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**Investigating the Effectiveness of Word Games in Enhancing the Students'  
Vocabulary**

**A case Study of First Year Students at English department, Abbas Laghrou University**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and culture*

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## **Abstract**

Acquiring vocabulary has always been a challenging yet a crucial task for foreign language learners. Accordingly, this research aims at exploring the effectiveness of word games in facilitating learning as well as improving vocabulary among the first year students at the department of English in Abbes Laghrour University. More specifically, this study investigates the different aspects of employing word games on the basis of the teachers' experiences and views. In this regard, it was hypothesized that if teachers applied word games, learners will acquire vocabulary more effectively and successfully. Therefore, a descriptive study was conducted in the form of an online questionnaire that addressed the teachers at the department of English, Abbes Laghrour University Khenchela. The results showed that it is effective to engage word games as a teaching tool to help learners achieve better outcomes in vocabulary acquisition and learning. However, they need to be used with some restraints such as selecting the appropriate game according to the goal of the lesson, level of learners and group size.

## **Dedication**

First and all most, all thank to Allah, the Almighty and Glorious for having given us the strength and guidance to accomplish this work.

This work is dedicated to our beloved families, especially our parents for giving us support and motivation for our entire life.

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### **List of Abbreviations**

**EFL:** English as a Foreign Language

**ELT:** English language teaching

**ESL:** English as a second language

**L1:** First language/ Mother tongue

**L 2:** Second language

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# **General Introduction**

## **General Introduction**

Language structure is considered “the skeleton of the language and vocabulary is the vital organs and flesh” (Harmer; 1991). Vocabulary represents the baseline element that connects the four main skills of speaking, listening, reading and writing all together. The sensational attention vocabulary receives, comparably with other language aspects emerge from its fundamental role; by mastering it the learners will be able to get proficiency and play with words. Despite its significance in language teaching and learning, the majority of learners view vocabulary as an area of struggle. Learners has always complained about the bored and unpleasant methods that teachers use to present vocabulary this require teachers to find out t another efficient tool that meet the learners’ needs. Brassell (2008) state that there are teachers who understand how much vocabulary is a crucial part in language acquisition, but just few of them try to find out the best way to facilitate the learning process. With reference to the effective tools that help, games have been given great attention in the last decades. Many experts shed light on the importance and the impact that games can have on the student’s level. Games can encourage and develop socialization, cooperating with others, enhance self-discipline, respecting instructions and spur cooperative learning. Using games in class to teach vocabulary has been proven a very effective tool that provides learners with great opportunities to be familiar with new items and expressions so they unconsciously spread their vocabulary background, as Uberman conclude “games can be considered as an unconscious way of learning”(1998, p. 20).

### **1. Statement of the Problem**

The most considerable component of any language is vocabulary. Mastering it is one of those difficulties since it is an essential tool in managing communication. No matter how well

and successfully the students learn sounds and grammar of the second language, without words, neither communication nor expressions of ideas can happen. As famously said, "without grammar very little can be conveyed and without vocabulary nothing can be conveyed" (Bury, 2002, p.16).

Teaching and learning vocabulary is a challenge for students. Once they feel bored, they get distracted very fast and forget all what have been acquired in the classroom. Therefore, teachers should come with new strategies not only to facilitate the learning process, but also to make students more motivated and feel fun while they learn new words. As put by Army, helping students to improve their vocabularies is a project with enormous benefits. When students improve their vocabulary they feel smarter. He adds, they find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because indeed they are more powerful (Army, 2003, p.5).

Games have been proven an effective way that facilitates learning and provides natural motivation, which makes students more enthusiastic to learn. In addition, it is widely recognized and well documented that applying word games in teaching English language make learners gain positive attitude and create an appropriate atmosphere for them to discover, interact and communicate with each other. However, the problem that arises is the effectiveness of the application of word games in teaching vocabulary in different contexts and among different learners. So, employing word games in teaching a group of learners X might be different to that of group Y regarding various aspects such as the group size, the learners' background and level, the available equipment, etc. The present study tackles the effectiveness of the employment of word games in teaching the students at the department of English, in Abbes Laghrour University, Khenchela, Algeria.

## **2. Aim of the Study**

The main objective of the present research is to investigate the effectiveness of word games as a practical strategy to enhance the students' vocabulary knowledge. Moreover, its aim is to highlight the importance of creating the entertaining atmosphere for an idealistic learning. This study is conducted to also uncover the challenges teachers face when applying word games.

## **3. Research Questions**

Regarding the research objectives, the following questions are addressed:

1. What strategies teachers use to teach vocabulary?
2. Do teachers usually use word games in teaching vocabulary?
3. Are word games an effective tool in teaching vocabulary? What are their advantages?
4. What are the challenges the teachers usually face when employing word games?

## **4. Hypothesis**

In the light of the above questions, it was hypothesized that:

- ❖ If teachers applied word games, learners will acquire vocabulary more effectively and successfully.

## **6. Method**

### **6.1. Method of Investigation**

The method was chosen with accordance to the nature and objectives of the study. This research adapted the descriptive method because it is the appropriate to investigate if the use of word games can enhance students' vocabulary.

### **6.2. Research Tools**

Regarding the study nature and research objectives, the questionnaire was adopted as the most suitable tool for gathering the data in this work. Questionnaires are defined by Seliger and Shohamy as “prints forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously” (1989, p. 172).

The questionnaire was designed to focus on the importance of vocabulary and figuring out the strategies and techniques being used by the teachers in the classroom, with special emphasis on word games. More specifically, it examined the benefits of using word games in teaching vocabulary. It was formed through Google forms and administered to the participants' online, via their emails.

The questionnaire is divided into three sections. Each section involves particular information that needed to complete the research. The design of the questionnaire include restricted questions, which is close-ended questions that request the answer through (yes/no question), that demand from the respondent to justify their answers, and share their opinion and experiences, whereas; open-ended questions are addressed to teachers to provide their own answers or explanation. The teachers' questionnaire consists of 20 questions and they are

disposed in three sections, each of which has either direct or indirect relation with the theoretical part.

#### **6.4. Population and Sampling**

The research's population is the teachers at the department of English, in Abbas Laghrour University. The total number of teachers is 26. Because the number is manageable, the whole population was taken as our sample for the study (this is more significant). However, only 19 teachers accepted responding to our questionnaires.

The teachers were chosen as the source of data in this study because they are the ones having experience with teaching vocabulary and using word games as teaching tool. Accordingly, their views are the most significance in achieving the research's objectives.

#### **7. Structure of the Study**

The current research is organized in three chapters. The first two ones deal with the theoretical aspects of the subject whereas the last one represents the practical side of our research.

Getting into details to explain in more the work, the first chapter is a review on teaching and learning vocabulary, starting with various definitions that were given by different experts and its types to illustrate: productive and receptive vocabulary and listening and speaking. Also it tries to shed the light on the elements that effect vocabulary structure.

Chapter two studies the second variable in the research question. It begin with a small meaningful background on the history of games and its various explanations (it includes also some information about using and introducing games and so on). Moreover, it holds some outlines about selecting the appropriate game and going through the different steps in playing

a game. Briefly, it center on the use of word games as a strategy to develop the rate of vocabulary acquisition of the learners and help them get proficiency in English language.

The last chapter deals with analyzing and interpreting the data collected from the questionnaire; also, it includes some recommendation on using language games for enhancing learners' vocabulary knowledge.

### **6.3. Limitation of the Study**

The study investigated the effectiveness of word games in enhancing the first year students at the department of English, Abbas Laghrour University. The results cannot be generalized neither to other levels at the department nor to students in other universities.



## Chapter One: Vocabulary in Foreign language learning

## **Introduction**

### **1.1. Definition**

At first, it seems paramount to provide a clear definition of the term vocabulary. Various views have been presented by scholars about what vocabulary is. Linse state that “vocabulary is the collection of words that an individual knows” (2005, p. 121). “The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word ‘vocabularium’ meaning a list of words. It gained its modern meaning that is “the sum of all words known by a person” in the 1700s (what are the types of vocabulary, 2014).

Vocabulary has been defined by a variety of experts. Evelyn Hatch and Cheryl Brown define vocabulary as a list or set of words for a particular language, or a list or set of words that individual speakers of language might use (1995, p. 1). According to Roger, vocabulary is “an alphabetical list of words often defined or translated” (1980, p. 12).

Similar to the previous definitions, Nunan stated that vocabulary is a list or collection of words a person both actively and passively uses. By active vocabulary, we refer to a person’s knowledge of words used actively in speaking and writing while passive vocabulary refers to the use of words in passive language, which is listening and reading (1991).

### **1.2. Types of Vocabulary**

As a fundamental aspect of language, vocabulary represents the core of the learning aspect of any language. It is one element that covers the four language skills simultaneously, whether a mother tongue or a foreign language. Vocabulary as a complex concept, which basically

consists of words that can come in various shapes, has attained a lot of attention from different experts who divided vocabulary into several categories.

### **1.2.1. Haycraft's Classification**

According to Hatch and Brown, Haycraft divided vocabulary into types: the receptive vocabulary and the productive vocabulary (1995)

#### **a- Receptive Vocabulary**

Receptive vocabulary refers to words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that is recognized when they see or meet in reading texts but do not use in speaking and writing (Webb, 2009). Passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening (Aeborsold and Field, 1977). This receptive vocabulary, as revealed by Nation, refers to the words that students can recognize when they are heard, and they are expected to distinguish words which have similar sounds (1990). To clarify, if you understand the sense of a word when you hear or read it, so it is a segment of your receptive vocabulary.

#### **b- Productive vocabulary:**

Productive vocabulary is the words that the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary and the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learner can produce the words to express their thoughts to others (Webb, 2005). In fact, those words are used by learners in

writing and speech. Productive vocabulary knowledge is deemed as the ability to recover the structure and meaning (Laufer et al, 2004; Webb, 2008) or to pass on the word as in the original learners' language (Webb, 2009). To sum up, words that you are able to produce when speaking or writing in a suitable way are some chunk of your productive vocabulary.

### 1.2.2. Harmer's Classification

Another classification of vocabulary is given by Harmer. His classification is function-oriented; he divides vocabulary into three types: active vocabulary, reserve vocabulary, and passive vocabulary.

- a. **Active vocabulary:** Active vocabulary refers to the words that are used familiarly while speaking or writing.
- b. **Reserve vocabulary:** Reserve vocabulary consists of words that we already recognize, but we hardly use.
- c. **Passive vocabulary:** Passive vocabulary refers to the words that we penetrate, but we never use in either speaking or writing because we are not certain about their meanings.

### 1.2.3. Schail, Page and Thanan's Classification

In relation to the kinds of vocabulary, Schail, Page and Thanan has given different distributions; they divided it into three sorts:

**a- Oral vocabulary:** Oral vocabulary consists of items that are used in speech and come unflinchingly to the tongue during conversation. We generally find it easier when we explain our ideas.

**b- Writing Vocabulary:** Writing vocabulary refers to the words that we can recover when we write to express something. Our writing vocabulary is strongly influenced by the words we can spell.

**c- Listening Vocabulary:** Listening vocabulary refers to the words we hear and understand. It is the stock of items to which one reacts with sense and which are comprehended while others are talking.

#### **1.2.4. Schmitt's classification:**

Schmitt classification is based on the types of word knowledge:

- ❖ The meanings of the word
- ❖ The written form of the word
- ❖ The spoken form of the word
- ❖ The grammatical behavior of the word
- ❖ The collocation of the word
- ❖ The register of the word
- ❖ The association of the word
- ❖ The frequency of the word (Schmitt, 1997, p. 5)

#### **1.2.4. Other Classification**

Another segmentation of vocabulary items or words which is as follows:

**a- Single words:** single words refer to the hunch of the vocabulary of any language. This collection includes all repeatedly items that we use.

**b- Set phrases:** set phrases are phrases that consist of two or more items that work together and usually have one sense and do not commonly change.

**c- Variable phrases:** while most of the components in vocabulary phrases will say the same, there is some variation; this variation sometimes involves pronouns or some sort of possessive.

**d- Phrasal verbs:** phrasal verbs are consists of two or three words; the first word is ordinarily a verb. The second one can be a prepositions or particle/adverb, if there is a third item it is generally a preposition.

**e- Idioms:** idioms refers to a group of words that come in a fixed order and have a particular meaning which is differ from the literal meaning, it is commonly a hidden sense. All languages contain an idiomatic expressions; each idiomatic expressions or idiom is a vocabulary item. The text of whether a chunk is an idiom or not is whether the sum of the meanings of the individual words is equal to or similar to the meanings of the whole phrase (Michigan university press, n; d: p.29)

Our daily use of vocabulary is commonly associated with expressing feelings, ideas, motivation, and information to other people accurately. Based on the above explanation, it can be dissolved that vocabulary is knowledge of the meanings of the words which can be shaped in many different forms; this is attached to the fact that people have diverse ways in perceiving words in terms of optical, auditory, verbal and written words.

### **1.3. The Importance of Vocabulary**

Vocabulary cannot be isolated from language; it is a crucial part of it. Laksana points out that “vocabulary is a component of a language that maintains all of information about meaning and using word in language” (1988, p. 127). It signifies that vocabulary is the substantial chunk of language since it is the effective tool that assists us to express our thoughts circumstantially in communication.

Education and language researchers have agreed that mastering vocabulary in English has a significance role because it is the basic element that enriches the four skills. As Steven says, “to develop students language skills in listening, speaking, reading and writing, the learners have to master vocabulary” (1999, p.03). “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed”. In this way, the philologic David Wilkins digested the prominence of learning vocabulary; his point is simulated in this injunction to learners from a recent course book, he said that if you spend most of your time studying grammar, your English will not improve very much, You will see most improvement if you learn more words and expressions. You can say very little with grammar. But you can say almost anything with words” (as cited in Dellar H and Hocking D, innovation, LAP).

Caverly stated that Words are necessary because they are the visual and auditory symbols that individuals use in communication, to represent important ideas and concepts (1999, p. 41). Furthermore, Kibby established that when individuals have an understanding of these words, they increase their perceptions of the world, expand and recognize their prior knowledge, and facilitate their ability to use the right words in expressive communication situations (1995 p. 41).

Extensive vocabulary helps students read Vocabulary is central to language and of critical importance to the typical language learner. Lack of fluently, comprehend, and discuss what they have read (Padak and Newton, 2008, p. 15). Vocabulary knowledge will result in lack of

meaningful communication. The main benefit that can be obtained from all learning strategies is autonomy; students can take charge of their own learning (Nation, 2001, p. 222). As put by Rubin and Thompson, “One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore; vocabulary learning is at the heart of mastering a foreign language” (1994, p.79). Taylor states that “vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practiced” (1992, p.30). Furthermore, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. (Jack and Willy, 2002)

#### **1.4. Vocabulary Learning**

Vocabulary learning is the storing of memorized sequences of lexical items often connected to a synonym, definition or translation into L1 or, it is a mental collection of individual lexical items with a correspondence to L1 lexical items (Takac, 2008).

##### **1.4.1. The process of Learning Vocabulary**

Takac mentioned that the process of learning vocabulary is based on incidental learning from large amounts of language input. He said that some research results have confirmed the assumption that L2 vocabulary can also be learnt through exposure to various contexts such as reading. Takac also established that vocabulary learning is the acquisition of memorized sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences and discover the patterns in the language starting from phonological categories, phonetical sequences, like allowable arrangement of phonemes, and morphemes to collocation and lexical phrases (2008).



“To really grasp word meaning, students must store terms in a semantic network. Semantic networks are developed when words are connected to previously learned ideas, facts, or concepts (Fisher and Frey, 2008; Staht and Nagy, 2006).

Vocabulary plays an important role in learning a L2. The student needs to follow steps to help his/her brain to keep the words absorbed in a given pattern and use them whenever he wants. In this case, Ellis stated that “ the learner needs to activate explicit learning that entails many aspects such as making conscious effort to notice new lexical items, selective attending, context based inference and storing into long term memory” (1994, p.172). Furthermore, she adds L2 learner’s task is to acquire lexical sequences (collocation, phrases and idioms), as well as, sequences within lexical units.

Students need to develop interest in language to become attentive to variation in ways to express ideas, to look for association among terms, and to become aware of the information of English in other languages (Blochowies, Olge, fisher, 2013, p.3).

#### **1.4.2. Vocabulary Development**

According to Hulstijin, “L2 vocabulary development is also influenced by the organization of the mental lexicon. The mental lexicon is a memory system in which a vast number of words accumulation in the course of time has been stored” (2000, p. 210). Takac (2008) points out that the development of L2 mental lexicon is seen to be organized and structured because it is the only possible explanation for the fact that people can, at an astonishing rate, in a vast quantity of lexical items stored in the memory, recognize and retrieve the lexical item they need to express what they want. He adds, Human memory is very flexible and it can process a large quantity of data (2008).

It's argued that vocabulary should be learned explicitly as well as implicitly; learners need to be trained to become good learners, for example, by being instructed in useful learning

strategies to enable them to learn vocabulary more effectively (Ma and Kelly, 2006). Nation points out that in order to know a word you must know its form for example; recognizing the word when it is heard, knowing how it is written and spelled, and when it comes to the meaning and use the learner have to recognize the word's meaning and where, when and how often would we expect find it(2001).

A large vocabulary will improve your skill and help you to explain your thoughts, write better articles, speak more fluently, understand more of what you read (Knowledge, 2009). He also said that we learn vocabulary of a language by memorizing word lists and associated meanings. The initial vocabulary collection grows when we come across unknown words in context. In addition, knowing a word is more complex than simply memorizing all its meanings; the important thing is the usage of the word in context because the frequency of the occurrence of the word as a noun or verb depends on the common usage (Knowledge, 2009).

Ellis said that “learners are credited with the ability to pick up second language items and rules while their attention is focused primarily on the language code itself in order to deliberately learn new second language items and rules”.(1999, p.35).“We gain most words through repeated exposures to language input, particularly to written input” (Housen, Perrard, 2008, p.311). Second language word learning is influenced by knowledge of first language words, it is necessary to carefully consider what it means to know a word for English language learners.

### **1.4.3. Incidental Learning**

Vocabulary is the core component of language proficiency and provides much of the basis of how well learners speak, listen, read and write. In recent years, researchers on vocabulary have done a great work to illustrate what vocabulary learners' needs, both to process different kinds of oral and written texts, as well as how the learners understand, use and remember

words. Scholars found that the major source of incidental learning is extensive reading. Robinson points out that the best way to learn vocabulary is by picking up words incidentally, as a by-product of being exposed to large amounts of second language input in reading and listening tasks (2001, p.258). In this case, Wenche and Parikbakht state that incidental learning refers to new knowledge that learners acquire as by product, when they do not specifically intend to learn them (1991, p. 179).

Incidental learning is the by-product of reading and listening and words that the learners incidentally picked up during normal reading or listening activities (Ridder, 2003). We can master the grammar of the target language in the limited time, while one cannot grasp the vast vocabulary of one's native or a foreign language (Naray-anasamy, 2014, p.101).

#### **1.4.4. Defining words within context**

Cronbach (1942) states that knowing a word involves the ability to select situation in which it is appropriately applied, recall different meanings of the word, and recognize exactly in which situation the word does and does not apply.

Calfee and Drum noted that “knowing a word well involves depth of meanings, precision of meanings, the ability to articulate one's understanding, flexibility in the application of the knowledge of a word, ability to recognize a synonym to define and to use the word expressively”(1986, p.12).

#### **1.4.5. Vocabulary Acquisition**

There is good evidence that language acquisition starts before birth and that infant's perception of speech is affected by parental maternal speech .three days after birth, infant already display a preference for familiar speech (Decasper and Spencer; 1986, p. 2).

Rivers and Nunan said that comprehensible input is one of the most important sources for meeting new vocabulary and even though not in its full form ,the input hypothesis is still considered to have bearing (2007, p.4). They also argued that the acquisition of adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (1991). As Nation points out, vocabulary acquisition is more effective when the interference of synonyms, antonyms or words that belong to the same lexical set does not take place. Words with a similar form or meaning are more challenging to learn together as learners find it difficult to differentiate them (2013, p.9).

Simensen state that vocabulary acquisition has two aspects. The first is that the students have to learn new words, and understand meaning; the second one is that words must be remembered (2007, p. 220-228). Hiebert suggested that words come in two forms: the words that come as oral and print they are receptive expressions, while the words that we understand and recognize, or words that we use when we write or speak they represent productive words.

The process of second language vocabulary acquisition starts when the learner encounter second language and continues long after other aspects of the L2 have been mastered (Latch, 2011, p, 3). Research has suggested that students who actively try to make sense of what they see and hear are those who learn more (1999 as cited in Handbook of college reading a study strategy research, p. 44)

Savants suggest that accruing vocabulary through listening and reading is most effective when student know word families and affixes for analyzing words into parts .and know how to use contextual cues and how to use dictionary effectively (Fraser, 1999 as cited in teachers handbook, contextualize language instructions, p. 195). In addition, reading, listening and viewing provide effective contexts and activities for acquiring new knowledge and language

learners require opportunities to do focused work on the use of new vocabulary within a text if they are to acquire and retain new vocabulary (Shrum and Glisan, 2015, p.195). The default hypothesis of vocabulary acquisition claims that we acquire most words through exposure to language input, particularly written input rather than by instructions ( Houser and Pierrard, 2008, p.311) .

## **1.5. Vocabulary Learning Strategies**

As an important aspect in learning a target language, vocabulary has a great influence and is the basis of any language learning. Through vocabulary, we convey the message and the thoughts we want to express. Vocabulary builds over time; it develops with reading and with specific instructions and strategies to be well stored and used when needed.

### **1.5.1. VARK Modalities**

The acronym VARK is used to describe the four modalities of learning that are described by Fleming and Mills. They suggested four modalities that reflect the experience of students and teachers: visual, aural, reading/writing and kinesthetic (1992).

**a- Visual learners** like to see what they are supposed to learn, for example by reading books, looking at charts, etc..

**b- Aural learners** acquire more effectively by listening to new materials, such as lectures, audiotapes or listening radio.

**c- Kinesthetic learners** like strong elements of physical response in the learning process, for example gesturing or miming.

## 1.5.2. Oxford's Classification of Language Learning

Scholars have different views on vocabulary learning strategies. Many strategies can be used to learn a second language. Oxford (1990) has divided them into direct strategies and indirect strategies.

### 1.5.2.1. Direct strategies

Direct strategies come in three forms:

**a- Memory strategies:** this type helps learners to store information in long-term memory and bring it back when needing it. They include using imagery, sounds, or both to remember new words.

**b- Cognitive strategies:** these usually involve identification, retention, storage and revision of internal mental models. These include for instance: reasoning, analyzing, guessing, dictionary and summarizing strategies.

**b- Compensation strategies:** they are used to overcome lack of knowledge of the target language. If a learner, does not know a word for example, the learner can use circumlocution, find other ways of saying it, or just pretend knowing it. If the learner, for example, laughs at a joke she does not understand, that is a compensation strategy.

### 1.5.2.2. Indirect Strategies

Indirect strategies also come in three forms:

**a- Meta-cognitive Strategies:** they help learners to manage their learning. These are strategies for dealing with the learning process and allow learners to control their own

cognition. The learners plan, organize, and later evaluate their own learning process, in particular self-initiation.

**b- Affective Strategies:** these are used to try to control emotions and attitudes related to language learning. For example, high anxiety is shown to have a negative effect on language learning, so techniques to reducing anxiety might be an effective strategy.

**c- Social strategies:** they are strategies used to facilitate interaction with others. These are strategies to cooperating with others, asking questions, and involving in other cultures.

According to Beck et al, the best approach to vocabulary learning is that it should be robust – vigorous, strong and powerful in effect. A strong tactic to vocabulary involves directly explaining the meaning of words along with thought-provoking interactive follow-up (2002).

### **1.6. The Role of Motivation in Learning Vocabulary**

Motivation is a fundamental factor in the success of foreign language learners and has occupied a significant position in psychological and educational studies for several decades (Dornyei, 2001). Brennen believes motivation to be “the level of effort an individual is willing to expend toward the achievement of a certain goal” (2006, p.4). Motivation refers to the “goal-directed behavior” (Masgoret and Gardner; 2003). Brophy stated that Learning vocabulary is a tricky practicability that requires a lot of concentricity and hard work, so learners should not be obfuscated and unzealous due to this complex nature of vocabulary learning; contrarily, they need to be highly motivated towards learning English (1998). Allwright and Bailey state that the motivated learners are more receptive than those who are not motivated (1994, p. 182)

Tapia assures that Motivation leads students to acquire swiftly, show more attention to tasks and activities, improve their learning process and be hunger to attain more acquaintance (1991). Learners who gain higher level of motivation will do much better in their study than the learners with lower level. Therefore, the student needs to enjoy and feel comfort during learning. Learning can be convenient if learners make themselves substantively motivated. In this matter, Brophy stated that “the simplest way to ensure that students expect success is to make sure that they achieve it constantly” (1998; p. 60). Motivation is a crucial factor that impresses learner’s capacity, willingness, and self-esteem for learning a language.

Several studies by many scholars have suggested that there are two types of motivation. Richard and Edward have shown a detailed description of this classification; they yielded, “the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable; and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (2000, p. 55).

To sum up, learners need to be in an appropriate, hustled atmosphere because students have some practicableness in them. They just need to believe in that. Motivation leads them to express and prove all their capacities and make them more persisting toward their goals.

## **1.7. Vocabulary Teaching**

### **1.7.1. The Concept of Teaching Vocabulary**

According to Hornby “teaching” is defined as giving instruction to somebody’s knowledge and skill. Based on this explication, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and who to use in daily interaction with others (1995). Barker et al established that vocabulary instruction is explicit and unambiguous and consists of carefully designed and delivered teacher actions (1998, p.53). Eduard J, Kame’enui, James F and Baumann said that “conspicuous instruction would include



presentation of word meanings using clear and consistent wording and extensive teacher modeling of new vocabulary in multiple contexts” (2012, p.53).

Understanding the words that encounter the student in a given passage or through listening is important for comprehension. Yopp and Bishop said that authors argued that the words teachers choose help develop student’s vocabulary. They also state that the students must learn many words from oral language and from wide reading in order to be academically successful (2008).

William and Nagi established that “vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean” (1988, p.2). They also said that vocabulary instruction is to help students understand material they are about to read.

Teaching vocabulary is mainly based on teachers; they should be aware of the different aspects of word knowledge in their planning of language courses (Hatch and Brown, p.370). Teaching words is a key aspect in learning a language since languages are based on words (Bury ,2002, p.12).

### **1.7.2. Vocabulary Teaching Strategies**

Since vocabulary is the crucial part in a language and teaching vocabulary is based on the teacher, and for an effective instruction, teachers need to use strategies or techniques to observe a progress in the student’s vocabulary.

According to Nation, vocabulary teaching strategies must include certain aspects:

- ❖ It interests the learners
- ❖ It makes the learners give attention to the form meaning or the use of the form meaning or the use of the words.

- ❖ It gives a chance for repetition. He added that the correct and appropriate choosing of vocabulary is an important thing for the teacher. (1928, p. 27).

Sutarjo talked about different techniques for teaching vocabulary; he divided them into five ways as following:

**a- Teaching vocabulary through creativity:** using this strategy by the teacher can make the student be more creative in producing words, through showing pictures, puzzles and providing key words...etc, it also allows the student to decide what to learn by using the creative way.

**b- Teaching vocabulary through context clues:** in this technique the student can speculate the meaning of the word in a given context such as giving antonym or synonym of a word.

**c- Teaching vocabulary through translation:** in this technique the teacher gives a certain word in the mother tongue and the student guess the similar word in L2.

**d- Teaching vocabulary through guessing:** this strategy depends on giving the student various options in order to select the correct meaning, like showing the student different pictures and ask them to choose the picture which represents the he pronounced earlier.

**e- Teaching vocabulary through derivation:** this technique needs the four classes of words to be involved on the basis of their position of occurrences in English sentence pattern like noun, verbs, adjective and adverb.

### 1.7.3 The Teacher's Role in Teaching Vocabulary

It is widely admitted that the teachers are the baseline of any teaching process because knowledge is transfused from the teachers to the learners. Teaching vocabulary knowledge is

a very complicated process; learners need to acquire a language through interaction with their teachers. Teachers are models; they provide students with strategies to facilitate their acquisition. They give directions, teach lessons and answer questions. The teacher plays a duplicated role in classroom: they work with small groups and involve in conversation with student. Every speech is a great opportunity to increase student's vocabulary; teachers have to be conscious of their word choices during each interaction and use a rich vocabulary to submit a fecund spot for students to promote their vocabularies in good way.

Teachers also should use a variety of methods and tricks to fit the learner's need. The important element in increasing vocabulary fluency depends on the chance for meaningful use of it in tasks with a low cognitive load (Nation, 1994, p.viii). So, teachers should know the level of their students to fit in a sufficient way their vocabulary proficiency; teachers need to be more aware of their learner's vocabulary level and make tasks accordingly (Nation, 1990)

In vocabulary teaching, teachers can apply a host of strategies and activities. According to Hatch and Brown, teaching strategies refer to everything teachers do or should do in order to help their learners learn (2000, p.401). Those strategies depend on the time obtainable, the component of knowledge learners are to earn, withal on its worth for the taught, taking into consideration the individual distinction among the learner because learners have various abilities and concerns. Furthermore, Dukas asserts that "the teacher's roles can be categorized into four main types: a source of expertise, management roles, source of advice and facilitator of learning" (1995, in Hedge, 2000, p. 27).

### **1.8. Selecting Vocabulary**

Research that has been conducted to find lists of the most frequent and widely used words of a language shows that the most frequent 2.000 headwords account for at least 85% of the words on any page of any book no matter what the subject is. In addition, focusing learner's

attention on the high frequency words of the language gives a very good return for learning effort. Furthermore, there are factors of selecting vocabulary for teaching mentioned by some scholars:

Takač established that teachers select tasks according to their own beliefs about teaching and learning and learners interpret these task in their own way (2008, p.105). Beck and his colleagues developed a method of selecting words for teaching. They divided words into three tiers: tier one, words are words English speaking Students already know; tier two words include, (1) words that are importance and utility, (2) words that have instructional potential, (3) word for which students already have conceptual understanding .those three words are words students unlikely to know but are also words not frequently used across a variety of domains. (2007, as cited in Teaching Reading to English Language Learners, p.29-30).

### **1.8.1. Difficulties in Vocabulary Development**

It has been assumed that word learning is natural and that the conditions in classroom provide spontaneous opportunities for vocabulary development (2015, as cited in All about Words). Students need opportunities to explain, discuss and share to communicate ideas that require the use of precise language, Researches have proven that the teacher talk more than the student in the classroom which make the student's opportunities to speak quite limited (2008, as cited in Vocabulary Instruction for Academic Success, p.41)

### **1.9. Ways to Improve Vocabulary**

Edward (2006) introduced some steps to improve vocabulary skills and make reading easier and more efficient which are as follows:

**Step 1:** be aware of words

The first step to a better vocabulary is to pay attention when hearing unknown words and write them down.

**Step 2: Read**

Reading help you find new and interesting words, but you need to make serious effort to learn the reading word's meaning and reading new magazines, books, newspapers.

**Step 3: Use dictionaries**

Use the dictionary to look up the meanings of the words you find while reading for pleasure and for getting the real meaning of the word.

**Step 4: Use index cards to study**

Write the new word on the index card in the front of the card, and then write the definition and a sentence using the new word on the back of the card.

**Step 5: Review vocabulary words regularly**

Carry the index card whenever you go and check the new words when you have time, try to remember its meaning and how it used in a sentence.

**Step 6: Try vocabulary building books**

Building vocabulary books are an excellent help for students if they enjoy doing the exercises, the must contain words that heard before but if all the words are new the learner feel frustrated by dealing with many words he does not know (2006, p.73-74).

## **Chapter Two: Games as a Teaching strategy**

## **Introduction**

Word games are defined as a mental competition conducted according to rules with the participants in direct opposition to each other. Games have a lot of benefits concerning teaching or learning; they effect the learning environment and make the learner experiences different ways of learning away from boring and closer to enjoying. Games can involve interpersonal intelligence when they are played with others also make connect with visual and spatial intelligence. Games are also motivating since they are amusing and at the same time challenging. They introduce an element of competition into language-building activities.

There are diverse categories of word games that enable the learner to enjoy learning and retain what is needed to be comprehended and provide the learners with the opportunity to use given vocabulary or grammatical features in a repeated fashion, through using multiple learning strategies selected by the teacher to reach an effective means of gaining, practicing, and applying new knowledge. Word games include many benefits of language learning; they give learners a fun-filled and relaxing learning atmosphere and an opportunity to use language in a non-stressful way after learning and practicing new vocabulary.

This chapter embraces the essential issues related to word games when applied to the learning process.

## **2.1. The Concept of Games**

### **a. Brief History**

Games have timeworn and rich history. According to El-Shamy (2001) before the nineteenth century, games were fundamentally based on physical activities and were limited to specific occasion. The Americans perceived games as perfunctory and time wasting at best and as dissipated works of the devil at worst.

He adds, later on, the European recreational games began to vanish; they had to be plumbed into games of purport and educational instructions in order to appeal to the more puritanical tastes of the Americans. These become the first illustration of what might be introduced as “educational games”. “The Mansion of happiness” was the first broad game created in the United States, which had a pedagogical aim of teaching children to distinguish between good and bad.

The 1980s brought a huge overflow in involving and developing training methods and books where a great intention given to work team especially “self-directed” and “high performance” (El-shamy, 2001).

Team building games and activities staked out a large territory of the training and development marketplace and still hold their ground today (El- Shamy, 2011, p. 6).



## **b. Definition**

Before getting deeply into details, it's highly needed to identify the meaning of the word "game". Different definitions have been presented by disparate savants. Howbeit, they all clarify it as an activity.

Gibbs (1978) represents a game as an activity in which students cooperate or compete to achieve the objective following the imposed rules.

El-Shamy states that "a game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win" (2001, p.15).

Hadfield introduces games as "an activity with rules, a goal and element of fun" (1998, p. 4).

Lee also gives a small introduction of the term "game". He declared that: "Games in the strict sense, which have a definite beginning and end, are governed by rules" (1991, p. 3).

According to Greenall the term "game" is used whenever there is an element of competition between individuals' students or teams in a language activity (1990, p. 6).

Games are also defined by Mosinegeas "an activity in which one or more people may be involved following a set of rules, and the player engage in this activity to arrive at certain outcomes" (2001, p. 31).

One of the definitions given by the Random House Dictionary for a game is “a competitive activity involving skill chance, or endurance played according to rules”

Similar to the previous definitions, Richards and Platt give a small definition of games they proclaimed that a game is “a game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players and communication between players by spoken or written language” (1992, p. 153).

The last qualifier was given by Suits who introduced games as “a goal-directed activity in which inefficient means are intentionally chosen” (2005, p .37).

Therefore, games involve many factors such as: precepts, partnership, relaxation and learning. The fundamental concern of applying games in class in is not only to assist students to acquire more virtually but also to feel joyful and relieved during the learning process (Tuan & Nguyen 2010).

In a nutshell as mentioned by the sociologist Caillois (1957) a game is an activity that must hold the following characteristics:

- ❖ Fun: the drill is picked for its delightful character.
- ❖ Separate: it is stipulated in time and place.
- ❖ Uncertain: the outcome f the activity is fortuitous.
- ❖ Non-productive: involvement is not fruitful.
- ❖ Governed by rules: the training absolutely has rules that are contradictory from everyday life.
- ❖ Fictitious: it is attached by the sensibility of different reality.

## **2.2. Types of Games**

Dealing with classifying games into sorts can be a little bit complicated because categories often interfere. There are several types of games categorized and divided by some scholars.

### **2.2.1. Sen's categorization**

Sen used different taxonomy to classify games. He declared that games can take one of the following shapes:

#### **a. board Games**

Board game use a squared pre-marked surface which is named as board and includes moving of coins or pieces on the surface to win the game. It involves pieces or counters that are placed on, removed from, or moved across aboard.

#### **b. Card Games**

Card games one of the educational games; they use playing cards as the main playing. Cards are the main playing device. Card games teach the player to follow rules and use reasoning and improve memory.

#### **c. Video Games**

Video games are a type of electronic games where the player gets a visual feedback by using the interface. It is known as edutainment because it combines education and entertainment. Video games support the development of proficiency through allowing the users to interact with objects and manipulate variables (Sen; 2014).

### 2.2.2. Sfetcu's Compilation

Sfetcu divided games into three kinds: letter arrangement games, paper and pencil games, and structured games (2014).

#### a. Letter arrangement games

The goal in this game is to form words out of a given letter. It means creating a word out of an arbitrary collection of letters, and it includes many types of games. They are as follows:

- **Boggle game**

Boggle is a word game played by using a plastic grid of lettered dice where the players need to find words in sequence of adjacent letters.

- **Anagram**

Anagram is a word game formed by rearranging the letters of a different word or phrase by using all the original letters. For example:

Astronomer = moon starrer

Gentlemen = elegant man

- **Option Game**

Option game is a scrabble-like game where players form crossword style to score points. The players use prisms that have letters on two sides in two different colors.

- **Pick two Games**

Pick two is a rearranging crossword game where players draw letter tiles and build their own personal crossword. When players use all their letters they say pick two and everyone draws two tiles, and these tiles must be added to the player's crossword. The players can always change his crossword by rearranging letters or words to use his tiles.

- **Scrabble game**

Scrabble is a word game in which two or four players competes in forming words with lettered tiles on a square board, or score points by placing tiles that contain a single letter onto a game board divided into 15-15 grid square.

### **b. Paper and Pencil Games**

The paper and pencil game is a word game played by using a pen and a framework square. The game begins with finding a word that starts with a letter written in a square or in a chosen category. The categories include personal names, things, cities, animals, fruits, flowers, plants, nations, etc. Paper and pencil games consist of several kinds of games; we mention the following:

- **Acrostic Puzzles**

Acrostic puzzles are a type of word games whose goal is to reveal a hidden quote in the grid through answering the crossword-style clues in the bottom of the puzzle; it means that the player needs to solve the crossword clues to fill in letters in the hidden quotes

- **Cryptograms**

Cryptogram consists of a short piece of encrypted text. Cryptogram is a word puzzle where the text is encoded by a simple cipher needed to be decoded.

- **Hangman**

Hangman is word game that requires the player to find the missing words, in which the player shown asset of blank letters that match a word or phrase, the player has to guess the word that can be obtained from the given letters

- **Jotto Game**

Jotto game is a word game with two players who aim to find the opponent player's secret word by choosing a five letter word and write it down then, after announcing the word and the second player reveals how many letters in that word are the same as the letters in his secret word.

- **Word Search**

Word search (also known as word find or mystery word puzzle) is a word game that consists of a grid of letters in a square shape where the player has to find the words hidden in the box, whether horizontally, vertically, or diagonally with a provided theme to all the hidden words.

- **Structure Game**

Structure games focus on semantics and work on sentence structure by giving the learner opportunities to practice syntax through having multiple sentences on a work sheet or on whiteboard to decide if the sentence is correct or not. Structure games include the following types of games:

- **Categories Game**

Categories game is a board game that works through naming objects within certain categories starting with a particular letter of the alphabet in a piece of paper with a pair of group of people.

- **Charades Game**

The charades game is a game for a group of people in which one team performs the word or phrase syllable by syllable until the other players guess the whole word or phrase.

- **One two three Game**

The one two three game is known as convergence in the space of words. The game is played through thinking of a word, phrase, idea, or object, and the player says one two three and pronounce the word then the other players try to think of new words to link the ideas and say the new words again.

- **Tennis Elbow Foot Game**

The tennis elbow foot game is a competitive word association game where someone pronounces a word and the other player has to come up with a word linked to the previously pronounced word such as “tennis” where the player has to find a word somehow linked to “tennis” like “elbow ball”.

These various games can be played in groups, pairs or with the whole class. Each game has its own mechanism which can be used by the teachers to fit the student’s needs. Games are diverse and techniques used to carry them are various. They can be used at any stage of a class (Harmer, 1991, p. 101).

### **2.2.3. Hadfield's Sorting**

Hadfield (1999) also gives a constrictive assortment of games; it is as follows:

#### **a. Information gap games**

In such games, learners ask their partners to get missing information to complete the task or solve the problem together. To illustrate, a student might have a picture or drawing, and their partner needs to create a comparable drawing by listening to the feedback given by the person with the drawing.

#### **b. Guessing games**

As the name denotes, in this game, the player has to guess some kind of information such as a famous person, place or thing and the other participants have to guess what it may be, using the periphrasis given by the player.

#### **c. Search games**

In search games, participants must bring all or immense amount of references affordable to fill a questionnaire or fix an issue.

#### **d. Matching games**

As the name implies, matching games involve coordinating pairs of cards or pictures. Everyone must find a mate with the compatible card or picture.



### **e. Labeling games**

These are another sort of matching; participants match labels and pictures.

### **f. Role-play games.**

The terms role-play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful (Trong Tuan, 2010).

#### **2.2.4. Lee's Classification**

Lee (2000) also gives contradictory distribution of games, it is as follows:

- Structure games
- Vocabulary games
- Spelling games
- Pronunciation games
- Number games
- Listen-and-do games
- Games and writing
- Discussion games

### **2.2.5. McCallum's Assortment**

McCallum (1980) divided games into seven kinds:

- Structure games
- Vocabulary games
- Number games
- Spelling games
- Conversation games
- Writing games
- Role play and dramatics

### **2.2.6. Other classification**

Another sort of vocabulary was collected from various experts which are as follows:

#### **a. Crossword Puzzle**

The crossword puzzle is one of the most popular types of word games in print or electronic media; it is a square grid consists of overlapping horizontal and vertical words with unique numbers denoting the start of a word. Each word has a clue associated with it, which can be another word or entire phrase (Griffith; 2012, p.159).

#### **b. Wonder word Puzzle**

Wonder word puzzle is a special type of word games; it is a list of words to be found with a hidden message in the puzzle. It is done through finding each word in the word list forward, backward, up, down, or diagonal. When the word is found, each letter of the word should be circled. Encircled letters will appear to show the secret message (Rucks, 2011).

### **c. Digital Games**

Digital games were developed from the early computer-based training systems based on questions with predefined answers and which offer little interaction. Digital games involve learning environments based on virtual reality, which basically encourages collaboration and allow participants to learn both from their own experiences and from their peers. Digital games can be used to teach facts principles, and complex problem solving techniques, improve skills and provide practical examples of concepts and rules (Felicia, 2009).

### **2.3. The Value of Games**

Based on the previous definitions and opinions about games from various experts, a prominence of games has heatedly been evaluated in teaching.

Games have great educational value, teaching English by applying games is without doubt an effective solution for teachers to avoid the monotonous and weary class of English. Various experienced text-books and methodology manuals writers have debated that games are not just time-consuming drills, nevertheless; they have a sensational role (El-shamy, 2010). Lee holds that most language games make learners use the language instead of thinking about learning the correct form (1979, p. 2). He also adds that games should be treated as a central not peripheral to the foreign language teaching programs. Domnus in the other hand believe that “the value of educational games has been increasing n language education since they help to make language education entertaining” (2010, p. 14-97).games are beneficial and virtuous in learning vocabulary, they are stimulating because they constantly include familiar contest and create cooperative learning atmosphere, so students have a great opportunity to interact together (Derakhshan, 2015). Urban states that games encourage, entertain, teach and promote fluency (1998, p. 20).

There are diverse reasons for why language games should be used, using games can give learners a chance to practice the language in the various skills (speaking, reading, listening and writing) and this ultimately, encourage them to acquire vocabulary more hastily and readily by doing actions while playing the games, moreover; applying games as a tool to teach is an occasion for timid and reluctant learners to participate because the atmosphere is not rigorous when playing a game .so they can spur whole class involvement (Silvers, 1998).Games are practical means for learning because they provide learners a hypothetical environment in which they can explore alternative decisions without the fear of frustration, thought and action are combine in purposive attitude to reach a target; Playing games educate us how to systematize, to consider substitutional and think limberly (Martinson & Chu, 2008), involving games in the language learning process provide a valuable contribution in the teaching and learning procedures. The immanent objective of vocabulary games is providing enormous references to the learner through playing .They do not need to word scarcely to retain words instead of , learners are capable of recognize facilely many vocabularies in a short time and an refreshing atmosphere without any forcing (Akdogan, 2018).

Huang comes to a conclusion that “learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence (1996, p. 1).

## **2.4. Advantages and Disadvantages of Games**

### **2.4.1. Advantages**

Some of the common advantages of using games in language teaching and learning language are recapitulated as follows:

### **a. Game motivate learners**

Games are highly motivating since they are amusing, interesting and at the same time challenging. In this context Hansen asserts that “games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings” (1994, p. 118). Further, the basic cause behind regarding games as intrinsic learning aids is that they spur motivation and learners get assimilated in the competitive phase of the games; moreover students will stretch during the game course much more (Avedon & Smith, 1971).

### **b. Games promote learner’s interaction**

As Jacobs and Kline (1996) express, games can be played in pairs or in small groups. Thereby, students will have great opportunities to increase their skills in interacting with others for instance: the dexterity of disparity in ideas tactfully and asking for help. In the same way, on mentioning competitive games, Rinvoluci and Davis (1995) have asserted, “competitive activities that hit pairs against pairs and threes against threes are excellent for fostering collaboration and mutual help within each team.”

### **c. Games improve the learners’ language acquisition**

According to Duong (2003), 90% of his learners affirmed that they could remember new words wittily and much better due to the tensionless atmosphere that games create. This point was doubly upheld by Nguyen and Khuat (2003) who stated that “students tend to learn better, when [teaching] is applied in a relaxed environment like playing games

In brief, games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful

practice to all language skills. Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement (Tuan & Nguyen, 2010).

In the same vein, Bond (1989) referred to the following advantages:

**a. Taking responsibility**

Games provide a structure which can be used to reduce dependency on the leader as the one who is all powerful or who knows it all. Games oblige the participants to take some responsibility to make the goal of the game approached; in this case, games encourage self-reliance and improve self-confidence.

**b. Flexibility and Relevance**

The participants share their own experience and skills; each group uses the game at its own level and in its way. This helps to ensure that the game seems relevant to the participants.

**c. Receptiveness**

Games take place in an atmosphere of fun and the levels of anxiety remain relatively low, and people do not feel defensive. This means that the participants hear what is said and evaluate it for themselves.

**d. Group Cohesiveness**

Games encourage cohesiveness in the group and a sense of a group identity.

**e. Framework and Structure**

Games provide a framework and structure to group experience which makes the leaders work within their own limitation of experience and skill by choosing appropriate games. They also

open up the possibility of offering group experiences led by who would not feel at ease in an unstructured group. Games are an effective way of achieving rapid learning within a task-oriented setting. (1989)

#### **2.4.2. Disadvantages**

Games also as a substitutional method have some disadvantages or limitations.

- Using games to fulfill the student's needs could result into uncontrolled participation. Therefore, some teachers are not interested in applying games in the lesson because they want to preclude problems and avoid pedagogical troubles (Akdogan, 2017).
- Sometimes a game structure may be too tricky and demand much time.
- Keep students under control while applying games is somehow frustrating ;straying away from the basic purpose of the game, play activity perhaps due to the inadequate rules, instruction resulting in playing too much and the lack of learning (Akdogan, 2017 p. 41).
- If games are already familiar or boring, students may not get equally involved.
- Some students, especially adolescents, may find games fatuous and kiddy (Stojkovic and Jerotijevic , 2011)

#### **2.5. The Teacher's Role**

The term "teacher role" is generally used among educational experts and practioners to depict teacher's response to variant demands and positions (Atkinson & Hously, 2003). The word role can be introduced as: "the normative expectation of situationally specific meaningful behavior" (Joas, 1999, p. 226). The teacher can be both careful critics and capable gamers; the teacher's selection, discussion and framing of particular games to reach curriculum goals constitute a form of instructional design (Becker, 2007). Teachers should be

clear about the purpose of teaching games, and hence, the aims and objectives of teaching games (Capel and piotrowski, 2013).

Classrooms are based on dichotomous age-stratified power structure and on knowledge. He adds that, the teacher has the legal organizational and cultural recognition of the classroom in the teaching process and the teacher's organizational authority is rarely challenged (Levinson et al, 2002).

The teacher is the life of the classroom. Through his techniques and methods, he delivers the knowledge so that all the learners benefit in the classroom. The role of the teacher has different dimensions they are as follows:

#### **a. Teaching knowledge**

The important role the teacher plays in the classroom is to teach knowledge to learners through following the curriculum and concentrate on all pertinent knowledge to dispense them to the students by explaining lectures, classroom discussion, small group activities. Teachers also are responsible for creating an atmosphere that includes fun and motivation through applying educational games spatially in the oral sessions.

#### **b. Creating Classroom Environment**

The classroom environment is important to the learning process. When the teacher creates a happy and warm environment, the student will be more comfortable and more relaxed, and this will affect their understanding and interaction positively. If students sense the teacher is angry, the interaction of the student may be negative and learning may be impaired. The social behavior in the classroom is a reflection of the teacher's action and the environment he sets.



### **c. Role Modeling**

The student spends a lot of time with the teacher. His behavior, personality, and attitude affect the students positively or negatively, depending on what the teacher reveal. He is a role model to the students since they spend much time with the teacher.

### **d. Monitoring**

Monitoring is a way the teacher uses to support the students to strive and give the best they can, and it also makes them enjoy learning. Monitoring is a natural role taken by the teacher which helps the student to be confident and walk in the line of success.

### **e. Signs of Trouble**

As mentioned earlier, the role of the teacher is not limited only to teaching, but also to embarrassing the reactions and interactions that appear in the classroom, one of this reactions is when the teacher notices a change in the student's behavior, or physical signs of abuse, the teacher here try to protect the students through looking into the problem and follow faculty procedures (Minister of education, Guyana. n.d).

### **2.5.1. Games Selection**

The function of games in the teaching process is undeniable; however, in order to attain the ultimate from vocabulary games, it is essential that appropriate games are well picked.

Teachers must be heedful about which games should be used because they have to take into consideration that the game will help the learners to think more deeply about the words and develop their vocabulary in order to become more fluent (Hale, n.d). In the same vein, khan (1991) spotlighted that language teachers must earnestly account when to use games, which of

them is appropriate and how to use them aptly, purposively and efficiently to attain both the student's needs and lessons' targets.

To prepare a learning game activity, the teacher needs to find the game first, than plan the learning events around the game play, the teacher must take into consideration what he is teaching to students and select a game that aligns with the desired learning outcomes. To use a game as an activity, the teacher has to make sure if the game is a teaching game, testing one, or both. Testing games are designed to recall knowledge, and not apply knowledge. In this type of games, the learner needs to know information to be successful. Testing games are created to test already existing information. Teaching games are designed to make the learner gain new information and knowledge (Kapp, 2013).

Constantinescu (2012) expressed some crucial points that teachers must take into consideration when choosing language games:

- ❖ Games should have a target; they are used to learn, not only for fun.
- ❖ Games should shed the light on the use of language; by their means learners have to acquire, exercise or recover language components.
- ❖ The content should be appropriate; it should fit the curriculum, be proper from any deliverance and not to instigate wrong values.
- ❖ Games should be effortless drills to apply in the classroom.
  
- ❖ Games should create a relaxed atmosphere and keep all learners attentive.
  
- ❖ Games should be in coordination with the student's age and level of knowledge.

Ryan said that the teacher must search a game that suits the goals he wants to achieve with the learners and plan how the game will be applied during the learning process. He has also to decide whether to use a teaching or testing game, depending on what he wants to be reached during the session (n.d).

The appropriate use of games, their acceptance as purposeful by learners, and the practicalities of their use must be considered before they can reach their full potential as learning tools (Whitton& Moseley, 2013, p. 106).

To sum up, games provide a huge and crucial pedagogical price for language teachers with many advantages when they are embodied in foreign classrooms. The review of the studies related to language games indicates that games play a substantial role in the foreign language teaching and learning contexts in a variety of areas (Gozcu, 2016).

## **2.6. Reasons for Using Games** (Victoria, 2017).

### **a. More Motivation**

Playing games in the classroom helps the students become more motivated, focused and engaged in the set tasks. They also learn how to work within a group, express their thoughts and take responsibility for their own learning.

### **b. Controlled Competitiveness**

Using games is the best way to manage the competitiveness in the classroom and between students. Through using games, the learners can compete and support each other during the learning activities.

### **c. Strategy Stimulator**

Problem solving strategies and planning are required in using learning games. By using these strategies, the learners become more able to solve problems. Also, their mental cognition will be developed and the brain will have extant space to practice in.

### **d. Pure Positivity**

Games expose students to positive environment in the learning process and motivate the learners, moreover, refresh their participation and enable them to have positive attitudes towards learning.

### **e. Less Stress**

Testing the student's knowledge about the previous lesson or the given information will put the learner under stress, which may create a negative perception of a student's learning environment. However, using games will undermine the stress and demonstrate the learner's knowledge, skills and understanding of the subject.

### **f. Mighty Memory**

Playing games increase memory. As students play games, they need to remember important details about a specific topic and use their working memory to think and give the answer quickly.

### **g. Class Cooperation**

Games enhance class cooperation. Through playing games students learn how to take turns, build respect, listen to others and play fairly. Games can also create and develop team work.

### **h. Alert Attention**

While playing games students need to put all their attention in the details of games to think quickly and be alerted and attentive. The attentiveness help learners to remain focused on the on the other tasks in the classroom.

### **i. Friendly Fun**

Playing games in the classroom create fun, stimulate the brain and give the students the feelings of happiness and excitement and develop a positive environment.

### **g. New Knowledge**

Games are a good way to use in the classroom to show new knowledge and consolidate the learner's understanding to make connection with what they already know (Victoria, 2017).

## **2.6.1. What Makes a Successful Learning Game (Majumder, 2016)**

### **a. Conflict**

The learner has to face a conflict as a challenge in the game to make it more interesting which stimulates the learner to solve it and learn more to overcome the challenge. A sense of collaborative learning can be felt in the challenge when all the learners work together. Games that represent conflicts require the player to deal with and help the learner to develop their skills.

## **b. Strategy and Chance**

Strategy-based games give the learner the experience to take decisions that can affect game play or the probabilities of achieving the goal. Games should merge both strategy and chance to be interesting for the player. The combination of strategy and relief in a game make the learner more relaxed and provides required relief.

## **c. Aesthetic**

Aesthetic is an area of high appeal which makes learners more desired to play the game. Visuals are a powerful means of engaging player and help the learner to immerse into the game experience. Educational games must contain visual appeal related to the given learning goal to stimulate the learner more.

## **d. Theme and Content/Story**

A theme can transmit with the visual and the back-story contained in the rules. The theme is used to reveal the idea of the game. Moreover, using a story line in a learning game makes it interesting and the learner remember facts easier when they are a part of narrative more than simply telling facts.

## **e. Rewards**

The reward is given in return for the learner's achievement when finishing a certain level or task. It is more beneficial to reward learners for completing boring tasks which is necessary within the game; it is also more important to give rewards or points for performance rather than completion. Scoring is a powerful feedback tool. The learners have to understand the ways of compile points or incentives. This will motivate them to act better as well as learn better.

## **Conclusion**

Using games in teaching a foreign language helps learners to be more self-confident and attain better results. Games are a form of teaching that may be employed in circumstances where frequent tools are not well tolerated; when attention is deceitful to get and sticky to keep. Moreover, they are effective way to have fun. While the students are practicing language, they acquaint students with fresh materials who help them enhance the lexical knowledge.

## Chapter Three: Method and Results



## **Introduction**

This chapter is devoted to the field work of the research. It is divided into two sections: method and results. The method section presents the methodological procedures followed in the conduct of the study (hypothesis, research questions, sampling and data collection). The result section presents the results obtained from the study, their analysis, and findings (interpretation and discussion).

### **3.1. Method**

The method was chosen with accordance to the nature and objectives of the study. This research adapts the descriptive method because it is the appropriate one that could determine facts about the actual situation, and clarify if the use of word games can enhance students' vocabulary.

#### **3.1.1. Research Questions**

Regarding the research objectives, the following questions are addressed:

- ✚ What strategies teachers use to teach vocabulary?
- ✚ Do teachers usually use word games in teaching vocabulary?
- ✚ Are word games an effective tool in teaching vocabulary? What are their advantages?
- ✚ What are the challenges the teachers usually face when employing word games?

#### **3.1.2. Research Hypothesis**

It was hypothesized that:

- If teachers applied word games, learners will acquire vocabulary more effectively and successfully.

### **3.1.3. Population and Sampling**

The research's population is the teachers at the department of English, in Abbas Laghrour University. The total number of teachers is 26. Because the number is manageable, the whole population was taken as our sample for the study (this is more significant). However, only 19 teachers accepted responding to our questionnaires.

The teachers were chosen as the source of data in this study because they are the ones having experience with teaching vocabulary and using word games as teaching tool. Accordingly, their views are the most significance in achieving the research's objectives.

### **3.1.3. Data Collection Tools**

Regarding the study nature and research objectives, the questionnaire was adopted as the most suitable tool for gathering the data in this work. Questionnaires are defined by Seliger and Shohamy as “prints forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously” (1989, p. 172).

The questionnaire was designed to focus on the importance of vocabulary and figuring out the strategies and techniques being used by the teachers in the classroom, with special emphasis on word games. More specifically, it examined the benefits of using word games in teaching vocabulary. It was formed through Google forms and administered to the participants' online, via their emails.

The questionnaire is divided into three sections. Each section involves particular information that needed to complete the research. The design of the questionnaire include restricted questions, which is close-ended questions that request the answer through (yes/no question), that demand from the respondent to justify their answers, and share their opinion and experiences, whereas; open-ended questions are addressed to teachers to provide their own answers or explanation. The teachers' questionnaire consists of 20 questions and they are

disposed in three sections, each of which has either direct or indirect relation with the theoretical part.

### **3.1.3.1. Description of the Questionnaire**

The questionnaire is divided into three sections. Each section involves particular information that is needed to complete the research. The design of the questionnaire included close-ended questions that request the answer through (yes/no question) (where respondents justify their answers, and share their opinion and experiences), and open-ended questions that require explanations and qualitative answers.

#### **➤ Section one: Background Information (Q1 to Q2)**

This sections aims at collecting relevant inputs about the participants (teachers). It fundamentally deals with gender and level of education.

#### **➤ Section two: an Overview on Teaching Vocabulary (Q3 to Q10)**

This section starts with a question that highlights the importance of vocabulary in teaching EFL classes (Q3). In the next questions, the respondents were asked to describe the vocabulary level of the first year students according to their experience, and if the students face problems in learning vocabulary (Q4-Q5). The next two questions (Q6-Q7) aims at eliciting teachers' view toward introducing new vocabulary each session or some sessions or just when needed to, and how often they deal with vocabulary activities. In question 8, the teachers were asked to determine the favorable way according to students to acquire vocabulary, with regard to the teacher's teaching experience. (Q) The next questions required determining what type of vocabulary the teacher applies in the classroom, and what strategies he uses in teaching vocabulary (Q9-Q10).

### ➤ Section three: Using Word Games in Teaching Vocabulary (Q12 to Q19)

This section covers the teachers' views about the use of word games as tool for teaching vocabulary. The first question in this section (Q11) is a 'yes/no' question asking the respondents if he/she uses word games in the class to teach vocabulary (if the teacher answers with 'yes', he must determine what the game is, and if he picks 'no', he should justify why he does not use the games for teaching). In the next question (Q12), the teacher was asked to answer if he/she sees word games as an effective tool to teach vocabulary or not (teachers were required to give their opinion about how he/she considers teaching vocabulary with games: an educational strategy, an entertaining strategy, or both. The next question (Q13) is about the difficulties faced when using word games in the classroom; the teacher had to choose an answer from a list of suggestions or mention their own. Then, the teachers were asked about the role they play when using word games (Q14-Q15). The question (Q16) gives the teacher an opportunity to pick out an answer according to how he notices the degree of motivation. The following one asks about if word games help in the integration of anxious and shy students in the activity (Q17). The next question (Q18) required the teacher to talk about the advantages of word games. The final question (Q19) is an open-ended question that requests relevant comments and suggestions.

#### **3.3.2 Administration of the Questionnaire**

The questionnaire was administered online because it was the only available means amid the pandemic Covid-19. Therefore, it was formed on Google forms, and its link was sent to the teachers' emails. This saved time and effort, especially in this special period of the pandemic. All the teachers were cooperative, and helpful.

### 3.2. Results Analysis and Interpretation

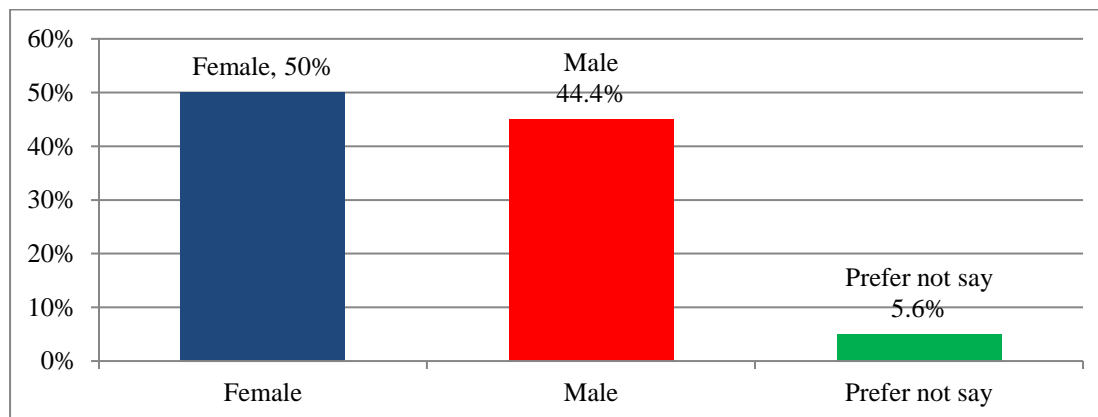
#### ➤ 3.2.1. Section One: Background Information

**Question 01:** The Participant's Gender

**Table 3.1 Teacher's Gender**

Option	Participants	Percentage
<b>Female</b>	9	50%
<b>Male</b>	8	44.4%
<b>Prefer not to say</b>	1	5.6%
<b>Total</b>	18	100%

**Figure 3.1 Distribution of the Teacher's Gender**



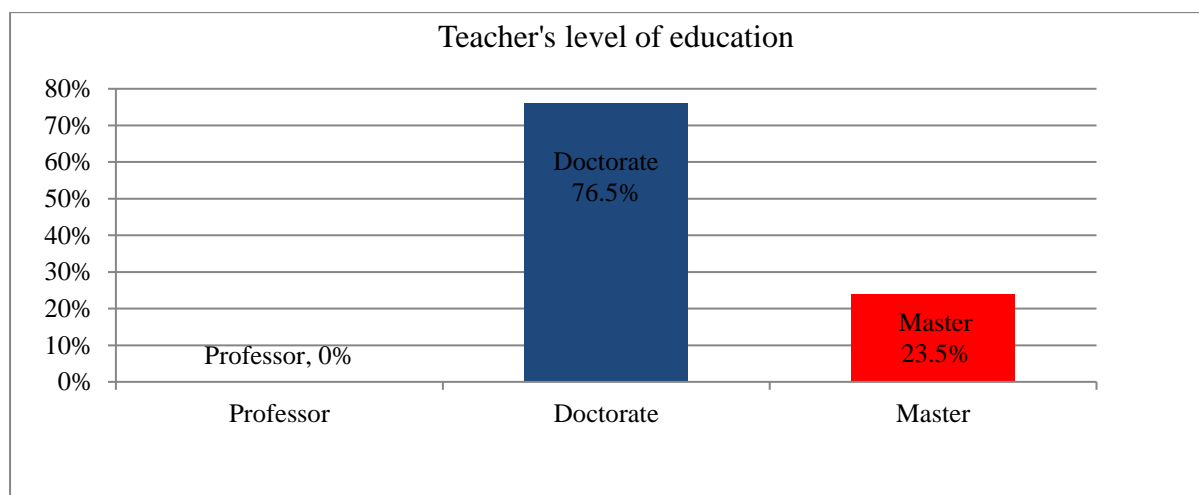
Results show that the teachers are from various genders. 50% of them are females, and 44.4% are male, while 5.6% preferred not to identify their gender for personnel considerations.

**Question 02:** The Educational Level

**Table 3.2 Teacher's Level of Education**

Option	Number	Percentage
<b>Professor</b>	0	0%
<b>Doctorate</b>	13	76.5%
<b>Master</b>	5	23.5%
<b>Total</b>	18	100%

**Figure 3.2 Teacher's Level of Education**



From the data above we can see that the majority of teachers have a doctorate 76.5%, 23.5% present the teachers with master level. And there was no respondent has a professor level 0% percentage. Thus the majority of teachers are skilled.

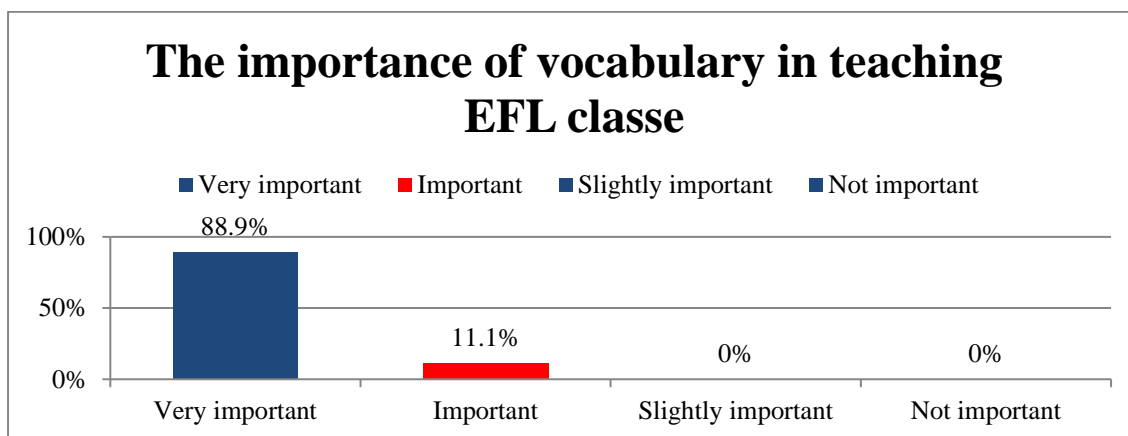
➤ **3.2.2. Section two: Teaching Vocabulary**

**Question 03:** How important is vocabulary in teaching EFL?

**Table 3.3 the Importance of Vocabulary in Teaching EFL Classes**

Option	Number	Percentage
<b>Very important</b>	15	88.9%
<b>Important</b>	3	11.1%
<b>Slightly important</b>	0	0%
<b>Not important</b>	0	0%

**Figure 3.3 the Importance of Vocabulary in Teaching EFL Classes**



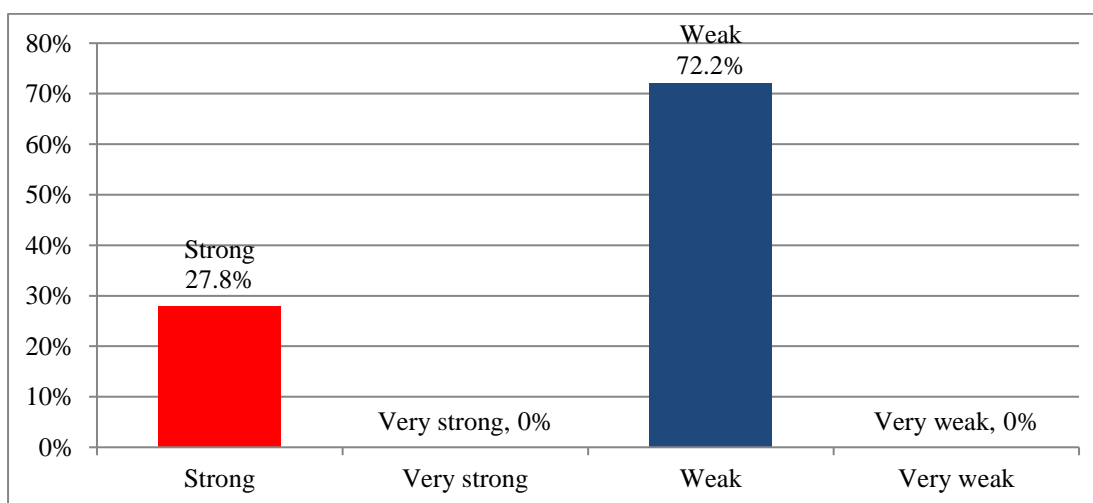
It is shown that vocabulary plays an effective role when it comes to teach a foreign language, and without words we cannot give the right idea. That is why 88.9% of the teachers responded with 'very important', which represents the major percentage. 11.1% gave their answers to important. And no one has chosen the other options which are: slightly important, not important.

**Question 04:** According to your experience, how would you describe the vocabulary level of the “first year” students?

**Table 3.4 First Year Student’s Level of Vocabulary**

Option	Number	Percentage
<b>Very strong</b>	0	0%
<b>Strong</b>	5	27.8%
<b>Weak</b>	13	72.2%
<b>Very weak</b>	0	0%

**Figure 3.4 First Year Student’s Level of Vocabulary**



The results confirm that the majority of the students really have difficulties with vocabulary mastery. Most of the teachers (72.2%) agree that the vocabulary of first year student is weak, which means that teachers need to apply various strategies and techniques in order to reinforce their vocabulary. Some teachers answered with strong 27.8%, this may be explained by the fact that the participants deal with different levels of students.

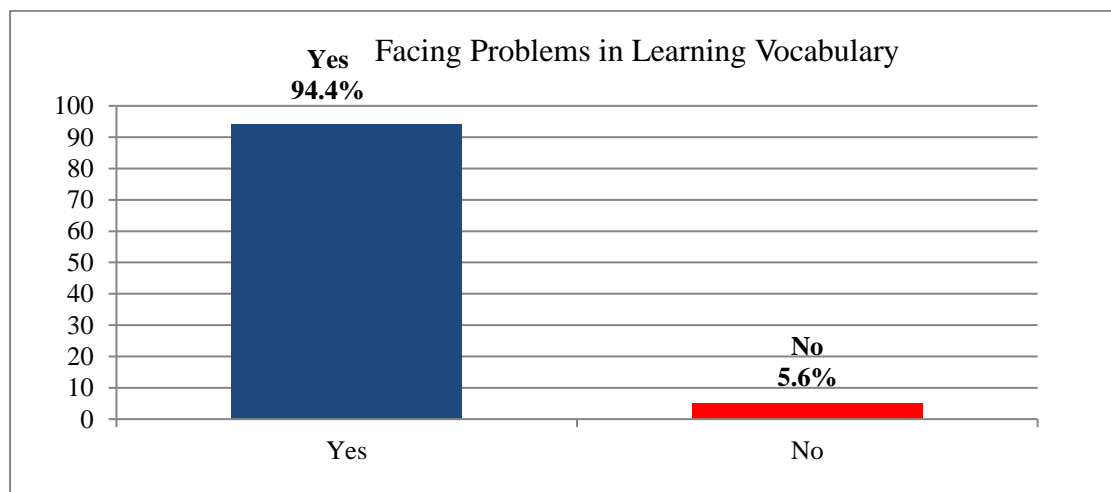


**Question 05:** Do students usually face problems in learning vocabulary

**Table 3.5 Facing Problems in Learning Vocabulary**

Option	Number	Percentage
<b>Yes</b>	16	94.4%
<b>No</b>	2	5.6%
<b>Total</b>	18	100%

**Figure 3.5 Facing Problems in Learning Vocabulary**



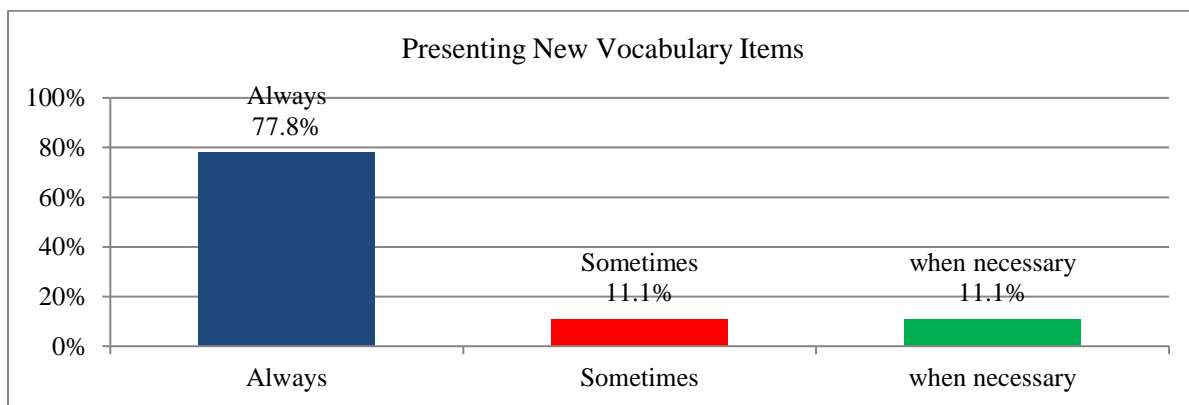
When dealing with vocabulary acquisition, students may face some difficulties. The results indicate that the majority of teachers 94% confirm that learners really confront some obstacles when dealing with the process of vocabulary learning. 5.6% said no, students do not face problems in learning vocabulary.

**Question 06:** How often do you present new vocabulary items in classes?

**Table 3.6 Presenting New Vocabulary Items**

Option	Number	Percentage
<b>Always</b>	14	77.8%
<b>Sometimes</b>	2	11.1%
<b>When necessary</b>	2	11.1%
<b>Total</b>	18	100%

**Figure 3.6 Presenting New Vocabulary Items**



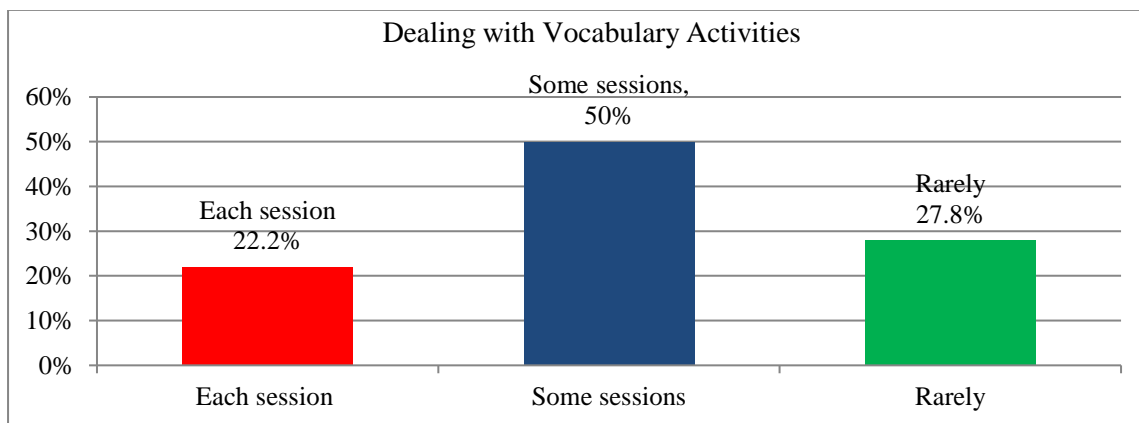
The above results show that most of the teachers (77.8%) present new vocabulary items in each lesson this may help the student to acquire vocabulary more easily and rich learners' lexical storage. However, some participants (11.1%) answered that they only introduce new words when it is necessary because they see that it is not significant to provide learners with new items each session. The same number (11.1%) answered that they occasionally present new expressions to their colleagues.

**Question 07:** How often do you deal with vocabulary activities?

**Table 3.7 Dealing with Vocabulary Activities**

Option	Number	Percentage
Each session	4	22.2%
Some sessions	9	50%
Rarely	5	27.8%
<b>Total</b>	18	100%

**Figure 3.7 Dealing with Vocabulary Activities**



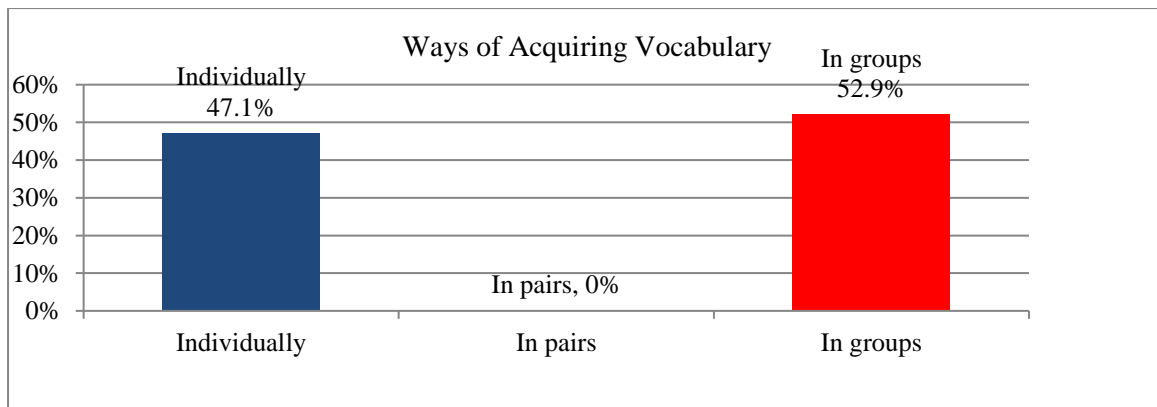
From the results we observed that teachers do not deal with vocabulary activities always: only 22.2% declared they do it each session, and it is the lowest percentage. The rest said they use vocabulary activities in some sessions 50% and others rarely 27.8%.

**Question 08:** With regard to your previous teaching experience, which way is favorable to students to acquire vocabulary?

**Table 3.8 Ways of Acquiring Vocabulary**

Option	Number	Percentage
<b>Individually</b>	8	47.1%
<b>In pairs</b>	0	0%
<b>In groups</b>	10	52.9%
<b>Total</b>	19	100%

**Figure 3.8 Ways of Acquiring Vocabulary**



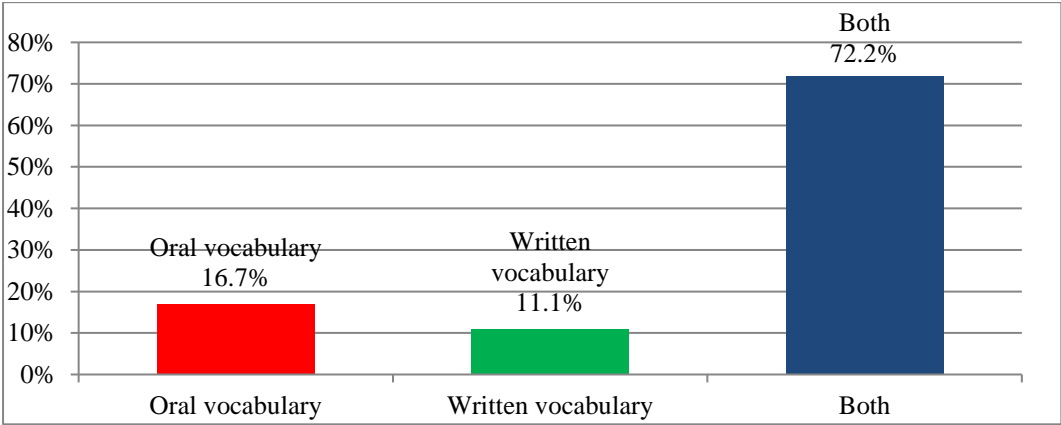
From the results shown above, we see that teachers consider learning vocabulary in groups 52.9% is the favorable way for students. 47.1% of teachers stated that, students also like to acquire vocabulary individually for more understanding. So, both ways are preferred.

**Question 09:** What type of vocabulary practices do you apply in class?

**Table 3.9 Types of Vocabulary Practice**

Option	Number	Percentage
<b>Oral vocabulary</b>	3	16.7%
<b>Written vocabulary</b>	2	11.1%
<b>Both</b>	13	70.2%
<b>Total</b>	18	100%

**Figure 3.9 Types of Vocabulary Practice**



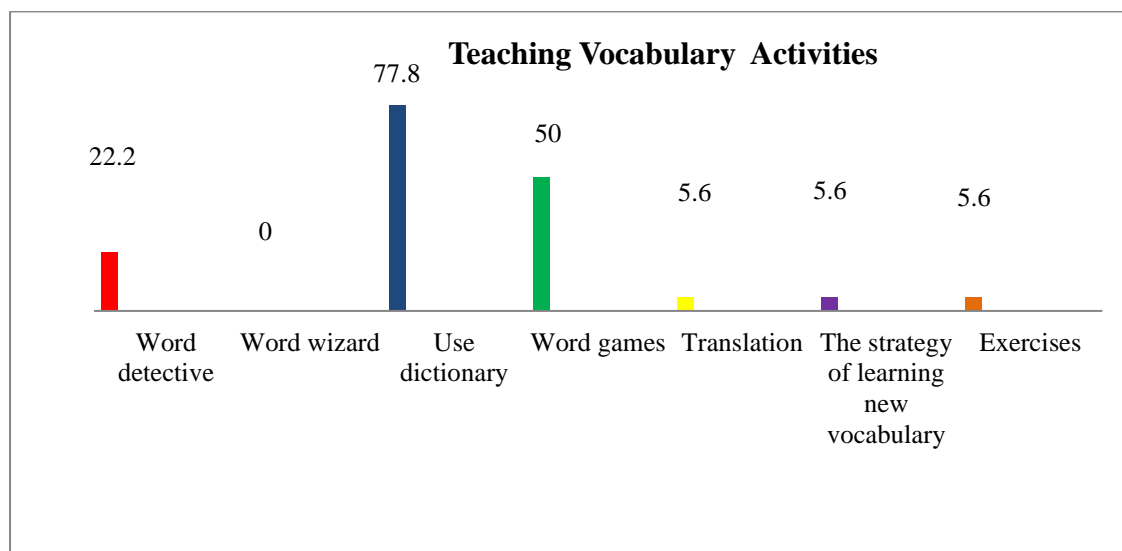
Most of the teachers (72.2%) apply both present oral vocabulary and written vocabulary in their classes to give the student the opportunity to experience and develop their skills in the both types, whereas 16.7% use only oral vocabulary and 11.1% use written vocabulary.

**Question 10:** What strategies do you use in teaching vocabulary?

**Table 3.10 Teaching Vocabulary Activities**

Option	Number	Percentage
Word detective	4	22.2%
Word wizard	0	0%
Use dictionary	14	77.8%
Word games	9	50%
Translation	1	5.6%
The strategy of learning new vocabulary	1	5.6%
Exercises	1	5.6%

**Figure 3.10 Teaching Vocabulary Activities**



The question attempted to identify the most used techniques in teaching vocabulary. As shown in the table and figure above, the most used technique is the dictionary (77.8%) in order to attain the word more usefully when the student look for it by his own. It also

appears that the second most used technique by teachers (50%) is “word games”. Word detective are used by 22.2%. The other options: translation the strategy of learning new games and exercises present the same number 5.6%. In general foreign language teachers declared that they rely on two significant strategies which are using dictionary and word games. This supports the idea of games effectiveness in teaching vocabulary.

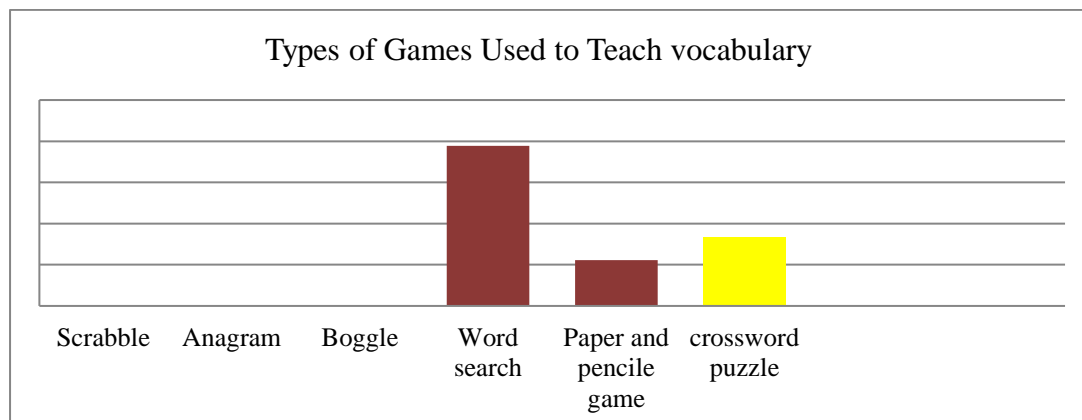
➤ **Section Three: Using Word Games in Teaching Vocabulary**

**Question 11:** What kind of games do you apply when teaching vocabulary?

**Table 3.11 Types of Games Used to Teach Vocabulary**

Option	Number	Percentage
<b>Scrabble</b>	0	0%
<b>Boggle</b>	0	0%
<b>Anagram</b>	0	0%
<b>Word search</b>	7	38.9%
<b>Paper and pencil game</b>	2	11.1%
<b>Crossword puzzle</b>	3	16.7%

**Figure 3.11 Types of Games Used to Teach Vocabulary**



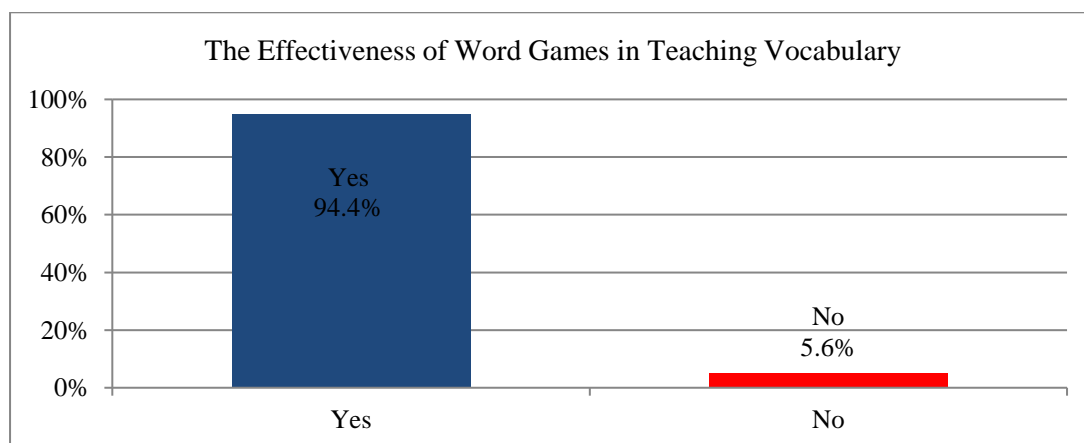
Results show that the majority of the participants (38.9%) chose word search game as a type that is more prosperous in promoting their students vocabulary acquisition, whereas some of them have chosen crossword puzzle to be more effective in enhancing the vocabulary learning which represent the average (16.7 %). The rest (11.1%) consider paper and pencil game to be their tool to teach vocabulary. We noticed that the two types of games “word game and search game” are well known games that teachers nominate in order to rich the designed goal during the lesson of teaching vocabulary.

**Question 12:** Are word games an effective tool to teach vocabulary?

**Table 3.12 the Effectiveness of Word Games in Teaching Vocabulary**

Option	Number	Percentage
<b>Yes</b>	17	94.4%
<b>No</b>	1	5.6%

**Figure 3.1 The Effectiveness of Word Games in Teaching Vocabulary**





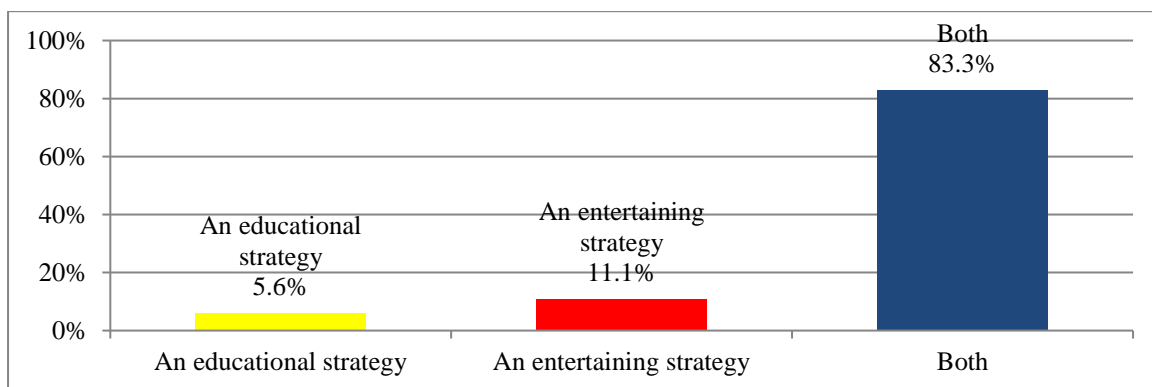
The teachers agreed by 94.4% that word games are effective in teaching vocabulary, and help students to memorize words while enjoy learning, 5.6% said no, games do not help in teaching vocabulary.

**Question 13:** Do you consider teaching vocabulary with games as?

**Table 3.13 Teaching Vocabulary through Games**

Option	Number	Percentage
<b>An educational strategy</b>	1	5.6%
<b>An entertaining strategy</b>	2	11.1%
<b>Both</b>	15	83.3%

**Figure 3.13 Teaching Vocabulary through Games**



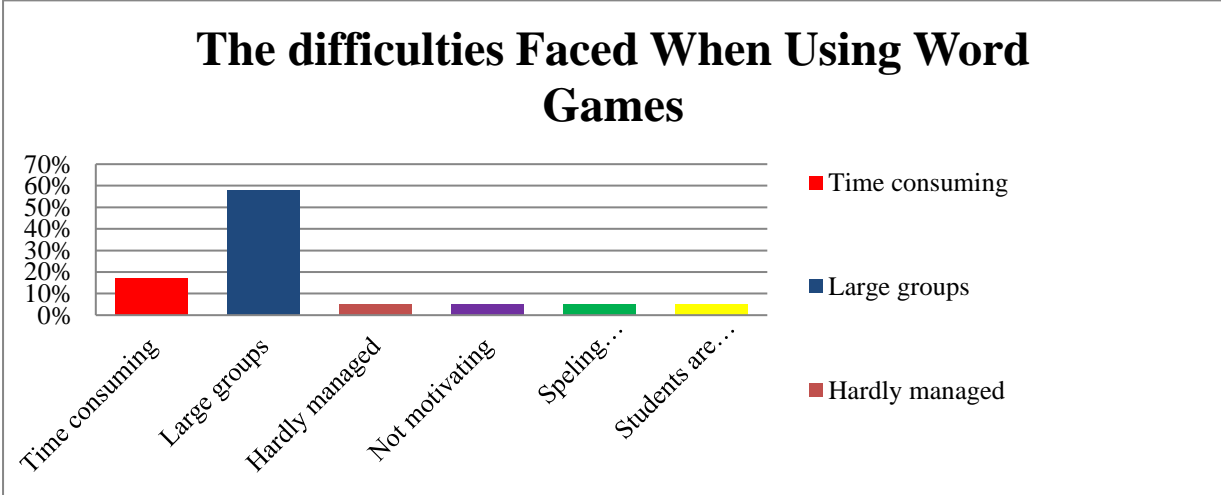
The data in the graph and the table shows that 83.3% of respondents consider word games both an educational and entertaining strategy in teaching vocabulary, which means that they agree once again that games are an effective tool in teaching and learning. Some of the respondents (11.1%) consider word games as an entertaining strategy and 6% said word games are an educational strategy.

**Question 14:** What difficulties do you usually face in using word games?

**Table 3.14 the Difficulties Faced When Using Word Games**

Option	Number	Percentage
<b>Time consuming</b>	3	17.6%
<b>Large groups</b>	10	58.8%
<b>Hardly managed</b>	1	5.9%
<b>Not motivating</b>	1	5.9%
<b>Spelling difficulties</b>	1	5.9%
<b>Students are not really skillful to analyze the context to discover the meaning of new words.</b>	1	5.9%

**Figure 3.14 the Difficulties Faced when Using Word Games**



The difficulties faced by teachers when applying word games in the classroom are the 'big number of students' at the first place with (58.8%) , 'time consuming' with 17.6%, and hardly managed, not motivating and spelling difficulties with 5%. Thus, it is clear the biggest

challenge for teachers in employing word games I teaching is the large groups at the department.

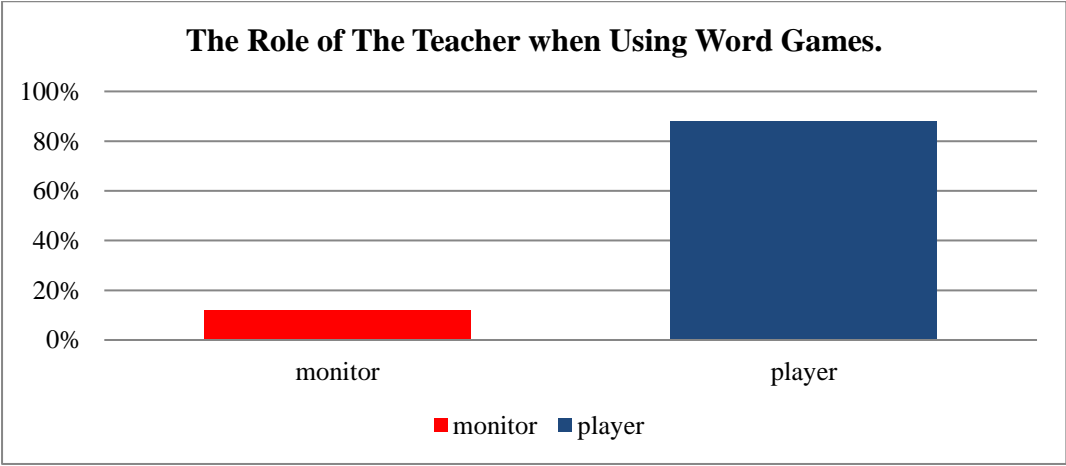
**Question 15:** When using word games, what role do you have?

- player
- monitor

**Table 3.15 the Role of the Teacher when Using Word Games**

Option	Number	Percentage
<b>Player</b>	15	88.2%
<b>Monitor</b>	3	11.8%

**Figure 3.15 the Role of the Teacher when Using Word Games**



Most of the teachers (88.8%) play the role of the monitor during the use of word games in classroom to explain and see how the game is going to be practiced. 11.1% of the teacher plays the role the player when using word games in class.

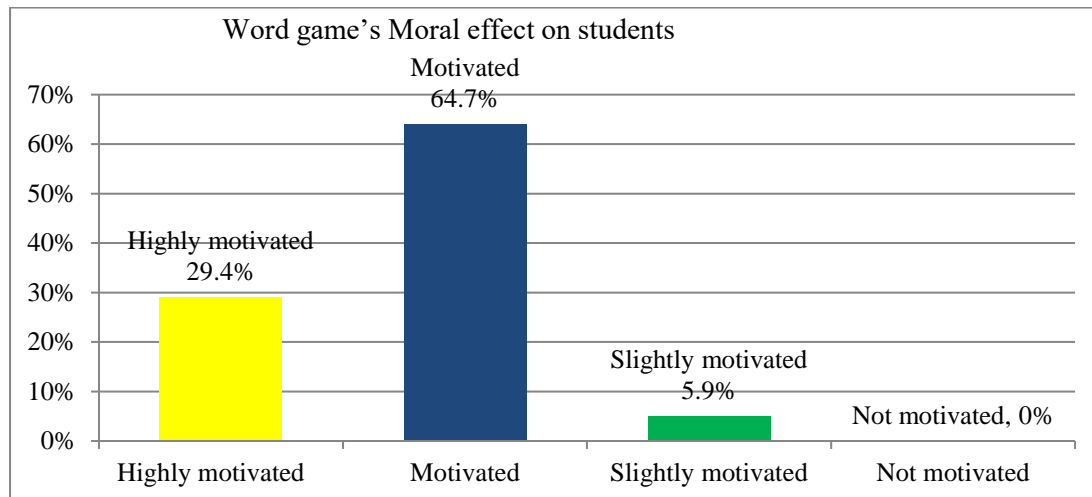
**Question 16:** When using games, do you notice your students are:

- Highly motivated
- Motivated
- Slightly motivated
- Not motivated

**Table 3.16 Word Game’s Motivational Effect on Students**

Option	Number	Percentage
<b>Highly motivated</b>	5	29.4%
<b>Motivated</b>	11	64.7%
<b>Slightly motivated</b>	2	5%
<b>Not motivated</b>	0	0%

**Figure 3.16 Word Game’s Motivational Effect on Students**



When using word games the teachers stated that student become motivated 64.7% for learning new words and enjoy the process of teaching. 29.4% chose highly motivated, 5.9% for slightly motivated, and 0% for not motivated. Accordingly, word games are proven to be a

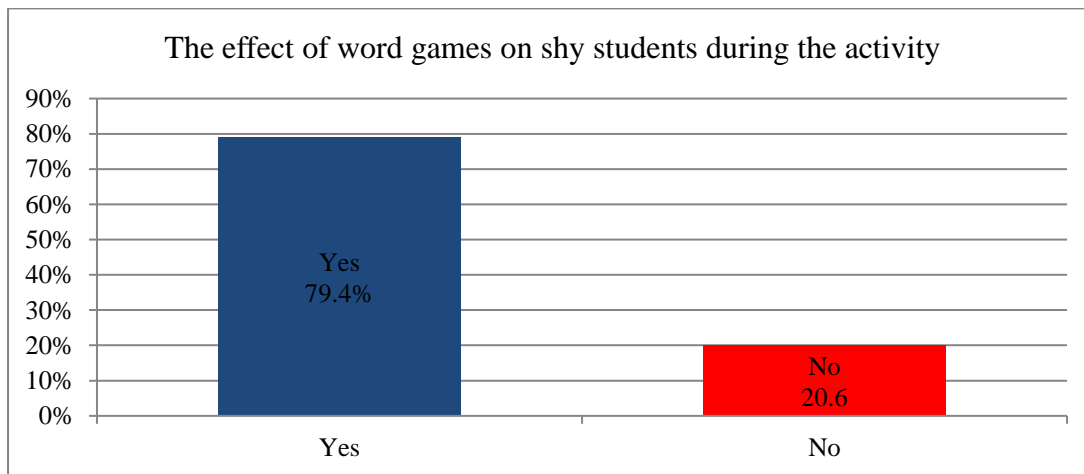
motivating toll teachers can rely on to overcome the problem of anxiety among students when learning.

**Question 17:** Do word games help in the integration of anxious and shy students in the activity?

**Table 3.17 The Effect of Word Games on Shy Students During the Activity**

Option	Number	Percentage
<b>Yes</b>	15	79.4%
<b>No</b>	3	20.6%

**Figure 3.17 The Effect of Word Games on Shy Students During the Activity**



The majority of the teachers (79.4%) agreed that word games help in the integration of anxious and shy students in the activity because it is considered as a good way to break the routine, and playing in groups help shy students to express themselves more. 20% of the teachers do not really agree on the effect of word games on shy students.

**Question 18:** What are the advantages of word games?

In this question we wanted to know the benefits of word games the teachers had witnessed during their years of teaching. Teachers stated that word games enhance English vocabulary and enable students to learn the English of native speakers. Moreover, they develop the students' cognitive processes, enhance the group spirit, ease interaction, and integration of the students, and trigger the students' sense of creativity. In addition, teachers said that games proved their effectiveness in easing classroom atmosphere, giving equal chances to learners, and are a great motivational strategy, which enhances vocabulary through entertainment and collaborative work. With regard to the experience of teachers, we can say that word games are a good strategy, which help learners to consolidate and retain vocabulary items, increase motivation, alleviate stress, and change learners' ill impression of a given subject.

### **3.5. Interpretation of the Results**

Given the findings of the research, our hypothesis was confirmed. The null hypothesis ( $H_0$ ), which stated that word games have no effect on the students' vocabulary level, was rejected; the alternative one ( $H_1$ ), which is our hypothesis, was confirmed. So, if teachers applied word games, learners will acquire vocabulary more effectively and successfully

Some deductions were reached concerning the use of word games to enhance the students' vocabulary. Results proved the teachers' agreement of the vocabulary importance in learning EFL. Consequently, they do their best to facilitate the learning process for learners. Most of the teachers stated that vocabulary is very crucial in teaching a foreign language, and the students need to be aware of the maximum words they can understand what is uttered from others and say what they want properly. The results indicate that students face problems in learning a second language vocabulary, for that teachers need to apply strategies and techniques which

help students to observe new words easily, concerning that teachers mentioned that they approximately, present new vocabulary items in class in order to enrich the mind of the students.

Based on the results, word games is a strategy used by teachers in their classes to reinforce the student's vocabulary and expose him to new words in different domains, especially, because they prefer to learn in groups to communicate more, motivate and encourage each other.

Teachers confirmed that word games is an effective tool in teaching EFL classes; they can be considered as both educational and entertaining, which helps the students in their learning process and encourage them to follow the line of retaining new words to complete the games. This means that word games make the student want to learn more through motivation.

When using word games in the classroom, teachers stated that they play the role of the monitor, and they reported how the students become motivated for learning, and how word games can make shy students feel more comfortable to express their ideal and deal with their friends.

Almost all of the teachers are interested in involving the educational games in the teaching process although they bring some challenges such as large groups; however, some tricks can control the problem faced. Evidently, word games have a lot of advantages and give much help to the students and teachers in the learning and teaching process of second language as stated by the teachers, who have good experience in using word games in teaching first year students .

To sum up, the study findings confirms that word games are very effective tool to teach vocabulary. They are highly positive for learners where it spurs their ability to learn faster and more enjoyably.

### 3.6. Suggestions and Recommendations

With reference to the results that have been obtained word games were seen as an essential tool that should be introduced for EFL learners to help them love the language and acquire more easily. The following recommendations seem to be appropriate to the teachers of English as a foreign language :

- Vocabulary is the core of any language, so much time should be assigned to it to be mastered.
- Using various techniques such as word games more often in teaching vocabulary in order to enhance students' vocabulary learning.
- Teachers should consider their ways of introducing vocabulary and try to switch the usual techniques in order to add diversity to the frequent activities and get better results without forgetting the rules, the aims, and the instruction that should be accurate and well comprehensible for every one.
- Teachers should find out the obstacles that students face during the vocabulary learning process, they should come out with an effective tool to get better results.
- Teachers should neither overuse nor neglect word games because the overuse of games makes learning just for fun and the rare use makes the study boring. Both cases may negatively affect the class, so teachers should select an appropriate and easy game to design a specific rhythm for applying a game according to the learners' levels and abilities.
- Teachers need to play both roles, monitor and player, to help students understand difficulties and give them solutions in a way that shows them how to overcome problems by providing balance.



- Teacher has to recognize the way his students prefer to acquire vocabulary to make it easier for them to learn and let them feel more comfortable, and word games are a good method which helps in the integration of anxious and shy students in the classroom.
- Students should use the new words they learn in classroom in their daily life and connect those words with their routine.
- Students need to be encouraged and motivated to use word games even outside the classroom to enhance their vocabulary more and expose them self learning.

We recommend the following books and websites for teachers; they can check them to be closer to various useful games:

- Lee, S, K, (1995) How to Use Games in Language teaching.
- Watcyn, J, P. (1993). Vocabulary Games and Activities for Teachers. England:
- Barners, A., J. Hines and J. Welldonn. (1996). Have Fun with Vocabulary:
- Quizzes for English Classes. England: Penguin Books. Games to learn English.com
- Einhorn, K (2001). Easy□ engaging ESL activities and mini-books for every
- Granger, C and J. Plumb. (1993). Play games with English 1: Teacher's resource.

### **3.7. Limitations and Further Studies**

There are some limitations to this research. Due to Covid 19, we were obliged to conduct a descriptive study instead of an experimental one, which was our primary choice, because the university was closed and could not reach the students. Moreover, we limited our study only to the teachers at the department of English, Abbas Laghrour Univeristy. It would be better if the

topic was analysed among a large group of participants from different universities. Moreover, the study focused only on first year students.

Further research would investigate the use of word games in different contexts (such as private schools) and among different levels of education. Also, it might investigate the topic through a student's perspective.

### **3.7. Conclusion**

The present chapter presented the findings of the research. It has been found that word games have a positive impact on the learners' vocabulary enhancement. Our hypothesis was confirmed and the research questions were fully answered. The teachers highly supported the use of word games in improving a language, which clarify the positive relationship that connect playing word games and enhancing a second language vocabulary.

## **General Conclusion**

As it is known vocabulary is an essential and basic skill in learning any foreign language. The learner gives his best to attain as much as he can memorize of the new words, and here comes the role of the teacher and which effective methods and strategies he uses to facilitate the learning for the student in a suitable way. The instructor has to choose a technique that involves all the beneficial elements for obtaining the words easily. Great research proved the effective use of word games as a teaching strategy, and many researchers stated the great effect of word games on learners' vocabulary development.

This research was conducted to investigate the effectiveness of using word games in enhancing the students' vocabulary. It revealed that word games can be applied by EFL teachers as an effective tool; however, it must be adapted to the specificities of the teaching context such as group size and the students' level. Moreover, research proved that word games are not only an educational tool but also an entertaining one. Therefore, it can be used by teachers as a warm-up technique in the beginning of any session.

A quasi-experimental research is highly demanded for this kind of research. It would help in better understanding and investigation of the effectiveness of word games in different teaching contexts.

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# APPENDICES

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## The Teachers' Questionnaire

**Dear teachers,**

You are kindly invited to answer this questionnaire that is a part of Master's degree fulfillment research work that investigates the use and effectiveness of word games in enhancing the students' English vocabulary.

**Thank you in advance**

### **Section One: General Information**

1. are you

**a- Male**

**b- Female**

2. Level : **a- professor**  **b- doctorate**  **c- master/magister**

## Section Two: Teaching Vocabulary

3. How important is vocabulary in teaching EFL?

a- Very important  b- important  c- slightly important  d- not important

4. According to your experience, how would you describe the vocabulary level of the “first year” students?

a- Very strong  b- strong  c- weak  d- very weak

5. Do students usually face problems in learning vocabulary?

a- Yes  b- no

6. How often do you present new vocabulary items in classes?

a- Always  b- sometimes  c- when necessary

7. How often do you deal with vocabulary activities?

**a-Each session**  **b- some sessions**  **c-rarely**

8. With regard to your previous teaching experience, which way is favorable to students to acquire vocabulary?

**a- Individually**  **b- in pair's**  **c- in groups**

9. What type of vocabulary practices do you imply in class?

**a- Oral vocabulary**  **b- written vocabulary**  **c- both**

10. What strategies do you use in teaching vocabulary?

**a- Word detective**

**b- Word wizard**

**c- Use dictionary**

**d- Word games**

Others,

specify.....

.....

**Section Three: Using Crossword Games in Teaching Vocabulary**

11. What kind of games do you apply in classroom to teach vocabulary?

- **Scrabble**
- **Boggle**
- **Anagram**
- **Word search**
- **Paper and pencil game**
- **Crossword puzzle**

12. Are word games an effective tool to teach vocabulary?

**Yes**

**no**

13. Do you consider teaching vocabulary with games as?

**a- An educational strategy**

**b-An entertaining strategy**

**c- Both**

14. What difficulties do you usually face in using word games?

- **Time consuming**
- **large groups**
- **hardly managed**
- **not motivating**

Others,

explain.....  
 .....

15. When using word games, what role do you have?

**Player**                       **monitor**

16. When using games, do you notice your students are :

- **Highly motivated**
- **Motivated**
- **Slightly motivated**
- **Not motivated**

17. Do word games help in the integration of anxious and shy students in the activity?

.....  
 .....

18. What are the advantages of word games?

.....  
 .....

19. Your comments or suggestions

.....

.....



## المخلص

تعلم مفردات اللغة الانجليزية كلغة أجنبية مهمة عويصة تتطلب جهداً مكثفاً من قبل الطالب و المعلم على حد سواء فقد عني الأساتذة بهذا الموضوع، لتيسير الصعاب أمام المتعلمين، و ذلك بتنوع التقنيات ، و البحث عن الجديد منها، و من هذه الوسائل إدماج الألعاب اللغوية التعليمية، لإثراء الرصيد اللغوي للمتعلم الهدف من هذا البحث هو التحقق من فعالية هذه التقنية في تسهيل التعلم ، فضلا عن تحسين المفردات، أو من منطلق آخر إن هذه الدراسة تسعى إلى تسليط الضوء على الألعاب اللغوية كوسيلة ناجعة لتنمية المفردات لدي التلاميذ، و لتحقيق الأهداف المرجوة تم إجراء دراسة وصفية تتركز على تحليل البيانات التي تم جمعها، عن طريق وضع استبان خضع له المتعلمون ، و يتيح هذا الأخير معرفة مدى استيعاب المتعلم و فهمه للدرس عن طريق الألعاب التعليمية. أبرزت النتائج أن لاستخدام هذه الوسيلة أثراً فعالاً في تلقين المفردات و أنّ إدراجها في المقرر الدراسي يعين المتعلمين على تحسين معرفتهم اللغوية مع الحرص على جعلها مناسبة لمستوى المتعلمين و أهداف الدرس.

## Résumé

Apprendre le vocabulaire de l'anglais comme langue étrangère est une tâche difficile qui demande un effort intense de la part de l'élève et de l'enseignant. Les professeurs se sont préoccupés de ce sujet, pour faciliter les difficultés des apprenants, et que les techniques diversifiées, et en ont recherché de nouvelles, et parmi ces moyens se trouvait l'intégration de jeux linguistiques éducatifs, pour enrichir l'équilibre linguistique de l'apprenant.

L'objectif de cette recherche est de vérifier l'efficacité de cette technologie pour faciliter l'apprentissage, ainsi que pour améliorer le vocabulaire, ou d'un autre point de vue. Cette étude vise à mettre en lumière les jeux de langage comme moyen efficace de développer le vocabulaire des élèves, et pour atteindre les objectifs souhaités, une étude descriptive a été menée qui s'est concentrée sur Analyser les données collectées, en élaborant un questionnaire auquel les apprenants ont été soumis, et ce dernier permet de connaître l'étendue de la compréhension et de la compréhension de l'apprenant de la leçon à travers des jeux éducatifs. Les résultats ont montré que l'utilisation de cette méthode a un effet efficace sur l'enseignement du vocabulaire et que son inclusion dans le programme aide les apprenants à améliorer leurs connaissances linguistiques tout en s'assurant de l'adapter au niveau des apprenants et aux objectifs de la leçon.