



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
RAIS Saoussen

On: Saturday, 22 June 2019

**INVESTIGATING THE EFFECTIVENESS OF COOPERATIVE LEARNING
GAMES IN ENHANCING LEARNERS' VOCABULARY LEARNING**

The case study of third year pupils at Khamla Ibrahim Middle school _Biskra

Board of Examiners :

| | | | |
|----------------------------|-----|--------|------------|
| Dr. BENEDIR Samira | MCB | Biskra | Chairwoman |
| Dr. MEHIRI Ramdane | MCA | Biskra | Supervisor |
| Mrs. MANSOURI Amina | MAA | Biskra | Examiner |

Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate; all praise be to Allah, the Lord of the worlds; and prayers and peace be upon Mohamed his slave and messenger

This dissertation is dedicated to

- The soul of my beloved grandfather **“Rais Taher”** and my grandmother **“Aicha”**. I ‘m still missing your voices, the wisdom in your advice, and the stories that you told me.

I miss you as much today as I did the day you died.

“May Allah bless your souls... forgive you for your sins... make your graves a garden and grant you the highest levels of paradise..... Ameen”

- The greatest people in my life: my father, **“Saïd”** and my mother **“Saouab”**.

I hope that you are proud of me. Thank you for all the sacrifices that you did for making me the person who I am today.

- My two lovely sisters **“Malika”** and **“Fatima”** without whom, I can't imagine my life. You are my secret keepers and my source of inspiration and you have always made me feel optimistic.
- My only brother who is the source of joy in our home **“Taher”**.
- My dear and only nephew **“Mohamed Iyad”**.
- My second mum **“Hanafi Laila”** for her guidance.
- My cousin **Sabah** for her generosity and support.
- The kindest teacher Mme **Ouadi Nafissa**; may Allah bless you
- All my friends for their encouragement, specially **“Nouha”**, **“Ikram”** and **“Faiza”**.
- All my relatives, teachers and people who helped me to accomplish this project.

Declaration

I, Rais Saoussen, do hereby solemnly declare that this work I have presented in this dissertation is my own, and has not been submitted before to any university for a degree.

This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Acknowledgements

“In the name of Allah, the Most Gracious, the Most Merciful”

All praise to Allah, the Almighty, for his blessing that gives me strength, patience, and courage to bring about this dissertation.

I would like to express my great appreciation to my supervisor, **Dr. Mehiri Ramdane** for his valuable suggestions and guidance during the planning and the development of this research work. I am grateful for the patience, encouragement and advice he has provided throughout the year.

I would like to express my deep gratitude to the members of the jury: **Dr. Benidir Samira** and **Mrs. Mansouri Amina** for their patience, time and acceptance to read and evaluate my dissertation.

I would also like to extend my thanks to the Directorate of Education for accepting my traineeship demand. Special thanks must go to the headmaster of Khamla Ibrahim middle school for his hospitality.

My deepest gratitude is to all Khamla Ibrahim middle school’s teachers and pupils for their unlimited help that enabled me to complete this research.

I am particularly grateful to all the staff in the Department of English at the University of Biskra.

Abstract

Vocabulary learning is one of the most difficult tasks that require considerable attention. Therefore, teachers try to find out techniques that facilitate it, ensure the learners' involvement and increase their motivation. One of the popular techniques of vocabulary learning nowadays is games. This study aims at investigating the role of games, precisely cooperative ones, in simplifying vocabulary learning for pupils. It addressed third-year middle school at khamla Ibrahim, Biskra. For realizing this objective, a descriptive study was conducted. Throughout the present study, we opted for an interview which was held with teachers of English along with a classroom observation with two classes and a questionnaire distributed to the pupils to figure out their opinions about the use of cooperative games in the classroom for improving and enriching their vocabulary stock. The results proved that cooperative (learning) games have the potential to increase pupils' vocabulary knowledge in a cooperative manner within a meaningful context.

Keywords: Vocabulary knowledge, cooperative learning games, motivation, meaningful context.

List of abbreviations and acronyms

CL: Cooperative learning

LTMs: Language teaching materials

DET: Determination strategies

SOS: Social strategies

MEM: Memory strategies

COG: Cognitive strategies

MET: Metacognitive strategies

L2: Second language

List of tables

| | |
|---|----|
| Table 1.1. Elements Involved in Knowing a Word..... | 8 |
| Table 2.1. Games and boredom | 43 |
| Table 2.2. Cooperative games vs Competitive games | 44 |
| Table 3.1. Distribution of participants Gender..... | 65 |
| Table 3.2. Participants' attitude toward English learning | 65 |
| Table 3.3. English use outside the classroom | 78 |
| Table 3.4 Participants preferable activity..... | 70 |
| Table 3.5. The benefits of group work in the classroom..... | 71 |
| Table 3.6. The importance of vocabulary learning | 72 |
| Table 3.7.1. Words' meaning | 73 |
| Table 3.7.2. Words' use | 73 |
| Table 3.7.3. Words' spelling | 74 |
| Table 3.7.4. Words' pronunciation | 74 |
| Table 3.8.1. Dictionary use | 75 |
| Table 3.8.2. Taking notes..... | 75 |
| Table 3.8.3. Using pictures | 76 |
| Table 3.8.4. Employing games..... | 76 |
| Table 3.8.5. Translation into Arabic | 77 |
| Table 3.9. Participants' reaction toward using games for learning vocabulary | 77 |
| Table 3.10. The benefit of cooperative learning games | 79 |
| Table 3.11.1. Run to the board..... | 80 |
| Table 3.11.2. Crossword puzzle..... | 80 |
| Table 3.11.3. Back to the board | 81 |
| Table 3.11.4. Whispering | 81 |
| Table 3.11.5. Story time | 82 |
| Table 3.11.6. All games | 82 |

List of figures

| | |
|--|----|
| Figure 1.1 Classification of word classes according to their type..... | 10 |
| Figure 1.2 Kinds of vocabulary | 11 |
| Figure 1.3 The different kinds of vocabulary in text | 12 |
| Figure3.1 Participants attitude toward English learning | 66 |
| Figure 3.2 The importance of vocabulary | 72 |
| Figure 3.3 Participants reaction toward using games for learning vocabulary | 78 |
| Figure 3.4 The benefits of cooperative learning games | 79 |

Table of contents

| | |
|--|-----|
| Dedication..... | I |
| Declaration..... | II |
| Acknowledgement | III |
| Abstract..... | IV |
| List of abbreviations and acronyms | V |
| List of tables..... | VI |
| List of figures..... | VII |

General Introduction

| | |
|----------------------------------|----------|
| Introduction..... | 1 |
| 1 Statement of the problem | 1 |
| 2 Research questions..... | 2 |
| 3 Research hypotheses | 2 |
| 4 Aims of the study..... | 2 |
| 4. 1 General aim..... | 2 |
| 4.2 Specific aim | 3 |
| 5 Research methods | 3 |
| 6 Limitations of the study | 3 |
| 7 Structure of the study..... | 4 |

Chapter one: Teaching Vocabulary

| | |
|------------------------------------|----------|
| Introduction..... | 5 |
| 1.1 Definition of vocabulary | 5 |
| 1.2 Definition of word | 6 |

| | | |
|-------|--|----|
| 1.2.1 | Factors involved in knowing a word | 7 |
| 1.2.2 | Word classes..... | 9 |
| 1.3 | Kinds of vocabulary..... | 11 |
| 1.4 | Criteria of vocabulary selection | 12 |
| 1.5 | Importance of vocabulary | 13 |
| 1.6 | Vocabulary presentation | 14 |
| 1.7 | Vocabulary assesment | 16 |
| 1.7.1 | Principle of language assessment..... | 16 |
| 1.7.2 | Types of assesment | 17 |
| 1.8 | Vocabulary learning..... | 19 |
| 1.9 | Learning styles..... | 20 |
| 1.10 | Vocabulary learning strategies | 21 |
| 1.11 | The status of vocabulary in the major Teaching Methods | 23 |
| 1.12 | Memory and vocabulary developement | 25 |
| | Conclusion | 27 |

Chapter two: Teaching with games

| | | |
|-------|--|----|
| | Introduction | 28 |
| 2.1 | Motivation and learning..... | 28 |
| 2.2 | Characteristics of young learners..... | 30 |
| 2.3 | Teachers roles | 31 |
| 2.4 | Cooperative learning..... | 33 |
| 2.4.1 | Elements of cooperative learning..... | 33 |
| 2.5 | Teaching/ learning materials..... | 34 |

| | |
|--|----|
| 2.5.1 Importance of teaching materials | 35 |
| 2.5.2 Sources of teaching materials | 36 |
| 2.6 Definition of games | 36 |
| 2.6.1 Games in language teaching | 37 |
| 2.6.2 The advantages of games in language learning | 39 |
| 2.6.3 Classification of games | 40 |
| 2.6.4 Criteria of games selection..... | 42 |
| 2.6.5 The nature of games..... | 43 |
| 2.7 Cooperative learning games | 44 |
| 2.7.1 General benefits of cooperative learning games | 45 |
| 2.7.2 Cooperative games in classroom | 45 |
| 2.8 Cooperative games and vocabulary | 46 |
| Conclusion | 49 |

Chapter three: Field work

| | |
|--------------------------------------|----|
| Introduction | 50 |
| 3.1 Research methodology..... | 50 |
| 3.1.1 Research approach | 50 |
| 3.1.1.1 Qualitative research | 50 |
| 3.1.1.2 Sample of the study..... | 50 |
| 3.1.2 Types of research | 51 |
| 3.1.2.1 Descriptive study | 51 |
| 3.1.2.2 Data collection method | 51 |
| 3.1.2.3 Questionnaire | 51 |

| | |
|--|----|
| 3.1.2.4 Interview | 52 |
| 3.1.2.5 Classroom observation..... | 52 |
| 3.2 Data analysis and results..... | 53 |
| 3.2.1 Description of the teachers' interview data analysis | 53 |
| 3.2.1.1 Analysis of teachers' interview. | 53 |
| Summary of teachers' interview. | 59 |
| 3.2.2 Description of the classroom observation..... | 60 |
| 3.2.2.1 Classroom observation data results analysis..... | 60 |
| Summary of classroom observation data analysis | 63 |
| 3.2.3 Description of Participants' questionnaire data analysis | 64 |
| 3.2.3.1 Questionnaire data results analysis..... | 65 |
| Summary of questionnaire data analysis | 83 |
| Conclusion | 83 |
| Recommendations | 84 |
| General conclusion | 85 |
| References | 88 |

Appendices

Appendix 1: Directorate of Education authorization

Appendix 2: Traineeship demand

Appendix 3: Teachers' interview

Appendix 4: Classroom observation checklist

Appendix 5: Pupils' questionnaire

ملخص

General introduction

In recent years, English has become the dominant language in the world. It is the most spoken language that connects different people and races. Therefore, it is a target for many people to learn. Moreover, one can not learn English or any other language without acquiring a large vocabulary repertoire. Vocabulary holds a crucial position in English language learning. Nevertheless, we can not deny its difficulty at the early stages of learning a language. Hence, scholars have been looking for interesting techniques and methods that encourage the pupils to be a part of the learning cycle.

1 Statement of the problem

Vocabulary received much attention in the last decades. Although teachers highlighted the importance of creating solid vocabulary knowledge in the classroom, pupils still face the problem of mastering it because they find it difficult and there is no much exposure to English outside the classroom. Therefore, teachers are in charge of creating an attractive atmosphere in the classroom and designing techniques that grasp the pupils' attention to use the learned words in and outside the classroom.

The center of bringing any learning experience into realization is the pupils' engagement in the learning process. Therefore, cooperative learning games are useful techniques that develop the pupils' ability to learn autonomously and in a cooperative way with their classmates. They enhance the pupils' role in the classroom since they prefer to learn in a pleasant manner away from the usual classical methods of vocabulary presentation. Games are learners' centered activity that allows the pupils to express their ideas without fear, shyness or anxiety in a hospitable environment.

2 Research questions

This research seeks to answer the following research questions:

RQ1: How can the use of cooperative learning games improve middle school learners' vocabulary learning?

RQ2: How can games enhance cooperative learning?

RQ3: How can games serve as a technique of learning rather than a recreational activity?

3 Research hypotheses

Based on the above research questions, we proposed the following research hypotheses:

RH1: We hypothesize that using cooperative learning games can motivate middle school learners to learn vocabulary.

RH2: Using cooperative learning games can encourage pupils to develop their cooperative learning.

RH3: We advance that using games in the classroom can build an attractive atmosphere for both learning and fun.

4 Aims of the study

4.1 General aim

The purpose of the current study is to determine the effect of cooperative learning games on the pupils' vocabulary learning, i.e to investigate the role of this kind of games in enhancing pupils' capacity of learning, using vocabulary, and encouraging them to practice the language.

4.2 Specific aims

- Improve pupils' vocabulary knowledge in a motivational manner.
- Create an optimal learning environment for pupils.
- Enhance learners' cooperative learning.

5 Research methodology

In this study, the aim was to investigate the effectiveness of cooperative learning games in improving middle school pupils' vocabulary through a descriptive design. It was carried out by using an interview with the teachers to have their opinion about the use of games in the classroom. We also used a classroom observation checklist to have an inside view about the pupils' reaction toward using games and if they had benefited from them. As a third data collection method, we distributed a questionnaire to only one class of third year pupils to know what they think of this non-traditional way of learning, if they want to keep using it and if it is beneficial in improving vocabulary.

6 Limitations of the study

Although the research has reached its aims, there are some limitations which are:

- The main obstacle was the difficulty of finding available participants because of the strike.
- The lack of comprehensive sources about the subject matter (cooperative learning games).
- Because the class's teacher was hospitalized (absent), we assumed the responsibility for discussing the questionnaire items directly with the pupils in their classroom.

7 Structure of the study

The current study is organized into three chapters, including general introduction, recommendations, and general conclusion. The first two chapters represent the theoretical part of the study; whereas, the third one represents the practical side of the research.

The first chapter tackles the essential aspects concerning vocabulary (definition, types, importance) which in turn necessitates the importance of word knowledge. It also covers other important elements such as vocabulary presentation, assessment, vocabulary status in the major teaching methods and the role that memory plays in vocabulary learning.

The second chapter discusses the major criteria needed for successful learning. It starts with the role of motivation in the classroom, the learners' characteristics which are important to describe. It also highlights the importance of varying materials to ensure the pupils' engagement. Then, it identifies the teacher's role in the classroom, followed by some insights into cooperative learning to arrive at games, their advantages in learning, their types and nature, criteria for selecting the suitable games. In the end, this chapter deals with cooperative learning games and their relation to vocabulary with stating some types of games which target the vocabulary learning as well as cooperative learning.

The last chapter deals with analyzing the data collected from teachers' interviews, classroom observations' attendance and pupils' questionnaires.

Chapter one: Teaching and learning vocabulary

Introduction

Vocabulary has often been seen as the most challenging activity for pupils. It requires background knowledge about the language being learned. Moreover, learning vocabulary demands a lot of efforts to recognize and remember the new words. And because of this difficulty, many studies have been conducted about the techniques to improve vocabulary learning. This chapter will introduce vocabulary, the nature of a word and the importance of teaching and learning vocabulary, as well as the methods of presenting vocabulary.

1.1 Definition of vocabulary

Vocabulary is one of the most essential skills for learning English. Heibert and Kamil (2005) define vocabulary as the knowledge of words' meaning. In this sense, it seems better to go beyond the technical definition of vocabulary. Ur (1996) pointed out that vocabulary is concerned not only with the words we teach in a foreign language but also with the different items that constitute it. It can be a single word, multiword expression and it can also refer to grammatical items (pronouns, determiners), as well as lexical items (nouns, verbs, adjectives, adverbs) (Ur, 2012). Therefore, vocabulary deals with many aspects that need to be highlighted in order to master the English language.

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Therefore, each and every word that the pupils recognize and understand would greatly facilitate communication with others. Moreover, one cannot master any language without mastering its vocabulary; i.e

without nearly knowing what each word stands for. Vocabulary is the core element that enables pupils to understand, receive and send messages to each other.

Vocabulary is every word, sentence or item that the pupils can learn in a new language. It is a key component in the process of teaching and learning the language. It plays a great role to convey meanings and messages in order to communicate effectively. It helps the pupils to understand and be familiar with the language being taught or learned. Therefore, teachers should highlight the importance of vocabulary in their classrooms, keeping in mind that vocabulary is learned much better within the context of interesting activities (Dunlap & Weisman, 2006).

1.2 Definition of “word”

The word “vocabulary” is associated with the number of words that exist in a language and one knows. In the light of this statement, a definition of a word is required to understand what a word really means.

A word is the smallest unit that the language is based on. Vygotsky (as cited in Thornbury 2002, p. 13) defines word as “microcosm of human consciousness”. In other words, one can express or describe an idea with a single word. Therefore, pupils, most of the time, are able to communicate with each other using a single word whether in a written or spoken form. Therefore, they constantly look for new words to communicate without putting much attention to the application of rules (grammar) because they have not acquired it yet. According to Carter (1998), a word can be defined from three perspectives which are:

The orthographic perspective: Grouped letters with a restricted amount of other features like hyphen and apostrophe bounded by space or punctuation mark on either side

The semantic perspective: The smallest significant unit of language.

The morphological perspective: The minimum free form. (p. 4-5).

1.2.1 Factors involved in knowing a word

Knowing a word does not mean knowing its meaning alone but also knowing its part of speech, being able to apply it in the appropriate place in a sentence, being able to distinguish between the other meanings of the same word and other factors.

Through the knowledge of each word 's function in the sentence, and its impact and influence on other words, we can understand the meanings that lead to this uniformity of every sentence in the English language. For this reason, teachers are responsible for making the pupils aware of the different meaning a word can have in addition to all the factors that influence the word's knowledge. "your ideas are only as convincing as the words you use to express them" (Quinley, 2002, p. 4). i.e one should not underestimate the power of words that reflect his/her ability to be a good communicator.

Although a word is the smallest unit in language, it can express more than what it seems to represent. Each and every word stands for something that leads to the understanding of an idea. Thus, words equal ideas, emotions, attitudes, and behaviors. Pupils can avoid miss-interpretation if they only select the words wisely and clearly to mean what they intended them to mean. The factors below are essential not only for understanding the words, but also for using them (Horner & Strutt, 1996).

The factors needed in knowing a word are summarized in the following table:

Table 1.1: What is needed in recognizing a word? (Nation, 2001, p. 27)

| | | | |
|---------|---|--|---|
| Form | Spoken | Receptive | Productive |
| | | What does the word sound like? | How is the word pronounced? |
| | Written | What does the word look like? | How is the word written? |
| | Word parts | what patterns are recognizable in the word? | what word parts are needed to express the meaning? |
| Meaning | Form and meaning | what meaning does this word from signal? | what word can be used to express this meaning? |
| | Concepts and referents | what is included in the concept? | what items can the item refer to? |
| | Associations | what other words does this make us think of | what other words could we use instead of this one? |
| Use | Grammatical functions | in what patterns does the word occur? | what other words could we use instead of this one? |
| | Collocations | what words or types of words occur with this one? | what words or types of words must we use with this one? |
| | Constaints on use(register, frequency...) | where, when and how often would we expect to meet this word? | Where, when and how would we use this word? |

Note.

R: Receptive knowledge: It includes words which we understand and encounter while reading or listening.

P: Productive knowledge: It involves words which we use when writing or speaking.

The most significant challenge pupils face when learning vocabulary is the different functions of a word. Therefore, teachers try to highlight the importance of words' function and present a detailed explanation of each one for pupils. The table above presents a satisfactory explanation of what needs to be taught when presenting new words. That is word form, word meaning, and word use. The first one refers to the ability to know spoken, written and word part. The second element involves knowing the relation between word form and meaning, the conceptual meaning and its referent, and which word is associated with another word. Finally, the component of word use; it is much related to context and the ability to use the word in the right place.

1.2.2 Word classes

words can play different roles in a sentence according to their position. All words belong to categories known as parts of speech or word classes. Knowing them leads to the uniformity of ideas. There are eight different word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners (Carter, 1998; Harmer, 1998; Thornbury, 2002).

The major word classes are clarified in the following: (Harmer, 1998, p. 37)

Noun /Noun phrase: A word (or group of words) that refers to a person, place or a thing, a quality or an activity (Ahmed, school bag).

Pronoun: A small unit used instead of a noun (He, she, they).

Verb: A word or phrase that expresses an action, an event or a state (Defend, study).

Adjective: A word that describes a noun (Laila is **funny**).

Adverb: A word that adds information to a verb, adjective, phrase, or another adverb (The teacher **firmly** disciplined the students for their misbehavior).

Determiners: They are words such as articles, possessive pronouns, quantifiers, demonstratives, and numbers (A, the, their, your, much, some, those, that).

Conjunctions: They are used to connect phrases, clauses, and sentence (and, because, or, and).

Thornbury (2002) also stated that in terms of the meaning associated with those word classes, we can make a division of two groups. On the one hand, there are words that contribute to the grammatical structure of a sentence which are called grammatical words or function words. On the other hand, there are words that carry a high sum of data which are called content words or lexical words.

Function words: They are also known as structure words, form words, and empty words according to Carter (1998). They are the words we apply to write grammatical sentences. And they are often pronounced in a reduced form.

Content words: They are also known as lexical words and full words. They are words that carry the content or the meaning of a sentence. Content words tend to be stressed (ibid).

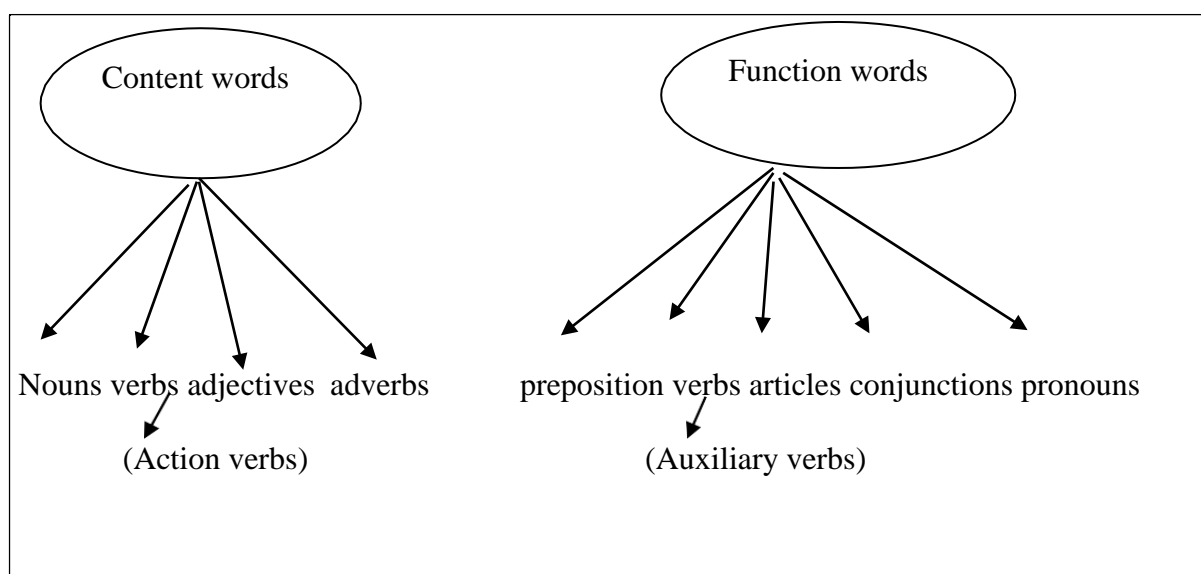


Figure 1.1: Classification of word classes according to their type (Carter, 1998)

1.3 Kinds of Vocabulary

Heibert & Kamil (2005) suggest that words have two forms. First, oral vocabulary that refers to words we know and understand when speaking or reading orally. Second, print vocabulary which refers to words the meaning which we recognize when writing or reading silently. In addition, (Nation, 2001; Heibert & Kamil, 2005) state that there are two kinds of vocabulary knowledge: receptive and productive vocabulary.

Receptive vocabulary: It refers to the ability to recognize and understand a word. And this is happening passively while listening or reading only.

Productive vocabulary: It refers to the words that are understood and can be pronounced by the pupils. It is used actively either in speaking or writing.

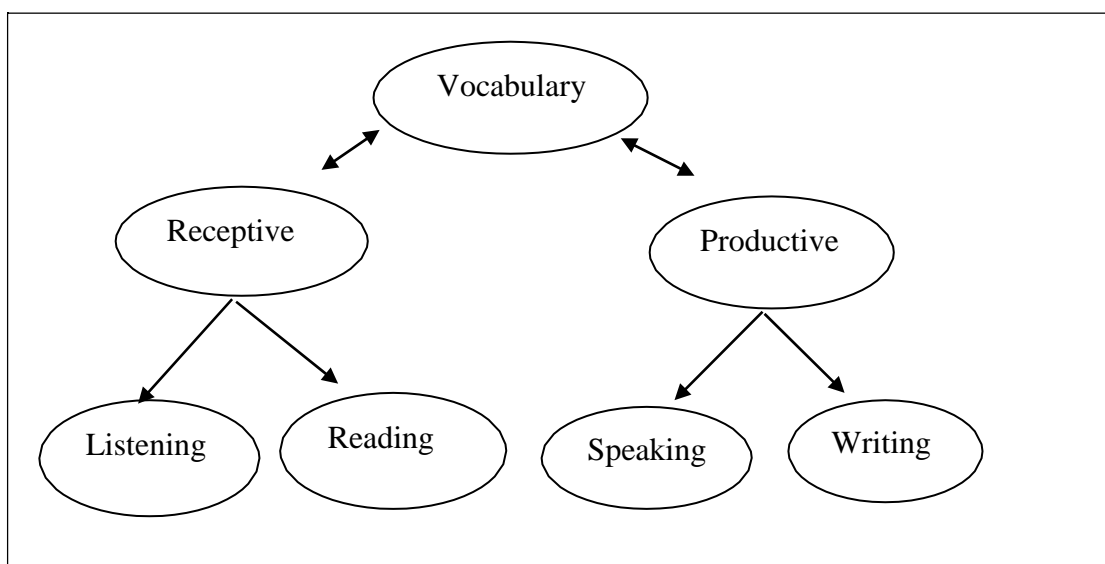


Figure 1.2: kinds of vocabulary

In relevance types of vocabulary, Nation (2001) states that there are four kinds of vocabulary within the text:

1) High-frequency words: These words are almost 80% of the running words within the text. And the teacher needs to give a great importance to teach those words to pupils because they are highly used.

2) Academic words: Generally, these words make up about 9% of the running words in the text. Those words appear in the academic domain and there is no much attention for acquiring them.

3) Technical words: These words comprise about 5% of the running words in the text. Those words generally appear in scientific writing. They are essential when dealing with specialized texts.

4) Low-frequency words: They are infrequent words that have a narrow occurrence in texts. However, they need to be learned alongside the above-mentioned kinds for mastering vocabulary use.

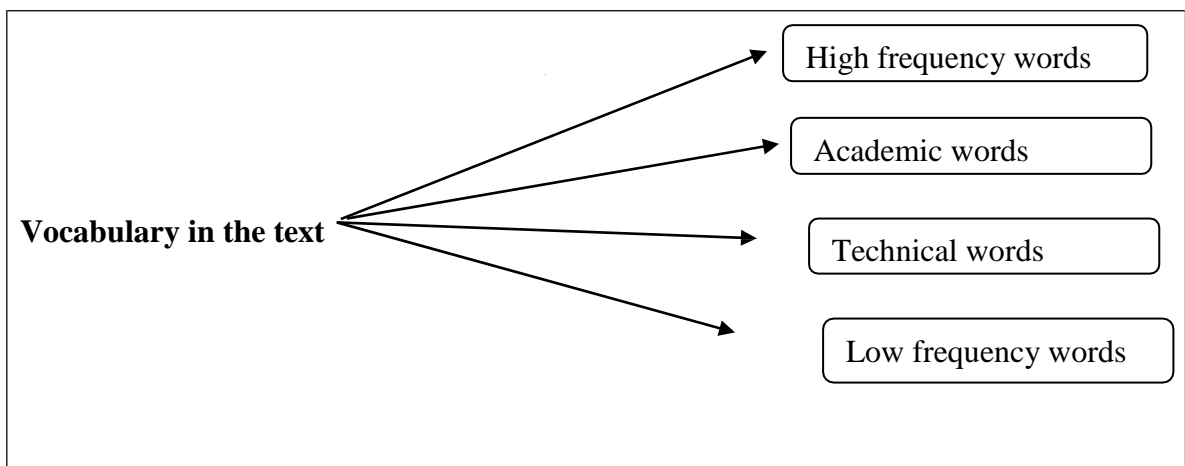


Figure 1.3: The different kinds of vocabulary in the text

1.3 Criteria of vocabulary selection

Teachers, most of the time, try to build their lessons based on the pupils' needs. It is not an easy task to select what needs to be learned. It is the same dilemma when it comes to teaching vocabulary and selecting what words are necessary to learn. Therefore, the decision relies on certain factors to ensure that pupils benefit from the selected items and words they are learning. Ur (2012) suggested three important factors that teachers can base their selection of vocabulary item on. These are the usefulness of an item (how frequent the word is), the easiness of an item, and the expansion of an

item (how important it is). Gairns and Redman (1986) suggest that frequency, culture, learners' need and level and expediency should be considered. Sárosdy, Bencze, Poór and Vadnay (2006) Mentioned other factor besides frequency, that is, coverage (how many things are covered with a given word). Horner & Strutt (1996) added other neglected criteria which are the presence of cognates (words that look similar and have the same meaning in two languages) and borrowed words (words borrowed from another language).

1.5 Importance of vocabulary

English has become the language of communication that build bridges among many countries. As a result, it is now a target for almost everyone. Therefore, vocabulary is the central element for learning any language. A rich vocabulary is the pillar that allows pupils to communicate their joys, opinion, fears, fantasies, wishes, demands and feeling with others, i.e. simply without words, nothing can be achieved (Katamba, 1994). One cannot communicate or convey a message or a meaning without having a large personal repertoire.

According to Wilkins (1972) (as cited in Thornbury, 2002, p. 13) “Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. This asserts that vocabulary is more important when communicating. Pupils can convey their messages with imperfect grammar if they have a good, correct or perfect vocabulary stock. They can recognize and memorize all the grammatical patterns and know how to use them correctly, but they will face many difficulties without having the right words or enough words to transmit the meaning. Schmitt and Schmitt (2014) (as cited in Rets 2017) agreed with Wilkins that, “learners carry around dictionaries and not grammar books” (p. 4). Vocabulary expresses the meaning that is the core of communication

which we intend to convey (Grauberg & Walter, 1997). All scholars have agreed that vocabulary is the focal element for expressing the language (thoughts, ideas..).

1.6 Vocabulary Presentation

Since English contains a big number of words and it is hard to decide how many it involves (Nation, 2001; Thornburyn, 2002; McCarten, 2007), it seems that teaching English vocabulary is a difficult task. Teachers should consider what their pupils need to learn and at what stage, because young learners have a limited attention span. And for making the procedure of acquiring vocabulary somehow easy for pupils, teachers should use a variety of techniques for presenting new words. Thornbury (2002) stated that there are three different techniques for presenting vocabulary which are translation, visual, and non-visual (verbal) techniques. But teachers first need to consider the learners' level, whether they are familiar with the words or not, the difficulty of the items and whether they are easily explained or demonstrated, and the reason for learning words (for production or recognition) (p. 75).

Translation: It is the most familiar technique used for introducing the meaning in monolingual classes. Although a lot of people believe that it is traditional and it is no longer interesting, it is beneficial for grasping the word's meaning and suitable for dealing with incidental vocabulary. It is described as a means that provide the learners with an equivalent word or expression in their native language (Pearse & Davies, 2000). Translation involves transfer of meaning from one language to another (Cook, 2010). It highlights the similarities and differences between the native and foreign language. Translation facilitates the comprehension of new words, decreases the time needed for the explanation of words, and makes learners gain self-confidence and trust in their abilities of learning and understanding (Asiyaban & Bagheri, 2012). However, it

has a negative side. If pupils rely too much on using it, they will not be capable of constructing and producing an independent L2 vocabulary (Thornbury, 2002).

Visual techniques: They are effective in conveying the meaning, especially when teaching concrete vocabulary items. They can help pupils in remembering vocabulary better because one remembers objects and pictures better (Gairns & Redman, 1986). They require the learners' interaction and involvement in the classroom activities. Nungam (2010) pointed out that visual techniques are those techniques used on the basis of employing materials such as:

- Realia: real objects, advertisements, tickets, brochures, magazines.
- Posters, flash cards, grids, graphs, drawings, photos, pictures, spider graphs/ mind maps, picture stories, floor plans, street maps.
- Films, plays, videos and television programmes
- Facial expression and body language
- Crossword puzzle, board games, card games and scrabble
- Mime and demonstration

Verbal techniques: Thornbury (2002) defined them as a useful way for clarifying the meaning. They can include: an example situation, giving several example sentences and these two techniques are appropriate to employ when the vocabularies become more abstract (Gairns & Redman, 1986), giving synonyms, antonyms, or superordinate terms, or giving a full definition (p. 81). Nungam (2010) adds another technique for presenting vocabulary which is:

Aural technique: They are concerned with using the sounds from nature and every day life, limericks (humorous short poems), poems and nursery rhyme. Also, they use audio

sounds from movies, radio programmes. In addition, they employ recorded interview, monologue, speech and songs. Teachers vary their way of presenting vocabulary to meet the pupils' interests and needs.

1.7 Vocabulary assessment

Teachers need to assess the pupils' knowledge about what they have learned and to see how well they are performing. Whether assessing vocabulary, grammar, or any other skill, teachers are required to go through different steps which involve the principle, the types, and the tests presented to assess the pupils' performance.

1.7.1 Principles of language assessment

Brown (2004) sets up five essential principles for ensuring the effectiveness of assessment, namely: practicality, reliability, validity, authenticity, and washback.

Practicality: It means that the test is practical or not. It is not expensive, easy to administer, has a specific evaluation and marking procedure, and possesses a short-limited time constraint. All those factors determine the usefulness of the test for both teachers and pupils.

Validity and reliability of the tests: It is crucial in the teaching process. Teachers have to examine out the two sorts of vocabulary (receptive and productive) and to be certain of their rigor in order to acquire the correct result of the pupils' exams. In addition, teachers need to clarify the checking well to ensure the credibility of the tests (ibid). Milton (2009) indicates that on the one hand, reliability refers to the "ability of a test to measure something consistently and accurately" (p. 17); i.e. whether this test is stable over time and offers reliable results. Tests like multiple choices and forced answers tests provide good reliable results. On the other hand, "validity deals with whether a test

measures what is supposed to measure or not” (p. 18). This addresses whether the test has the appropriate and target content that is supposed to be tested (content validity), whether the test targets the required skill (construct validity). And whether a test is credible to users as it is supposed to be (face validity).

Authenticity: It refers to the fact that tests to some degree are enacted in the real world.

The authenticity of a test is presented in five major ways:

- The language of the test is as innate as possible.
- Items are contextualized rather than isolated.
- The topics are relevant and interesting to the learner.
- The organization of themes to items is provided through a storyline or episode.
- Tests present a closely real-world task (Brown, 2004).

Washback: It is the effect of testing on teaching and learning. It includes the effects of an assessment on the preparation for the assessment. Informal tests have a washback effect because they demand the teacher interactive feedback whereas formal tests provide no washback if pupils receive only a simple letter grade because washback is enhanced through commenting generously and specifically on test performance (ibid).

1.7.2 Types of assesement

Assessment in the classroom can take many forms depending on the type of task that needs to be assessed and tested. Brown (2004) suggests four major kinds of assessment: formative and summative, formal and informal assessment.

Summative assessment and Formative assessment: The two are types of assessment that seek to know how well the pupils are doing. The primary deviation between them is

the purpose of conducting the assessment. According to Bigs & Tangs (2011), summative assessment deals with assessing how well pupils have learned from what they were supposed to learn at the end of a unit or the term. Whereas, formative assessment deals with providing feedback to improve learning. Anon (as cited in Bigs & Tangs, 2011, p. 196) explained the difference between formative and summative assessment by this analogy “When the chef tastes the sauce it is formative assessment; when the customer tastes, it is summative”.

Formal and informal assessment: On the one hand, formal assessment is the systematic, planned data constructed for the purpose of determining pupils’ achievement. On the other hand, informal assessment is the incidental, unplanned forms of assessment that is incorporated within classroom activities to assess pupils’ performance of the content (Brown, 2004).

Ur (2012) stated that to assess Pupils’ overall vocabulary knowledge, either receptively or productively, a sort of vocabulary tests is needed and she presented some of the very common vocabulary test formats as follows:

Multiple choices: Pupils select the correct response from several possibilities.

Gap fills: Pupils have a sentence or paragraph with a gap in-between and a list of words to fill the gap with the right one.

Focused Cloze: Pupils are given a coherent text with a missing item, and they need to find the appropriate item that matches the meaning in a text.

One-to-one matching: Pupils are required to match the appropriate item from a given list such as matching a word with its definition or with its opposite.

Dictation: Pupils are asked to write down items from the teacher’s dictation to see whether they know how to compose correctly.

Sentence completion: Pupils are given the beginning of a sentence and they are required to complete it with the same rhythm. This vocabulary test improves their ability to write paragraphs latter on.

Say if you know it: Simply teachers ask the pupils if they know the given item or not. And to check if they know it, the teacher asks them to use the word in a sentence on their own.

Translate: Pupils translate the item from or into L1.

Read aloud: Here, they read aloud to see whether they can pronounce it correctly or no.

What is in the picture: Pupils describe orally what they see in a picture.

What more do you know about this word: Pupils tell the teacher the meaning of the given word or item and any further knowledge about it: which item they can replace it with, which words belong to the same family and so on.

1.8 Vocabulary learning

Learning vocabulary is a pivotal point in language learning. Scholars in recent years have witnessed significant changes in teachers understanding of how vocabulary is learned and subsequently taught. Schmitt (2000) indicated that learning vocabulary can be achieved through two different approaches: incidental learning and explicit learning. Hulstijn (2003) claims that those two terms are traced back to the field of psychology. They were described in the era of stimulus-response psychology and cognitive psychology.

Explicit learning: It provides the pupils with great opportunities to acquire vocabulary, since it focuses directly on the target vocabulary. However, it is time-consuming and too laborious. An important concept related to explicit learning was given by Schmitt from the field of psychology which is closely related to the language learning “the more

one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information” (p. 121). In the case of vocabulary, words will be easily memorized and remembered if learners are really engaged with words. Different terms by different scholars are used instead of the term “explicit” but they are the same. Thornbury (2002) used the term “active” and “intentional learning” and stated that there are some words which are learned actively. Nation (2005) used the term deliberate learning and argued that “deliberate learning” “is one of the least efficient ways to improve students’ vocabulary knowledge” (p.1). Yet, he did not deny its important role in vocabulary teaching programme. Deliberate learning offers an effective and convenient means of memorizing vocabulary (Elgort, 2011).

Incidental learning: It is concerned with communicative context. It occurs when learners use language for communicative purposes (Schmitt, 2000). Thornbury (2002) claims that there are some words that are picked up incidentally through communicative interaction. As Hulstijn (2003) pointed out, learning a second language can either mean months and years of intentional study, by intentionally committing to memory thousands of words along with grammatical words, or it can mean incidental learning by picking up structures and lexicon of a language, through getting involved in different communicative tasks, namely reading and listening, while, the learner's attention is focused on the meaning, not on the form. Ur (2012) claims that incidental learning is unreliable and we need to include deliberate, focused vocabulary in classroom lessons.

1.9 Learning style

Before starting teaching English or any other language, an important factor is to know the learner's learning style. Learners differ in their way of learning. Each one has a personal preference for how he/ she perceives, interprets and understands information.

It depends on the learner's personality, the type of the task and the context in which it is used.

Fleming & Baume (2006) stated that "A learning style is, rather, a description of a process, or of preferences. Any inventory that encourages a learner to think about the way that he or she learns is a useful step towards understanding, and hence improving, learning" (p.1). One of the most common learning styles inventory among various types of learning styles is Fleming's VARK model (Fleming & Mills, 1992). VARK is an acronym which stands for visual, auditory, reading-writing and kinesthetic.

Visual learners: They learn best through seeing. They prefer learning through pictures and other visual aids charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies (ibid). Videos, worksheets, game sheets, and other visual media that enable learners to create a visual experience during learning (Sugar & Sugar, 2002).

Auditory learners: They learn through listening. They prefer to learn from lectures, tutorials, and talking to other pupils. And this ongoing process of discussions creates a memorable experience (ibid).

Reading-writing learners: They learn through information displayed as words. They are good at writing and reading (text-based input and output) (Fleming & Mills, 1992).

Kinesthetic learners: They learn through practice and experience. They are connected to reality. They learn through touching, moving and doing. They prefer to be a part of the learning experience through interaction (Sugar & Sugar, 2002). A crucial reason for using games for vocabulary learning is that games can suit different learning styles.

1.10 Vocabulary learning strategies

Before seeking to know what vocabulary learning strategies include, it is essential to know what learning strategies first mean.

Learning strategies: Are specific techniques, behaviors, and actions the pupils use as an attempt to learn the language. They help them in improving their capacity of learning. On the same vein, “they are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation” (Oxford, 1990, p. 8). The most important thing that the authors agree on is that learning strategies highlight the role of communication and the development of communicative competence.

Vocabulary learning strategies: Are those steps and actions that learners use for the acquisition of new English word. Vocabulary learning strategies are considered as one part of language learning strategies, which in turn are parts of general learning strategies (Nation, 2001). The usefulness of the chosen strategy by the learner basically depends on the learner him/herself (e.g., attitudes, motivation, prior knowledge), the learning task at hand (e.g., type, complexity, difficulty, and generality), and the learning environment (e.g., the learning culture, the richness of input and output opportunities) (Gu, 2003).

Shmitt (2000) classified vocabulary learning strategies into two main classes

Discovery strategies: Strategies that learners use for discovering words’ meaning.

Consolidation strategies: A word is consolidated once it has been encountered.

Then, he sub-divided vocabulary strategies into five focal categories

Determination strategies (DET): They are concerned with individual strategies for discovering the meaning without assistance.

Social strategies (SOS): They are concerned with enhancing language learning through interaction with other people.

Memory strategies (MEM): They are also known as mnemonics. They connect the word with previously learned knowledge to be memorized and fossilized.

Cognitive strategies (COG): They are similar to MEM but they do not engage learners in mental processing; they are concerned more with mechanical means to study vocabulary.

Metacognitive strategies (MET): They are strategies concerned with conscious overview of the learning process involved in decision making, monitoring, and evaluating self progress.

1.11 The status of vocabulary in the major teaching methods/ approaches

There are several approaches and methods used for teaching second language vocabulary. And each method has viewed vocabulary differently. Zimmerman (as cited in Huckin & Coady, 1997) pointed out how vocabulary was viewed, explored and presented throughout the history of SLA and how it was transmitted throughout the different teaching methods.

The Grammar Translation Method

It is also known as the classical method. It began to be widely taught in the nineteenth century. Based on it, language is learned better by memorizing rules along with bilingual vocabulary (Davies & Pearse, 2000). The emphasis was on grammar and the use of translation from English into mother tongue language. Accuracy was the main and the ultimate goal (Harmer, 2007). Pupils were given a detailed explanation of the grammatical rules in their native language each new lesson, a short vocabulary list, and some practical examples to enable them to translate long passages (Howatt & Widdowson, 2004).

The Direct Method

It was developed in the United States by Sauvœur and made famous by Berlitz. It was a complete departure from GTM. There is no room for using the mother tongue in classrooms. The merit of this method was that interaction is the core element of natural language acquisition. Language is seen as a system of communication (Pearse & Davies, 2000). The vocabulary in this method was simple and familiar presented by using objects. Concrete vocabulary was explained by labeled pictures and demonstration (Zimmerman, as cited in Huckin & Coady, 1997). Vocabulary is emphasized over grammar (Sárosdy, Bencze, Poór & Vadnay, 2006).

The Reading Method/ Situational Language Teaching

The focal attention was learning vocabulary. Vocabulary was considered to be one of the most important aspects of second language learning. Vocabulary and reading were the key component of this approach since they are interrelated; the development of vocabulary skills facilitates the reading skills; i.e. mastering a set of high-frequency vocabulary items leads to a good result in improving reading (ibid). Language is understood only in the context of the real situation of use (Davies & Pearse, 2000).

The Audio-Lingual Method

It is also known as the Army Method. It emphasized the use of the target language rather than the native language. The focal attention was oral skill. Therefore, activities presented in this method are dialogues and different kinds of drills. “New vocabulary and structures are presented through dialogues, the dialogues are learnt through imitation and repetition, grammar is induced from the examples given: explicit grammar rules are not provided” (Sárosdy et al., 2006, p. 14).

Communicative Language Teaching

It focuses on developing communicative competence to become the goal of language teaching. It highlights the use of the four skills. Teachers tolerate mistakes while pupils are communicating. The focus is on how to use language for communication. Thus, it is not interested in just memorizing vocabulary items, but also using them for communication. Language is seen in terms of the specific communicative functions (requesting, suggesting) and the realistic use of language in authentic discourse (Davies & Pearse, 2000).

1.12 Memory and vocabulary development

One of the most difficult challenges when learning English vocabulary is how we can remember all the words that we encounter. And since English is not our native language and there is no much exposure to it, we face the problem of the lack of practice outside the classroom. Therefore, pupils need to find and search for new techniques that foster their learning and guide them toward the suitable way for storing, retaining and retrieving vocabulary. Thus, memory is the key element that underpins every aspect of successful language learning (Bilbrough, 2011). As Foster stated (2009), any effective memory system has to be able to:

1. encode (i.e. take in or acquire) information.
2. store or retain that information faithfully and, in the case of long-term memory, over a significant period of time. This principle is affected by word frequency and recency of use (Redman & Gairns, 2000).
3. retrieve or access that stored information.

It would be better first to know how the memory works. Thornbury (2010) stressed the importance of knowing the process of memory and how it is working. She classified

three types of memory: sensory, short-term memory (working memory) and long-term memory. Each one has its own mode of operation, but they share the same principle that is; cooperating together to accomplish the process of memorization, retention and retrieval.

Sensory memory: We receive information from the senses. And it remains just for one or two seconds. “Sensory memories are generally characterized as being rich (in terms of their content) but very brief (in terms of their duration)” (Foster, 2009, P. 29).

Short-term memory: It is the stage where we keep information for a few seconds. It is limited but it allows us to prioritize and focus on the task at hand. Many of our short-term memories are quickly forgotten, but others that we pay attention to, succeed in arriving at the final stage. As soon as the number of items of information exceeds seven, the retention breaks down (Gairns & Redman, 2000).

Long-term memory: Information is stored in long-term memory through rehearsal and meaningful association. This information could last days, months and even years (Harrison & Hobbs, 2010).

For ensuring the effectiveness of recalling information, pupils should revise and practice regularly. The Five Laws of Memory that enable pupils to retain and later to recall the stored information (Frey, 2001) are:

Law of Association: we are capable of remembering events or experiences if they are associated with other familiar things. For example, usually people use their birthday date as their phone password. As Redman and Gairns (2000) pointed out, vocabulary items are arranged in a series of associative networks that are easily recognized and retrieved when learners need them.

Law of Images: Our memories are stored in our minds as images. And this makes the process of recalling things much easier (Frey, 2010).

Law of Recency: Our memory is more related to recent experiences. Past experiences are also existing in our memory, but with time they become hard to recall.

Law of Repetition: The more often we repeat or experience an activity, the more that activity is registered in our long-term memory.

Law of Intensity: The more intense or vivid an experience is, the more likely we are able to remember it.

The main concern for learners, especially beginners, is not just memorizing words in isolation but also the ability to use them in communication. They need to practice what they have learned in the classroom, so that they can form sentences, paragraphs and even essays. Even though they are still young, their brain is always active, i.e one should not underestimate their capacity of production. At this age, they are able to learn things that will be solidified in their memory for a long period. Therefore, connecting the lesson and giving examples from things they are interested in or experienced it are more effective and efficient.

Conclusion

Vocabulary has never been a matter of rote learning. Giving a list of words and asking the pupils to learn them by heart is not the preferable way by many pupils. Furthermore, vocabulary is not concerned only with knowing words, but also with how to apply them in conversation or use them in building sentences. Thereby, it is important to cope with the pupils' interest to develop new techniques that ensure and attract their attention, and keep them motivated to learn vocabulary.

Chapter two: Teaching with games

Introduction

Most of the pupils have a lack of motivation when learning vocabulary. This could be because they feel bored, or they simply do not have the desire to learn it. It is not easy to attract the pupils' attention if they are not motivated. Thus, scholars stress the importance of employing motivational techniques in the classroom to involve the pupils in the learning process. Using cooperative language games as a method to teach vocabulary can be beneficial, since pupils prefer games. Therefore, teachers can use games to interact with their pupils and as a result, they will be engaged and motivated to learn. In this chapter, we intend to shed light on some significant facets of learning and how pupils learn and what attracts them best.

2.1 Motivation and learning

Motivation is a key factor in L2 and foreign language learning. It is a vital component for pupils to be engaged in the task of learning. As Dornyei (1998) said "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals" (p. 117); it plays an important role in education because pupils will not be able to learn if they are not prompted. For example, when pupils learn English, they face some obstacles since it is not their native language and they are not exposed to it, but if they are actually involved and motivated, they will devote their entire attention to capture any new English word. Motivation is the basis for one's learning.

Ratey (2001) (as cited in Ginsberg & Wlodkowsky, 2010, P. 15) "motivation is a process that determines how much energy and attention the brain and body assign to a

given stimulus, whether it is a thought coming in or a situation that confronts one". Therefore, pupils seem to be more interested in learning something more than another. Hall (2011) claims that it is hard for anyone to learn a language without some degree of motivation i.e. Motivation is responsible for accomplishing a particular activity. He points out that teachers impute the success and failure of learners to the presence and absence of motivation. In other words, motivation is the trigger that impulse pupils to learn.

Teachers are aware of the importance of motivation for pupils to learn. Crookes & Schmidt (1991) pointed out that motivation is the learners' orientation toward learning a second language. Therefore, it seems that pupils no matter how much teachers try to teach them, they will not learn if they do not have the desire to do it. Each pupil is motivated to learn something. Maybe not with the way teachers expect them to learn, or pupils do not really care about the content of the task being learned, it could be also the teachers 'way of introducing lessons to pupils. If the technique being used for presenting lessons does not attract them, they will feel boredom and lose their interest in learning. Therefore, it is essential to distinguish between the two types of motivation on which Harmer (2001) sheds light:

1. **Intrinsic motivation:** It arises from the inside of the individual. Pupils are motivated by the enjoyment of learning, i.e they feel the self satisfaction and fulfilment
2. **Extrinsic motivation:** It is influenced by external elements. When pupils feel that outside factors urge them for getting the work done (eg: studying to get a good grade, working to get a good salary).

2.2 Characteristics of young learners

After recognizing how much motivation is important when teaching or learning English, an important key to take it into consideration when teaching or learning vocabulary is the learners' characteristics. As Harmer (2007) clarified, young learners are curious about what is going around them and they do not get their understanding just from what is explained, but also from what they are communicating with. Moreover, they have a limited attention span; unless they are extremely engaged in what they are supposed to learn. Based on those characteristics, it is noticeable that pupils learn better by engaging activities that attract their attention. Teachers need to discover their young learners' interest and what they really need to be engaged and interested in learning. Ur (2012) also agrees on the point that young learners learn better if they are introduced to enjoyable and interesting activities. In addition, she mentioned some practical guidelines for teaching young learners that are:

- Presenting tasks that help implicit learning.
- Motivate the pupils by using activities and materials that grab and maintain their interest.
- Use a variety of activities for planning the lessons according to the skill being used, i.e exiting vs calm, individual vs cooperative, physical vs intellectual activities.

And those principles can be better presented by using pictures, stories, games, and enjoyable language play activities (songs, chants, rhymes). And because young learners are not yet capable of comprehending abstract ideas and concepts, teachers are often searching for what could simplify those ideas and help pupils to develop their capacity

for critical thinking and problem-solving. Therefore, games seem to be a suitable learning activity.

Pinter (2006) suggested some significant techniques for teachers when they present vocabulary items for young learners: it is better to start introducing things they can see, feel, touch, experience and play with. Classroom environment and real objects ensure their understandings. Pictures and games involve and motivate them. The last technique in presenting vocabulary is using Total Physical Response activities which focus on making young learners hear the new vocabulary items in a meaningful context.

2.3 Teachers roles

Teachers over the past decades were looking for what they can do to transmit their knowledge to pupils. Hence, they did not stick to their role as just an information transformer. What they always looked for is how to make their pupils understand and be interested in the learning task. They invent, discuss, suggest, and even manipulate the lessons' content in a way that it becomes accessible for the majority of pupils. As a result, they have many roles to perform in classrooms. According to Harmer (2001), the teacher can be a controller, organizer, assessor, prompter, participant, resource, and observer.

Controller: Teachers are in charge of the class as well as of the activity taking place. They control the way they introduce activities and the way pupils do them. This role is more useful during the reproduction stage of the lesson.

Organizer: It demands from teachers to be active in organizing pupils to do various activities in the classroom. It involves giving the pupils information and explaining how

they are going to do the activities. To ensure their participation and engagement, the activities should match their age, interest, and level.

Assessor: It is one major part of teachers' job. They assess pupils to see whether they are understanding the lessons or not. And to see how well they are performing by providing feedback, giving correction and grading pupils. But this role demands that pupils know how and for what purpose they are being assessed, ensure the fairness of the results and sensitivity when giving the results. In short, this role requires the credibility of the assessment.

Motivator: Teachers encourage their pupils to think creatively by inducing them to be a part in the task being learned. Ur (2012) stated that teachers can influence pupils' motivation in three main ways

- By emphasizing how important it is for them to know English.
- By fostering their self- image as successful language learners.
- By presenting interesting classroom activities.

Participant: Some activities require the participation of teachers with their pupils. Sometimes it is better to see things from inside than organize from outside. But they should be careful not to be engaged in all activities because this will prevent them from performing their other important roles (Harmer, 2001).

Resource: Pupils depend on the teachers to give, explain and discuss all the information they need. They are basically passive learners. And this does not work all the time because teachers encourage their pupils to depend on other sources and materials (ibid).

Observer: It is applied for all the roles mentioned above. Whether teachers control, assess, prompt, organize, they need to observe their pupils not just for giving feedback,

but also to decide whether the activities and the materials for presenting the lesson are useful or need a change.

2.4 Cooperative learning

The problem that faces nearly all schools is that they have a large number of pupils with a few numbers of classrooms. As a result, teachers and pupils will encounter many difficulties in both understanding and communicating effectively. Therefore, cooperative learning (CL henceforth) seems to be an effective solution for both teachers and pupils. It is a teaching technique that is based on small groups working together to maximize the learning perspective of each group member (Johnson, Johnson, & Smith, 1991). Similarly, Hijzen, Boekaerts, and Vedder (2007) define CL “a set of teaching principles that describe how students might learn from and with each other while, through working together, accomplish academic tasks” (p. 674). In summation, CL is a group of pupils working together to produce, create and realize a common goal.

2.4.1 Elements of cooperative learning

CL is not concerned only with grouping pupils for achieving a common educational goal but also with how they can work together, support each other and benefit from this grouping. Therefore, Johnson and Johnson (2017) suggested some important elements as basic components for achieving cooperation; positive interdependence, face-to-face promotive interaction, individual accountability, social skills, and group processing

Positive interdependence: Pupils should believe that all members of the group are linked together in a way that one cannot succeed unless the other members succeed too (and vice versa), that is, they “sink or swim together.”

Face-to-face promotive interaction: Pupils are working together, exchanging ideas and supporting each other to promote one another's learning.

Individual accountability: Pupils are responsible for fulfilling their part of the task at hand and for helping and assisting other members of the group to complete their part of the work.

Social skills: Pupils need to have the needed and the necessary social skills (leadership, decision-making, trust-building, communication, and conflict-management skills) in order to ensure cooperation among other members.

Group processing: It is characterized by answering two main questions: What each member did to make group works and what could each member do to make the group even better tomorrow? This enables pupils to facilitate and develop social skills, learning, as well as ensuring feedback about their participation.

2.5 Teaching/ learning materials

Teaching materials are tools used by teachers to facilitate the process of learning and to attract the pupils toward the lessons. Teaching materials (TLMs henceforth) refer to materials or aids used by teachers to make teaching/ learning process effective but they should be carefully selected to meet the required purpose (Jain & Patel, 2008). Any sort of materials used in teaching (blackboard, books, everyday objects, any kind of technology, even the natural or built-up environment, as well as our own body) is considered as LTMs (T-TEL Professional Development Programme [TPDV], 2016). They are basically anything that aids language learners learn and understand (Tomlinson, 2008). Furthermore, TLMs can enhance pupils' motivation and encourage them to participate in the classroom.

2.5.1 Importance of LTMs

The development of pupils' understanding depends on their involvement and interaction in the learning process. Usually, most pupils prefer learning in a motivating, joyful, and playful environment. LTMs provide a concrete example for the pupils' preferable ways of learning. Therefore, Tomlinson (2008) saw the importance of LTMs as follow:

- They provide a rich experience of different genres and text types.
- They provide an aesthetically positive experience through the use of attractive illustration, design, and illustration.
- They provide a rich and varied experience of language learning.
- They help the learners to make some discoveries for themselves.
- They help the learners to become independent learners of the language.
- They help the learners to personalize and localize their language learning experience (p. 6).

T-TEL Professional Development Programme (2016) sets up some benefits for using teaching/ learning materials as follow:

- They attract the learners' attention and interest; they can make learners active and classroom lively by interaction and participation.
- They clarify abstract ideas; teachers can use pictures or objects for simplifying abstract things.
- They allow learners to practice and develop new skills; participating in activities and being engaged in classroom tasks make them discover and learn new things.
- They develop the learners' capacity of remembering; learners remember best by involvement and doing rather than just memorizing.

- They make teachers work easier; they use them as a support to attract the learners' attention toward the lessons (p. 17-18).

2.5.2 Sources of teaching/ learning materials

TLMs are considered as any tool that help both teachers and learners to facilitate the task of teaching/ learning. They can be presented from different sources (Curran et al.,2000):

Materials from the learner: This involves that pupils choose a tool that they are interested in, of course, that has a direct relation with the type of the lesson.

Materials from television: Bringing extracts of films or videos to classroom for showing pupils the real use of language by natives.

Pictures: They are used as an attractive aid for describing different things in classroom (people, places). Gairns & Redman (1986) stated that pictures can be useful for presentation, practice, revision and testing.

Objects as materials: Young learners learn best by presenting lessons and explaining words meaning by using concrete objects.

Games: They are relaxing, amusing, and entertaining activities. They provide a meaningful interaction when presenting the course. They are beneficial, especially for revision and practice (ibid).

2.6 Definition of games

Games as most of us know are fun activities that are based on a number of rules and require skills to win. And this could be a successful method used in a non-traditional setting; that is in school. Similarly, Salen & Zimmerman (2004) define games as a “system in which players engage in an artificial conflict, defined by rules, that results in quantifiable outcome” (p. 11). In brief description, games, as many authors confirm, are

set of rules which in turns leads the player to get a measurable result, i.e the outcome of the game is already known and described “whether they win or lose”.

Koster (2005) defines game as" how our brains visualise things than deal with how reality is actually formed" (p. 34). He asserts that games represent reality in an amusing way. They require following rules and having the right skill to solve them the same as we do anything else like how to drive a car, or how to build something. The only difference between games and reality is that there is no much risk in games.

Games serve as a basic means for getting away from aggression and as a way of learning basic skills of survival (as they are observed in the animal kingdom); Huizinga (1949) clarified that games are a significant component in the communication of human beings and animals. In addition, games are seen as a means of learning social behaviors (cooperative and competitive games) as well as a means of relaxation and having fun (Unesco, 1988). El Shamy (2001) states that game is a “Competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win” (p. 15). This denotes that games are not just a means of fun and enjoyment but also a means of engagement and decision making.

2.6.1 Games in language teaching “Games are not just for fun anymore”

Games, as they have been discussed before, are very interesting, absorbing, and amusing. They allow the pupils to get rid of the problem of boredom that they face whenever getting across with new vocabulary items. In addition, games decrease the tension and establish a sense of involvement. Koster (2005) claims that “games serve as a very fundamental and powerful learning tool” (p. 36). To this essence, games play a huge role in helping pupils to learn easily because they will not feel that they are forced to learn since they are used to play outside the classroom, they will be extremely

engaged in the games. At the end of each game, they will sustain a large number of new words that they do study in the classroom. Wright, Betteridge, and Buckby (2006) state that games are a unique way of communicating and experiencing the language rather than just using it. Games are the perfect vehicle to bring the fun and energy of play into a learning zone (Sugar & Sugar, 2002). This shows that games and learning can be associated together for achieving a common goal.

Games provide the pupils with a great number of practices about language and it is considered as a focal point for teachers and not only just a way of passing time and having fun. Therefore, Lee (1979) pointed out that “games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do”. (p. 3). Gordon & Bedson (1999) stated that the most important argument for incorporating games in EFL classrooms is that they are fun and amusing and children like them. Therefore, the teachers can profit from using games because they will make the preparation of lessons easier and beneficial since pupils prefer learning through games than other activities. Games nowadays are much more valuable than they have ever been.

Games have been witnessing a large development in schools and have proved their beneficial utility. They become an approach in themselves (games_based learning). “Games are expected to take education to the next level” Ketamo (as cited in Kuuskorpi 2014, p. 24). Playing a game in the context of learning will certainly make the pupils learn something but only by understanding the dynamic of learning. Games and gamification are the new form of education and social interaction for the younger generation and they are advisable for teachers to develop methods that enable them to take full advantage of games for educational purposes (ibid).

2.6.2 The advantages of games in language learning

According to Hadfield (1984), a game is an activity with rules, a goal and an element of fun (p.04). For this reason, games can serve as a beneficial educational tool. They raise the pupils' motivation toward their learning task. Moreover, they lessen the quantity of stress among pupils since they offer an opportunity to interact, learn and benefit from what is ascertained with the collaboration of peers. In addition, games encourage young learners to be creative and to keep interest in the task. Sugar & Sugar (2002) settled down an overall list of advantages of using games in learning the language which is summarised in ten points; these are:

- Games are learner-centred.
- Games increase learners' motivation.
- Games keep students active as they learn.
- Games encourage social bonding.
- Games are experiential (allow learners to use the language).
- Games reinforce learning.
- Games provide immediate feedback.
- Games improve team work.
- Games teach playing within the rules
- Games foster both individual and team achievement.

Uberman (1998) summed up the benefits of games in that they “encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see the beauty in a foreign language and not just problems that at times seem overwhelming” (n.p). Bilbrough (2011) stressed the importance of games and recommended teachers to introduce every learning activity as a game to

increase pupils' motivation and invite them to participate with enthusiasm. All that is discussed about the advantages of games in teaching and learning a language comes to the point that games can serve as a great entertainment tool as well as a useful educational technique because they encourage pupils to take a step toward their learning and to be part of it. They deliver a huge impact and influence on the pupils' ability to remember the new word encountered in the lesson or the whole unit

Young learners try to match the content of the lesson with what exists in reality. Games can help pupils to relate what they have learned in the classroom to an enjoyable learning experience. Teachers often provide pupils with information and they tend to assess them at the end of the session or the term by using tests and exams. Games can be a more preferable and successful way of assessing pupils; i.e. they offer an additional way of contributing to a stimulating learning environment and provide an additional method for assessing learning. Games offer pupils a deeply engaging, visually dynamic, rapidly paced and highly satisfactory learning experience that make almost any kind of traditional method seem boring by comparison (Foreman, 2003). This statement affirms that games are more attractive and interesting compared with other techniques.

2.6.3 Classification of games

Hadfield (1998) classified games under two categories: linguistic games and communicative games. The first category deals with the correctness of the application of rules. Whereas, the second category is concerned with expressing and discussing information in order to communicate. Furthermore, Lee (1986) categorized games under seven categories:

Structure games: They provide an experience of the use of particular forms of sentence structure in communication.

Vocabulary games: They are games which focus mainly on words to acquire and learn such as: I spy, picture squares and remembering games.

Spelling games: They are games concerned with learning the right English spelling of the word.

Pronunciation games: They are games that the main point of which is how to pronounce the word correctly.

Number games: They are all the games that help the learners to be familiarized with the spoken form of numbers.

Listen-and do games: Their main interest is pronunciation, numbers, and spelling. Pupils are asked to listen and understand then to carry out an action.

Read- and do games: They belong mainly to the early stage of reading. They enhance the ability to read words and sentences with finding out what they mean.

Writing games: They involve the knowledge of spelling, reading, vocabulary and language structure before playing them. They are used to practice writing skill.

Miming, role-play, and language club games: They are active games that demand moving around and interaction.

Discussion games: They are used with groups or pairs which focus on discussion between pupils.

There are many other types of games such as video, memory, cooperative, competitive, puzzle, board, grammar, interactive, listening, phonetic, guessing, discovery games and many others. Thus, it is up to the teacher to choose what suits his/her pupils' need and level, the type of content being presented, and also what he/she can offer based on the equipment at hand.

2.6.4 Criteria for games selection

After defining what a game is and knowing which category it belongs to, it is important to realize that selecting a game for classroom lesson does not come as a hazard. There are certain conditions to guarantee the usefulness of the chosen games on the required skill. Hong (2002) asserts that there are some questions which need to be considered when selecting a game. These are :

1. Which language does the game target? because each language has its own structure and feature.
2. Which skills does it practice? This means that the language skill's focus could be any one of the major skills of listening, speaking, reading or writing. And it can also target the components of language knowledge which are vocabulary, morphology, phonology, grammar, and discourse.
3. What type of game is it? As we have seen different types of games.
4. What is the purpose of using it? i.e whether for practice, revision or presentation.
5. Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the pupils' needs are taken into consideration. In brief, it is basically based on the pupils' interest.
6. How much interaction and participation are there? Maximum involvement is something we are pursuing. In other words, this determines whether it is the right game to use or it should be replaced by another one to ensure the pupils' success of remembering what has been taught.

We believe that in addition to those elements, the pupils' age, the time allotted, size of the classroom, the pupils' characteristics, as well as their learning styles are also important in selecting the appropriate game for the classroom. From this, we can

understand that the selection of games requires special attention to ensure that the lesson objective and the chosen game work smoothly.

2.6.5 The nature of games

Games are very complex in nature. There is no clear understanding of their nature. Only what is observed is that games are exercises and actions for our minds. On the one hand, games that always make the brain work and think of what the solution will be, how they will be played, which strategy to use to win and other things exercise the brain, will become successful games. On the other hand, games that fail to exercise the brain become boring (Koster, 2005). In short, this will hinder pupils from learning because they lose the most important thing that attracts them, i.e motivation and they will return to the starting point. Thus, teachers should manipulate the games that they introduce in the classroom so that pupils will always be prompted and engaged.

When we stop benefiting from games or learning something from them, they get tiresome. Our minds will directly start losing their intellectual energy. We should not underestimate the brain's desire to learn (ibid). The brain always looks for something new that exercises its capacity for learning. The following table represents what makes a game boring for students:

Table 2.1: Games and boredom (koster, 2005).

| What players say : | What they imply : |
|---------------------------|--------------------------------------|
| The game is just too easy | Game patterns are so simple |
| The game seems too hard | Game patterns are perceived as noise |
| The game is repetitive | New patterns are added so slowly |
| The game becomes too hard | New patterns are added too fast |
| The game becomes too easy | Fun patterns are exhausted |

2.7 Cooperative learning games

Cooperative learning Games involve a number of players joining together, discussing and exchanging ideas to achieve a particular objective. They help the pupils to adapt with their colleagues and gain new experiences and even new skills. The main goal of those games is to develop the cooperative spirit among pupils to attain the required result. Pupils help and support each other to obtain their common goal. Therefore, each and every member of the group depends on the other and respect their opinion. They develop a strong social bonding among peers.

Cooperative Games are considered one of the most significant interactive activities. Hadfield (1998) classified games into two types: cooperative games in which players work together toward a common goal, and competitive games, in which players race to be the first one who reaches the goal. Furthermore, Trent (2005) presented the difference between the two kinds of games in the following table:

Table 2.2: Cooperative games vs competitive games (Trent, 2005)

| Cooperative games | Competitive games |
|--|--|
| Encourage children to play with one another. | Encourage children to play against one another. |
| Allow everybody to win and succeed. | Allow only half or one of the group to win. |
| Eliminate fear of failure. | Equate loss with failure. |
| Let children play for play's sake. | Let children play to beat the other boy or girl. |
| Do not allow for elimination. | Have frequent elimination. |
| Are fun and supportive. | Rules and strategies often prescribed. |
| Build feeling of worth and increase self-esteem. | Are not always fun and supportive! |
| Are self-validating. | |
| Encourage problem solving and decision making. | |

2.7.1 General benefits of cooperative games

- Achieve common goals because whether they win or lose the result belongs to the whole team and not to a particular individual.
- Enhance cooperation and gain expertise and skills from the other members of the group.
- Encourage work and help to get rid of boredom to achieve their goals.
- They are more interesting and stimulating than individual games.
- Discharge one's energy in a positive way and make him/her capable of communicating without the fear of losing or making mistakes.
- Strengthen self-confidence because all pupils feel they are equal.
- Develop learners' critical thinking and improve the sense of creativity.

2.7.2 Cooperative games in classroom

Cooperative Games are a valuable means of engaging young learners in the classroom activities. If pupils have often preferred and appreciated cooperative learning, so how about integrating cooperative learning and games; learning and fun together. These are what most of the pupils are looking for. They offer the pupils the opportunity to practice and participate in an interesting, caring, and sharing environment. Young learners always look for activities that foster their ability for communication and engagement. They like to play, enjoy the feeling of belonging and learn best when they are enjoying themselves and this is what cooperative games can offer (Wendy & Ytreberg, 1995). Using cooperative learning activities have proved that they increase the level of motivation for learners in many pedagogical practices (Lightbown & Spada, 2006).

Playing cooperative games in the classroom resulted in higher classroom interaction (Creighton & Szymkowiak, 2014). Bay-Hintz, Peterson, and Quilitch (1994) proved that cooperative games increase cooperative behavior and decrease aggressive behavior. Bado & Frankiln (2014) reported that cooperative games have the potential to enhance foreign language acquisition. For this reason, Lyons (2016) asserted that cooperative games emphasize the joy and productivity that come from working together to achieve a group goal. Then she summarized the benefits of using cooperative games in the classroom as follows:

1. Cooperative Games reduce aggression.
2. Cooperative Games increase pro-social skills (e.g. Sharing, helping).
3. They are fun! Joyful! Preferred by young learners.
4. Cooperative games have all of the benefits of cooperative learning as well as playing since they are a form of both!
5. Cooperative games are inclusive, so they promote a “sense of belonging”.
6. Cooperative games help develop problem-solving skills.

2.8 Cooperative Games and Vocabulary

Learning vocabulary is one of the most important parts of learning English. It enables pupils to understand, express and use the language. It has become an essential aspect in schools and teachers highlight its importance. But, it is hard for pupils to remember and use all the words taught through the topics in the syllabus or curriculum. Therefore, we intend to shed light on the necessity of presenting and teaching vocabulary in a playful, joyful and interesting manner.

Since games can be customized with almost any topic as Sugar and Sugar (2002) pointed out that teachers can use them for teaching any skill, topic or activity. In

addition to all the games' benefits, cooperative games can add a new learning scope for both teachers and pupils. They provide both the joy of being in the middle of playing a game while learning and the method that is appreciated by many teachers and pupils, which is cooperative learning.

The most important step toward achieving a successful game experience in the classroom is selecting the appropriate kind of game that matches with the skill that teachers want to teach. And many games serve this purpose that allows teachers to easily choose the game that serves their lesson content. In our case, we will focus on the games that allow pupils to learn vocabulary cooperatively with their peers and their teachers. These are:

Storytime: It is a great way of making pupils cooperate for creating a short story on their own using the words they learn from the lesson. The teacher divides the classroom into small groups. Each group is asked to write about something they are interested in (sports, food, parents) and then they share their stories with the other groups. They enjoy having an audience for their work. Each week the teacher varies the story assignment to see how well the pupils are doing, i.e make the story longer, choose two to three topics in the same story, and make the story more specific (pizza instead of food) (Rider, 2001).

Crossword puzzle: It is the most common type of games for learning vocabulary. Pupils used to play it in the course book to practice what they have learned. It will be solved more easily with three to four pupils than playing it individually. It contains several arranged squares that need to be filled with the right word from the clues list at the bottom. The teacher can use this game to meet the lesson's objectives and the pupils' level.

Vocabulary Bingo: It is a beneficial technique for reviewing a large number of vocabulary items that pupils have studied over time. The teacher can get a great benefit for assessing pupils' vocabulary knowledge without the pupils even knowing that they are being assessed. In this game, pupils are asked to design their bingo card that contains some words from their choice in whatever order they want. Then, the teacher reads the definition of the word and the pupils mark the appropriate word that fits the definition. The group of pupils who matches most of the words with their definition win (Vásquez, Hansen & Smith, 2010). Bingo fosters the pupils' knowledge about the words and their definition in an interesting way.

Scrambles: It is a good activity to review the words and check whether the pupils remember the words or not. Each group has a box that contains scrambled letters that can make four different words and they are asked to arrange those letters to find the words (Hunter et al, 2005).

Run to the table: It is one of the most motivational activities in the classroom. Pupils are allowed to express their thoughts and ideas without the fear of being judged. It is an effective technique for practicing vocabulary. The teacher writes a word on the table; generally, it is the title of the sequence or the lesson. Then, she/he divides the class into three or four groups and gives them a different marker's color for each. Last, the team that runs to the table to write the correct related words win. Pupils enjoy playing this game with their peers.

Letters than words: It is among the best games that cooperatively enrich pupils' vocabulary. Pupils can learn more than forty words in a session. They are given a box with twelve letters. Then, they are asked to extract the maximum number of words that include prepositions, nouns, verbs, adjectives, adverbs, and articles. At the end, they are asked to use those words in one sentence, then two sentences, three-sentences, i.e. they

vary the assignment each time till they are capable of writing paragraphs. A better understanding of this game is illustrated in the following:

| | | | | |
|---|---|---|---|---|
| O | E | S | B | Not. Pen. Shop. Top. Stop. Help. Old. Sum. Son. Does. To. Put. He. She. Lot. One. No. Nose. Ben. |
| H | D | U | L | Ten. Hen. Do. Hotel. But. The. Blue. Noob. Should. Toes. Then. Out. Blouse. Hot. So. Dot. House. Bold. |
| P | T | N | O | Host. Be. Phone. Hole. Pole. Notes. Pet. Photos. Open. Set. Spoon. Lend. Doles |

Conclusion

Games can take learning into a new learning scope in an enthusiastic manner. Subsequently, games are motivational activities that lead to active learning and support the development of cooperative learning. However, they should be selected carefully to attain the required objective and match the pupils' need. Games can facilitate, to a certain degree, vocabulary learning and increase the pupils' self-confidence to participate in the classroom.

Chapter three: Field work

Introduction

Below, research methodology, approaches, methods and techniques are described in some detail.

3.1 Research methodology

It is the overall process to collect and analyze data to obtain a conclusion about the required issue. Research methodology should be pertinent to the raised question. It should be very systematic and organized. It is a systematic way of solving the research problem (Kothari, 2004).

3.1.1 Research approach: It contains two general kinds of research (qualitative and quantitative).

3.1.1.1 Qualitative research

The qualitative research is concerned with describing a phenomenon as it is in reality (interpretive). “Qualitative research claims to describe life worlds ‘from the inside out’, from the point of view of the people who participate” (Flick, Kardorff and Steinke, 2004. P.3). It interprets beliefs, attitudes, reactions, and perceptions and collects data in the form of words and ideas, not numbers. It operates at small-scale studies and does not seek for generalization. Therefore, we opt for qualitative research because it fits our research objective.

3.1.1.2 Sample of the study:

Kothari (2004) defines a sample design as a definite plan for obtaining a sample from a given population. This study was carried out with 94 third year pupils and three teachers of English at Khamla Ibrahim middle school, Biskra.

3.1.2 Type of research

3.1.2.1 Descriptive Research

It is concerned with describing the phenomenon or situation as it exists at present. The researcher only reports what is happening, i.e he has no control over variables (Kothari, 2004). Thus, we choose the descriptive research because our main objective is describing and not measuring.

3.1.2.2 Data collection methods

They are the research tools used for analyzing the obtained result. They should be carefully selected according to the nature of the research. In this research topic, we have chosen the following:

3.1.2.3 Questionnaire

The questionnaire is a research data gathering tool that can serve as a means of collecting and interpreting data with minimum time and effort. It is a way of collecting data about the researchers' objective and purpose; if it contains valid and reliable questions, it will result in predictable relationship between the respondents' answers and what the researcher is trying to measure (Robbins as cited in Miller & Whicker, 1999). Anderson and Arsenault Agree (1998) on the point that a well-constructed questionnaire "permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner" (p. 179).

A questionnaire is a form which is prepared and distributed for the purpose of attaining responses about a certain issue or concern that the recipient is presupposed to have knowledge about (Singh, 2006). It contains a number of questions that range from

open-ended to close-ended questions. A questionnaire is considered as the heart of a survey operation (Kothari, 2004). An important step before using the questionnaire is the piloting stage; it is essential for testing and validating the questionnaire.

3.1.2.4 Interview

The interview is similar to the questionnaire to a certain degree, except that the interviewer ensures all the questions are answered and understood (Philips, Stawarsky, 2008). The interviewer should respect and follow certain conditions to ensure the usefulness of the answers which are stated under the following:

1. The interviewer should inform the interviewee before the interview takes place.
2. The questions should be limited and understood.
3. No interruption is allowed unless the interviewee asks a question.
4. The questions should be direct.

3.1.2.5 Classroom observation

Classroom observation is a data collection method that allows the observer to have a look at the issue from inside. It is more related to a method of assessment. It helps the observer to confirm or deny the previous research theories. It has a number of advantages that guarantee the credibility of the result as foster (as cited in Jupp and Sapsford, 2006) pointed out:

1. It allows the researcher to directly record the information about the physical environment and human behavior.
2. The information is more accurate since it describes what is currently happening.

3.2 Data analysis and results

This chapter deals with the investigation of using cooperative learning games as a motivational teaching/learning material to improve pupils' vocabulary learning. This study was conducted in Khamla Ibrahim middle school with third-year pupils. It aims at enhancing the pupils' vocabulary through a motivational manner and to see if it works or not through analyzing the gathered data.

3.2.1 Description of the teachers' interview data analysis

The interview was devoted to three teachers at Khamla Ibrahim middle school before attending some sessions to see their reaction toward using games in the classroom. Teachers were informed before the interview takes place. The interview contains eight questions.

3.2.1.1 Analysis of teachers' interview

Item 1: How many years have you been teaching English in middle school? How do you find it?

T1: I have been teaching English for 16 years. I find it well, fine at the beginning, but after a long period of teaching, we feel tired with the new generation.

T2: I have been teaching English for 17 years. It was and still an amazing experience.

T3: I have been teaching English since 2008. It is difficult to some point, but with time I got used to it.

The answers indicate that the teachers are familiar with the syllabus of middle school because of their long teaching career. They are experienced and skilled for teaching

middle school pupils. This indicates that they can adopt different techniques for presenting the lessons that match the lectures' content and the pupils' level.

Item 2: How do you consider teaching vocabulary in relation to teaching other skills (listening, speaking, reading and writing)? And what kind of difficulties do you face when teaching it?

T1: Vocabulary is a very important and beneficial task for language learning. And it is interrelated with the four skills. The dilemma we face when teaching vocabulary is concerned with grasping the pupils' attention and interest toward the new vocabulary items. If the words are related to something they experienced or seems to be similar to the word in their native language, they grasp the word's meaning easily.

T2: Teaching vocabulary is among the crucial tasks that EFL teachers may face because it is the basic skill in teaching language. Teaching the productive skills depends mainly on what pupils grasp and maintain during the receptive skills courses since the productive ones are the out boots of the receptive skills.

Pupils are well adaptable to certain techniques and methods that help them learn vocabulary fast, but we still face many difficulties such as the vocabulary use in different skills especially while writing (misuse of language and vocabulary). Therefore, language games seem to be the closest techniques that achieve this goal and encourage pupils to use vocabulary items in context.

T3: Basically, we use the four skills to teach vocabulary because we cannot teach Lexis alone. Generally, the difficulties I face when teaching vocabulary is that the pupils want to explain every word in Arabic.

The answers prove the teachers' appreciation of vocabulary in learning English. The three teachers emphasized that productive, receptive skills and vocabulary are interrelated. We can not master any skill without mastering vocabulary. Vocabulary links the four skills together. Nevertheless, we can not deny that vocabulary is one of the most difficult tasks to master. Pupils face many difficulties in learning it whether it is concerned with the word's pronunciation, form or use. What is noticed in the above responses is that pupils may face difficulties, but if they are motivated and interested in the techniques of presenting vocabulary, they will devote their energy and time to learn.

Item 3: What type of classroom activities do you use when assigning an activity or task for pupils (individual, pair or group work)?

T1: It depends on the lesson. But generally, we use group work more.

T2: Generally, I prefer group work and the pair work. Systematically, the group work enhances on the pupils' performance and boosts them to work in collaboration to produce a correct work while working in groups; this later facilitates the tasks to the pupils and the teacher because here the learners are centered and manipulated to work in collaboration.

T3: Generally, I use individual work. But, sometimes I use group work whenever it is necessary.

Teachers support the use of group work whenever it is possible. Yet, we should take into consideration various factors before using it such as the type of lesson, the level of pupils and the classroom dynamics. Group work helps the pupils to get the work done in a short period of time. Pupils tend to be more creative and productive when they work in groups with their classmates.

Item 4: What do you think about cooperative learning strategy?

T1: It is an effective strategy. It has even helped the teacher to do his work and deliver the information to the pupils.

T2: We do use the cooperative learning strategy which focuses on the pupils' need and interests in order to make the lessons more digestible and well grasped by pupils.

T3: It is good when you have many levels in the classroom so that everyone works.

Teachers are aware of the great importance that cooperative learning technique can provide for both teachers and pupils in the classroom. They stated that groups should never be selected randomly; each group should contain different levels, so that they can accomplish the learning task. Cooperative learning provides pupils with equal opportunities to participate in the activities. Therefore, both teachers and pupils endorse the implementation of this strategy in the classroom.

Item 5: What do you use for presenting vocabulary and how do you urge your pupils to participate?

T1: We use different tasks like reading, writing, listening tasks. And what is more useful for learners is language games that include gestures, realia, flash card and many other elements that focus on all the skills need to be taught.

T2: I use the simplest tools that go with the learner's level, such as games, wall sheets, flash cards, realia and so on.

T3: I use texts, pictures, gestures and then I ask the learners to pronounce the word, forming sentences and then writing paragraphs.

We have noticed that teachers vary their techniques to make pupils involved each time. What is also noticed is that teachers take the pupils' learning style into consideration, i.e. They vary the techniques each time to keep the pupils' attention and to reach the different learning styles in the classroom.

Item 6: Are you interested in using the non-traditional, unusual learning techniques in the classroom?

T1: Yes, sometimes it helps to change and try new techniques to make the pupils more interested.

T2: Indeed, using the new methods and techniques may vary and simplify the context to the learners at any age, but we should take into consideration the level, the need, and the interest of the pupils when selecting the techniques.

T3: Yes, am very interested in using the new techniques because pupils now are not the same as we were before. If we keep using the same classical techniques, the pupils will be bored and lose their interest.

Teachers highlight the importance of using new methods in the classroom. It is good to change the routine and the classical techniques so that pupils do not feel bored. It is important to create a motivational learning classroom to make pupils more interested in learning. Therefore, one important role the teacher can play is motivating pupils to make them look at learning through a different lens.

Item 7: What do you think about using games in the classroom, precisely in learning vocabulary? Are they efficient for pupils? If yes, please explain

T1: It is fun for pupils and helps them to learn English as a new language for them because they are beginners and they need to learn English through this way in a motivational manner. If pupils are not motivated toward the learning task and the methods being used, they will not have the desire to learn or be a part of the learning process.

T2: It is effective. I find it the perfect way to reach the objective easily. By the way, using games grants me the fastest way to enrich my pupils' vocabulary in a so limited time without efforts and the learners are centered. Of course, especially for beginners.

T3: Games are useful and effective. Pupils like to play games, see pictures, watch videos. It differs based on their learning style.

Teachers confirm that while playing games, pupils memorize and use new lexis and grammar material. In other words, games allow the pupils to experience the language in a motivating and entertaining manner. Pupils can relate their previous knowledge and apply it to the game. This indicates that games are more than just an amazing tool, they serve as a basic and essential means for transmitting the knowledge to pupils in a smooth way.

Item 8: What about using the strategy of cooperative learning and language games together? Do you think that pupils will benefit from them and be more motivated and interested in the learning task?

T1: It is more suitable than using language games individually. Pupils need such methods to enrich their vocabulary each session in a fun and collaborative way. However, they should be selected carefully.

T2: Without hesitation, I do prefer using them both together because they both focus on the target language. And I have noticed that my pupils respond well for both strategies.

T3: It is very helpful for both teachers and pupils. Pupils are more motivated in learning in groups than individually. Actually, after using them in class, I found my pupils asking me to use them more often.

Games are usually fun to play, but they can be more fun and effective when played in groups. In cooperative games, all players have to work together in order to win together. There is no fear of failure or elimination. All pupils have an equal opportunity to participate and learn while having fun. Cooperative learning games can enhance pupils' vocabulary stock unconsciously. Therefore, both teachers and pupils support and value the use of this type of games in the classroom.

Summary of the teachers' interview

In summation, vocabulary is a pivotal skill in learning English that links the four skills together (writing, reading, speaking, listening). It requires the pupils' full attention to grasp the word's meaning, to know how to pronounce and use the learned words in forming sentences. Thus, teachers vary the techniques of introducing vocabulary to change the routine and avoiding boredom in the class. They use different methods such as music, data show, pictures, games, and movies. They know that creating a welcoming atmosphere in the classroom is essential for making the pupils collaborate together and attract their attention. Therefore, cooperative learning games can satisfy the pupils' needs, interest and match their learning styles because they offer cooperation, fun and learning all together.

3.2.2 Description of the classroom observation

Classroom observation was conducted as a part of the research to gather insights about what is actually happening in the classroom, i.e to observe on a real platform. Therefore, we asked for the teacher's permission to attend some sessions and we were highly welcomed by the teacher. Here, we are seeking to observe how the teacher deals with teaching vocabulary and which strategy receives the pupils' attention and makes them benefit from.

3.2.2.1 The classroom observation data analysis

We have attended five sessions with two classes of third-year pupils; three were tutorial sessions and two were regular ones. Throughout the five sessions, we have observed the following:

Item 1: Classroom environment

The classroom environment is one among other crucial aspects for a successful learning experience. Pupils give more attention and show more interest through organizing and decorating the classroom. We have noticed that:

1. The physical setting is in good repair and comfortable which favors interaction.
2. The teacher prepares a welcoming atmosphere in the classroom (pictures, drawings...).
3. The seating arrangement allows the pupils to communicate and cooperate easily.

Item 2: Teacher's behavior

The relation the teacher and the pupils can have is also an essential phase for improving the interaction in the classroom. Therefore, the teacher is always trying to maintain a kind relationship with the pupils as follows:

1. The teacher revises the previous lesson to check the pupils' understanding.
2. She tries to keep a good relationship with the pupils (smile, talk in a friendly manner, listen to their opinion).
3. She asks questions and gives feedback in a hospitable way.
4. She gives them the chance to practice and participate.
5. She uses simple and clear language that fits all the pupils.
6. She summarizes the main points of the lesson at the end of the session.

Item3: Lecture content

Most of the time, the content of the lecture is difficult unless the teacher simplifies it. We have observed that the teacher is always trying to facilitate the lecture to make it understandable and well grasped by the pupils. Therefore, the following are some of the guidelines the teacher uses:

1. The teacher gives as much information as possible concerning the lesson.
2. She gives multiple examples related to real life to attract the pupils' attention.
3. The teacher tries to make the content flexible and coherent.

Item 4: Teaching materials

Teaching materials are any sort of aids that help the pupils to understand and interact with the lesson. It seems hard to attract the pupils' attention unless they are highly interested. Thus, the teacher varies the material, so that it suits all the pupils and their learning styles.

1. different materials are used (handouts, pictures, blackboard, games, songs).
2. The teacher uses the material that suits the lesson objectives.
3. She varies the materials to break the routine.

Item 5: Vocabulary presentation

As we have seen in the theoretical part, vocabulary can be presented in different ways. It is up to the teacher to choose the suitable strategy that entices the pupils' curiosity and ensures their comprehension and participation.

1. The teacher uses visual representation such as pictures.
2. She uses synonyms and antonyms.
3. Games, songs and listening to audio are highly used.
4. Translation is also used but as a final step.

Item 6: Learning vocabulary items

Vocabulary can be presented implicitly or explicitly. We have viewed that the teacher uses both strategies. It depends on the pupils' understanding, level, and learning styles.

1. The teacher tries to connect the word to something the pupils are interested in.
2. She provides varied examples and direct explanation of the word if necessary.
3. She uses the word in different situations, i.e multiple exposures to the word.
4. The most important and beneficial technique is using the word in context.

Item 7: Games selection

Games selection is an important step toward achieving and realizing the required target. The well-selected game leads to successful classroom management and an appropriate learning scope. Hence, the teacher has selected games related to each sequence.

1. The teacher selects games that are convenient for the pupils' level, age, and abilities.
2. She chooses enjoyable and favorable games.
3. She opts for games suit the lesson's objective.

4. She takes into consideration the time allotted for the lesson.

Item 8: Pupils' reaction

In each tutorial session after using games, songs or any other technique, the teacher observes whether this technique reaches the objective or should be replaced, modified or omitted. We have observed through the sessions we attended with them the following:

1. Pupils show willingness to participate in the task.
2. They react positively to the games.
3. They are interested in learning and motivated to practice games outside the classroom.
4. They are cooperated and engaged to complete the task.
5. They enjoy learning from games.
6. They give suggestions for building other games.

Summary of classroom observation data analysis

Classroom observation is crucial and beneficial for collecting information about the concerned issue at hand. After attending some sessions, we have come to the conclusion that games are effective for both teachers and pupils; teachers for transmitting their knowledge easily and pupils for understanding and communicating in an enjoyable manner.

Through classroom observation, we have noticed the important role game can play in the classroom not only for vocabulary improvement, but also for grammar, communication, and cooperation among peers. We have also noticed that the teacher is interested in using new techniques and methods for teaching English.

From the observation that we have undertaken in class, we deduce that teachers are aware of the importance of vocabulary items that their pupils need to express

themselves in a coherent manner. They encourage the use of different strategies and methods for presenting and using vocabulary whether implicitly or explicitly.

3.2.3 Description of participants' questionnaire data analysis

The questionnaire items were derived from the different points discussed in the theoretical part of the research. It consists of close-ended questions where the pupils are asked to tick the appropriate answer, and few open-ended questions because they are beginners and they can not express themselves clearly. There are also some close-ended questions followed by open-ended questions to gain more information about the subject matter. The questionnaire is divided into four sections. It was administered to one class of third-year pupils at Khamla Ibrahim middle school.

Section one: We aim at gathering data about the pupils. It deals mainly with pupils' personal information such as their gender, if they like English and use it outside the classroom and what interests them to learn it.

Section two: We intend to collect information about the pupils' opinion about cooperative learning; Which activity they prefer (individual, pair or group work) and how they find working in groups.

Section three: We try to discuss the different topics in the first theoretical part. It aims at gaining new insight into the importance of vocabulary in learning English. It consists of three questions which deal with the importance of vocabulary, the difficulties of learning vocabulary and the techniques of learning vocabulary.

Section four: We seek to see the pupils' reaction toward cooperative learning games. It represents questions inspired by the second theoretical part. It contains four questions; it deals with finding out their opinion about using games for learning vocabulary, their

feeling when playing in groups, whether they benefit from them and which kind of games they like most.

3.2.3.1 Questionnaire data results' analysis

Section one: personal information

Item 1: pupils' gender

Table 3.1: Distribution of participants' gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 20 | 43,5 | 43,5 | 43,5 |
| | Female | 26 | 56,5 | 56,5 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

The table shows that the participants are from different genders. And as the majority of classes, the number of girls enrolled in secondary school is higher than boys; this is possibly referring to the fact that boys drop out of school at an early age. In addition, girls seem to have more willingness to learn than boys.

Item 2: Do you like learning English?

Table 3.2: Participants' attitude toward English learning

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 39 | 84,8 | 84,8 | 84,8 |
| | No | 7 | 15,2 | 15,2 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

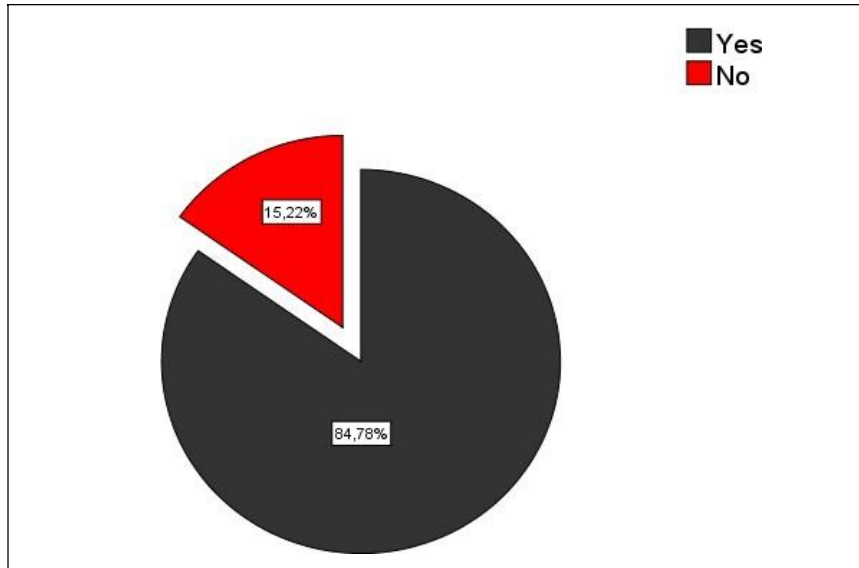


Figure 3.1: Participants' attitude toward English learning

The figure shows that the majority of participants like learning English and few do not. For this reason, they are asked to give justification for the reasons for their answers.

The following are some of the common reasons:

The participants who like learning English stated some reasons as follows:

1. It is an international language
2. It is easy and fun to learn
3. we need it to communicate around the world
4. It is my favorite subject.

1. My childhood dream
2. It helps us to visit foreign countries

Surprisingly, some of the participants who like and who do not like learning English share some similar reasons which are:

1. I am interested in learning French more than English.
2. It has complex grammar.
3. It has different meaning and I feel confused which meaning is the appropriate one.

4. I face difficulties in building sentences.
5. I face a problem with understanding scientific topics.

From the above responses, the obvious and shared reason among participants is concerned with vocabulary (different meaning, complex words, problems for building sentences). In addition, there are some participants who underestimate the English status in the world believing that it is just an additional subject. Another possible reason is the lack of exposure to English outside the classroom. Therefore, we suggest some solutions and ask for their opinion. The suggestions are:

1. Watching English movies
2. Reading books and newspapers
3. Playing crossword, scrabbles and mind mapping (language games)

All the three suggestions receive a positive reaction, but they shed light on certain facets such as: movies are a great way of learning the everyday language. Even though, they can not grasp the word meaning easily in movies because they are rapid and sometimes do not translate the exact word and most of the time, they can not use the words in writing paragraphs because they are not academic.

Many pupils appreciate and love reading books such as “Where the Wild Things Are” and “The Cat in the Hat”. Others stated that they like reading short stories that contain an Arabic and English version, so that they can understand the meaning and use it afterward.

Concerning playing games, they supported this idea because playing is an innate nature. They enjoy playing while learning by following some rules and cooperating together. What they like about language games is that they can practice them inside and outside the classroom because they are beneficial, easy and fun. They even suggest

some other games that reinforce their abilities to use the different mechanisms, tenses, structure and vocabulary items.

Item 3: Participants' use of English outside the classroom

Table 3.3: English use outside the classroom

| English use outside the classroom | | | | | |
|-----------------------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Yes | 14 | 30,4 | 30,4 | 30,4 |
| | No | 32 | 69,6 | 69,6 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

The table indicates that nearly 70% of participants do not practice English outside the classroom. They listed some reasons that hinder them from using English:

1. We get used to talk in Arabic
2. It has a difficult pronunciation
3. People cannot understand us when we talk in English
4. We do not have access to reliable sources outside the classroom
5. I do not understand it.
6. I do not have time.

The most common reason is the influence of the mother language on English learning (language transfer). Even if they talk or write in English, the mother tongue interferes in their production. However, thirty percent (30%) of the participants claim

that they use English outside the classroom even if they were just a few words. They try to practice English so that it becomes fixed in mind and easy to recall when they need it.

Item 4: Participants' interest in learning English

The aim of this question is to know what interests them most about learning English so that we can overcome the difficulties they face when learning English. The majority of participants like English; their responses were as follows:

1. English helps us to communicate with other people from different countries.
2. I like the English pronunciation
3. I want to discover and learn about the English countries.
4. I like English songs, games and movies.
5. English makes me look smart.
6. I want to study abroad.
7. English is amusing and I like the English proverbs.
8. It attracts me.

The participants' answers illustrate some of the main causes that express the importance of English nowadays in school. They are aware of the great role that English language plays in shaping their lives and the advantages that it can give them in the future. Furthermore, it has become an essential and beloved language by many, which makes it one of the favorite subjects in the curriculum. Therefore, English needs to be learned in an interesting and welcoming atmosphere.

Section two: Pupils' opinion about cooperative learning

Item 5: Participants' preferable activity

The objective of this question is to find out which kind of strategy participants benefit from and feel that they are comfortable with when assigning an activity in the classroom.

Table 3.4: Participants preferable activity

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Valid Individual work | 1 | 2,2 | 2,2 | 2,2 |
| Pair work | 12 | 26,1 | 26,1 | 28,3 |
| Group work | 33 | 71,7 | 71,7 | 100,0 |
| Total | 46 | 100,0 | 100,0 | |

Through attending some session with the participants, we can say that the reasons of the participant who appreciates working alone are demonstrated by the following:

1. He does not want to rely on others.
2. He can accomplish the work quicker and in the way he wants.
3. He wants to get all the credit.

The causes of those who prefer working with their partners are clarified as follows:

1. They prefer working in pairs to reduce the conflict happening in groups.
2. They prefer working in pairs to ensure that they both work.

The majority of participants prefer doing work in groups. They are aware of the importance of cooperative learning and believe that when working in groups, they can realize their goals easier. They can benefit from one another s' ideas and information. Therefore, cooperative learning is highly valued in the classroom because it provides opportunities for all peers to participate equally for accomplishing the learning task in a motivational manner. Yet, choosing to work independently, in pairs or groups depends mainly on the type of activity or work at hand. The teacher should take into consideration when asking the pupils to work in groups the seating arrangement, the size of the classroom and the number of pupils.

Item 6: The benefits of group work

Table 3.5: The benefits of group work in classrooms

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very helpful | 36 | 78,3 | 78,3 | 78,3 |
| | Somehow helpful | 6 | 13,0 | 13,0 | 91,3 |
| | Not helpful | 4 | 8,7 | 8,7 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

The majority of participants have agreed on the point that group work is very or somehow beneficial for accomplishing the learning task. And this refers to the fact that they can produce more when they cooperate with their classmates, especially if there is a good chemistry between them. Group work is more beneficial when the teacher wants his pupils to think and dig deeper into the task to find the suitable solution. However, a small percentage of participants (8,7%) see that group work is not helpful. That might be due to the fact that they prefer working with their partners or with whom they feel at ease, i.e they like to group themselves and this strategy does not work well most of the time because they will forget the subject matter and start chatting with each other.

Section three: Participants' opinion about vocabulary importance

Item 7: Is vocabulary important for English learning?

The aim of this question is to gather much data about the importance of vocabulary from the participants' perspectives.

Table 3.6: The importance of vocabulary learning

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | Yes | 46 | 100,0 | 100,0 | 100,0 |

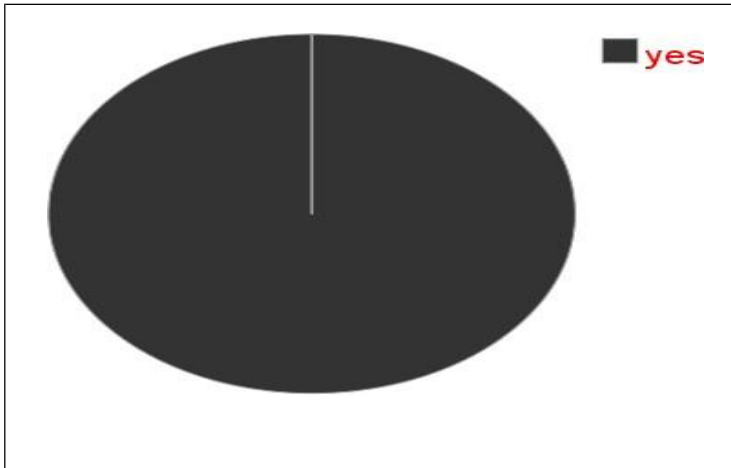


Figure 3.2: The importance of vocabulary learning

All participants admit the important role vocabulary can play in learning English or any other language. They set up some reasons:

1. Vocabulary is beneficial for reading.
2. We can not speak, read, listen or write without vocabulary.
3. It helps us to produce and build sentences.
4. It aids us in understanding the lessons.
5. Vocabulary equals the language.

Vocabulary is the main aspect that can help the pupils to use English fluently. The more words they know, the more they can communicate easily. Vocabulary can help them express themselves, exchange ideas and discuss many topics with the teacher. The fifth statement describes in brief the crucial role of vocabulary in expressing the

language. Participants are conscious of the importance of vocabulary in both productive and receptive skills.

Item 8: Vocabulary difficulties

Table 3.7.1: Words' meaning

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 27 | 58,7 | 58,7 | 58,7 |
| | No | 19 | 41,3 | 41,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Nearly 60% of the participants are suffering to figure out the meaning of words. Even if they find the meaning, they wonder if it is the required one because, like any other language, English has many similar words with different meanings which makes pupils confused and puzzled.

Table 3.7.2: words' use

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 18 | 39,1 | 39,1 | 39,1 |
| | No | 28 | 60,9 | 60,9 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

As it is shown in the table, nearly 40% of the participants are struggling with where and how to use the word correctly. This may refer to the lack of knowledge about how, when and where to use the words appropriately. Therefore, the ability to know the grammatical functions, the collocations, and constraints on use (register, frequency) of

the words as we have seen in the first chapter helps them to overcome their difficulties in using the words.

Table 3.7.3: words' spelling

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 13 | 28,3 | 28,3 | 28,3 |
| | No | 33 | 71,7 | 71,7 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

English words are not always spelled as they are pronounced because of the silent letter (such as in knife, weight), because of doubling letter such as (thinner, immoral), because of the plural by adding just “s” or “es. This leads the students to miss-spell the word (s).

Table 3.7.4: Words' pronunciation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 9 | 19,6 | 19,6 | 19,6 |
| | No | 37 | 80,4 | 80,4 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Good pronunciation reflects the participants' ability to be a good communicator. The way they pronounce the word is very important to convey the right message they want to transmit. Mistakes in pronunciation can lead to miss-interpretation. Therefore, teachers allocate a specific time each lesson to teach their pupils the phonetic sounds of

the words. By practice, exercises and listening, pupils become well accustomed to how to pronounce the words correctly.

We have noticed that learning English has certain difficulties whether it is concerned with the words' meaning, spelling, pronunciation or use. Therefore, participants most of the time, are trying to find out interesting and motivational techniques that can help them overcome these difficulties.

Item 9: Vocabulary techniques

Table 3.8.1: Dictionary use

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 10 | 21,7 | 21,7 | 21,7 |
| | No | 36 | 78,3 | 78,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

As we see in the above table, English dictionary is not popular among participants. Most of the participants (78.3%) do not support this technique. They think that it is difficult to explain a word with another English word. However, some participants (21,7%) try to expand their vocabulary knowledge by finding a synonym, a phrase, or example in the English dictionary that may help them in understanding the words' meaning (s).

Table 3.8.2: Taking notes

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | Yes | 8 | 17,4 | 17,4 | 17,4 |
| | No | 38 | 82,6 | 82,6 | 100,0 |

Taking notes is one of the most traditional techniques for remembering the words as it is confirmed by some participants (17,4%). Nevertheless, many participants do not prefer using it, because they claim that they forget the words as soon as they close the copybook.

Table 3.8.3: Using pictures

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | Yes | 4 | 8,7 | 8,7 | 8,7 |
| | No | 42 | 91,3 | 91,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Pictures are not highly used by participants. A small percent (8.7%) supported this technique because they stated that they learn better if what they learn from it attracts their attention by colors and interesting drawing. Others advocated that they focus on the preliminary things in the pictures and forget what is essential.

Table 3.8.4: Employing games

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | Yes | 22 | 47,8 | 47,8 | 47,8 |
| | No | 24 | 52,2 | 52,2 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Games are highly supported by many participants (47.8%). They can learn from any game if they just treat the game as a learning experience. The ones who said (no) to games believe that games are useful, but they prefer using them for revision and practice.

Table 3.8.5: Translation into Arabic

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | Yes | 21 | 45,7 | 45,7 | 45,7 |
| | No | 25 | 54,3 | 54,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Whenever participants come across a new word, they ask the teacher what it means in Arabic. This shows how much participants like this technique. Other participants do not support this technique because translating the word into Arabic is beneficial to know the words' meaning, but it is not always useful when it comes to the words' use. It is more beneficial to understand the word from the context or an example in order to memorize and recall the words when it is needed.

Section four: Participants' reaction toward cooperative learning games

Item 10: Games in the classroom

Table 3.9: Participants' reaction toward using games for learning vocabulary

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------------------|-----------|---------|------------------|-----------------------|
| Valid | Motivational and beneficial | 44 | 95,7 | 95,7 | 95,7 |
| | Motivational but not beneficial | 2 | 4,3 | 4,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

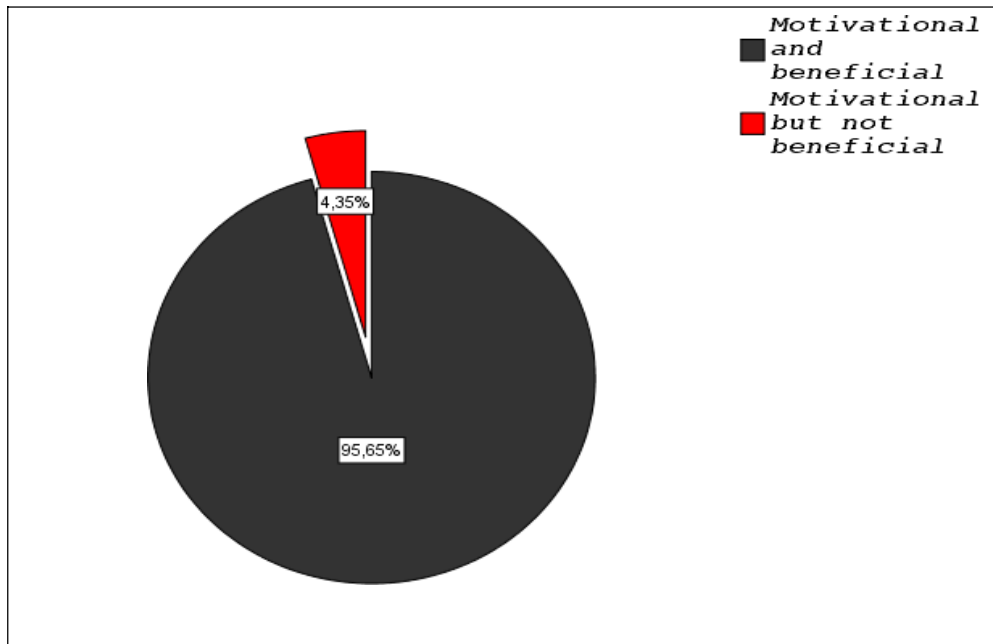


Figure 3.3: Participants' reaction toward using games for learning vocabulary

Participants who support and appreciate the use of games for learning vocabulary indicated several reasons which are:

1. We learn and acquire new words subconsciously.
4. We learn while having fun.
5. We become active learners.
6. Encourage us to participate.
7. Avoid boredom.
8. Make us love the language.

Participants who said that games are motivational, but to some extent, they are not beneficial clarified their reason by saying:

- We can learn better from each other and if we work in groups, games become more beneficial.

We have noticed that in almost every task, participants prefer working with their peers and learning from each other. So much the same goes when playing games; i.e they do prefer playing together.

Item 11: Participants' feeling when using cooperative learning games

1. We felt joy and fun
2. We acquired a big number of words each game
3. We liked the classroom atmosphere.
4. We felt as if we are not learning and, in fact, we have learned more than we are supposed to learn in the lesson.

From participants' responses, we have noticed that they value and appreciate the new methods that ameliorate their performance in the classroom and develop their comprehension with their peers.

Item 12: The benefits of cooperative learning games

Table 3.10: The benefit of cooperative learning games

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | Yes | 46 | 100,0 | 100,0 | 100,0 |

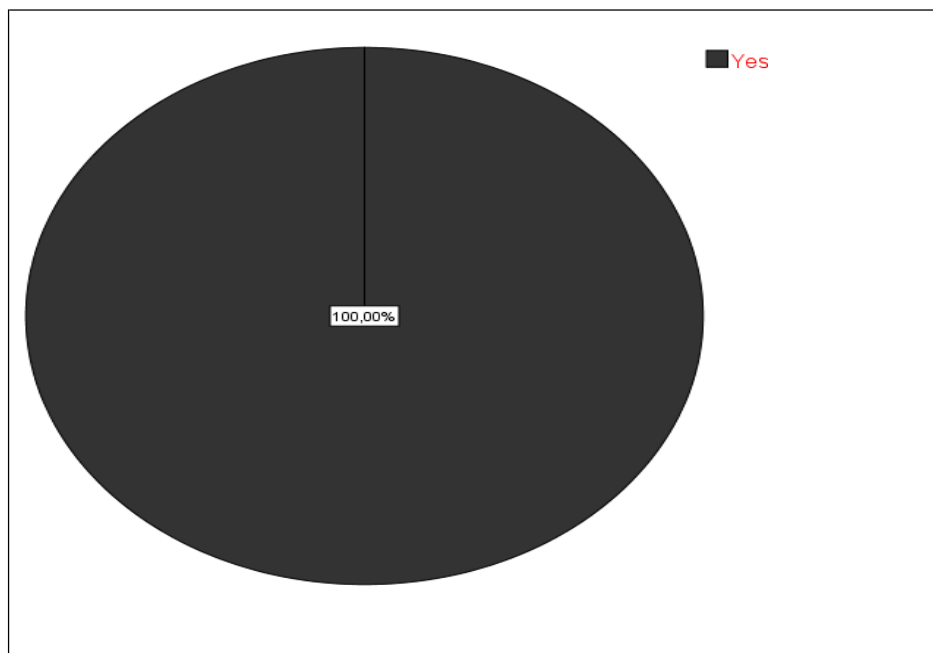


Figure 3.4: The benefit of cooperative learning games

Cooperative learning games are an interesting method that enhances cooperation, learning, and fun. This is what most of the participants are looking for in their studies. They affirm that cooperative learning games can give them opportunities to practice the language and take them to a new beneficial learning scope. Cooperative learning games help the teachers to control the activities and the ways pupils do them. They develop pupils' skills of memorization, conversation, deep thinking, discussion, entertainment, and creativity.

Item 13: The preferable kind of games

Table 3.11.1: Run to the board

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 34 | 73,9 | 73,9 | 73,9 |
| | No | 12 | 26,1 | 26,1 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

“Run to the board” is really a very interesting activity that makes participants active and pushes them to participate. We find them all running to the board to write the words they know. Another number of participants opted for no which may be due to the fact that they find it somehow noisy.

Table 3.11.2: Crossword puzzle

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 4 | 8,7 | 8,7 | 8,7 |
| | No | 42 | 91,3 | 91,3 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

“Crossword puzzle” becomes somehow an old-fashioned game. Although 90.3% of the participants stated that they like to try new games rather than stick to what they already use in the course book, others still admit the usefulness of crossword because it exercises their minds.

Table 3.11.3: Back to the board

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 20 | 43,5 | 43,5 | 43,5 |
| | No | 26 | 56,5 | 56,5 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

It is a pleasant activity that requires the participants’ full attention to the gestures to find out the word. On the one hand, 43.5% enjoyed playing it because it makes them concentrate until they figure out the word. On the other hand, 56.5% of the participants stated that they enjoyed playing it, but they focus on gestures, not on the words.

Table 3.11.4: Whispering

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 12 | 26,1 | 26,1 | 26,1 |
| | No | 34 | 73,9 | 73,9 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Some participants (26.1%) rejoice the whispering game that requires them to dig in their memory for the previous words related to the previous lessons. This enables them to revise with their peers to discover the word before the other team. So, they are

cooperating and at the same time competing against the other team. Others (73.9) believe that they lose the time while figuring out the words by gestures but they do not deny that it is motivational and create an attractive atmosphere in the classroom.

Table 3.11.5: Story time

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 19 | 41,3 | 41,3 | 41,3 |
| | No | 27 | 58,7 | 58,7 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Story time is concerned more with how to use the learned vocabulary items in building a story. It is supported by many participants (41.3%) because it improves their ability in writing. Whereas, a good number of participants (58.7%) believe that they feel more motivated and relaxed if the story is of their own choice. Story time, at first, is free, i. e participants can write about any topic they want, but after getting used to the way, they are required to write about a specific topic chosen by the teacher to help him assesses the participants' progress.

Table 3.11.6: All games

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 8 | 17,4 | 17,4 | 17,4 |
| | No | 38 | 82,6 | 82,6 | 100,0 |
| | Total | 46 | 100,0 | 100,0 | |

Few participants were satisfied with all the kinds of games because it is difficult to please them all. However, 82.6% of participants were satisfied with other games. Therefore, all participants were contented with one or another game.

Item 14: Additional comments

Most of the participants could not write comprehensible statements due to their deficiency in language production, but few of them raised our attention toward the type of games used. They believe that not all games can be beneficial or motivational. This is what we have been trying to focus on from the beginning. The games used in the classroom should be carefully selected.

Summary of questionnaire data analysis

We have noticed from analyzing the participants' answer about the effectiveness of cooperative learning games in improving their vocabulary that they feel at ease whenever they come across new words to learn. Even though they face some obstacles, they try to overcome them because they believe that learning English is essential. They can learn better from simple and clear strategies that attract their attention and curiosity. They prefer interacting, discussing and cooperating together to get the task done. Therefore, we attempt to shed light on the important role games can provide for developing cooperative learning in classrooms.

Conclusion

The results obtained from this chapter confirm that games are beneficial for enhancing the pupils' vocabulary stock as well as vocabulary use, i.e based on the teacher appropriate selection of games, pupils can build their ability of vocabulary memorization and later on the use of the memorized words in writing or conversation or any other related task. The games that have been selected in the classroom sessions were designed to meet the lesson objective as well as the aim of the research work. Cooperative games have proved their influence on the pupils' cooperation, motivation, and learning in a welcoming atmosphere.

Recommendations

Based on the findings of the present study that indicate the effectiveness of cooperative learning games in simplifying English learning and building a welcoming atmosphere in the classroom, we suggest some recommendations that can enrich pupils' vocabulary stock and enhance the usefulness of games in the lesson:

- Teachers should allocate some additional sessions just for vocabulary learning.
- Teachers should make vocabulary learning interesting and keep it relevant.
- Vocabulary is learned and taught better in context.
- The games' objectives and rules should be explained carefully.
- Games would be more effective when played in groups.
- Teachers should not stick to only one kind of games.
- Students' suggestions for new kinds of games should be taken into consideration.
- The teacher can use games for teaching vocabulary, grammar, pronunciation, and any other skill.

General conclusion

One of the most important and difficult tasks for learners, especially beginner is mastering vocabulary. It seems to be a hard mission since English is a new language for pupils. They try to memorize an adequate amount of words without even understanding how to use them. Therefore, many teachers attempt to develop new methods that encourage learners to learn English without feeling bored, away from rote learning. Hence, we have tried to shed light on one of those techniques which are games. Games allow pupils to go beyond the usual learning horizon which makes them practice the language spontaneously. Games are a kind of shortcuts that bound joy and fun to learning and offer positive feedback.

This dissertation has investigated the role of cooperative learning games in improving learners' vocabulary learning. It was set out to determine the effectiveness of games on developing both cooperative learnings and vocabulary learning. Throughout this research, we have scrutinized the teachers and pupils' attitude toward integrating games in the classroom and their effect on English learning. The major objective of this study has been to highlight the central part that games play in increasing pupils' motivation, cooperation, and interaction. Therefore, we aim through this research to test our hypothesis: "games create a relaxing and attractive atmosphere for language use, i.e games are not just for fun. Games have a great influence on enhancing pupils' vocabulary".

The dissertation is divided into three main chapters: two theoretical chapters and a practical one. The first chapter dealt with the essential guidelines for effective vocabulary teaching and learning. We have identified the crucial role that vocabulary plays in language teaching and its status in the major teaching methods. Pupils are provided with the important element of word knowledge and word class that leads to a

lucid vocabulary production whether implicitly or explicitly. One important criterion for creating a welcoming atmosphere for vocabulary presentation is varying the techniques based on the pupils' level and interest. Also, the teacher should consider which words learners need to know, taking into consideration that the words chosen are useful, important, easy and other essential criteria mentioned above. This chapter has shed light on the different ways of assessing and learning vocabulary taking into account the learning strategies, pupils' learning styles and the crucial function of memory on vocabulary development.

The second chapter is devoted to the importance of creating a motivational and cooperative learning environment for attracting young learners' attention toward their learning. Therefore, the teachers play a major part in making these happen by introducing the lesson using attractive teaching materials that ensure the pupils' understanding. One of those materials is games; games are the most suitable vehicle for young learners to be engaged in the learning task.

The third chapter is concerned with interpreting the results obtained from the teachers' interview, classroom observation, and pupils' questionnaire. We tried to insist on the importance of freshening the usual way of learning for making pupils see the beauty of the language. Moreover, we have identified the role of cooperative learning games in ameliorating learning and raising motivation in the classroom. Returning to the research questions posed at the beginning of this study, it is now possible to state that games have a great influence on pupils' vocabulary knowledge.

The results obtained from the third chapter have shown that pupils appreciate the use of games in the classroom and they can be practiced outside it. The conclusion that can be drawn from the present study is that the suitably chosen activity in the classroom leads to a successful learning experience, i.e. successful learning lies in the teachers'

success in raising the pupils' motivation. Therefore, games are recommended to facilitate the task of vocabulary learning that requires persistence and involvement.

References

- Anderson, G & Arsenault, N. (1998). *Fundamentals of educational research* (2nd. Ed.). USA: The falmer press.
- Asiyaban, A. R & Baghen, M. S. (2012). Does translation contribute to learners free active vocabulary. *Pan-pacific association of applied linguistics*, 16(1), 111-121. Iran.
- Bado, N & Franklin, T. (2014). Cooperative Game-based Learning in the English as a Foreign Language Classroom. *Issues and trends in educational technology*, Vol. 2, No. 2.
- Bay-Hintz, A. K., Peterson, R. F & Quilitch, H. R. (1994). Cooperative games; a way to modify aggressive and cooperative behaviours in young children. *Journal of Applied Behaviour Analysis*, 27, 435-446.
- Bedson, J & Gordon, L. (1999). *Games for children: primary resource books for teachers*. Oxford: Oxford university press.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. England, UK: Open university press.
- Bilbrough, N. (2011). *Memory Activities for Language Learning*. Cambridge, UK: Cambridge university press.
- Brown, D. H. (2004). *Language assessment principle and classroom practices*. San Fransisco: Pearson education, Inc.
- Carter, R. (1998). *Vocabulary: Appiled linguistics perspectives*. London: Routledge.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language Learning*, 41, 469-512.
- Cook, J. (2010). *Translation in language teaching*. New York. Oxford university press.
- Creighton, S & Szymokowiack, A. (2014). The effect of cooperative and competitive games on classroom interaction frequencies. *Procedia-social and behavioral science* 140, 155-163.
- Curran, F., Deguent, S., Lund, S.W., Milieto, H., Straeten, C. V. D., Waterman, J., O'regan, J & Hookway, E. (2000). *Methodology in language learning: t-kit*. Strasbourg: Council of Europe and European commission.
- David, H & Strutt, P. (1999). *Words at work: vocabulary developement for business English*. Cambridge, UK: Cambridge university press.
- Davies, P. & Pearse, E. *Success in English Teaching*. Oxford: Oxford university press.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.

- Dunlap, C. Z & Weisman, E. M. (2006). *Helping English language learners succeed*. USA: Corinne Burton.
- El- Shamy, S. (2001). *Training games: Everything you need to know about using games to reinforce learning*. Verginia: Stylus Publishing, LLC.
- Elgort, I. (2011). Deliberate Learning and Vocabulary Acquisition in a Second Language. *Language Learning*, 61(2), 367-413.
- Fleming, N. D & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy*, 11, 137-155.
- Fleming, N., & Baume, D. (2006) Learning Styles Again: VARKing up the right tree! *Educational Developments, SEDA Ltd*, Issue 7. (4), 4-7.
- Flick, U., Kardorff, E.V., Steinke, I. (Eds.). (2004). *A companion to qualitative research*. London: Sage publications.
- Foreman, J. (2003). Next-generation educational technology versus the lecture. *Educause Review*, 12-22.
- Foster, K. J. (2009). *Memory*. Oxford, USA: Oxford University Press.
- Frey, D. (2001). *The student power memory system*. (n. p.). Author.
- Gairns, R & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge, UK: Cambridge university press.
- Grauberg, Walter. 1997. The Elements of Foreign Language Teaching. *Languages in Practice Vol 7*. UK: Multilingual matters.
- Gu, P. (2003). Vocabulary learning in a second language: Person, Task, Context and Strategies. *The Electronic Journal for English as a Second Language*, 7(2). Retrieved January 2018, from <http://www.tesl-ej.org/wordpress>.
- Hadfield, J. (1984). *Elementary communication games*. London, UK: Nelson.
- Hadfield, J. (1998). *Elementary vocabulary games*. Harlow: Pearson Education Limited.
- Hall, G. (2011) *Exploring English Language Teaching Language in Action*. London: Routledge.
- Harmer, J. (1998). *How to teach English*. Harlow, England: Pearson education limited.
- Harmer, J. (2001). *The practice of English language teaching* (3rd: Ed.). Harlow, UK: Pearson education limited.
- Harmer, J. (2007). *The practise of English language teaching* (4th: Ed.). Harlow, United Kingdom: Pearson education limited.

- Harrison, J & Hobbs, M. (2010). *Brain Training*. United States, New York: Dorling Kindersley.
- Heibert, E. H & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. New jersey: Lawrence erlbaum associates, Inc.
- Hijzen, D., Boekaerts, M & Vedder, P. (2007). Exploring the Links between Students' Engagement in Cooperative Learning, their Global Preferences and Appraisals of Instructional Conditions in the Classroom. *Learning and Instruction*, 17, 673-87.
- Hong, L. (2002). Using games in teaching English to young children. *The internet TESEL journal*, Vol. 8, No. 8. Retrieved October 2018, from <http://iteslj.org/Lessons/Lin-UsingGames.html>.
- Howatt, A. P. R. & Widdowson, H. G. (2004). *A History of English Language Teaching (2nd: Ed.)*. Oxford: Oxford university press.
- Huizinga, J. (1949). *Homo ludens: a study of play-element in culture*. London: Routledge & Kegan Paul Ltd.
- Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Doughty, & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 349-381). (Blackwell handbooks in linguistics; No. 14). Malden, MA: Blackwell Publishing. Retrieved December, from <https://doi.org/10.1002/9780470756492.ch12>
- Hunter, C., Livingston, I. L., Loeffelbein, B., Miller, P & Zeinert, K. (2005). *Games for English and language arts* (3 rd. Ed.). Fort Collins, Colorado: Cottonwood Press, Inc.
- Jain, P. M & Patel, M. F. (2008). *English language teaching: Methods, Tools & Techniques*. Jaipur: Sunrise publishers and distributors.
- Johnson, D. W & Johnson, R. T. (2017). *Cooperative learning*. Minnesota: Innovacion educacion, congreso internacional.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). Cooperative Learning: Increasing College Faculty Instructional Productivity. *ASHE-ERIC Higher Education Report*, No.4. Washington DC: School of Education and Human Development, The George Washington University.
- Katamba, F. (1994). *English words*. London: Routledge.
- Koster, R. (2005). *Theory of fun for game design*. USA: Paraglyph press.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd. Ed.). Jaipur, India: New Age International (P) Ltd., Publishers
- Kuuskorpi, M. (Ed.). (2014). *Perspectives from Finland: Toward new learning environment*. Finnish national board of education and the authors.

- Lee, W. R. (1979). *Language teaching games and contests*. Oxford: Oxford university press.
- Lightbown, M. P & Spada, N. (2006). *How languages are learned* (3rd. Ed.). Oxford, New York: Oxford university press.
- Lowe, K. N. (Ed) (1988). *Games and toys in the teaching of science and technology*. Paris: Science and technology education (Unesco).
- Lyons, S. (2018). *The benefits of cooperative games for young children*. Retrieved March, from https://cooperativegames.com/benefits-of-cooperative-games-for-young-children/?fbclid=IwAR3_OK-e9j6s-t2aBbCNR3ANfdsqHRYBUh4lcDRdmGf7_KUh856-pQFKo8
- McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom*. Cambridge: Cambridge university press.
- Miller, J & Whicker, L. (1999). *Handbook of research methods in public administration*. New York: Marcel dekker, Inc.
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Bristol, United Kingdom: Multilingual matters.
- Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge university press.
- Nation, P. (2005). *Teaching vocabulary. The EFL professional written forum*. Wellington, New Zealand.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), 384-392. DOI:10.1598/RT.62.5.2.
- Nungam, A. (2010). *Teaching vocabulary: bridging the gap between theory and practice*. Ankara: özel egitim hizmetleri yayincilik ve danismanlik Tic.Ltd. Sti.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. NY: Newbury House Publisher.
- Pavičić T. V. (2008). *Vocabulary learning strategies and foreign language acquisition*. Great Britain: Cronwell press limited.
- Phillips, P. P & Stawarsky, C. A. (Eds.). (2008). *Data collection: Planning for and collecting all types of data*. San Fransisco: Pfeiffer.
- Pinter, A. (2006). *Teaching young language learners*. Oxford, New York: Oxford university press.
- Quinley, E. (2002). *Vocabulary: every day living word*. USA: Saddleback educational publishing, Inc.

- Rets, I. (2017). Vocabulary retention and concordance- based learning in L3 acquisition. *Ejal eurasian journal of applied linguistics* 3(2), 313-324. Turkey.
- Rider, A. (2001). *More abra vocabra*. USA. Cotton wood press, Inc.
- Salen, K & Zimmerman, E. (2004). *Rules of play. Game design fundamentals*. Cambridge, MA: The Mit press.
- Sapsford, R., & Jupp, V. (2006). *Data Collection and Analysis (2nd. Ed.)*. London: SAGE publications.
- Sarosdy, J., Bencze, T. F., Poor, Z & Vadnay, M. (2006). *Applied linguistics I for BA students in English*. Szent István: Bölcsész Konzorcium.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge. UK: Cambridge university press.
- Singh, K. Y. (2006). *Fundamental of research methodology and statistics*. India: New Age International (P) Ltd.
- Sugar, K. K & Sugar, S. (2002). *Primary games: experiential learning: activities for teaching children*. San Francisco: John, Wiley and sons, Inc.
- Thornbury, S. (2002). *How to teach vocabulary*. United Kingdom: Longman.
- Tomlinson, B. (Ed) (2008). *English Language Learning Materials: A Critical Review*. London, England: Bloomsbury Publishing.
- Trent, B. (2005). *Cooperative and adventure games*. Roanoke, VA: Health and Physical Activity Institute.
- T-TEL Professional Development Programme (2016). *Teaching and learning materials*. Ghana: The ministry of education. Retrieved February, from <http://oer.t-tel.org>.
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *Fortun*, 36 (1), 20.
- Ur, P. (1991). *Acourse in language teaching*. Cambridge: Cambridge university press.
- Ur, P. (2012). *A course in English language teaching (2nd: Ed.)*. UK: Cambridge university press.
- Vàsquez, A., Hansen, A. L & Smith. P. C. (2010). *Teaching language arts to English language learners*. New York: Routledge.
- Wlodkowski, R. J & Ginsberg, M. B. (2010). *Teaching intensive and accelerated courses: Instruction that motivates learning*. San Fransisco: Jossey-Bass.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning*. New York: Cambridge University Press.

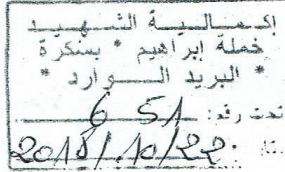
- Ytreberd, H. L & wendy, A. S. (1995). *Teaching English to children*. London, New York: Longman education.
- Zimerman, C. B., (1997). Historical trends in second language vocabulary instruction. In T. Huckin, & J. Coady (Eds.), *Second Language Vocabulary Acquisition* (pp. 5-19). Cambridge, UK: Cambridge university press.

Appendices

Appendix1 : Directorat of Education Autorization

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

بسكرة في : 17 OCT 2018
مدير التربية
إلى



مديرية التربية لولاية بسكرة
مصلحة التكوين و التفتيش
/ الأمانة /
الرقم: 46 / م.ت.ت / 2018

السيد: مدير / ثانوية / متوسطة

..... خملة إبراهيم
..... بسكرة

الموضوع: الموافقة على إجراء تربص / زيارة / استبيان

يشرفني أن أعلمكم بموافقتي على إجراء تربص / زيارة / استبيان للطلبة الآتية أسماؤهم :

- ريس لوسن

من جامعة : محمد خيضر بسكرة

قسم : الآداب واللغات الأجنبية

كلية : الآداب واللغات

تخصص : الجليلي

سنة : أولى / ماستر - ثانية ماستر - ثالثة LMD - رابعة / كلاسيك - الدكتوراه

وهذا ابتداء من : 2018/10/17 إلى غاية :

على مستوى المؤسسة، مع تقديم كل المساعدات في حدود الإمكانيات المتوفرة لديكم.

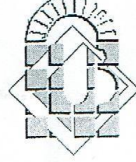
ع/ مدير التربية
رئيس مصلحة التكوين و التفتيش
مسلم غربية



Appendix 2 : Traineeship demand

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

Université Mohamed Khider
-Biskra -
Faculté des lettres et Langues
Département des langues étrangères
Filière d'anglais



جامعة محمد خيضر - بسكرة -
كلية الآداب و اللغات
قسم الآداب و اللغات الأجنبية
شعبة الانجليزية
رقم : 14/35033220 ش.ا. 2018

إلى السيد: مدير متوسطة خملة ابراهيم

الموضوع : طلب تصريح لإجراء تربص

يشرفني أن ألتمس من سيادتكم تمكين الطالب (ة) : رايس سوسن صاحبة
رقم التسجيل : 14/35033220 من إجراء تربص مع الطلبة والأساتذة في
مؤسساتكم .

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية
ماستر بجامعة محمد خيضر ببسكرة وهي بحاجة إلى هذا التربص من أجل أتمام
مذكرة تخرجها .

وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر
و الإمتنان.

بسكرة في : 2018/10/14

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية



مسؤول شعبة الإنجليزية
ابو حبيته الطيب

Appendix 3: Teachers' Interview

Dear teachers,

the following questions are part of the research work which investigate the usefulness of cooperative language games in improving learners' vocabulary learning. Your answers will be a great help to accomplish this work

1 How many years have you been teaching English in middle school? How do you find it?

.....
.....
.....

2 How do you consider teaching vocabulary in relation to teaching other skills (listening, speaking, writing, reading) and what kind of difficulties do you face when teaching it?

.....
.....
.....

3 What type of classroom activities do you use when assigning an activity or task for learners (individual, pair or group work)?

.....

4 What do you think about cooperative learning strategy?

.....
.....
.....

5 What do you use for presenting vocabulary and how do you engage your students to participate

.....
.....

6 Are you interested in using the non-traditional, unusual learning techniques in the classroom?

.....

7 What do you think about using games in the classroom, precisely in learning vocabulary?. Are they efficient for learners? If yes, please explain

.....
.....
.....

8 What about using the strategy of cooperative learning and language games together? Do you feel that learners will benefit from them and be more motivated and interested in the learning task?

.....
.....
.....

Thank you for your cooperation

Appendix 4: Classroom observation checklist

| Researcher's name: Rais Saoussen Date: | | | | | | |
|--|--------|------------------|---------|-----------|--------|-------|
| Teacher's name: Ouadi Nafissa | | | | | | |
| Unit: | | | | | | |
| Lesson: | | | | | | |
| Classroom Observation Checklist | | | | | | |
| Classroom environment | Always | Most of the time | Usually | Sometimes | Rarely | Never |
| 1The walls and floors are clean and in good repair 2The physical setting is large enough and appropriate for the cooperative learning strategy 3 excited and welcomed learning atmosphere (picture, posters) | | | | | | |
| Teacher s' behavior | | | | | | |
| 1Smile at students 2Warms up his students before starting the lesson and reviews at the end of the session 3Maintains eye contact with his students 4Talks in a friendly and respectful manner, showing interest to his students 5asks questions and gives | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| feedback 6motivates the learners and participates in the activities 7Engages students and facilitates discussion 8 uses clear and understandable language and provides opportunities for practice | | | | | | |
| Lecture content | | | | | | |
| 1Well organized, planned and informative 2Detailed 3Coherent 4Reachs the lesson's objectives | | | | | | |
| Type of classroom activities | | | | | | |
| Whole-class activities Pair and group activities Individual activities | | | | | | |
| Teaching materials | | | | | | |
| Data show Course book Black board Games Handouts Pictures Real objects | | | | | | |
| Vocabulary presented through | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| 1Dictionary 2Pictures 3Course book 4Games 5Music | | | | | | |
| Learning vocabulary items | | | | | | |
| 1Multiple exposure to words 2Using the word in context 3Words relating to prior knowledge 4Use the words in different situations 5Active engagement in learning new words 6direct explanation 7varied examples | | | | | | |
| Games selection 1 The teacher selects games suit the students' level 2 the teacher chooses enjoyable games 3 The teacher selects games suitable to the sequence Me and my life style, Me and my scientific world | | | | | | |
| Pupils' reaction 1Attentive and interested 2Motivated and participated 3Cooperative and engaged 4Enjoy learning from games 5Show readiness for | | | | | | |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| cooperative language games | | | | | | |
| 6Feel shyness yet motivated | | | | | | |

Additional observation

Appendix 5: Pupils' questionnaire

Dear pupils

The following questionnaire is a research tool that seeks to investigate the effectiveness of cooperative language games in improving vocabulary and to know your opinion about using them in the classroom. I will be so grateful if you devote five minutes of your time to answer the questions. Be free to ask me about anything you do not understand. "I am at your service"

Please put a tick (✓) for the appropriate choice and make statements whenever it is necessary.

أعزائي التلاميذ

الاستبيان التالي هو أداة بحث تسعى إلى التحقق من فاعلية الألعاب اللغوية التعاونية في تحسين المفردات وكذلك نريد معرفة رأيكم حول استخدامها في القسم. سأكون ممتناً جداً إذا خصصتم خمس دقائق من وقتكم للإجابة عن

الأسئلة. بإمكانكم سؤالي عن أي شيء غير واضح. "أنا في خدمتكم"

يرجى وضع علامة (✓) للاختيار المناسب وكتابة الاجوبة عند الضرورة

Section one: Personal Information

الجزء الأول: معلومات شخصية

1. Gender ما هو جنسك

a) Male

b) Female

2. Do you like learning English? هل تحب تعلم الانجليزية

a) Yes

b) No

Justify your answer. Please

علل اجابتك من فضلك

.....

.....

.....

So, what do you think about using the following to develop your English?

ما رأيك في استخدام ما يلي لتطوير لغتك الإنجليزية

1. Watching movies

مشاهدة الافلام

2. Reading books

مطالعة الكتب

3. Playing mind mapping, scrambles, and other games

اللعب بالالعاب

.....
.....
.....

3. Do you practice English outside the classroom?

هل تستعمل الانجليزية خارج القسم؟

a) Yes

b) No

If no, why? اذا كان جوابك لا، لماذا؟

.....
.....
.....

4. What interests you most about learning English?

ما أكثر ما يثير اهتمامك في تعلم اللغة الإنجليزية؟

.....
.....
.....

Section two: Pupils Opinion about Cooperative Learning

الجزء الثاني: رأي التلاميذ حول التعلم التعاوني

5. Which one of the following activities do you prefer most?

أي من الأنشطة التالية تفضلها أكثر؟

- a) Individual work
- b) Pair work
- c) Group work

6. How helpful do you find working in groups?

ما مدى فائدة العمل في مجموعات؟

- a) Very helpful مفيد للغاية
- b) Somehow helpful مفيد نوعا ما
- c) Not helpful غير مفيد

Section three: Pupils Opinion about Vocabulary Importance

الجزء الثالث: رأي الطلاب حول أهمية المفردات

7. Is vocabulary important for learning English?

هل المفردات مهمة لتعلم اللغة الإنجليزية؟

- a) Yes b) No

Please, explain من فضلك, علل اجابتك

.....

.....

.....

8. What kind of difficulties do you face when learning vocabulary?

ما نوع الصعوبات التي تواجهها عند تعلم المفردات؟

- a) Spelling الاملاء
-

- | | | |
|-------------------|--------------------------|----------------|
| b) Word's meaning | <input type="checkbox"/> | المعنى |
| c) Word's use | <input type="checkbox"/> | استعمال الكلمة |
| d) Pronunciation | <input type="checkbox"/> | النطق |
| e) Other | <input type="checkbox"/> | شيء اخر |

If other, please mention

اذا كان شيء اخر, الرجاء ذكره

9. What are the techniques you use when learning vocabulary?

ما هي التقنيات التي تستخدمها عند تعلم المفردات؟

- | | |
|-------------------------------|--------------------------|
| a) Dictionary | <input type="checkbox"/> |
| b) Taking notes | <input type="checkbox"/> |
| c) Pictures | <input type="checkbox"/> |
| d) Games | <input type="checkbox"/> |
| e) Translating word to Arabic | <input type="checkbox"/> |

Others:

Section four: Pupils Reaction Toward Cooperative Language Games

الجزء الرابع: رد فعل التلاميذ تجاه ألعاب اللغة التعاونية

10. What do you think about using games in the classroom for vocabulary learning?

ما رأيك في استخدام الألعاب في القسم لتعلم المفردات؟

- | | | |
|------------------------------------|--------------------------|------------------------------|
| a) Motivational and beneficial | <input type="checkbox"/> | أ) تحفيزية ومفيدة |
| b) Motivational but not beneficial | <input type="checkbox"/> | ب) تحفيزية ولكنها ليست مفيدة |
| c) None of them | <input type="checkbox"/> | ج) لا احد منهم |

Justify your answer, please

برر اجابتك من فضلك

11. What was your feeling when playing games in groups?

كيف كان شعورك عند اللعب في مجموعات؟

12. Did playing games in groups benefit you? هل افادك اللعب ضمن مجموعات؟

a) Yes b) No

13. Which kind of games did you like and benefit most?

أي نوع من الألعاب أعجبك واستفدت منه؟


- a) Run to the board
- b) Crossword puzzle
- c) Back to the board with gestures
- d) Whispering
- e) Story time
- f) All of them

14. You can add any comments you want (related to the topic)

يمكنك إضافة أي تعليقات ذات صلة بالموضوع

Thank you so much for your help

شكرا جزيلاً لمساعدتكم

“What we learn with joy  we never forget”

ملخص

المفردات هي واحدة من أصعب المهام التي تتطلب اهتماما كبيرا. لذلك ، كان المعلمون يحاولون اكتشاف التقنيات التي تسهلها ، وتضمن مشاركة المتعلم وتزيد من دوافعه. واحدة من التقنيات الشعبية في الوقت الحاضر هي الألعاب. تهدف هذه الدراسة إلى دراسة دور الألعاب ، تحديداً الألعاب التعاونية ، في تبسيط تعلم المفردات للطلاب الصغار. أجريت هذه الدراسة مع تلاميذ السنة الثالثة في متوسطة خملة إبراهيم، بسكرة. لتحقيق هذا الهدف ، أجريت دراسة وصفية. خلال الدراسة الحالية ، اخترنا إجراء مقابلة مخصصة لاساتذة اللغة الإنجليزية جنباً إلى جنب مع ملاحظة الفصل الدراسي مع قسمين مختلفين واستبيان وزع على التلاميذ لمعرفة رأيهم حول استخدام ألعاب اللغة التعاونية في الفصل لتحسين مخزونهم من المفردات. أظهرت النتائج أن ألعاب اللغة التعاونية لديها القدرة على زيادة معرفة المفردات الخاصة بالمتعلمين بطريقة تعاونية ضمن سياق ذي معنى.