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Teachers' and students' attitudes toward the role of language games in

enhancing students' vocabulary knowledge

The case of Third Year middle School Students

of Mohamed boudiaf El-oued

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Dedication

I dedicate this work to:

My mother, who has scarified everything in her life for us,
To my father,
My dear brothers and sisters,
All my family members, those who supported me,

My friends, Amel, GHozlane, Dalila, Souha, Mida, and others,

thank you all for your help.

The memory of my beloved neighbor may Allah bless her soul,
Wahiba

My classmates and all people who know me
And pray for my success

I dedicate this dissertation to all of you

Acknowledgements

Abstract

Vocabulary learning is an important and indispensable part of any language learning process. The meaning of new words is frequently demanded in acquiring the language. Vocabulary is considered as a central element in language teaching and is of paramount importance to the learner of foreign language. Therefore, teaching foreign language can be very challenging for many English foreign language teachers and learners. For that reason, teachers might have to adopt various methods and techniques in order to enhance the students' vocabulary knowledge including language games. The current study tends to investigate teachers and students' attitudes toward the role of language games in enhancing students' vocabulary knowledge. Hence, we have hypothesized that language games help in developing students' vocabulary knowledge. To test the validity of the formulated hypothesis, the researcher opted for a qualitative approach and a descriptive method. We used one data gathering tool: two questionnaires were conducted; one for students of Engilsh at Mohamed Boudiaf Middle School and the second one for teachers. The questionnaire assigned to teachers was administrated to ten teachers of English module at middle school in order to explore their perception about the contribution of language games in enhancing students' vocabulary knowledge, however, the questionnaire assigned to students' was administrated to thirty-five of English students of third year middle school in order to examine their attitudes toward the role of language games in enhancing their vocabulary. The findings obtained shows that both teachers' and students' agreed that the use of language games in vocabulary teaching and learning could help students improve their vocabulary skill. Consequently, it is recommended that language games should be used as a pedagogical technique in teaching vocabulary.

Key words: Vocabulary, language games, foreign language.

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List of abbreviation

EFL   English Foreign Language

N   Population

Q   Question

General Introduction

Vocabulary is the heart of any language since without having enough vocabulary students will not be able to understand and communicate in the target language. Therefore, developing students' vocabulary skill has been the main concern of many teachers and students as well, since the mastery of vocabulary skills a crucial part in learning EFL, and it is believed to be a priority for many foreign students.

Language games play a significant role in the process of learning FL since they engage and motivate all the students and provide them chances to exchange their ideas in real communication setting. Language game has many advantages; it creates a friendly atmosphere for learning to take place, and it encourages students to communicate in the target language freely without hesitation, fear.

Consequently, the present thesis examines teachers and students' attitudes toward the role of language games in enhancing students' vocabulary skill.

1. Significance of the study

The results of the study may have crucial effects on both teachers and learners through the investigation of the effects of language games and their role in enhancing students' vocabulary skill. This study will be useful for English teachers in middle school to know the importance of using games to teach vocabulary to foreign language learners and inspire them to innovate a variety of games based on suitable activities to the student's level, need, and interest.

2. Statement of the problem

The main objective behind teaching and learning vocabulary whether on First or Foreign language, is to make the learners capable to communicate in the target language effectively. However, foreign language teachers and students face struggles and obstacles in learning vocabulary in the classroom because learning vocabulary is not an easy task. Thus, they need various methods and techniques to help them for learning new words and having rich vocabulary. One of these techniques which facilitate and increase students' vocabulary knowledge is language games.

3. Aims of the study

General Aim

The vital aim underlying this study is to shed the light on teachers' and students' attitudes concerning language games in improving students' vocabulary knowledge. In other words, this study will investigate teachers' and students' perception toward language games as a significant technique or tool that help in developing students' proficiency level in mastering vocabulary.

Specific Aims

1- To enrich learners' vocabulary knowledge and facilitate the communication in the target language.

2- To determine the effectiveness of using games in the learning of English vocabulary.

3- To examine the effectiveness of using games as teaching strategy in teaching vocabulary in the classroom.

4- To find out the link between vocabulary and language games. It also shows how language games teachers in reaching the target goals of their lessons and how it can help learners to improve their vocabulary skill.

5- To describe the process of teaching vocabulary through games in middle schools.

4. Research questions

This study seeks to provide answers for the following questions:

a. What are the teachers' attitudes about the role of language games in enhancing students' vocabulary knowledge?

b. What are the students' attitudes toward the role of language games in improving their vocabulary knowledge?

c. Are there any differences between teachers' and students' perceptions?

5. Research hypothesis

In the light of the above questions, we hypothesize that language games improve students' vocabulary knowledge.

6. Research Methodology

6.1. Research Method

The research method that will be used in this research to confirm the research hypothesis is descriptive. It will be conducted as a qualitative study in order to demonstrate the relationship between the dependent and the independent variables.

6.2. Population and Sample

The sample is made up of 10 teachers of English module at middle school and 35 students during the academic year 2019/2020. The students are Third year at Mohamed Boudiaf Middle School, Reguiba, El-oued.

6.3. Data gathering tools

In this study, both teachers and students will be given a questionnaire in the classroom; one is for Third year middle school students at Mohamed Boudiaf, the second one is for teachers of English module in order to find out their attitudes concerning the role of language games in enhancing students' vocabulary knowledge.

After the data have been collected, an analysis should be conducted in order to demonstrate the importance of language games whether in enhancing or in hindering students' vocabulary skill from both teachers' and students' point of view.

7. Structure of the Study

This dissertation is made up of two chapters. The first chapter consists of two sections. Section one deals with the first variable which is vocabulary: its definition, its importance, its types, sense relation, in this chapter also we will present some techniques for vocabulary teaching and learning, and finally discussing some criteria for vocabulary selection. Section twowill be devoted to language games. It includes: its definition, its importance as a pedagogical device, its type, and the advantages and disadvantage behind using it as a strategy in the class. The second chapter deals with the analysis of data obtained from the questionnaires.

CHAPTER ONE

Vocabulary and Language Games

Introduction

In recent years, there was a strong shift of emphasis from traditional approach of language teaching to modern ones in which there is a great interest in learning and teaching vocabulary. Nowadays, vocabulary is central to language and critical importance to the typical learner. Besides, teaching vocabulary being an important part of teaching EFL has the goal to help the students to improve and extend their vocabulary skill. The use of language games is considered as an alternative technique which may help both teachers' and students' to successful communication. Significantly, this chapter is divided into two sections: the first section deals it is sheds the light on some definitions of vocabulary and exposes its types and importance. Then, a description of vocabulary knowledge and word burden. Moreover, this chapter will present some techniques for teaching and learning vocabulary, also, a closer look will be taken to at some criteria for vocabulary selection. The second section will tackle language games with its definition and types, the reasons behind using it as a technique, the advantage and disadvantage of it, and it provides few models of useful of vocabulary games.

I.1. Vocabulary

I.1.1. Definition of Vocabulary

Vocabulary is the spirit and the main building block upon which knowledge of any language can be built. From the first sight vocabulary seems a simple and familiar concept to be clearly understood, however, it is really hard to give its concise and prescience definition.

Generally speaking, vocabulary is defined as the collection of words that an individual

knows (Linse,2005).

The review of literature reveals that we do not have a universal definition of the term vocabulary. For instance, Thornbury (2002, p.6) mentioned the term 'lexeme' which defined as "words or group of words that function as a single meaning unit." Hence, Read (as cited in Al-Qaysi, 2018, p.44) defined vocabulary as: "words which form the foundation o of language and it represents the units of the meaning out of which paragraphs, sentences and entire text are formulated."Therefore, Lessard-Clouston (2013) defined vocabulary as the words, including single items, phrases or chunks which address a specific meaning. a particular meaning, the way individual words do."

Lewis (1993, p.37) stated that vocabulary items: "words are almost always devoid of significance, deriving their meaning almost entirely from context. Characteristically, such words collocate very widely and are recognized as key element in the structure' of English."Ur (as cited in Esra, 2018) stated that: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-low, which made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items 'rather than' words." Referring to Oxford dictionaries, vocabulary is defined as all the words that a person knows or use or the words that people use when they are talking about a particular subject

Based on the explanation above, one may conclude that vocabulary is a set of words in language that a person knows their meaning and use it in communication whether spoken or written.

I.1.2. Types of vocabulary

Judy k. Montgomery's (2007) stated that there are four different types of vocabulary which are: listening, speaking, reading, and writing. The former constitute spoken vocabularies, while the latter constitute the written ones.

He also asserted that children naturally begin to acquire spoken vocabularies many years before they start to build written ones, because spoken language form the basis of written language.

1. **Listening Vocabulary**: this include all the words an individual can hear and understand when listening to speech.

2. **Speaking Vocabulary:** this refers to all the words an individual can use in speech.

3. **Reading Vocabulary:** this refers to all the words an individual can understand when reading a text.

4. **Writing Vocabulary:** refers to all the words an individual can retrieve when he writing to express his thoughts and ideas.

I.1.3. Aspects of vocabulary knowledge

Part of effective vocabulary teaching involves working out what needs to be taught about a word. Nation (2001) divides words knowledge into three areas: knowledge of form, knowledge of meaning, and knowledge of use (table I.1). According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item, by which he mean prefixes and suffixes to add or change the meaning of a word. Then, meaning which encompasses the way that word and meaning work together; that is, the concept and what items refers to and the association that come to mind when people think about a specific word or expression. Hence, the use involves the grammatical

functions of the words or phrases, collocations that normally go with it and finally any

constraints on its use, in terms of frequency level and register…etc. These aspects are presented

in the following

Table I.1: *Note in column 3,   R= receptive knowledge. P= Productive knowledge*

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Words parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express this meaning?
Meaning	Form and meaning	R	What meaning does this word signal?
		P	What word form can be used to express this meaning?
	Concepts and referents	R	What is included in these concepts?
		P	What item can the concept refer to?
		R	What other words does this word make as think of?
		P	What other words could we use instead of this one?
Use	Grammatical Functions	R	In what pattern does this word occur?
		P	In what pattern must we use this form?
	Collocations	R	What words or types of words occur with this one?

		P	What words or types of words must we use with this one?
	Constraints on use	R	Where, when and how often would we expect to meet this word?
		P	Where, when and how often can we use this word?

Table I. 2: what involves in knowing a word (Nation, 2000, p. 41)

I.1.4. Vocabulary Knowledge

According to Grains and Redman (1986), (Sarosdy, Vadnay, Bencze&Poor, 2006), Nation (2000), and (McCarthy, 1990) vocabulary knowledge may be sub-divided into two categories:

A. Receptive vocabulary

As the name suggest, receptive vocabulary is related to the receptive skills -reading and listening-Grains and Redman (1986, p.46) stated that: "receptive vocabulary mean language items which can only be recognized and comprehended in the language context of reading and listening materials." .The fundamental role of the teacher is to increase the size of the students' lexical items, although some of these items might never used by the students (Nurgen, 2010).

B. Productive vocabulary

Is mainly related to speaking and writing skills, logically speaking it must be a part of the receptive vocabulary. Grians&Redman (1986, p.64) explained that: "productive vocabulary is the language items which the learner can be recall and use appropriately in speech and writing." Thornbury (2002) stated that students' receptive knowledge is larger than productive ones, and the former usually preceded the latter. On the other hand, Receptive and productive vocabularies

are often called active and passive vocabulary. On the other hand, Nation and McNeill (as cited in enhancing English vocabulary learning and teaching at primary level, 2009) stated that vocabulary knowledge consist of the following categories:

- ✓ Orthographic Form;

- ✓ Phonological Form;

- ✓ Part of speech; and

- ✓ Collocation.

Those categories are named as language aspects by Harmer (1991)

I.1.5. The Importance of Vocabulary in EFL

The status of vocabulary teaching and learning has changed throughout the years. Nowadays, Vocabulary learning is considered as a vital process for EFL students to acquire proficiency and competence in the target language, by mastering vocabulary, the students are able to communicate both orally and written. Rivers (as cited in Fatehmeh, Manije, Houssein& Arman, 2014) said that vocabulary acquisition is very important process that the learners must pass through, because without an adequate amount of vocabulary, the learners will not be able to communicate effectively whether in speech or written forms. Thus, Huyen and Nga (2003) advocated that vocabulary is essential to link the four skills together.

Significantly, Shastri (2010) in his book Communicative Approach to the Teaching of English asserted that the lack of vocabulary is the main obstacle that faces the learners of English language. Furthermore, Decarrico (as cited in Susanto, 2017.p.8) stated that: "vocabulary acquisition is centered to language acquisition, whether the language is first, second, or foreign."

According to Allen (as cited in Aribow, 2008) "Students who do not learn grammar along with vocabulary will not be able to use the language for communication." In other words, knowing grammar rules helps people to compose structurally correct sentences, whereas knowing the

correct vocabulary helps people to communicate. Besides, Wilkins (as cited in Thornbury, 2002.p. 13) summed up the importance of vocabulary learning in his quote: "Without vocabulary nothing can be conveyed." While it may be difficult to understand a sentence with grammatical errors, it is impossible to communicate and convey meaning without lexis. Rivers (as cited in Taheri, 2014) mentioned that teachers should arouse interest in words and helping students through giving theme useful ideas on how to learn vocabulary and some guide to their learning.

Furthermore, Folse (as cited in Buki and Ali and Mukundan and MohdAyoub, 2018) asserts that vocabulary learning has an extremely important role in English language learning. This is because coining new more vocabulary help the students understand what they hear or read, hence they will be able to say what they want when speaking or writing which means to communicate effectively in the target language. "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way."(McCarthy, 1990)

Finally, Dellar H and Hocking (as cited in Thornbury, 2002.p. 13) declared that: "if you spend most of your time studying grammar, your English will not improve very much. You will see much improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."

In the light of what have been said above, vocabulary is considered as an important core sub-skill of language. Learning vocabulary enables the students to listen, speak, read, and write. In other words, vocabulary is essential components that make the learners communicate and interact in the target language. It is also the most important element that links the four skills together. Indeed, vocabulary has an important role of a language and it is one of the basic important aspects for learning English, because without vocabulary people cannot communicate and

express what in their mind.

I.1.6. Word meaning

I.1.6.1. Synonyms

There are a hundred words within the same language which share a general sense and may be interchangeably in limited contexts without changing the meaning. Scott Thornbury (2005, p.9) explained that: "synonyms are similar, but seldom the same."

In the book Vocabulary Applied Linguistic Perspective, Carter (2002, p.20) stated that: "synonymy is essentially a bilateral or symmetrical sense relation in which more than one linguistic form can be said to have the same conceptual or prepositional meaning."

Based on the above explanation, we conduct that the lexical items which share the general sense are approximately synonyms even between items that seem interchangeable in limited occasion, because it is rarely that two words share the same meaning in all contexts.

I.1.6.2. Antonyms

The term antonym includes a number of relationships often thought of us as opposites (Hedge, 2008):

 A. Complementary: it is a clear–cut area of opposition, that is a really opposite in the meaning. Carter (2002, p.20) stated that: "this is where the presence of one sense components exclude another." like in male / female, alive /dead.

B. Converseness: which present a contrastive relation with certain pairs of lexical items, for example:

- ✓ Tom is Mary's sister.
- ✓ Mary is Tom's brother

C. Gradable antonym: 'hot', 'boiling', 'warm', and 'cold'.

D. Same words collocate with different nouns and take a different meaning, for instance:

- Soft water   -   hard water

- Soft music   - loud music

I.1.6.3. Hyponym

McCarthy (2006, p.19) defined hyponym as: "the relationship of inclusion, organizes words into taxonomies, or hierarchical tree type diagram."
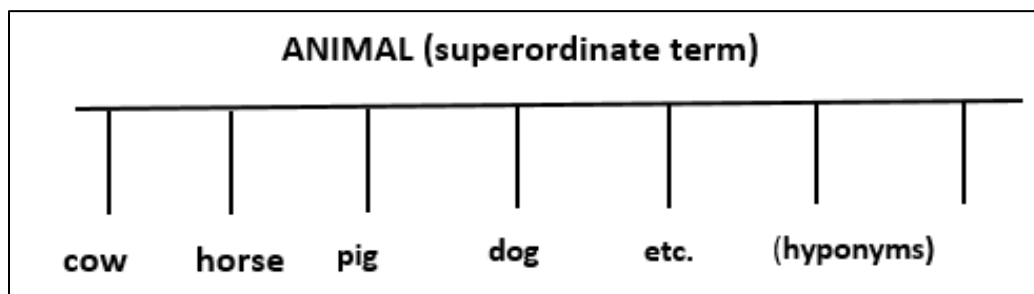
Figure I.1: Hyponym (Gairns&Redman, 1986,p.24)

In the **Figure I.2**, we expressed this sense relation by saying that "animal" is the superordinate and "cow", "horse", "pig", and "dog" are the hyponyms of the superordinate "animal".

I.1.6.4. Hononyms

It refers to the lexical items which have the same linguistic form but differ in the meaning (Thornbury, 2005)

a- I like playing Tennis.

b- You look like my brother.

The meaning of the word "like" in the first example referred to "love", while in the second ones means "akin" or "similar".

On the other hand, Homophones refers to the words which have the same pronunciation

but have a different spelling, like: meat and meet…

I.1.6.5. Polysemy

It refers to a single lexical item which has different related meanings. As in the following example:

- ➢ Head of person (body parts);

- ➢ Head of the company (boss of the company).

Many studies recognized that teaching similar words together, may have a negative result because the students learn the forms then the meanings, Sokmen (as cited in Schmitt , 2000). Schmitt (2000) get surprised when he taught his students the two dichotomies 'left' and 'right' together in one session with extensive teaching, after the end of the session he asked them to raise their left hand most of raise their right ones.

I.1.7. Various Techniques in Teaching and Learning Vocabulary

Teaching vocabulary being an important part of teaching foreign languages has the goal to help the students to improve and to extend their vocabulary. Generally speaking, there are several techniques which may used by the teacher to help the students learn, practice, remember, and revise vocabulary items.

I.1.7.1.Visual Techniques

They are based upon employing materials such: flash cards, blackboards…Grain and Redman (1986) stated three forms of visual techniques which are: realia, pictures, and mine and gesture.

- a- Realia: This includes real objects used for convening meaning in a very useful way to teach concrete items of vocabulary such as: furniture, foods, and adversisement…

- b- Pictures: it is used as a means of presenting and illustrating items such as: sailing…

c- Mime and Gestures: these are often used to complement other ways of convening meanings, for instance, adjectives 'sad' and 'happy'. Susanto (2017.p. 187) declared that: "mime or gesture is useful of emphasis the importance of gestures and facial expressions on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly in communication."

I.1.7.2.Aural Techniques

Nurgun (2010) stated that aural techniques refer the teacher to materials such as:

- Sounds from the nature of everyday life such: people quarreling, birds twittering, and door creaking;

- Audio sounds tracks from films, songs, poems, plays, videos;

- Interviews, speeches, dialogues, monologes;

- Computer based technology.

I.1.7.3.Verbal Techniques

Which are the most frequent used ones. Nurgun (2010) and Grain and Redman (1986) divided verbal techniques into different parts, among those are:

- Definitions;

- Connotation: implied meaning;

- Synonyms and antonyms;

- Role play activities, stimulation, and games;

- Sayings, phrasal verbs, proverbs, quotation, and idioms;

- Consulting others or dictionaries;

- Contextual guesswork;

- Collocation; and

- Translation.

I.1.7.4.Kinaesthetic, olfactory, and gustatory techniques

All the techniques which address the thoughts, feelings, and behavior of individual have a kinaesthetic element. Vocabulary may also teach through smelling and testing. For instance, a blindfolded student may discriminate food or flowers from their smell, and may recognize vegetable and fruits from their taste (Nurgun, 2010).

Vocabulary items may be employed, explained, and practiced with more than one of the techniques mentioned above. It is preferable for teachers to vary the techniques while teaching in order to create a meaningful context for language teaching, he may also give some guidance to the students by showing them how to be systematic and well-organized (Nurgun, 2010). Therefore, if the students make use those techniques he will enrich his vocabulary knowledge in a meaningful way.

I.1.8. Criteria for Vocabulary Selection

Research abounded in the area of vocabulary selection done by (McCarthy, 1990), Gairns&Redman, 1986), (Harmer, 2012), and (Sarosdy, et al, 2006). They emphasize that while teacher select vocabulary to teach they generally take the following factors into consideration:

I.1.8.1. Frequency

This means how much the commonest words are used by native speaker. Frequent words are measured by using computers, the common frequent words are likely to be taught first but this is not an obligation or common away order (Sarosdy et al., 2006).

On the other hand, McCarthy (1990) stated that the most frequent lexical items have to be presented at the early stages in the language teaching because they are fundamental for grasping

and producing the language effectively.

I.1.7.2. Range

Lewis (1993, p.39) defined range as the different situation or text types in which the item may occur." Example: "Spring" it can be mean one of the seasons or the action of moving quickly.

I.1.7.3.Coverage

As the name suggest a single lexical item may cover many things rather than one specific sense ,but it is a sign of usefulness, for example the word "book" in the following compound words "notebook", "textbook", and "copybook"…

I.1.7.4.Learnability

The idea of frequency and learnability is connected to each other, because the foremost frequent words which occur regularly will likely obtained and absorbed simply. Furthermore, the similar words within the languages can be easy learnt by the students. Yet, there are many factors which may be easy or difficult and need more attention in the teaching process (McCarthy, 1990).

First of all, Spelling words may create a sort of difficulties to the foreign learner as in 'parallel', 'beginning' (double consonants), and words with silent letter as in 'could' 'should'. Also, word pronunciation difficulties for instance: letter 'v' pronounced 'r' by Japanese like in the word 'very'. Moreover, the syntactic parameters of words create a sort of difficulty, for example there are words that must be followed by patterns like the verb "wish", which is followed by "that". However, there are some words closed in the meaning that an EFL learner find difficulty in reaching the exact meaning in any context as such the words "do" and "make".

Also, the phonological structure of words may create a complexity in learning for

example words like "thrive", "Crisps" have awkward clusters of sounds in English. Finally, we may see difficulty in learnability when dealing with a specific target group i.e. sometimes we find similar words used in two different languages with completely different meanings i.e. 'False friends': for example, "aktuellt" in Swedish and "actuellement" in French do not mean the same as "actually" in English.

I.1.8.5.Need and level

The classroom often dictates the need for certain vocabulary to reach the target purpose sited by the teacher and the learner as well.

Language in the classroom must be carefully selected to suit the learners' levels and needs. For instance, the language and the vocabulary used with elementary students is limited unlike with the advanced level students (Grains & Redman, 1998)

McCarthy (1990, p.90) stated that: "learners have individual senses of need which perhaps do not coincide with those of the group or class. The challenge here is to enable the individual to pursue his or her interests in the way which is most productive." he also suggested grouping work and variety of activities to motivate and engage all the learners without feeling frustrated because they are study things related to their level and fit their needs.

There are many other factors such: cultural factors, expediency…which may affect the vocabulary selection. But those criteria should go in parallel with pedagogical criteria's. Thus, we conduct that every context is different and needs a special item which may be not useful in another teaching situation.

I.2. Game

I.2.1. Definition of game

Games are one of the most important techniques that are used in teaching and learning a

foreign language. This technique is considered a highly motivating to the students because it is joyful and interesting. Oxford learner's Dictionaries defines games as an activity that someone do to have fun, often one that has rules that he/ she can win or lose.

Hadfield (1999, p.4) defined game as: "A game is an activity with rules, a goal, and an element of fun." It provides the learners with more chances to learn the language in a friendly atmosphere to practice what they have learned and express their ideas in their own ways but with respect to the rule of game.

El Shamy (as cited in Al-Qaysi, 2018p.45) defines game as: "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and a win." The rules of game have to be clear, and well-explained to avoid any masters and difficulties faced the students. Those rules are designed in a specific way to suit and satisfy the students need and level. Also, Wright Betteridge&Buckby, 2006 defines the term 'game' to mean a challenging activity in which the learners play and usually interact with each other.

Richard, Platt & Platt (as cited in Anatour ,2018) defined games as: "an organized activity that is usually has the following properties: a particular task or objective, a set of rules, a competition between players, and a communication between players by spoken or written language."

Prensky (2010) seen game as subset of both play and fun. Regard Presnky's point of view a game a game is recognized as an organized play that gives us enjoyment and pleasure.

Noemi and Maximo (2014.p.230) define game as: "a physical or mental contest played according to specific rules, with the goal of amusing or rewarding the participant." Educational games are physical and mental competition plays according to certain rules for amusement, winning, and learning purposes.

From the definitions above, it can be seen clearly that language game do not only engage and motivate all the learners to interact and communicate, but games also have a great educational value by providing opportunities to the students to learn the language in a meaningful and useful way.

I.2.2. Why games?

Learning vocabulary is important for students to master the language. It is therefore, important to enhance language teaching environment. Thus, there are a number of reasons that make games deserve a place in the language classroom. In his book titled how to teach English Jeremy Harmer (2001) declared that engagement is one of the elements that necessary for successful language learning and teaching in classroom, through engagement the teacher try to arouse the students attention and increase their chance to learn the language. The activities and materials which always engage the students may include: pictures, music, videos, storytelling, and games, etc. So language game is considered as an alternative technique for teachers to make language learning enjoyable, and engage all the learners' with their different learning style and intelligence type in the learning process.

Allen (1983) affirmed that games is not a pleasant way of passing time because entertainment is not teacher's responsibility, teachers are responsible for creating suitable conditions which encourage vocabulary explanation and help students acquire English words. Language game have a great educational value and it can be used in classroom to make the learners use the language and communicate in the target language rather than just memorazing the correct formula because games could combine the learning objective with fun. Thus, freeman (2000, p. 126) stated that:

"Games are important because they have certain features in common with real communicative events. There is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. In this way, they can negotiate meaning. Finally, having students work in small."

Games considered as fun and engaging competition and have intrinsic components that keeps people coming back to play. Games also play a big part in helping co-operative work among participants.

Furthermore, Games are the best ways to reduce tension and frustration, which represents a pleasant manner for both the teacher and the students to achieve the intended goal (Gjorgjeva&Kirova, 2013). Then, Games develop socialization and dynamics in the classroom, thanks to many kind of games, many different language skills can be practiced (Hornjak, 2013).

Vocabulary games are used as a strategy or technique to engage and motivate the students in the teaching and learning situation. They bring a real life context by giving the chance to the students to produce the passive vocabulary knowledge without hesitation or fair. Simpson (2015) According to Wright et al (as cited in Dwiaryanti, 2014) the following are some of reasons why use games in learning especially in the process of vocabulary learning:

1. Games provide a context for meaningful communication before, during, and after the game.

2.Games add interest; sustaining interest can mean sustaining effort, because learning a language involves long term effort.

In the book titled Games for Language Learning Wright, et al (2006) stated many reasons behind the use of language game in the classroom:

3. Language learning is not an easy task, so the students must make an effort to understand and

use it effectively;

4. Games provide one way of helping the learner to experience language rather than merely study it.

In the book titled Games for Language Learning Wright, et al (2006) stated many reasons behind the use of language game in the classroom:

Vocabulary games are used as a strategy or technique to engage and motivate the students in the teaching and learning situation. They bring a real life context by giving the chance to the students to produce the passive vocabulary knowledge without hesitation or fair. Simpson (2015) puts ten reasons behind the use of games in the language classroom:

1. Games create a meaningful context for language learning;

2. This meaningful context considered as a basis to enhance comprehensibility of the input;

3. Games maintain interest even to what learners find it boring;

4. Games can be used with all the language skills;

5. Games are fun and enjoyable;

6. Games encourage learners to participate and lower anxiety;

7. Games considered as a tool for learners to use the language outside the class time;

8. Games are learner-centered activities, in which the students adopt the role of leaders, while the role of teacher is merely facilitators;

9. Games promote cooperative learning; and

10. Games fit into multiple intelligences theory.
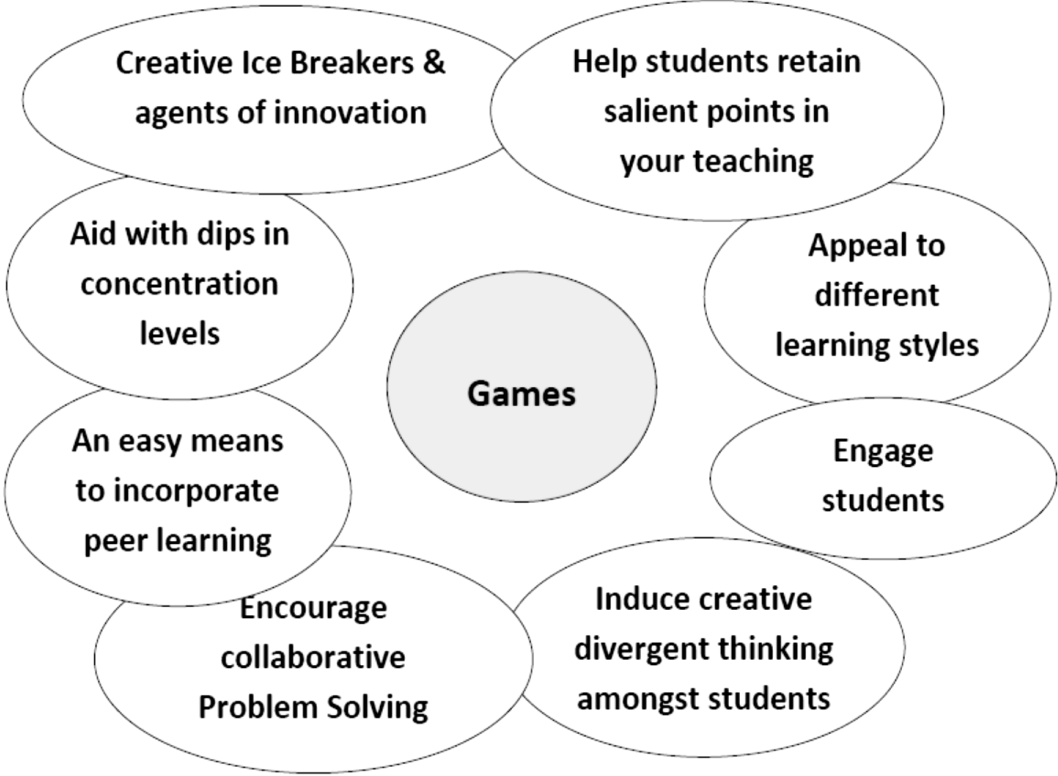
Figure I.3: Game as degagogical device (Boyle, 2011,p. 3)
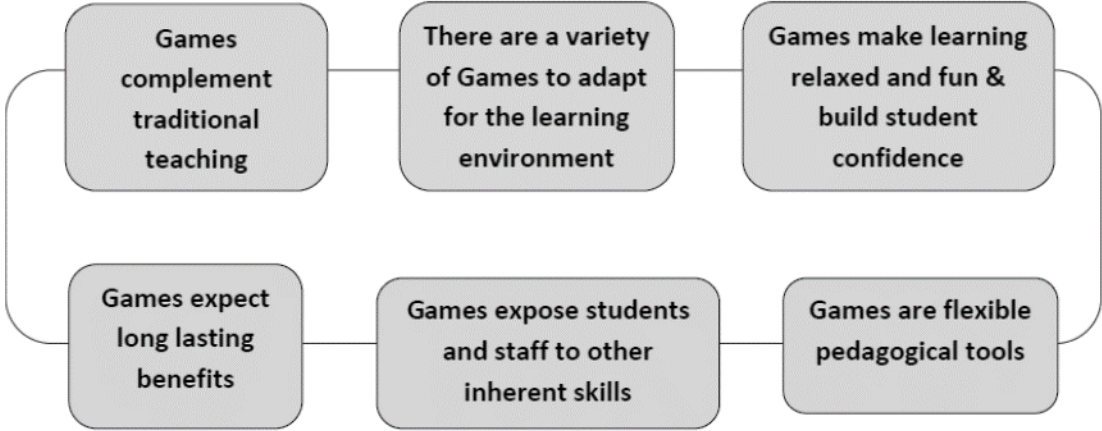
Figure I.4: why games (Boyle, 2011,p.4)

I.2.2.3. When to use games

Lee as cited in (uberman, 1998) observed that a game: "should not be regarded as a marginal activity filling in odd moments when the teacher and the class have nothing better to do." Games can be used to enhance any part of the lesson. They can be used to warm up the students, or to present, practice, produce, revise or assess any language. They can also be used to develop the four skills.

I.2.2.4. The role of the teacher

Games are students-centered activity, the teacher role is generally a passive one (jones, 1993).in his book vocabulary games and activities (1993) watayen-james stated that the teacher during games is mainly responsible for:

➢ Preparing a sufficient materials

➢ Explaining the game briefly and clearly

➢ Controlling and checking the students' final answers.

During the games, students usually work with each other independently of the teacher. The teacher goes round the class and monitors the students' progress and only interferes if necessary.

Moreover, (mubaslat, 2012) affirmed that the teachers' role in games session is mainly to consider the level of game to fit the students' language level; and the chosen game should fit the purpose of the class. Also; teachers' should consider students' characteristics; old, young, type of intelligences; style of learning…etc when the game should be used.

I.2.3.The advantage and disadvantage of using language games

Essra (2018, p.34) stated that: "the benefits of using games in Language learning include

that games are learner centered, encourages creative and spontaneous use of language, and foster participatory attitudes of the learners."

Furthermore, games enhance students' ability to memorize words, encourage student's interaction, motivate the students and improve their communicative skills. They help the teacher to create contexts in which the language is useful and meaningful (Derakhshan and Khatir, 2015). They also stated that games are motivating because they usually involve friendly competition and create cooperative learning environment. Also, they improve students' communicative skills. Bring real word context into the classroom, enhance students' use of English in a flexible, communicative way.

Moreover, Uberman (1998) declared that: "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in foreign language and not just problems that at times seem over whelming" Hornjak (2013) stated that games improve the students' language skills and give them the opportunities to practice them, they also improve the student's creativity, motivation, and personality, and they also develop socialization and dynamic in the classroom.

Kirova and Gjorgjeva (2013) argue that games are one of the best ways to reduce tension and frustration, which represents a pleasant manner for teacher and students to achieve the underlining goal. They also said (2013, p. 423): "the component of game including motivation, competition, cooperation, teamwork, purpose, diversity, variation and deviation from the conventional and formal learning all contribute to a qualitative way of realization of the linguistic content resulting in a fine linguistic fluency."

Language games, of all types, have many advantages. For instance, they engage all the learners in the learning process regardless of their level and abilities. Also, they provide a friendly atmosphere i n the classroom   that helps learners to express themselves freely and

spontaneously. Moreover, the rules of the games enhance discipline in the classroom. In addition, the aims of games can be varied as there are vocabulary games, grammar games and games based on all different aspects of the language (Shastri, 2002).

Donmus (2010, p. 1498) stated that: " game develops individuals' mental and physical capacities, has its own rules, continues for limited time and space, forms voluntary groups through voluntary participation, holds the attention of the participants all the time and puts the individuals in a race with themselves and other individuals in order to achieve certain objectives and game is an entertaining activity performed in an environment different from real life, based on coincidence and skill and played mostly for spending time without any financial gain."

Lee (as cited in Simpson, 2015) and many methodologists and researchers stated definite benefits to incorporating games into the classroom summarized in the following points:

1-   Games are motivating and challenging because everybody likes to play and have fun;

2-   They establish an educational value;

3-   Help the teacher to evaluate the students level through many ways, such as a quiz at the end of the lesson;

4-   Allow the students to practice and develop the four skills: reading, writing, speaking, and listening;

5-   The encourage the students to interact and communicate in the target language;

6-   Learning a language requires hard effort. Games help students to make and sustain the effort of learning;

7-   Language games promote cooperative work and social…;in the class;

8-   They build good friendship among the students;

9-   Making the lesson enjoyable, interesting, and effective

10-   Stimulate and encourage teachers to devise their own activities based on the lessons and

        students interest and need;

11-   They great meaningful contexts for language uses and engage all the students in the

        learning process.

        Language games as an alternative technique in language teaching also have disadvantage.

Moreover, some of the teachers are not interested in integrating language games in the course

because of some pedagogical problems, for instance; the teacher should finish the lesson syllabus

and materials on the time, and one hour is not enough to complete the games. Hence, each class

has three hours per week, so that; if the teacher integrates all the games during all the courses,

they will never finish the syllabus on the limited time (Esra, 2018).

        Similarly, Zeng (as cited in Alnatour and Hijazi, 2018) declared that using games

invocabulary teaching and learning is not productive andnot efficient enough as demanded,

because the students may feel depressed and nervous to be blamed by their mates if they failed.

Furthermore, games are usually difficult to apply in big class because of the noise and keeping

students under control is difficult in the classroom and needs many physical and mental efforts

from the teachers' side. Therefore, sometimes a game structure may be too difficult to explain

and time consuming. Also, learning outcomes sometimes maybe lost in winning the game

because the students will focus on winning the game rather than enhancing the input (Esra,

2018).

        To sum up, the success of games for teaching vocabulary should be upon the teachers'

shoulders. Teachers must select the appropriate games to suit the students' levels and needs, and serve the lesson purpose and sustain the students' interest.

I.2.4. Type of Game

Classifying games into categories can be difficult because categories often intertwined. In book of Intermediate Vocabulary Games arranged by Jill Hadfield (1999) elaborates on some divisions of language games:

1. Competitive games: in which the members or the players race to be the first who reach the ultimate goal;

2. Linguistic games: focus on accuracy, such as remembering the correct word;

3. Communicative games: focus on successful exchange on information and ideas;

4. Co-operative (teamwork) games: in which players or team work together toward a common goal.

She also divided the games depending on the nature of it into the following categories

- Storing, ordering, and arranging games: for example, give students a set of cards with days of the week and they have to arrange those cards in order.

- Information gap game: exchanging information between two students or players to complete the task.

- Guessing game: a students with flash card must just mime it to others who try to guess what it might

- Labeling game: involve matching labels and pictures.

- Matching games: has to do with matching labels, pictures, or cards…etc.

- Exchanging games: students barter cards or ideas in order to complete a task;

- Board and card games: 'scrabble' is one of the most popular game in this category

- Role- play game: students play roles that they may not exist in real life.

- Also games can be classified according to the four skills into (Bouchikhi, 2018)

- Listening games: their main aim to make students enjoy listening, it is a good way to maintain the student's attention and interest.

- Speaking games: their main aim is to create enjoyable and environment to make speaking and expressing ideas orally stress free and easy.

- Kinetic games: they provided refreshment in the class. They need always to be joined with another activity of reading, listening, or speaking.

- Experiential games: their main aim is to express the process and learn from it. They may influence peoples' attitudes and teach them the understanding of themselves and the phenomenon around as well.

I.2.5. Few models of vocabulary games

1. Word card game: for example, the teacher represents different kinds of meat, vegetable, fruits…each student puts down a card and tries to exchange it in order to get a complete sets.

2. Skit-kit game: the aim of this game is to make up a story based on the given cards with characters or drawing.

3. Tennis game: the class divided into two opposite teams play by asking and answering questions aimed at encouraging and developing fluency.

4. Scrabble: in which players take separate letters to make a word.

5. Crosswords: it looks like a big square full of dark and white letters learners fill up the white ones with letters so as to locate items. By contrast, dark squares are just to disconnect words and letters (Sirgurardottir, 2010, p.24.)

6. Today's question: the question is on the board when students arrive. The first student to

answer properly has a reward.

7. Memory challenge: the teacher puts the students into pairs or small groups and asks them to write as many words as they can from the last session in short limit time.

8. Pictionary "the drawing game": the class has to be divided into two teams, and each team will sit on the opposite side of the classroom. Then, one student from both teams will give out a word or phrase by the teacher and he draw it on the board as a clue. The team who can guess the word will get the point.

9. Charades: it is quite similar to Pictionary, but it uses actions to communicate the secret word rather than photos. After writing dawn words on slips of paper, the teacher divide the class down into two teams and have one person from each team choose the paper and act out the word. For each correct word, that team receives a point, and those who hit ten points first are the winning team.

10. Bingo: in this game, the teacher writes some words on the board, and every student chooses some and writes them down. Then, the teachers select one word randomly without saying it and give the students its definition or synonym. If the students guessed the right word, he should shout 'Bingo' and wins the round.

Conclusion

To sum up, developing students' vocabulary skill through language games has been the concern of many researchers and teachers. Adapting language games as technique to vocabulary learning and teaching as a key factor for successful learning process is much demanded. The researcher tried to have a general overview on this skill and techniques in this chapter; we started first with vocabulary skill: its definition, type, importance, presenting some useful techniques used in learning and teaching it, therefore, we discussed some criteria which may affect

vocabulary selection. Then, we move to language games, its definition and importance in teaching vocabulary, the role of the teacher when employing such technique, its advantage and disadvantage, and presenting some models of vocabulary games which may be used inside the classroom.

Chapter two

Research results and discussions

Introduction

Teachers' and students' are the main components of teaching and learning process, therefore, their attitudes play a crucial role in the development of this study, the present research is an assumption to investigate teachers' and second year students' attitudes toward the role of language games in enhancing students' vocabulary competence. In the first chapter, we have conducted a literature review concerning the two variables: vocabulary competence and language games. Moreover, it is necessary to move on to the practical part of this research which aims at analyzing the two questionnaires that are assigned for both teachers and students.

Significantly, this chapter is devoted for the presentation and analysis of the data obtained from the implementation of both teachers' and students' questionnaires.

II.2. The Method

In this research, a descriptive method is conducted for the collection of data since it aims at making a correlation between two variables: vocabulary competence and language games. This study is carried out by means of two questionnaire administrated for both teachers and students. The questionnaires aim at investigating teachers and students attitudes toward the role of language games in enhancing students' vocabulary competence.

II.3. Questionnaire Assigned to students

A. The Sample

The target population in this study involved thirty five (N=35) students of English, Third year at Mohamed Boudiaf Middle school of Reguiba, El-oued. These samples are randomly assigned in order to conduct our research.

B. The Objective and Description:

The students' questionnaire aims at identifying students' perceptions concerning the role of language games in enhancing their vocabulary competence**.** Our questionnaires have been designed for the purpose ofgathering information from our respondents. The analysis of students' perceptions will help us to get insight into the issue.

The questionnaire assigned to students is made up of a variety encompassing fifteen (15) multiple choice and open-ended questions. Those questions are divided into three main sections: personal information, vocabulary competence, and language games.

II.4. Teachers' Questionnaire

A. The Sample

In this study, ten teachers (N=10) of English module have been chosen to provide us with their valuable experience and thoughts through responding to the questionnaire.

B. The Objective and Description

This questionnaire sheds the light on teachers' attitude toward language game and its role in enhancing students' vocabulary knowledge. In other words, it seeks information about teachers' views of whether language games affect students' vocabulary knowledge or not. The analysis of teachers' perceptions will help us to get insight about the issue.

The questionnaire to teachers is made up of a variety encompassing twenty (20) multiple choice and open-ended questions. Those questions are divided into three main sections: personal information, vocabulary competence, and language games.

1. Data Analysis

In the second part of this chapter which is data analysis, the researcher will introduce the results that were collected from both teachers' and students' questionnaires. The results are going

to be presented in the form of tables or graphs.

2. The Analysis of Students' Questionnaire

<u>**Section One:**</u> **General Information**

This parts aims at determining the factors that may affect learning process such as age and students' level

➢ **Question 01**: How old are you?

This question seeks to describe the age of the population sample: students' responses are summarized in the following table:

Option	Participants	Percentage
13 years old	7	20%
14 years old	21	60%
More than 14	7	20%
Total	35	100%

Table II. 1: students' age

The results above show that the majority of the students of third year middle school are 14 years old, which represents 60% for those who are 21, while 20% for students who are 13 years old, and 20% represents 7 who aged more than14.

➢ **Question 02:** Do you enjoy the English sessions?

The aim behind this question was to describe the level of motivation the students' have while learning English. Students' responses are summarized in the following table:

Option	Participants	Percentage
Yes	26	74,3%
No	9	25,7%
Total	35	100%

Table II. 2: students' attitudes toward the English course

From the results that we have, we noticed that the majority of the students like to study English, which represents 74, 3% (N=26); against 25, 7% (N=9) of them do not like to have it.

Section Two: Vocabulary Competence

➢ **Question 01:** How do you evaluate your vocabulary competence?

This question was intended to know the students' vocabulary level from their own perspective. The table below presents the students' answers:

Option	Participants	Percentage
Very good	2	5,7%
Good	7	20%
Acceptable	12	34,3%
Average	8	22,9%
Poor	6	17,1%
Total	35	100%

Table II. 3: students' vocabulary competence

Table (II. 2) shows that most of the students who are making up 34% of the sample claim they have "acceptable" vocabulary knowledge; whereas, 22, 9% said they have average level. 20% affirm that they have "good" level. 17, 1% state that their English vocabulary is "poor", and only 5, 7% believe they have "very good" vocabulary knowledge.

➢ **Question 03:** Do you think that the time devoted for teaching vocabulary is sufficient ?

The aim behind this question was to know whether the official allocated time is sufficient for students to learn Foreign vocabulary. The results are summarized in the following table:

Option	Participants	Percentage
Yes	11	31,4%
No	24	68,6%
Total	35	100%

Table II. 4: sufficiency of allowed time

The majority of the respondents (68,6%) think that the official allocated time is insufficient, whereas 31,4% of the sample finds it enough. So, the factor time will constitute a constraining factor against expected learning.

➢ **Question 04:** Do you think that your teachers' activities are useful in improving your vocabulary knowledge?

The aim behind this question was to know students' opinion about teachers' activities in foreign language class will improve their vocabulary skill or not.

Option	Participants	Percentage
Yes	26	74,3%
No	9	25,7%
Total	35	100%

Table II. 5: students' perception toward teachers' activities

The results above show that most of the students 74, 3% (N=26) consider their teacher activities in English classes as the suitable way for them to improve their vocabulary skills, and 25, 7% (N=9) of them considered teachers' activities as not the appropriate strategy. So, from these results, it is clearly that the activities which are used by the teachers inside the classroom are helpful for learning, which improves students' vocabulary skill.

➢ **Question 05:** Which of the following aspects you are weak in and you would like to master?

Through this question we wanted the students to pick up the difficult aspects of the word that are weak in and wanted to master it. Students' responses are summarized in the following table:

Option	participants	Percentage
Form	5	14,30%
Meaning	14	40%
Use	16	45,70%
Total	35	100%

Table II. 6: difficult words aspects

Table (II. 3) affirmed that the most difficult word aspect according to students is the usage of word 32, 4%. Whereas, 40% stated understanding the words meaning is a big difficulty for them. 14, 30% of the total population stated the form of a word is the difficult aspects to be mastered. Thus, the usage and the meanings are the main difficulties that face students while learning a word, maybe because the same word has a multiple meaning and lack of practice which make the use of word very difficult to be achieved.

➤ **Question 06:** How important is for you to practice your vocabulary ?

This question intended to investigate whether middle schools students are aware of the importance of practicing vocabulary or not. Students' answers are summarized in the following table:

Option	Participants	Percentage
Strongly agree	11	31,4%
Agree	12	34,3%
Neutral	9	25,7%
Disagree	2	5,7%
Strongly disagree	1	2,9%

Table II. 7: students' awareness toward vocabulary

The table demonstrates that the majority of the participants are aware of the importance of practicing vocabulary. It shows that 34, 3% of the total population are agree with the importance of practicing vocabulary, while 31,4% are strongly agree. Whereas, 9 of the participants which represents 25,7% are neutral, however, 5,7% are disagree and 2,9% are strongly disagree.

Section Three: **The Role of Language Games**

➢ **Question 01:** Does your teacher usually provide you with games activities to practice vocabulary at school ?

The aim behind this question was to see whether the students are familiar with language as a technique in teaching the language or not. The students' responses are presented in the table:

Option	Participants	Percentage
Yes	17	48,6%
No	18	51,4%
Total	35	100%

Table II. 8: frequency of using games inside classroom by teachers

Table (II. 4) shows that the majority of the students responses (51,4%) affirmed that their teachers do not usually provide them with games activities to practice vocabulary inside the classroom, whereas 48,6% declared that their teachers are usually provide them with games to practice vocabulary. From the result obtained, we noticed that games as an activity to practice vocabulary is not popular among teachers' yet.

➢ **Question 02:** if yes do you learn from them ?

Students who have answered yes, they said that language games are very important and they learn from it a lot. Whereas, only one student said that he does not.

➢ **Question 03:** How often do your teachers use language games in the class ?

This question aims at investigating how many times teachers use language games inside the classroom. The findings are illustrated in the following table:

Option	Participants	Percentage
Always	2	5,7%
Often	1	2,8%
Sometimes	13	37,1%
Rarely	13	37,1%
Never	6	17,1%
Total	35	100%

Table II. 9: frequency of using language games inside the classroom

Table shows that there are 37,1% of the totality population (N= 35) stated that their teachers are using language games "sometimes" and the same number of the population stated that they "rarely" use it. On the other hand, 17,1% "never" use it in the class, and only 5,7% is the number of the participants who confirmed that their teachers are "always" use it, and 2,8% they "often" use it. From the students' response, we noticed that language game is used by many teachers as a technique in language teaching.

➢ **Question 04:** Do your teacher use language game in the classroom ?

The aim behind this question was to see whether the students are familiar with language as a technique in teaching the language or not. The students' responses are presented in the following table:

Option	Participants	Percentage
Yes	21	60%
No	14	40%
Total	35	100%

Table II. 5: the teachers' use of language games inside the classroom

The results show that most of teachers do use language games in the classroom which represents 60% of the students' response that their teachers do use this technique, whereas 40% of students who said that their teachers do not use it inside the classroom.

➢ **Question 05:** Do you think that the use of language games in Foreign Language classes improve your level ?

The aim behind this question was to know whether the implementation of language games during the courses helps the students improving their English level. The results are summarized in the following table:

Option	Participants	Percentage
Yes	32	91,4%
No	3	8,6%
Total	35	100%

Table II. 6: students' attitudes toward the effectiveness of language games

From (Table II. 7), we can notice that the majority of the students 91,4 % (N=32) said that the implementation of vocabulary games help them to develop their level in English, while a few member of them 8, 6% (N=3) have said no. We noticed that the majority of the students advocated with the fact that language games are a useful technique which may help the students to improve their levels.

➢ **Question 06:** Do you think language games make vocabulary learning easy ?

The aim behind this question was to see if the implementation of language games in the classroom help students acquire more vocabulary and make it easy. The students' answers are summarized in the following table:

Option	Participants	Percentage
Yes	31	88,6%
No	4	11,4%
Total	35	100%

Table II. 8: The use of vocabulary games in vocabulary learning

From the table (II. 9), we noticed that the majority of the students said that vocabulary games make vocabulary learning easy which represents 88, 6%, while a few member of them 11, 4% have said no. the students' answers affirmed that language games make vocabulary learning easier.

➢ **Question 07:** Do you enjoy when you studying vocabulary with games ?

The aim behind this question was to see if students enjoy when studying vocabulary with games. The results are summarized in the table below

Option	Participant	Percentage
much	23	65,7%
Little	10	28,6%
Not at all	2	5,7%
Total	35	100%

Table II. 13: the degree of enjoyment when utilizing language gamesin studying vocabulary

As shown in table (II. 10), 65,7% of students said that they enjoy much when studying vocabulary with games, and 28,6% have said that they enjoy a little whereas only 5,7 of students

who have said that they do not enjoy at all when they studying vocabulary with games. So, we noticed that a vocabulary game is a preferable technique by the students.

➢ **Question 08:** Do you think that language games help you overcome your weakness in the four skills?

The aim behind this question was to see if language games help the students overcome their weaknesses in the four skills. The answeres are summarized in the following table:

Option	Participants	Percentage
Yes	27	77,1%
No	8	22,9%
Total	35	100%

Table II. 14: language games and the four skills

From the students responses, we deduced that the majority of the students 77,1% (N=27) believe that using language games provide them with the opportunities to overcome their weakness in the four skills. And only 22, 9% (N=8) have said no, it does not. Those who said "yes", they said because vocabulary games are very important and they help them to learn the language and increase knowledge through pleasure and fun. Furthermore, there are who said they make vocabulary learning easy and make them love the language more also help them to enhance their speaking skill. Whereas, those who said "no" , they think that not all of games are good for learning the language and they will not enhance the four skill.

II.4.1. Discussion of the Results

On the light of the results obtained from the questionnaire assigned to students, we can affirm

that:

1. Data analysis has exposed that student' learning and practicing vocabulary to be very important for mastering foreign language

2. From the students' self evaluation of their vocabulary knowledge, we can say that the existing level of the students is between acceptable and poor. Hence, the majority of them are motivated in learning English.

3. Many students claim that the time devoted for learning vocabulary inside the classroom is insufficient.

4. Concerning teachers' activities, students affirm that their teachers' activities are useful for them in enhancing their vocabulary level.

5. The majority of the students claim that word meaning and use are the main difficulties that face them when learning a word. This is may be due to the need to learn and practice the words in real situation.

6. Most students argue that they prefer to study English vocabulary through games. The majority of them affirm that games are helpful, useful, and make vocabulary learning easier because they fell enjoy when they study with games. Therefore, they affirm that games help them overcome their weaknesses in the four skills by providing them the opportunities to speak and practice the language.

II.5. Analysis of Teachers' Questionnaire

Section One: **General Information**

> **Question 01:** For how long have you been teaching English at Middle School ?

This question seeks information about the teachers' experience in teaching English. The

findings are represented in the following table:

Option	Participants	Percentage
1 to 5	6	60%
5 to 10	3	30%
More than 10	1	10%
Total	10	100%

Table II. 15: teacher Experience in Teaching English

Teachers, here, are required to give the number of years they have been teaching English at middle school i.e. their teaching experience. The majority of teachers60% (N=6) have an experience between"1-5 years" of teaching English at middle school. On other hand, the second experienced has being teaching English between"5-10years", and they represent 30% (N=3).Whereas, just 10% have been teaching more than 10 years. It is believed that teachers' experience in teaching may affect and improve students' vocabulary knowledge and increase their motivation.

➢ **Question 02:** How many students are/ were in the group that you teach/taught ?

This question was intended to investigate the average number of students' in groupsthose teachers teach. The following table illustrates the results:

option	participants	percentage
Less than 30	1	10%
From 30 to 40	8	80%
More than 40	1	10%
total	10	100%

Table II. 16: the average number of the students' in a class

From the table and graph above, we see that 80% the majority of the participants (N=8) who make up 80% of the chose the third option "from 30 to 40" students' as the number of the students in their class, whereas one teacher chose the first option "less than30" students' and another one chose the last option "more than 40" students.

Students' number may affect the techniques chosen by the teachers in the session.

Section Two: Vocabulary Competence

➢ **Question 01:** How important is vocabulary work in your session ?

Through this question, we came to know the teachers' attitude toward the importance of vocabulary in their session. The teachers' answersare summarized in the coming table :

option	participants	percentage
Very important	4	40%
important	5	50%
Not important	1	10%
total	10	100%

Table II. 11: teachers' attitudes toward the importance of vocabulary

In this question, teachers' personal attitude toward vocabulary is targeted. The totality stated vocabulary is important or very important. Whereas, just one participant (N=1) stated that vocabulary is unimportant skill.

➢ **Question 02:** Which sub-skill do you focus more during the lesson ?

The question is put in order to know the main sub‑skill that the teachers focus on while teaching. The teachers' responses are summarized in the coming table:

Option	participants	Percentage
vocabulary	2	20%
pronunciation	2	20%
grammar	6	60%
Total	10	100%

Table II. 18: teachers' sub-skill preferences

From the obtained results, we can conduct that the majority 60% of teachers focus mainly on grammar sub-skill. Whereas, vocabulary and pronunciation sub-skill take the same percentage which is 20%.

➢ **Question 03:** Do you think that your students' vocabulary achievements are satisfactory with regard to their level ?

The aim behind this question is to know students' vocabulary achievements from their teachers' angel, of course with regard to the student's level.

Option	Participants	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table II. 19: teachers' attitudes toward students' vocabulary achievement

Based on the analysis of the teachers' responses, we noticed that the majority of teachers 80% (N=8) are not satisfied of their students' vocabulary achievements. Whereas, 20% (N=2) they do. Teachers affirmed that their students need to acquire more vocabulary and practice it, because they are not able to express themselves effectively even by using simplest language.

➢ **Question04:** What are the obstacles do you face when teaching vocabulary?

The question aim at getting information about the main difficulties that may face teachers when teaching vocabulary. The following table summarizes the responses:

Option	participants	percentage
Class size	6	19,4%
Lack of materials	5	16%
Students' ignorance of the session and module as well	4	13%
Insufficient time for the instruction	7	22,6%
Students are not interested and demotivated	3	9,6%
students with multiple intelligences and learning style	6	19,4%

Table II.20: The main difficulties that may face teachers' when teaching vocabulary

As seen the table above, 22, 6% of the total population states that insufficient time for the instruction is the main problem that prevent from learning vocabularies. Besides, 19,4% (N=6) of

participants assumed that the class size and students' multiple intelligences are considered as an obstacle to teach vocabulary inside the classroom. However, only 16% (N=5) declared about the lack of materials as an obstacle, and 9, 6% (N=3) of them said that the lack of motivation and inattention is a problem as well.

➢ **Question 05:** Which of the following is more difficult to achieve ?

This question aims to investigate the most difficult word aspect that the teachers find it hard to be achieved by the students. The answers are illustrated in the table below:

Option	Participants	percentage
Word meaning	6	27,2%
Word spelling	3	13,6%
Word pronunciation	3	13,6
Word grammar	3	13,6%
The correct use of the word in a meaningful context	7	31,9%

Table II. 12: difficult aspects to be achieved

What is shown in the table is that the usage of words in a meaningful context (31,9%) is the most difficult aspect of words that the students find it hard to achieve, hence, word meaning which represents 27,2% of total population. While 13, 6% of them choose word pronunciation and word grammar and word spelling.

➢ **Question 06:** Do these difficulties demotivate the students?

Option	Participats	Percentage
Yes	10	10%
No	0	0
Total	10	100%

Table II. 13: factors demotivating students'

This question is related to the previous one. Table (II. 14) shows that the whole participants are agree with the facts that the failure of understanding word meaning, spelling, pronunciation, grammar and usage are factors which demotivate the students, because they will feel unable to achieve better learning, and lose interest in studying. Also, if they cannot spell and understand word meaning, they will not memorize it, that is why they fell boring and lose motivation.

➢ **Question 07:** Did you choose new lexical items to be taught, depending on frequency, range, students need and level, or curriculum ?

The aim behind this question is knowing the factors that affect word selection. The following table summarized the results:

Option	participants	percentage
frequency	0	0%
range	0	0%
Students needs and level	6	60%
curriculum	4	40%
Total	10	100%

Table II. 23: criteria of selecting new lexical items

As shown in table (II. 15), 60% of the teachers select vocabulary according to students'
level and needs, while, 40% of them select it depending on the curriculum syllabus. Whereas, no
one chose the rest options: frequency and range.

➢ **Question 08:** when do you present new lexical items, you usually use :

The aim behind this question is knowing the useful techniques that teachers do generally
use when present new items. The responses are presented in following table:

option	participants	percentage
definition	0	0%
Translation into the first language	2	20%
Word in context	1	10%
Synonymy/antonym	4	40%
Gesture and body language	3	30%
total	10	100%

Table II. 24: techniques used in presenting new lexical items

Synonym / autonomy are the most used techniques by the teachers to present new lexical
items (40%), and gestures and body language (30%). Then, translation into the first language
(20%), and only one teacher (10%) contextual techniques. This may be related to the
effectiveness of those techniques.

➢ **Question 09:** Which of the following activities do you use most to help the students be
active and recall the vocabularies ?

This question aims at identifying the activities that teachers use the most in the
classroom in order to help students activate and recall information. The answers are summarized
in the following table**:**

Option	participants	percentage
Group discussion	2	20%
Oral presentation	1	10%
Language games	3	30%
Role play	4	40%
Total	10	100%

Table II. 25: the most used classroom activities

Table (II. 16) indicates that 40% of participants use 'Role Play' in their classroom activities to help the students memorize and remember the words. Also, 30% use language games. 20% use 'Group Discussion'. Whereas, only 10% use 'Oral Presentation'.

Section Three: The Role of Language Game

➤ **Question 01**: How was your experience of teaching English vocabulary through language games?

The aim behind this question is knowing the teacher' experience with teaching vocabulary through games. The results are presented in the following table:

Option	participants	percentage
Exiting	6	60%
Good	4	40%
Bad	0	0%
Boring	0	0%
Total	0	0%

Table II. 17: teachers' experience with teaching English vocabulary through games

From the obtained result, it is clear that the whole participants have a positive feedback with language games. 60% (N=6) declared that they have an exciting experience with the use of games, and 40% (N=4) have a good experience. Whereas, no one of the participants have a boring or bad experience with the use of games in teaching vocabulary.

> **Question 02**: Do you consider language games as educational method or entertaining method?

The aim behind this question was present teachers' attitudes concerning language games as a technique in teaching vocabulary. Teachers' responses are presented in the following graph:
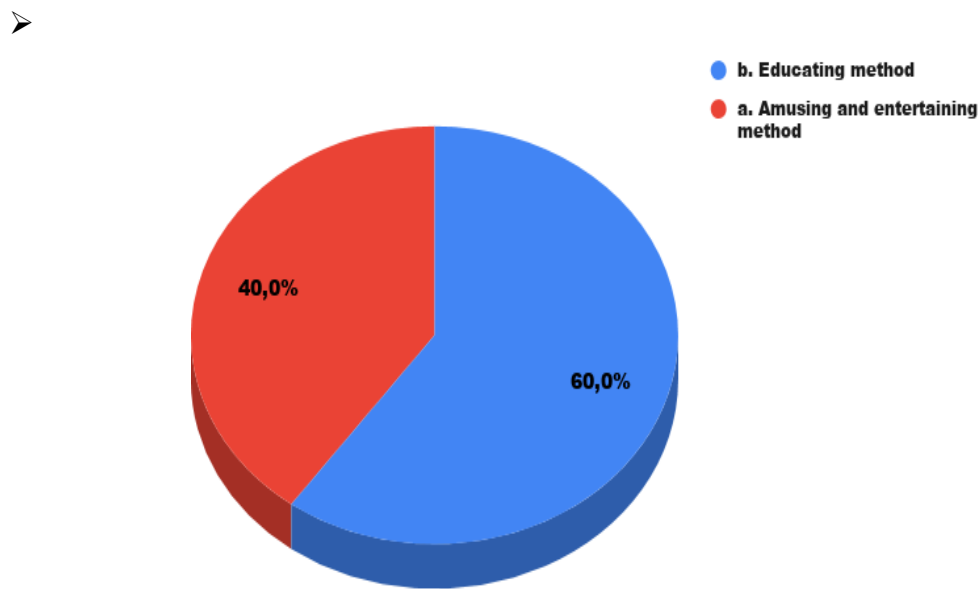
>

Figure II. 1: teachers' attitudes toward language as a method

Language games has been seen as an amusing and entertaining method by 60 % (N=60) of the participants. Whereas, 40% (N=40) seen it as an educational method. Strangely, the majority of the participants still see language games as an amusing and entertaining method.

➤ **Question 03:** Do you think language games are an efficient strategy to promote students'
vocabulary achievements and catch the students' attention?

The aim behind this question is to investigate efficiencies of language games from the
teachers' perception.

Option	participants	percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table II. 18: The efficiency of Language games

100% of the participants agree with the use of language games as an efficient strategy to
promote students' vocabulary achievement and catch their attention. The option "No" was not
chosen by anyone. This results shows that all the teachers are aware of the role of language
games in developing students' vocabulary knowledge.

➤ **Question 04**: Do you agree that language games help teachers to create meaningful and
successful language context?

The question intended to know whether language games help the teachers to create a
meaningful context or not.

Option	participants	percentage
Yes	10	100%
No	0	0%
Total	0	100%

Table II. 19: teachers' attitudes toward language games

The whole samples agree that language games help the teachers to create a meaningful language context.

➢ **Question 05:** Do the games disturb classroom discipline ?

This question intended to know teacher' view if language games disturb classroom activity or not.

Option	participants	percentage
Yes	4	40%
No	6	60%
Total	10	100%

Table II. 29: distribution of games

From the above table, most of teachers' (60%) claims that language game did not disturb the classroom discipline; whereas, 40% of participants perception argue they do so.

➢ **Question 06**: At what stage do you usually integrate the games ?

The aim behind this question was to know in which stage teachers integrate language games during the session. Teachers' responses are presented in the table below:

Option	participants	percentage
Warm-up	5	50%
presentation	1	10%
Practice	3	30%
Total	10	100%
Produce	1	10%

Table II.30: the suitable stage for integrating games

We can notice that the majority of the participants integrate games at warming up stage (50%), while 30% integrate it at practice stage. While a few member of them10% (N=10) integrate it as a presentation and production stage. We noticed that the teachers used language games either for revision, attracting students' attention or for practicing the language.

➢ **Question 07:** Do you integrate the four skills while using games ?

The aim behind this question was to see if middle school teachers integrate the four skills with games. The results are summarized on the following:

Option	Participants	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table II. 20: integration of the four skills

The majority of the respondents (80%) affirmed that they integrate the four skills while using games, whereas only 20% (N=2) stated that they do not. Indeed, language games help the students to improve the four skills and not only vocabulary.

➢ **Question 08**: Do the class allow an adequate time for successful completion of language game-based activity ?

The aim behind this question is to know whether the official located time is sufficient for teaching Foreign vocabularies or not. Teachers' answers are summarized in the following table:

Option	participants	Percentage
Yes	4	40%
No	6	60%
Total	10	100%

Table II. 21: sufficiency of allowed time

The majority of the respondents (60%) think that the official allocated time is insufficient, whereas 40% of the sample finds it enough. So, the factor time will constitute a constraining factor against expected learning.

➢ **Question 09:** According to your experience in teaching, what are the disadvantages of using language games in the classroom ?

Through this question, we came to know the disadvantages of using language games in the classroom from teachers' angle.

▪ If the teacher is not familiar with technology, could be a gap between learning and teaching, wasted time, and negative behavior.

▪ Class size is the major issue when using language.

▪ Noise.

▪ There are some games are too competitive that find students focus on playing rather than learning.

▪ It should be taught in class of 20 students or less.

▪ Learners' misbehavior, much time dedicated.

▪ Noisy. Teacher losses control, short time does not provide enough information.

▪ Making noise.

- We may find some students think that they play with each other and they do not care about the objective of this strategy.

- Language games are successful method for class with small size about we are acceptable for sometime in order to change the routine of the class.

II.5.1. Discussion of the results

On the light of the results obtained from the questionnaire assigned for teachers, we conclude that:

- The majority of teachers affirm that a vocabulary component is important for mastering foreign languages. Yet, they still pay more attention to grammar sub-skill during their courses than vocabulary.

- Most teachers are not satisfied with students' vocabulary achievement, because they cannot communicate effectively in the target language whether on spoken or written form.

- Insufficiency of time, class size, individuals' intelligences and learning styles are the main classroom difficulties that face the teachers.

- Words meaning and usage are the most difficult aspects of words to achieve, this is maybe because they need real use of language to illustrate the meaning and usage. Furthermore, the whole teachers argue that those aspects are demotivate the students because they will surely lose passions to learn.

- Generally speaking, the majority of teachers' select the lexical items to be learnt depend on students' level and need and the curriculum. Hence, most of them explain the words meaning through synonym/ antonym and gesture and body language, this is maybe the effectiveness of those techniques.

- In FLL teaching, role play and language games are the most popular techniques among teachers, since they are the more suitable techniques to give the students' opportunity to memorize and practice the words, and enhance their mastery of the four skills.

- From the data obtained, we can affirm that the whole teachers have a positive experience with games and consider it as an effective technique. Yet, still most of them seen it as an entertaining and amusing method.

- The majority of teachers claim that the time devoted for learning vocabulary inside the classroom is insufficient.

- Teachers' prefer to integrate games in the warming and practicing stage in order to engage, motivate, and provide the learners' chances to practice the language.

- The results obtained from the last question indicate that class size, allocated time, and students' noise are the main disadvantage of games. hence, the nature of competitive games sometimes affects negatively on the learner input because in this case students' will focus just in playing rather than learning, and will not care about the objective of this games.

Conclusion

From the above analysis, there has been two means of study. The first is teachers' questionnaire and second is students' questionnaire. The results have shown that both teachers and learners are conscious about the efficiency of language games and it have a strong affect in enhancing students' vocabulary knowledge. It proved that a language game is an effective technique which helps in developing the students' vocabulary knowledge.

General Conclusion

Vocabulary skill plays a fundamental role in Foreign language learning process. It is considered as the heart of the language and the main mean for successful communication. Thus, Foreign teachers should adopt various techniques and strategies to help students enrich and practice their vocabulary. One of those techniques is language games, since it engages and motivates the learners and provides them with opportunities for real spoken and written communication.

The ultimate goal of this study is to investigate whether language games have a significant role in enhancing vocabulary skill. Consequently, this study is made up of two chapters. The first one is concerning literature review about vocabulary and language game, while the second chapter is devoted for the field work. So, the first chapter was divided into two section, the first section tackled vocabulary, its importance in EFL, its types, vocabulary knowledge, it provides some useful techniques used in teaching and learning vocabulary, it also discussed some criteria for vocabulary selection.

The second chapter was devoted for the field work. It presented the methodology selected for this study, it deals with testing the given hypothesis from analyzing and interpreting the data gathered through questionnaires to have teachers' and students' perception toward the role of language games in enhancing students' vocabulary skill.

The obtained data showed that that language games has a positive impact on students' vocabulary knowledge due to its efficiency in engaging, motivating, and creating friendly atmosphere for the students communicate in the target language effectively. Thus, we can realize that the proposed hypothesis is confirmed and the effectiveness of using language games in enhancing middle school students' vocabulary is proved.

Recommendations

Language game is an effective tool for enhancing students' vocabulary skill. In the light of the results obtained from the study, the following recommendations are to be taken into consideration for both learners and teachers:

❖ We recommended for syllabus designers to integrate the language games as in the textbooks for EFL learners; especially for beginner to enrich learning process and make students' learning more enjoyable, and to encourage and engage them to learn in a vital environment.

❖ Since vocabulary is the main building block upon which the knowledge of foreign language can be built. It is necessary for teachers to adapt the most helpful techniques that suit the students' level and needs and provide them the opportunity to acquirer and practice vocabulary.

❖ Teachers should review their ways of teaching vocabulary, and try to change their traditional teaching techniques in order to make their classroom activity enjoyable, lively, full of exposure to language input, and to add a variety to the usual activities and to get better results.

❖ Simple games should be selected according to students' level and needs.

❖ Every student should have his opportunity to participate and practice vocabulary through game, to develop their self-esteem, their self-confidence, and overcome their shyness.

❖ During playing a game, the teacher has different significant roles; maybe a monitor, a facilitator, or just a controller. Here, he is supposed to adopt the suitable role according to the given situation.

❖ Language game is recommended as an important vocabulary teaching technique; it creates a positive classroom climate through mower anxiety and stimulates the students. Also, it makes the students use the language rather than just the correct formula. Moreover, it provides students the opportunity to reinforce the previous knowledge by repeating it in a more comfortable environment. However, language games should be used with different methods and techniques rather than one way.

❖ We recommended the following books for teachers so as they can be closer to a variety of useful games:

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• Watcyn J, P (1993). Vocabulary Games and Activities for Teachers. Penguin Books.

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Appendices

Appendix 01: Students' Questionnaire concerning 'their attitudes toward language games in enhancing their vocabulary knowledge'

Dear students

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering information to accomplish a master's dissertation. Through this questionnaire, we attempt to address 'the attitudes of students' toward language games in enhancing their vocabulary knowledge'. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick () in the appropriate box (es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution.

Section One: General information

Q1. How old are you ?

    a)   12 years

    b)   13 years

    c)   More than 13

Q2. Do you enjoy the English sessions ?

    a)   Yes

    b)   No

Section Two: Students' Vocabulary Competence

Q1. How do you evaluate your vocabulary competence ?

    a)   Very good

    b)   Good

c) Acceptable

d) Average

e) Poor

Q2. Do you think that the time devoted for teaching vocabulary is sufficient ?

a) Yes

b) No

Q3. Do you think that your teachers' activities are useful in improving your vocabulary knowledge?

a) Yes

b) no

Q4. Which of the following aspects you are weak in and you would like to master? (you may check more than one)

a) Form

b) Meaning

c) use

Q5. How important is for you to practice your vocabulary?

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

Section Three: The Role of Language Games

Q1. Does your teacher usually provide you with activities games to practice vocabulary

at school?

a) Yes

b) No

Q2. If yes, do you learn from them

………………………………………………………………………………………………

………………………………………………………………………………………………

Q3. How often do your teacher use language games in the class ?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

Q3. Do you think that the use of language games in Foreign Language classes improve

yourlevel?

a) Yes

b) No

Q4. Do you think language games make vocabulary learning easy?

a) Yes

b) no

Q5. Do you enjoy when you studying vocabulary with games?

a) Much

b) A little

c) Not at all

Q6. Do you think using language games help you overcome your weaknesses in the four

skills?

a) Yes

b) No

Justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for your cooperation

Appendix 02:Teachers'Questionnaire

Teachers' questionnaire about : " teachers' and students' attitudes towards the use of language games in enhancing vocabulary knowledge."

Dear teachers,

You are kindly requested to answer this questionnaire, which is designed for the sake gathering useful information to accomplish a masters' dissertation. Through this questionnaire we attempt to investigate "teachers' attitudes toward the use of language games in enhancing students' vocabulary knowledge". Your collaboration will be a great help for us to gather the needed information for the study.

Please, put a tick to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your time, effort and cooperation.

Section One: General Information

Q1. For how long have you been teaching English at Middle School ?

   a. 1-5 years

   b. 5-10 years

   c. More than 10 years

Q2. How many students are/ were in the group that you teach/taught ?

   a. Less than 30

   b. From 30 to 40

   c. More than 40

Section Two:Vocabulary knowledge

Q1. How important is vocabulary work in your session ?

    a. Very important

    b. Important

    c. Not important

Q2. Which sub-skill do you focus more during the lesson ?

    a. Grammar

    b. Pronunciation

    c. Vocabulary

Justifyyouranswer, please

………………………………………………………………………………………………

………………………………………………………………………………………………

Q3. Do you think that your students' vocabulary achievement is satisfactory with regard

    to their level?

    a. Yes

    b. No

Explain your answer, please

………………………………………………………………………………………………

………………………………………………………………………………………………

Q4. What are the difficulties do you face when teaching vocabulary ?

    a. Class size

    b. Lack of materials

    c. Students ignorance of the session and the module as well

   d. Insufficient time for the instruction

   e. Students are not interested and demotivated

   f. Students with different level of intelligence and learning style

     Others, please specify

………………………………………………………………………………………………

Q5. Which of the following is more difficult to achieve ?

   a. Word meaning

   b. Word spelling

   c. Word pronunciation

   d. Word grammar

   e. The correct use of the words in a meaningful context

Q6. Do these difficulties demotivate the students ?

   a. Yes

   b. No

If yes, how?

………………………………………………………………………………………………

Q7. Did you choose new lexical items to be taught, depending on

   a. Their frequency

   b. Students needs and level

   c. The curriculum

Q8. When do you present new items, you usually use:

   a. Definition

   b. Translation into the first language

c. Word in context

d. Synonymy/ Antonymy

e. Gesture and body language

Others, pleasespecify

………

Q9. Which of the following activities do you use most to help the students be active and recall the vocabularies?

a. Group discussion

b. Oral presentation

c. Language games

d. Role play

Section Three: Languagegames

Q1. How was your experience of teaching English vocabulary through language games?

a. Exciting

b. Good

c. Bad

d. boring

Q2. Do you consider language games as:

a. Amusing and entertaining method

b. Educating method

Q3. Do you think language games an efficient strategy to promote Students' vocabulary achievement and catch the students' attention?

a. Yes

b. No

Q4. Do you agree that language games help teachers to create meaningful and successful language context?

a. Yes

b. No

Q5. Do the games disturb classroom discipline?

a. Yes

b. No

Q6. At what stage do you usually integrate the games?

a. Warming up

b. Presentation

c. Practice

d. Produce

Q7. Do you integrate the four skills while using games?

a. Yes

b. no

Q8. Do the class allow an adequate time for successful completion of language-games-based activities?

Q9. According to your experience in teaching, what are the disadvantages of using language games in the classroom ?

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you for your collaboration

ملخص الدراسة

يعتبر تعلم المفردات من أهم و أصعب المهارات في تعلم اللغات. لهذا, على المعلم أن يكون حريصا في اختيار التقنيات المناسبة لمساعدة التلاميذ على تعلمها والتمكن منها. في هذه الدراسة; اقترحنا العاب اللغة كوسيلة فعالة لتحفيز و مساعدة التلاميذ على للتغلب على المشاكل التي تواجههم في تعلم و دعم معارفهم في بالمفردات الأجنبية. علاوة على ذلك يمكن اعتبارها كوسيلة ترفيهية تعليمية تساعد التلاميذ على الاطلاع و ممارسة المصطلحات جديدة. للتحقق من دور الألعاب في مساعدة التلاميذ على تعلم الكلمات حيث افترض الباحث انه إذا استخدم أساتذة اللغة الانجليزية الألعاب التعليمية كتقنية في تدريس المصطلحات, فان التلاميذ سيتعلمون الكلمات أكثر. للتحقق من هذه الفرضية, اخترنا نهجا كميا و طريقة وصفية. استخدمنا أداة واحدة في جمع البيانات و التي تتمثل في:استبيانان, احدهما لأساتذة اللغة الانجليزية و الأخر لطلبة السنة الثالثة من التعليم المتوسط في متوسطة الشهيد محمد بوضياف بالرقيبة ولاية الوادي.الهدف الأساسي من هذه الدراسة هو معرفة دور الألعاب اللغوية في تحسين مستوى المفردات لدى طلبة التوسط من خلال دراسة وجهة نظر كل من الأساتذة و الطلبة. على ضوء النتائج النظرية تم المتحصل عليها تمكننا القول بان الفرضية يجب أن تطبق لتكون ايجابية. وعلى ضوء ما قيل سابقا, فإننا ننصح استخدام الألعاب اللغوية كتقنية أساسية لتدريس المصطلحات.