data

In describing the data from the needs analysis result and the subject experts' evaluation, the analysis was done to obtain the frequency values, percentages and means of the vocabulary competence.

Results and Discussion

This chapter deals with the presentation, analysis and interpretation of data gathered from the participants of the study. The discussions are presented based on the sequence of the research problems.

Vocabulary Level of the Deaf (D) Senior High School Students

Table 1 shows the vocabulary level of Deaf Senior High School Students. The vocabulary level was assessed based on the students' scores on the modified Peabody Picture Vocabulary Test or PPVT.

Table 1. *Deaf (D) Senior High School Students Vocabulary Level*

<i>Vocabulary Level Score Range</i>	<i>f</i>	<i>%</i>	<i>Qualitative Description</i>
26-30	0	0%	Proficient level
16-25	6	54.55%	Intermediate level
10-15	5	45.45%	Beginner level
Total	11		
Mean= 16.66			

The vocabulary level was classified into three: Beginner level in which the score ranges 10 to 15 out of 30, in Intermediate level score ranges from 16 to 25 out of 30 and Proficient level ranges from 26 to 30. As students respond to the examinees by pointing to the picture that best illustrates the meaning of the stimulus word interpreted by the examiner, each correct word pointed is equivalent to a score.

Table 1 shows that although there are 6 out of 11 students (54.55%) who belong to the intermediate level, there are still 5 out of 11 students (45.45%) who are at beginner level and 0% in proficient level. This implies that there are D senior high school students who struggle with vocabulary, this notion is supported by Shalev (2020) that students' disability affects the vocabulary learning of the students and they are expected to struggle in the beginning level.

With the learners who have difficulties in vocabulary, Wood et al. (2018) and Goriot et al. (2019) stated that in building English vocabulary the use of Peabody Picture Vocabulary Test or PPVT can help in determining the vocabulary level of the D learners and as a key factor for improving comprehension and other skills in the language. The result, it indicates that 5 out of 11 students who belong to the beginner level (45.45%) have the most difficulties in vocabulary. This is supported by Afzal (2019) that there are a lot of problems that occur to those who have low vocabularies such as weak academic performance in different subjects that are related to language skills, linguistic, literature and communication since the students have no ability for immediate recognition of words, word meaning and its uses.

Beginning level students are at risk since it is expected that they cannot fully understand the language as cited by De la Rosa et al. (2019). This also implies that teachers should give attention to the beginning level D students so that they can understand and participate in the lesson, communicate well and apply it in their lives.

There are 6 out of 11 (54.55%) who belong to the intermediate level, this can be inferred that these

students need more training and exercises in acquiring vocabulary. Rahmat (2020) further pointed out that learners that have good vocabulary can go a long way. Thus, learning should be repeatedly and routinely emphasized so that the students can have mastery.

In the result, there is no one who belong to the proficient level (0%). This means that senior high school D students need more attention in vocabulary acquisition. This is further asserted by Perez et al., (2017) that communication and learning cannot take place without having enough vocabulary.

With this, deaf senior high school learners have difficulties in understanding and in expressing their ideas. As cited by Karakok (2017) the more vocabulary a learner has, the more successful the learner in giving, sharing, and acquiring information to the community.

The researcher was the facilitator as the vocabulary level was determined with the use of the Peabody Picture Vocabulary Test. It was found that D learners understand more when scaffolding or guided activities that are contextualized with word meanings and pictures are highlighted especially to the D. To Wood et al., (2018) when scaffolding is present in building English vocabulary it is a key factor for improvement to take place.

It was also observed that the use of the PPVT captured the eyes of the learners that helped them recognize and decode the needed information. As mentioned by Silvestri (2018) the use of images for word equivalents help learners recall the language and to retain information. PPVT addresses the need for determining the learners' vocabulary level and the learners' receptive skills, for D learners their interpretation to every image presented.

Other vocabulary needs that can be addressed were also found such as the ability to decode, associate words, and identify what are the right and specific words for each item of the test, as the researcher points the image to the learners which are associated with the sign language. This notion was highlighted by Dakhs (2018) that linguistic competence and fluency for vocabulary should be emphasized to become proficient in the language.

Thus, vocabulary is a vital component for literacy education, to special education learners, teachers should determine first the language level so that the students who belong to beginner and intermediate level can attain the proficient level (Alenezi, 2015). It was also further stated that if the SPED learners can

communicate and use the language well, teachers who are the facilitators will also become successful in teaching.

Vocabulary Games that Improves the Deaf (D) Vocabulary

Table 2 shows the different communicative vocabulary games for deaf senior high school students. There are 4, Word Search which is a total of 20 items, Picture Word Search a total of 20 items, Picture Wordladder Game with 25 items and Pictoword Game for 10 items. This also shows the result of the intermediate and the beginner level learners and since there is no one who belong to the proficient level it does not show in the table given.

Table 2. *Communicative Vocabulary Game for Deaf (D) Senior High School Students*

	No. of Students	Word Search (20)		Picture Word Search (20)		Picture Wordladder Game (25)		Pictoword Game (10)	
		Mean	MPS	Mean	MPS	Mean	MPS	Mean	MPS
Intermediate	6	12.17	60.83%	18.17	90.85%	18.33	73.32%	7.33	73.33%
Beginner	5	13.2	66%	20	100%	17	68%	7.4	74%
SD		0.72		1.29		0.94		0.04	

The result of the PPVT was employed to determine who belong to the different vocabulary levels. Then, the deaf (D) were asked to do the four vocabulary games and the scores were tabulated based on their results. The use of the different communicative games is a way to support vocabulary acquisition to the learners. It helps the D learners especially those who belong to the beginning level; for Word Search 13.2 (66%), for Picture Word Game 20 (100%), Picture Wordladder Game 17 (68%) and Pictoword Game 7.4 (74%). It also shows the result in intermediate level, for Word Search 12.17 (60.83%), Picture Word Search 18.17 (90.85%), Picture Wordladder Game 18.33 (73.32%), and in Pictoword Game 7.33 (73.3%). The standard deviation also shows that there is less dispersion from the mean or the data are clustered closely around the mean of both levels. This means that deaf senior high school are in need of more immersion of the language in acquiring vocabulary knowledge.

This is supported by Dakhi (2019) that D learners have smaller lexicons and are slower rate in learning new words. With their learning abilities that significantly contribute to their performance in every subject who are usually slower and more difficult to adapt to new lessons as compare to other learners.

Sachet et al. (2018) further claimed that D learners

have lesser vocabularies than those who are hearing that is why the relationship between vocabulary knowledge and print exposure better helps in acquiring knowledge. For the intermediate level, they are suggested to be immersed in different activities to help them accelerate to the proficient level and communicative vocabulary games can aid them to learn more in the acquisition process.

During the conduct of the study, the researcher was the facilitator of learning as the different communicative vocabulary games were given and answered by the D.

Respondent 1: *I like games and I am fond of games with words in my cp [cellphone].*

The extract above shows that the student observed the different games given to them and even shared the experience of playing word games.

Respondent 5: *I usually play online games as my pastime because I miss other classmates. I miss going to school.*

Similarly, Respondent 2 shared that playing games during free time is a way to cope with the new normal set-up of learning.

Respondent 10: *Yes, I will play aside from getting papers.*

Respondent 10 shared that aside from retrieving the work texts, the respondent will have the chance to play. This supports the idea of Tseng et al., (2017) that the use of games can enrich learners' dynamic context of learning. For D learners, incorporating materials has been shown to help them in learning vocabulary especially that they are students with special cases.

Respondent 4: *The images are in the graduation drawing. Yes, am I right?*

The extract above is referring to the communicative game where the bases of the images are the words in the illustration. Respondent 4 directly told the researcher what to do without reading the instructions first.

Respondent 6: *It is hard, we SPED students cannot answer everything, the words are difficult. There is no guide.*

Respondent 6 shared that D learners have difficulty in answering their activities since there is no guide for them to explain the words in their tasks.

Respondent 7: *I like answering when there is a picture and fun because we do not know all the words and sometimes it is boring.*

Respondent 7 emphasized that they are not familiar with all the words that is why pictures are great help. It was also added that learning with games can enforce positive and engaging activities.

Respondent 11: *In answering our papers, it is hard sometimes we answer only questions with pictures or shapes and sometimes we leave it blank. This activity now has pictures.*

The extract from Respondent 11, clearly said that D learners have difficulties in answering their papers since the activities were based on regular hearing students and not all topics, concepts and words are familiar to them and sometimes they tend to leave activities that are difficult for them to answer.

This is supported by Alahmadi (2018) that children need to have enough words to understand, write and use language to communicate their ideas so that they will have a favorable condition for a fulfilling and rewarding life. With the engaging activities for the deaf learners, through the use of pictures, storybook and games this will greatly guide the teachers and the learners to better acquire vocabulary.

Respondent 2: *Can we answer here first? This part has more pictures.*

The extract from Respondent 2 mentioned that D learners are likely to answer first to the tasks that have a lot of objects rather than words alone.

Respondent 3: *The word is based from adding the two images. The word is now the answer, right?*

Respondent 3 observed that the task that has two images when combined will form a word. It was also further shared that these combined words are the answers to the activity.

Respondent 8: *The word can be watch but the image is witch. Yes!*

The extract from Respondent 8 indicates that even if there are different words that can be formed there is a specific word that will suit the item given.

Respondent 9: *I answered the word from the image first so by then I will know what the answer from the given questions is.*

As the learning process happened and as the guided activities were directed to the D learners. It was observed that learners answered directly to the images or items that have objects rather than in mere words. Learners finished first the areas that have pictorial representations than those items that do not have.

This is guaranteed as language interventions greatly help the learners with special needs (Anderson et al., 2018). Interventions such as the use of games in teaching the learners, gives motivation and enhances critical thinking skills, interpersonal skills, spatial skills for images and help the learners retain more information.

The researcher arrived with the different communicative vocabulary games since it was found that on the result of the learners' vocabulary level and the actual conduct of the PPVT, learners were engaged with the images rather than the words alone. With this, the researcher incorporated the vocabulary and the images following the ADDIE model.

Furthermore, Ching et al. (2021) highlighted the relative contributions of games through learning to the D measures word recognition, general intelligence, and semantic radical and morphological awareness. Thus, this makes the developed material usable and helps to teach the deaf.

The process of determining what is to be learned by the D learners is the foundation and the first consideration of the communicative games. Mugarantham (2018), Thakur (2018), Selvaraj (2018), Alnadji (2018), and Zulkifli et al., (2018) in their studies in the field of language learning, further claimed that the use of ADDIE model is a way to process what are the goals in learning, who are the target in learning and how it will be used, the ways to plan the lesson materials and its task, the preparation of the learning environment and how the learners will be involved and how to measure the efficiency and effectiveness of the instruction.

As the experts evaluated, they mentioned different considerations to the activities.

Expert 1: *This kind of activity is good for the deaf because of the images since they are not really into words or letters alone.*

The extract of Expert 1 stated that the images match the need of the deaf students. Thus, deaf learners tend to be engrossed with visuals rather than words.

Expert 2: *This material suits the SPED since some of them are not only in one medical condition. You can use this in your class in Literature and Contemporary Arts.*

Expert 2 mentioned that developed materials are relevant to the learners. It was further mentioned that the utilized layout and materials can teach Arts and Literature.

Expert 3: *This is creative, SPED can use it as an exercise to learn the language.*

The extract from Expert 3 clearly said that the material can aid the D learners in practicing vocabulary.

Expert 4: *With the material, you can help also not just the SPED but other teachers teaching the SPED.*

Expert 4 stressed that teachers teaching the SPED can utilize the activities to help the SPED program.

Expert 5: *Most difficulties of the SPED usually are the vocabulary, their words and spelling. This can help them recall words since they are somewhat playing.*

The extract from Expert 5 emphasized that vocabulary games can help the learners improve their vocabulary skills and also other skill like spelling.

Expert 6: *You can also help not just the SPED but also others with the material since they also have problems with their vocabulary. You can utilize this.*

Expert 6 suggested also the utilization of the communicative vocabulary game to the SPED learners and to the students who have difficulties in vocabulary.

Expert 7: *It can target the needs of the deaf, they really need help in vocabulary and how to use it.*

The extract from Expert 7 emphasized that the vocabulary games can help improve the D learners' vocabulary skills and help apply in their lives.

It was further agreed that the games address the word retention of the D learners and the word usage as it provides graphic equivalents and word equivalents that will help the vocabulary competence of the learners. Other than the vocabulary skills, it will cater to the spatial skills and critical thinking skills of the D. Bavi (2018) believed that the goal is to improve the existing vocabulary knowledge and make the lesson

entertaining. With constant practice and the use of engaging activities, Tignor (2016) also vouched that the inclusion of games can give motivation to D learners to learn.

In the evaluation, the experts strongly agreed that the content of the developed vocabulary games analyzes the needs of the students, shows clarity of the design, appropriateness of the developed material and the authenticity of the material, that the activities are relevant, by following per under the students' target goal, contains knowledge about life skills and the developed materials are relevant to their daily life, this means that the used PPVT analyzes the needs of the learners and the basis for the developed material. Moreover, the material states expected outcome, shows comprehensible instruction, the layout and make-up of the material are well-arranged and easy to follow, utilizes appropriate photos or images and free from grammatical error, the activities are appropriate for the expected outcomes, appropriate graphics, visuals, lay-out and design, the activities are suited for the development of vocabulary for D learners, has a unifying theme for the development of the vocabulary of language learners, the photos used are the up to date, the material brings the learners into direct contact reality level of English, shows relatable to real-life experiences and supports more creative approach.

Trusell et al. (2018) support this notion that the use of pictorial representation, word search, picture word search, picture wordladder game and pictoword game can stabilize the vocabulary of the learners. Also, for D learners Owen et al. (2018) emphasized the claim that communicative activities can also establish engaging learning to happen.

Hence, learning through games is learning by doing approach and an opportunity to develop problem-solving skills. James (2020) connotes that it will help direct instruction, create a positive setting and generate academic success. Thus, D senior high school learners can learn more through the use of communicative vocabulary.

Conclusion

The following conclusions and recommendations were specified:

Senior high school deaf (D) learners mostly belong to the intermediate level and beginner level. There is no one from the learners who belong to the proficient level. This denotes that D learners struggle in

vocabulary and are projected to have a lot of challenges that occur such as weak academic performances in different subjects. D learners have smaller lexicons and are slower rate in learning new words compared to the other learners that contribute to their performances in class.

Peabody Picture Vocabulary Test or PPVT can help SPED learners especially the deaf. D learners are in need of more training and exercises in acquiring vocabulary. Thus, learning should be frequently and regularly highlighted to obtain mastery. The use of communicative vocabulary games is a better way to support vocabulary acquisition to the D learners such as Word Search, Picture Word Search, Picture Wordladder Game and Pictoword Game. Hence, the inclusion of games can give motivation, engage learners, and make the learning entertaining. Thus, the use of communicative vocabulary game can stabilize the vocabulary of the learners for it direct instruction and can create a positive setting to generate academic success.

Based on the conclusions drawn, the following recommendations are hereby posed for considerations for the in-depth documentation of the study:

Teachers are encouraged to learn to sign and interpret sign languages to cater the needs especially in teaching, understanding and communicating the deaf learners. English language teachers may provide activities through games to help learners learn more in acquiring vocabulary. Since in the result, no students belong to the proficient level.

School heads, administrators and policymakers, and the like are suggested to review the curricula in English subjects to address the language needs not just to the hearing students but also the special education learners; further, it would greatly help to provide seminars and training for teachers on how to learn sign language and communicative vocabulary games effectively for the students. Also, it is suggested that special education learners can also proceed to the tertiary level since no institutions in the Philippines caters deaf learners.

Researchers are suggested to delve into the different fields to widen the scope of what started not just in vocabulary and in language but also in different field. Therefore, it is strongly recommended that more studies of this kind be conducted in order to widen and increase the scope of language category involved and more interventions and activities to help the learners.

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