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Using Games as a Vocabulary Strategy to Develop Pupil's Lexical Competence

The case of Third-Year Primary School Learners at RGUII
AHMED PRIMARY SCHOOL in EL MEGHAIRE

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Dedication

In the name of God, Most Gracious, Most merciful

All the pray is due to God alone, the Sustainer of all worlds

I dedicate this modest work to my dear mother, my incessant source of inspiration, who spend time praying and asking Allah to help me. To my father.

To my beloved sisters, brothers, and all my family without exception.

*To my lovely friend **Merzaka** who helped and supported me to finish this work.*

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Abstract

The significance and complexity of vocabulary acquisition in language learning cannot be overstated. Therefore, it is essential for teachers, particularly those instructing third-year primary school students, to employ effective techniques that address the challenges faced by learners and enhance their foreign vocabulary knowledge. In this research, language games are proposed as an effective method to achieve these objectives by combining entertainment and vocabulary improvement. Language games not only bring variety to the classroom but also serve as an enjoyable technique for learners to become familiar with new words, reinforce lexical items, and facilitate memorization. To investigate the efficacy of language games in vocabulary instruction, a descriptive study was conducted. This study involved a questionnaire administered to EFL teachers, aimed at examining their attitudes towards vocabulary instruction and their perspectives on using language games as a teaching technique. Additionally, the research adopts a learner-centered approach, where learners are observed in a classroom session while engaging in the language game, with the teacher assuming a guiding role. The primary objective is to assess the extent to which language games contribute to learning new methods and their effective utilization. The results of the study demonstrated the effectiveness of language games in enhancing the vocabulary knowledge of EFL primary school students and developing their lexical competence. The students exhibited substantial progress, learning nearly all the unfamiliar words encountered in the initial session. Moreover, they displayed high levels of motivation and interest. Based on these findings, it is strongly recommended that language games be integrated into vocabulary instruction to facilitate effective learning and engagement among students.

Key words: Vocabulary Acquisition, Techniques, Vocabulary Knowledge, Games, Lexical Competence,

List of abbreviations and Acronyms

EFL: English as a Foreign Language

MCQ: Multiple Choice Questions

EG: educational game

CA: Communicative Approach

CLT: Communicative Language Teaching

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Question

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

SPSS: Statistical Package for Social Sciences

CI: Classroom Interaction

IS: Information Systems

%: Percentage

List of figures

Figure 1: Presentation of productive and receptive vocabulary.....	6
Figure 2: the four things involved in remembering	19
Figure 3: Games as stimulation for retrieving	20
Figure 4: Ethnographic description of teacher participants	25
Figure 5: Results of the Age of Participants	31
Figure 6: Results of the Gender of Participants	32
Figure 7: Academic Qualification of Participants	33
Figure 8: Teaching Experience of Participants	34
Figure 09: Percentage of Teachers Using Language Games	35
Figure 10: The Effectiveness of Traditional Method Versus Language Games.....	36
Figure 11: The Importance of Language Games to Teach Vocabulary	37
Figure 12: Language Games and Language Skills.....	38
Figure 13: Language Skills enhanced by Language Games	39
Figure 14: Situations when to use Language Games	40
Figure 15: Language Games and Students Motivation	41
Figure 16: Language Games and the Reduction of Spelling Mistakes	42
Figure 17: Language Games and lexical competence	43
Figure 18: Using Language Games as an Ice Breaker	44
Figure 19: Language Games and students' responsibility for Learning	45
Figure 20: Language Games and Contextualization of Vocabulary.....	46

Figure 21: Language Games and the Focus of Using the Language	47
Figure 22: Language Games and Shy students	48
Figure 23: Number of children making mistakes. Group A	49
Figure 24: Number of children making mistakes. Group B	50

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations and Acronyms.....	IV
List of Figures.....	V
Table of Contents.....	VII

General Introduction

1. Statement of the Problem.....	1
2. Aim of the Study.....	2
3. Research Questions.....	2
4. Research Hypotheses.....	3
5. Research Methodology and Tools.....	3
6. Population and Sample.....	3

Chapter One:

Vocabulary and Lexical Competence

Introduction.....	5
1.1. Definition of Vocabulary.....	5
1.2. The Difference between Vocabulary and Lexis.....	7
1.3. The Concept of Lexical Competence.....	7
1.4. How Is Vocabulary Learned?	8
1.5. Types of Vocabulary.....	9
1.5.1. Listening Vocabulary.....	9
1.5.2. Speaking Vocabulary.....	10
1.5.3. Reading Vocabulary.....	10
1.5.4. Writing Vocabulary.....	10
1.6. Techniques of Teaching Vocabulary.....	10
1.6.1 Using Objects.....	11
1.6.2. Using Illustration and Pictures.....	11
1.6.3. Drawing.....	11
1.6.4. Contrast.....	11
1.6.5. Word games.....	11

1.6.6. Eliciting.....	11
1.6.7. Translation.....	11
1.6.8. Guessing From Context.....	12
1.6.9. Enumeration.....	12
1.7. The Importance of Vocabulary	12
Conclusion.....	13

Chapter Two:

Games

Introduction.....	15
2.1. What is a Game?	15
2.2. Types of Games.....	16
2.2.1. Care and share.....	16
2.2.2. Do: move, mime, draw, and obey.....	16
2.2.3. Describe.....	16
2.2.4. Identify: discriminate, guess, and speculate.....	16
2.2.5. Connect: compare, match, and group.....	17
2.2.6. Create.....	17
2.2.7. Remember.....	17
2.2.8. Order.....	17
2.3. How to Choose Appropriate Games.....	17
2.4. Steps of Using Games.....	18
2.5. The Use of Games to Teach and Learn Vocabulary.....	18
2.6. Some Games to be used in the Classroom.....	20
Conclusion.....	22

Chapter Three:

Tools and Data Analysis

Introduction.....	23
3.1. Research Design.....	23
3.2. Research Setting and Participants.....	24
3.2.1. Teacher Participant.....	24
3.2.2 Student Participants.....	25
3.3. Data Collection and Analysis.....	25
3.3.1. Ethical Considerations.....	25
3.3.2Collection Procedures.....	26

3.3.2.1. Questionnaire.....	26
3.3.2.2. Classroom Observation.....	27
3.3.3 Analysis Procedures.....	29
3.4. Validity and Reliability.....	29
3.5. Results analysis and Discussion.....	30
3.5.2. Classroom Observation	49
3.5.2.1. Presentation of Results.....	49
3.5.2.2 Discussion of the Results.....	51
3.6. Summary of the Findings.....	51
Conclusion.....	52
General Conclusion	55

References

Appendices

ملخص

General introduction

General Introduction

Recently, Algerian education began to integrate another foreign language, which is English. It may seem normal to add English because it has become the global language of communication. After President Abdelmadjid Tebboune assumed the presidency in December 2019, one of the most important items of his project was to adopt English as a second language with French in primary schools. Thus, pupils of the third year primary school became the first to learn this language. Learning a new language is not easy because of the difficulties that both learners and teachers may face, such as the lack of motivation, not accepting learning the language itself, or even not having enough time for it.

In order to reach linguistic proficiency, hard efforts and a lot of work and attention are needed which is the great goal of learning any language. Since English is a new language that students are not exposed to and it is not used in Algeria as French, many students claim that Arabic and French are enough for them. The emotional dimensions and motivation are very important in the learning process. Thus children will be easily introduced to language through games. Games have some impact on both cognitive learning and affective vocabulary acquisition.

Games can change children behaviors and attitudes. The introduction of games in schools is not a recent idea. The present study aims to explore whether primary school teachers in el Meghaier incorporate the use of games in teaching English to third year pupils. Furthermore, it seeks to confirm the importance of using language games as a method to teach vocabulary and to investigate the effect of games on the development of the pupils' lexical competence.

1. Statement of the Problem

English language is considered a foreign language in Algeria, leading to the commencement of English classes in primary school for Algerian learners. This poses a significant difficulty for both teachers and students at this stage, as they embark on the journey of acquiring a new language. A notable challenge arises from the fact that these learners are simultaneously studying French as a second language alongside English, resulting in negative transfer and interference between the two languages. Moreover, the primary

challenge in language acquisition lies in the initial process of acquiring vocabulary to facilitate effective communication with others.

Conventional methods, such as rote memorization of new words, reliance on multilingual dictionaries, and translation of English words into the learners' native tongue, have demonstrated limited efficacy in teaching vocabulary. One key reason for this is the tendency to forget words that are learned in isolation and divorced from their contextual usage. Consequently, the inefficiency of traditional approaches, coupled with the paramount importance of vocabulary acquisition, compels language teachers to develop innovative methods for teaching new words.

To this end, language games have emerged as a means to achieve this objective, enabling learners to engage in enjoyable activities while simultaneously acquiring new vocabulary through creative techniques. These methods assist learners in contextualizing new words within real-life situations, comprehending their functions through role-play, and employing various other approaches, which will be explored further in the literature review of this research.

In addition to the challenge of vocabulary instruction, the issue of a monotonous classroom environment or disengaged students poses a problem for language teachers. Thus, language games have proven to be an innovative technique that breaks the ice between teachers and learners, stimulating and motivating students to become active participants in the learning process. Ultimately, this fosters a beneficial and collaborative teaching atmosphere.

2. Aim of the Study

The main goal of this study is to confirm the importance of using language games to teach vocabulary to primary school pupils. The study also aims to explore the positive effects that language games can have in EFL classrooms. Additionally, this research intends to determine how effective language games are in helping pupils learn and develop their lexical competence in a fun and enjoyable way.

3. Research Questions

The present study attempts to answer the following questions:

RQ1: What are the effects of using games in learning vocabulary?

RQ2: How can games develop pupils' lexical competence?

RQ3: Do teachers have positive attitudes towards using games as a vocabulary strategy in teaching?

4. Research Hypotheses

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

RH1: Using games is an effective strategy in learning vocabulary.

RH2: The games strategy can develop pupils' lexical competence.

RH3: Teachers would have positive attitudes towards using games as a vocabulary strategy in teaching.

5. Research Methodology and Tools

To test our hypotheses and gather the necessary data to accomplish our objectives, we employ a formal questionnaire that is administered to English as Foreign Language (EFL) teachers. This questionnaire aims to explore their concerns regarding vocabulary acquisition and the utilization of language games as a pedagogical tool for teaching this particular skill. Additionally, a classroom observation is conducted to assess the extent to which a language game can influence learners' attitudes and their lexical competence.

6. Population and Sample

The study involves both EFL teachers and third-year primary school pupils. We have selected a sample that consists of two classes from three different third-year classes; totaling forty-five pupils who are approximately the same age but have different genders and abilities. We chose this particular sample because they require effective methods to maximize their vocabulary learning. Furthermore, the researcher gathered information from ten primary school teachers with varying ages and levels of experience.

Chapter One:
Vocabulary
And
Lexical Competence

Introduction

Vocabulary plays an important role in learning any language, so acquiring it can help language learners understand and use it without any difficulties. It is for this reason that it is so necessary to master it first. People cannot communicate well and understand any written text if they do not master the vocabulary.

In this chapter, we will discuss the importance of vocabulary in learning a foreign language. Many contemporary studies have been carried out on the lexis. That is why we have chosen this area of interest, since we believe that the tendency of language is related to the knowledge of its vocabulary. Lexical competence gives students the right words to use the language in the right way.

1.1. Definition of Vocabulary

Vocabulary is widely accepted as a key element in mastering the language. Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). There are various definitions of vocabulary depending on different views about its nature and how to use it. Vocabulary sometimes is defined as English skill. According to Richards and Renandya (2002):

“Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”

It is impossible to learn any language without knowing its vocabulary. Vocabulary is defined in Longman dictionary (1995) as “all the words that someone knows or uses in a language”. Lessard-Clouston (1996) argued that “Vocabulary - words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture”. According to Hornby (2006) vocabulary refers to all the words a person knows or uses in a particular language. The Oxford dictionary (2006) defines vocabulary as

“all words that somebody knows or that are used in a particular book or subject or all the words in a language”.

Vocabulary is very important in second language (L2) acquisition. Schmitt (2000) suggests a list of the different types of knowledge a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Through the definitions mentioned above, it can be said that vocabulary is the sum of words with their meaning that a person uses and they constitute any language. Vocabulary can be receptive (listening and reading) or productive (speaking and writing). Vocabulary comes in oral and printed forms. The former refers to the words used in speaking and listening, and the latter refers to all words used in reading and writing.

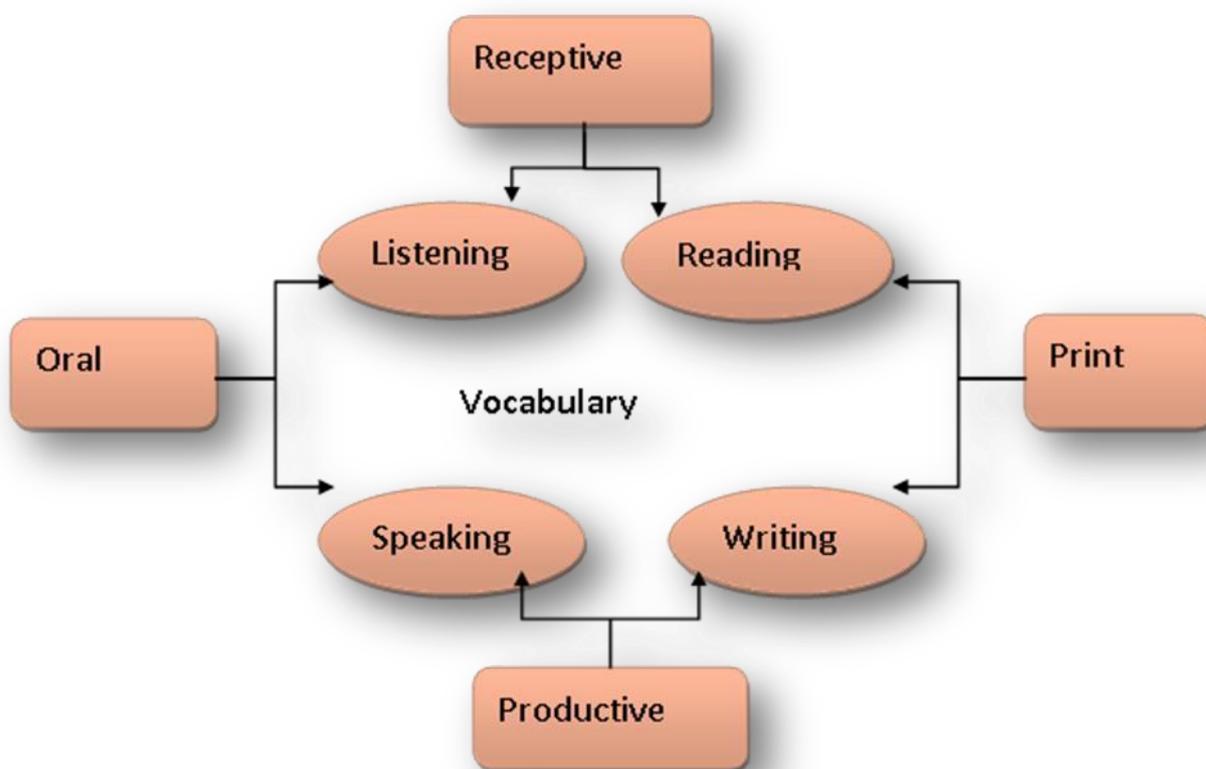


Figure 1: Presentation of productive and receptive vocabulary (Aiche,2019)

1.2. The Difference between Vocabulary and Lexis

The Dictionary of the Merriam-Webster (2015) defines vocabulary as “The words that make up a language; all of the words known and used by a person: words that are related to a particular subject.” In similar vein, Cambridge (2016) describes it as “The words that are known or used by a particular person, or that are used in a language or subject.”

The above definitions are similar to those given by some linguists and applied linguists. For example, Linse and Nunan (2005) consist that “Vocabulary is the collection of words that an individual knows.” Richards and Schmidt (2010) agree that “Vocabulary is a set of lexemes, including single words, compound words, and idioms” also, Kamil and Hiebert (2005) say that “Generically, vocabulary is the knowledge of meanings of words” .Recently, the term lexis is used to mean vocabulary. Barcroft, Sunderman, and Schmitt (2011) argued that the term lexis, from the ancient Greek for „word“, refers to all the words in a language, allvocabulary of a language. Plato and Aristotle spoke of lexis in terms of how the words of a language can be used effectively. Furthermore, Jackson and Amvela (2000) suggest that vocabulary, lexis, and lexicon are equivalent.

The idea is confirmed by Larsen-Freeman and Decarrico (2010) when they write that vocabulary/lexis includes “...not only syntax and morphology but also phonetics, phonology, semantics and lexis (that is, vocabulary)”.however, some linguists make a distinction between vocabulary and lexis. They relate vocabulary to words and meanings and Lexis to other layers of lexical knowledge.

1.3. The Concept of Lexical Competence

Before we dwell on the concept of lexical competence, efficiency must be determined first. The term competence has sparked great controversy in the field of general and applied linguistics (Chomsky, 1965; Hymes, 1972). The former considered it a purely grammatical competence, that is, “the speaker- hearer's knowledge of his language” and the latter observed that this competence was more related to communication:

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others”.

Hymes (1972).

The Ministry of Education in Colombia has seen competence as “the set of knowledge, skills, abilities and individual characteristics that allows a person to perform actions in a given context ...” (MEN, 2006, author’s translations). Lexical competence relates with lexicography, which is included in communicative competence and specifically in linguistic competence (Canale & Swain, 1980; Savignon, 1983; Council of Europe, 2001). Henceforth, Lexis should be prioritized in language teaching because lexical proficiency is the basis for developing communicative competence.

It is difficult to give a specific definition of lexical competence due to the multi-word nature of the words. The most appropriate definition is that given by Marconi (1997), who views it “...as part of overall linguistic competence; more particularly, it is regarded as part of semantic competence, the knowledge and abilities that underlie a speaker’s understanding of a language

”. A simpler one is provided by The Council of Europe (2001) that defines it as “the knowledge of and ability to use the vocabulary of a language”. The lexicon is a specialty in itself. Thus, it should be given fundamental importance, because of its linguistic, pragmatic and social dimensions.

Lexical proficiency should be addressed as a central linguistic aspect in teaching and learning English as a foreign language. Lexical competence in a second language is related with respect to what is known about words, how well words are known, how many words are known, and which words are known. Lexical competence consists of lexical elements and grammatical elements.

1.4. How Is Vocabulary Learned?

The linguist, David Wilkins, stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Young learners usually use labeling when they first start speaking then categorizing skills (Thornbury, 2002). He also stated that Young learners develop a structure of complex ideas. Synonyms, antonyms, etc. are used during this process.

Various approaches and methods can be employed when teaching English vocabulary to young learners. One effective approach involves using real objects or visuals that stimulate children’s imagination. This enables them to create mental images associated with words, aiding their retention. Additionally, active listening and repetition play a crucial role.

Encouraging students to actively engage with the words and repeat them helps reinforce their understanding.

Another method is the direct approach, which emphasizes using the target language exclusively in the classroom. Translation and the use of the students' native language are strictly prohibited. Instead, complete sentences in the target language are employed. This approach aims to immerse students in the language, promoting a deeper understanding and fluency.

Total Physical Response (TPR) is another widely used method, particularly suitable for energetic and easily distracted young learners. By incorporating games and various activities, TPR helps children enhance their cognitive abilities and facilitates quick vocabulary acquisition.

Teachers of young learners often adopt the Communicative Language Approach (CLT), which emphasizes understanding language in context. This approach encourages students to actively communicate using their existing abilities, focusing on meaning rather than solely on grammar and structure.

In summary, these different methods, including the use of real objects, the direct approach, Total Physical Response (TPR), and the Communicative Language Approach (CLT), provide diverse strategies for teaching English vocabulary to young learners. Each approach offers unique benefits and can be tailored to meet the needs and learning styles of individual students.

1.5. Types of Vocabulary

Vocabulary is classified into spoken and written vocabulary, and vocabulary varies according to the aims. There are four types of vocabulary, listening, speaking, reading and writing. Listening and speaking vocabulary represent spoken vocabulary and reading and writing represent written vocabulary. Children begin to learn spoken vocabulary years before they learn the written vocabulary. Before your child writes or reads, he will build his vocabulary through listening and speaking. Below are the four different types of vocabulary that Risdiana (1997) stated for effective communication.

1.5.1. Listening Vocabulary

This type of vocabulary refers to all words you understand through hearing which means that the person's listening vocabulary is all the words he or she can recognize when listening

to speech or communication. It is also the first vocabulary to develop during the first language acquisition stage, and is also the one that continues to grow most rapidly during the first years of school.

1.5.2. Speaking Vocabulary

Speaking vocabulary are the words used for giving instructions and having conversations. Listening vocabulary is larger than speaking vocabulary because the word can be understood in context of a sentence or situation, but not necessarily by itself. Thus, adding both depth and dimension to word knowledge enables to express one's thoughts more efficiently and effectively. Speaking vocabulary are all the words used by children in everyday speech. It is considered as the basis for development of the reading and writing vocabulary.

1.5.3. Reading Vocabulary

Reading vocabulary are the words that can be read. Most students enter school with very few words in their reading vocabulary. Their vocabulary mastery is generally limited at the beginning. To this, they add about three thousand new words a year. Learning to read is much easier if students are reading words in their listening and speaking vocabularies. So, increasing the number of words in students listening vocabularies makes learning to read easier. Sometimes you can identify words used in reading even when you do not use them in speaking

1.5.4. Writing Vocabulary

Writing vocabulary are the words we use to express ideas in written form. This is usually the most limited of the four vocabularies. We write using only those words we can read and understand. Writing vocabulary is the last to develop and includes only the words that children can use in written composition. It is closely tied to spelling instruction. Reading vocabulary is larger than the writing vocabulary.

1.6. Techniques of Teaching Vocabulary

There are many techniques concerning the teaching of vocabulary. Brewster, Ellis and Girard (1992), as it is cited in International Journal of Teaching and Education, stated some techniques that may be used by the teacher to facilitate the knowledge and storage of vocabulary:

1.6.1. Using objects

Using visual aids and demonstration may help learners to remember vocabulary better. Displaying the new word and linking it to the relevant object helps to store and fix terms and vocabulary using visualization. Memory for object and picture is very functional and visual techniques play a great role in remembering words.

1.6.2. Using illustration and pictures

Sometimes the use of pictures is a useful way to learn about the meanings of new words. There are many words whose meanings can be explained using illustrations and pictures. It is considered one of the best ways to make the meaning of any new word clear. The list of photos can include posters, wall charts, magazine photos, photographs cut from newspapers and magazines are also very useful.

1.6.3. Drawing

Drawing the object on a board or on a flash card can also help learners remember the word. The main point they learned in the classroom can be easily understood and realized.

1.6.4. Contrast

Teachers can use or explain a word by contrasting it with its opposite to learn better, this technique does not work with all words. There are some words which are impossible to be contrasted; the word whose opposite is the gradable one. Moreover, vocabulary is best acquired if it is similar to what is already learnt.

1.6.5. Word Games

There are different games and they are useful to revising vocabulary after it has been learnt for example, crossword puzzle and scrabble.

1.6.6. Eliciting

In context, teachers can ask the student what words they are looking for or what they will say during a given situation, this technique can motivate learners to create new vocabulary and use it in the appropriate context.

1.6.7. Translation

The use of translation is one of the most used techniques in teaching vocabulary, which is the use of the mother tongue to know the meanings of the words to be learned in the second language. This technique can save time. Teachers do not take much time to explain

vocabulary. However, sometimes it is negative because it accustoms learners to the easy way of learning.

1.6.8. Guessing From Context

The information in the text as well as learners' knowledge about the topic may help them guess the meaning of the word .Guessing from context is a way of dealing with unfamiliar vocabulary. Nation (2001) claimed that:

“In order to activate guessing in a written or spoken text, there should be four elements available; the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learners’ ability to guess”.

1.6.9. Enumeration

Giving a set of interrelated elements to provide meaning, may help teachers when it is difficult to explain any word visually. Thus, teachers may list a number of clothes, for example; a dress, skirt, trousers, etc., then the meaning of the word "clothes" becomes clear.

1.7. The Importance of Vocabulary

Vocabulary is very important for all skills. All the language skills depend on learning the vocabulary. Lessard-Clouston (1996) claimed that “Vocabulary - words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture”. As well as it plays a great importance in communication. It is not possible to communicate without words. Bastanfar and Hashemi (2010) also hold the same opinion and claim that a satisfactory understanding of vocabulary is very importance in developing communication skills.

When students have a wide range of words they can communicate in ways that are precise, powerful, persuasive and interesting (Bromley,2007). In addition, Stahl and Fairbanks (1986, cited in Bromley, 2007) state that vocabulary is the base of comprehension, fluency and achievement. Students with large vocabulary are better in understanding texts and have higher scores than students with small vocabulary.

Another reason why vocabulary knowledge is so important especially for young learners is that learning words help children understand the grammar of the target language. In other words, vocabulary learning can be regarded as the first step in using grammar (Cameron 2001). Harmer (1991) also supported this idea by claiming that “If language structure makes

up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”. On this respect, Gass (1987) proposed that statement concerning the importance of words “in terms of handling basic communication, lexicon is important when we have inadequate knowledge of a new language – the words probably make the communication possible”.

Learner judges anyone by his/her vocabulary because interesting vocabulary makes an impression. Learner can better understand what he read and hear and speak concisely and precisely. Vocabulary is much more powerful carrier of meaning compared to grammar because the message can be gotten over with vocabulary and without grammar; but learners cannot communicate unless they use the necessary words structures.

As a conclusion, the importance of vocabulary in language learning cannot be denied by many scholars and educators. Learners need to have a rich lexical repertoire to understand any text. It is connected to both effective reading and writing. Lexical competence lies at the heart of communicative competence. At a glance, vocabulary is seen as an important part of foreign language acquisition, and many researches are carried out in this area.

Conclusion

To conclude this chapter, it can be said that Vocabulary is very important in any language. Traditional methods give a great importance to the structure of language and grammar rather than vocabulary .In addition; ancient teaching methods are centered on giving learners a list of words that should be memorized by heart without understanding them. For that reason, it will be important to look for a new teaching technique that can help learners predict what is meant by any word and develop their lexical competence.

Chapter Two:

Games

Introduction

Learning a foreign language depends on the mastery of its vocabulary, for that reason teachers try to find new techniques to facilitate learning English language. Games are considered as tool that allows the teachers to make the learners lively by creating challenges and entertainment. The second theoretical chapter looks at the nature of games by exploring its pedagogical potential. In this chapter, we will try to discuss basic features and types of games. Also, implementation of games in order to achieve a specific pedagogical aim and the amusing nature of games as well as the possible problems in using games are also discussed in some depth.

2.1. What is a Game?

The word “games” has many definitions from different perspectives according to each author’s point of view. According to Richards and Schmidt (2010), “A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language”. Games are good techniques in teaching foreign language and using them in classroom is not only for fun but also for helping students to develop their lexical competence.

Wright, Betteridge & Buckby (2006) defines games as “an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interact with others”. Hadfield (1999) defines it as “activity with rules, a goal, and an element of fun” (as cited in Tuan and Doan, 2010). Similarly, Lee (1991) defines it as “Games in the strict sense, which has a definite beginning and end, is governed by rules...”. Hadfield and Lee share the same idea that games should be built on specific rules and the learner should respect them for better results.

In accordance with Greenall (1990), the term „game“ is used whenever there is an element of competition between individual students or teams in a language activity”. Games require cooperation with other members and competition against another team or players. Likewise, Hadfield (1999) said that “Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action”. (As cited in Balouta (2015).

From all previous definitions it can be said that games are activities which combine between fun, learning and competition. A game is an activity with rules to achieve specific goals in funny atmosphere. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.

2.2. Types of Games

It is not easy to classify games into categories because they are intertwined with each other. Games in the classroom are classified according to their students' need and level. But, there are other factors that must be taken into account which are students' age and students' mental and receptive abilities. Hadfield (1984) divided games in two parts: the first part is linguistic games which focused on accuracy such as applying the correct form of sentences. The second part is communicative games which focus on the successful exchange of information, opinions, and ideas.

Wright, Betteridge & Buckby (2006) provided a classification of games according to students' mental processes which take place while playing the game. This classification includes 08 classes:

2.2.1. Care and share

This includes all games which the learner shares their ideas in a spontaneous and relaxed manner with other learners. This type of game is more about participation than challenge.

2.2.2. Do: move, mime, draw, and obey

The purpose of this type of game is that the learner responds to a text read or heard by doing something non-verbal.

2.2.3. Describe

In this game, the learner is asked to describe something to another learner, by speaking or writing. And the other guesses this thing.

2.2.4. Identify: discriminate, guess, and speculate

In this type, the learner is asked to identify something that is difficult to define or to make a guess about something. Many of the games are played co-operatively. In some games maybe a player knows the answer, but cannot tell the others, instead they must help them to guess it.

2.2.5. Connect: compare, match, and group

The learners here connect, compare, match or group various items of information, such as pictures or texts in objective and subjective way.

2.2.6. Create

The learner is asked to use his imagination and create a story or poem.

2.2.7. Remember

The learner tries to communicate with others about something in his mind.

2.2.8. Order

The learner is asked to order information according to their quality of importance.

2.3. How to Choose Appropriate Games

The use of games in the classroom is very important for the development of learners' abilities, but the most important thing is how to choose these games. They must be suitable for learners to obtain the desired results. The teacher knows what is best for his/her learners, so when the teacher uses games in the class, he aims to combine learning and entertainment together.

According to Lee (1979) "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do". Therefore, these conditions must games met to be more affective:

- 1- It must be entertaining.
- 2- It must correspond to the age of the learner.
- 3- It must have some educational objectives.

According to Caillois (1957), "A game is an activity that must have the following characteristics:

- **Fun:** the activity is chosen for its light- hearted character
- **Separate:** it is circumscribed in time and place
- **Uncertain:** the outcome of the activity is unforeseeable
- **Non-productive:** participation is not productive
- **Governed by rules:** the activity has rules that are different from everyday life
- **Fictitious:** it is accompanied by the awareness of a different reality" (as cited in Tuan and Doan 2010)

Feeling comfortable with the game is one of the factors needed to take advantage of it. Learners should feel comfortable with the game suggested to them. . For convenience, the

teacher should choose simple, easy and understandable games, appropriate to their age and related to what they are about to learn in class.

2.4. Steps of Using Games

There are two steps that must be followed when implementing games to teach vocabulary: grouping the students and giving explanation and instruction about the game.

- **Grouping the Students**

Scott & Ytreberg (2004) emphasize the importance of making young learners sit together in a group because they like to have other peers. Sitting together encourages collaboration. But this does not mean that they have to be in groups all the time. Phillips (1993) noted that having a group of more than five students will result chaos. Teachers could ask their students to count one until two in a sequence manner and students with the same number will gather in the same group. Next, they could be asked to choose a name for their group .Grouping technique will help creating a cooperative and competitive atmosphere among the members of the group.

- **Giving Explanation and Instruction about the Game**

Explaining the game to young learners is important in order to achieve the desired results and the goal behind its implementation Teachers play an essential role in the classroom when implementing games because they have to provide clear explanations and instructions for them so that students understand how to play and deal with the vocabulary to be learned. There will be no results if the students did not know what to do and they will get bored very fast.

2.5. The Use of Games to Teach and Learn Vocabulary

Vocabulary is one of the most important elements in language teaching and language learning, as Harmer (2001) states “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”. It is not easy for the learner to memorize a huge amount of vocabulary and knowing how to use it in a certain situation. As well, learning by heart makes the learner bored.

Of course, we cannot ignore the benefits of the traditional way of teaching and learning vocabulary by revision and repetition, but many students can find it difficult to remember new

words and concept. For that reason, teachers are looking for new techniques to facilitate teaching vocabulary to their students. Therefore, they find that games are the best technique to be used in the classroom because they help students understand the words meaning in their real context also they are the most suitable option to avoid boredom.

Another important point is that games provide learners with a better environment for communication and spontaneous conversation as Huyen and Nga (2003) claim that “vocabulary games bring real word context into the classroom, and enhance student’s use of English in a flexible, communicative way” (“Learning Vocabulary through Games”). They also help learners learn new terms without noticing, and this is the teacher’s goal from the beginning.

As it is cited in Ballouta (2015), Pavicic (2008) states that Teachers can motivate their students to simply handle words as well as retrieve them easily. The following figures can illustrate this information. The first figure shows how to remember new words and the four things involved in remembering. However, the second figure explains how games can play a role in helping students remember new words.

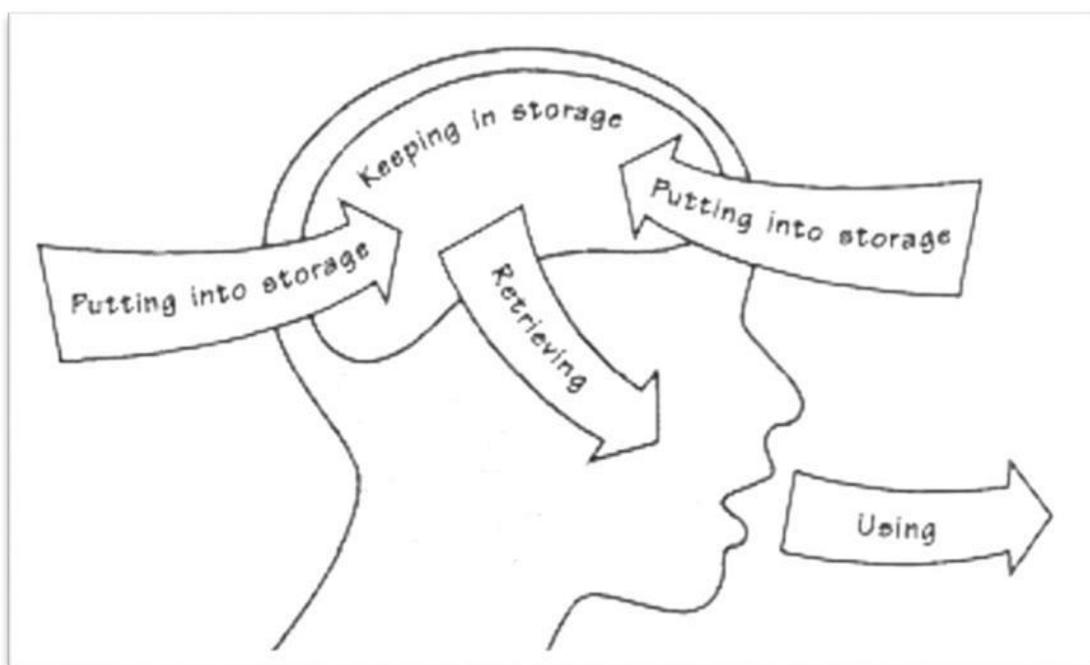


Figure 2: The four things involved in remembering (Aiche, 2019)

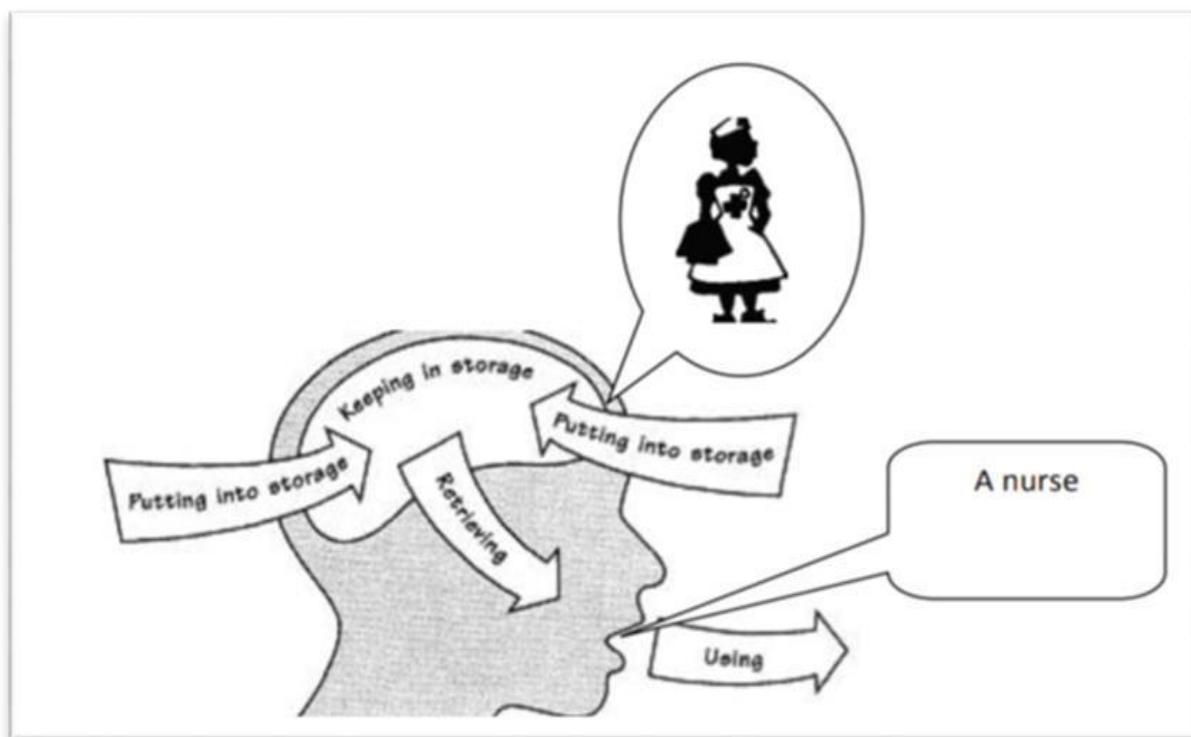


Figure 3: Games as stimulation for retrieving (Aiche, 2019)

In addition to that , games provide the learners with psychological support they need, as Huang claims that “learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heighten self-esteem, motivation and spontaneity, reinforce learning, improve intonation and build confidence” (“Learning Vocabulary through Games”)

2.6. Some Games to be used in the Classroom

Games, as stated before, can be useful methods to teach young learners vocabulary. They help students learn easily without boredom. The following games are just a small example from the huge number of vocabulary games that help the learners to discover new vocabularies and to use their previous knowledge in the correct situation.

- **Hot Potatoes**

The class is divided into two groups sitting on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her/his team and the board must be behind them. Then, their teacher writes a word on the

board, but the student on the chair will not see it. Each team has one minute. Other students are allowed to use verbs so that their seated colleague can guess the word written on the board. They should not say the written word

- **Memory Challenge**

It is a useful game that enhances the learners' output of a huge amount of vocabularies, and it helps the learner to build a strong memory. Students have to sit in pairs or in small groups. Each group is given three minutes to write down any word they can remember from their previous lesson. The group that recalls most words will win the game.

- **Last One Standing**

They have to stand in a circle and the teacher counts to three and gives the subject such as clothes or vegetables. The first student in the circle must give a word related to the topic, then the second student, then the third.... A student who cannot say a new word or repeat the words of the last student must withdraw from the game and sit down.

- **Pictionary**

The class is divided into two teams. Each team will sit on the other side of the classroom. One student from both teams will be asked to come to the board where the teacher will give the student a word or phrase to be drawn on the board. The team that can guess the word will be the winner

- **Bingo**

It is a vocabulary game, which encourages the learner to connect each term with its correct meaning. The teacher writes 10 words on the board and every student choose only five words and write them down. After that, the teacher selects one word in a random way, and presents a brief definition or synonym of the item but without saying the exact word if a student guessed the word described, he or she should shout BINGO! and wins the round. ("Ten Good Games for Recycling Vocabulary")

- **Sparkle**

This game is a good practice of spelling words. The teachers make the students in a line. The game leader calls out a word. The first person in line tells the first letter in that word. The second person tells the second letter. The third person tells the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say sparkle. The person who is "sparkled" must return to his or her seat. If the word is misspelled, the person who says the first wrong letter should sit down and continue to spell

that word. After a student is sparkled, the leader says a new word. The game continues until only one student remains standing. (“Classroom Games” n.d.).

Conclusion

Games are good tool to teach and learn English as a foreign language. In this sense we provided some of their definitions from different and similar points of view. Then we shed the light of the efficiency of games in teaching and learning vocabulary and how to enhance the four skills and train the students’ minds and enhance the capacity of the students’ memories. Then, we have addressed the efficiency of games in enhancing the learners’ motivation, language learning and the positive interaction in the classroom.

In addition, we picked up some good and educational games that the teacher could provide to his/her learners, and how he/she could play an important role to make their use in an appropriate way. The next chapter is devoted to the practical side of our research, which aims to analyze and discuss the collected data, in order to reach the final objective of this research.

Chapter Three:

Tools and Data Analysis

Introduction

The following section focuses on the methodology employed in this study and presents the obtained results. Initially, it outlines the research design, research setting, participants, and data collection tools. Subsequently, it offers an overview of the qualitative and quantitative methods utilized to analyze the data obtained from various sources, such as questionnaires and a classroom observation. Additionally, it discusses the validity and reliability of the study. Lastly, it concludes by analyzing and interpreting the results.

3.1. Research Design

To examine the impact of the implementation of language games in English as a Foreign Language (EFL) classroom, this study employed a combination of quantitative and qualitative methods. The aim was to ensure accurate and comprehensive results from the participants. To collect data, a questionnaire and a class observation were chosen as research tools. Given the diverse and complex nature of this research, it was necessary to utilize theories from both quantitative and qualitative methods to gain a thorough understanding of the phenomenon. The quantitative method, associated with quantity and measurement, is commonly used in scientific research that deals with measurable data. On the other hand, the qualitative method focuses on in-depth exploratory studies and prioritizes the need for qualitative responses. It primarily involves studying phenomena in their natural settings and interpreting them from the perspective of individuals. (Biggam, 2008; Denzin & Lincoln, 2000).

Creswell (2014) suggests that using a combination of quantitative and qualitative methods offers greater flexibility compared to using either method alone. This approach ensures that the findings of the study are rooted in the actual experiences of the participants. Similarly, Jokonya (2016) supports the significance of mixed methods in Information Systems (IS) research, highlighting that:

“The use of mixed methods research adds rigor and validity to the research through triangulation and convergence of multiple and different sources of information. Mixed methods research may therefore be a solution where a single method does not sufficiently provide insight into a complex phenomenon.”

In line with Myers (1997), it is widely recognized that many researchers employ a triangulation of both quantitative and qualitative methods. This approach acknowledges that no single research approach is capable of adequately capturing the breadth and depth of research complexity. By combining both quantitative and qualitative methods, researchers are able to enhance the comprehensiveness and robustness of their studies.

3.2. Research Setting and Participants

This study aims to examine the influence of incorporating language games in vocabulary acquisition and assess whether English teachers primary school are interested in implementing this technique in their classrooms. The rationale behind this investigation is the recognition that learners in these classes require additional motivation and diversity in their language learning experiences. By exploring the potential impact of language games, this research seeks to contribute to the understanding of effective teaching methods and address the specific needs of the learners at RGUII Ahmed primary school.

This research was conducted at RGUII Ahmed primary school, which is situated in OUM TIOUR, ELMEGHAIER province. The school was established on September 20th, 2013. The total pupil population in the school is five hundred and fifty-two, and there are twenty teachers, including one English teacher. The focus of the current research is on forty five students in their third year of studies at the school.

3.2.1. Teacher Participants

The total number of recruited teachers of English at EL MEGHAIR primary schools is 12. However, according to their availability and convenience, 10 teachers were questioned including 4 male and 6 females with different teaching experiences. The participating teachers may have taught subject matter courses of English at different levels of medium and secondary teaching.

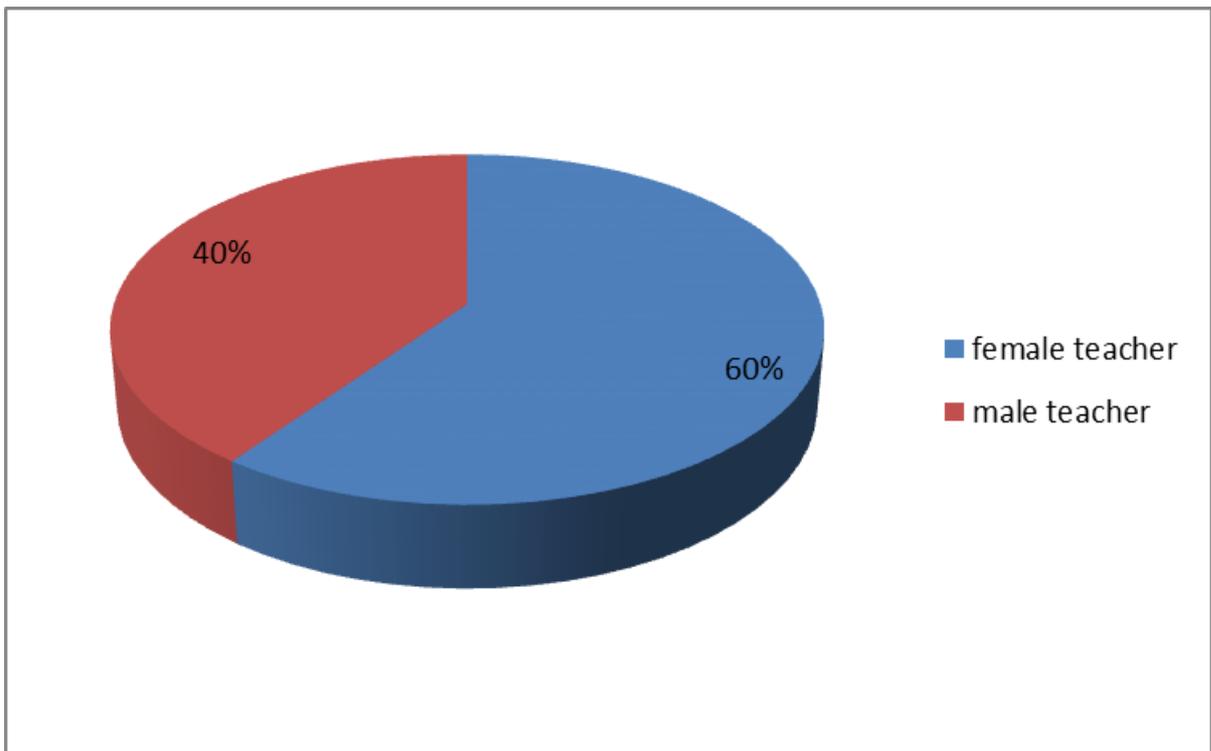


Figure 4: Ethnographic description of teacher participants

3.2.2 Student Participants

Sampling refers to the process of selecting a specific group of individuals, events, behaviors, or other elements for the purpose of conducting a study. In our research, the focus is on third-year learners at RGUII AHMED primary School. For this reason, a sample of forty-five learners was randomly selected from the total of ninety-four students. This selection was made by randomly choosing one class from three available classes. The chosen sample represents the group of students who were observed in this study.

3.3. Data collection and Analysis

3.3.1 Ethical considerations

All participants, learners, were informed about the study besides its general purpose and it was stressed that their participation was voluntary. In addition, the respondents to the questionnaire

were guaranteed anonymity. The information was conveyed in Arabic and English to make sure that all participants fully understood. The teachers, on the other hand, were apprised that the purpose of the present study was to investigate the effects of using games in an EFL classroom with permission from the director of the school.

3.3.2 Collection Procedures

3.3.2.1. Questionnaire

According to Seliger and Shohamy (1989), questionnaires are printed forms used for collecting data. They typically contain questions or statements to which the subjects are expected to respond, often anonymously.

A questionnaire is a widely recognized research instrument that consists of a set of questions. It is highly regarded for its efficiency in data collection, as it enables researchers to gather comprehensive and precise data from respondents.

In the context of the present investigation, the researchers consider the questionnaire to be the most appropriate tool for collecting accurate data in order to obtain reliable results. As Anderson and Arsenault (2005) suggest, a well-constructed questionnaire allows for the collection of reliable and reasonably valid data in a simple, cost-effective, and timely manner. Therefore, the researcher has chosen to utilize the questionnaire as a means of gathering the necessary information for her study.

In this study, a five scale Likert questionnaire (see appendix A) was designed with the objective of assessing the impact of using language games in vocabulary instruction and how they can improve pupil's lexical competence for third-year primary school students. The use of Likert scale provides a range of responses to a given question or statement (Cohen, Manion & Morrison 2005).

The questionnaire begins with an introductory paragraph on the researcher's study, and the confidentiality of the survey to ensure that their choices on the items will be anonymous. It is divided into two parts. The first part (from Q1 to Q3) briefly acquired the respondents' general information within several multiple choice questions. The second part (from Q4 to Q14) aims to investigate the teachers' point of view on the importance of using language games in teaching English vocabulary in primary school.

Subsequently, the questionnaire includes a variety of question types to assess the respondents' perspectives. Scale-type questions are utilized, ranging from "Strongly disagree" to "Strongly agree," to measure the degree of agreement or disagreement. Multiple choice questions are also incorporated to provide respondents with pre-defined options to choose from. Additionally, open-ended questions are included to allow for detailed and individualized responses from the participants. These diverse question formats aim to comprehensively test the viewpoints and opinions of the respondents.

Data collection process had been undertaken within the period extending from April 2023 to May 2023. Ten questionnaires were distributed to teachers of varying ages and experience levels. The teachers were kindly requested to select the appropriate response option and provide any necessary statements. The completed questionnaires were collected after one hour later. Regardless of the specific time of data collection, it was ensured that teachers were informed at about their involvement in a study focusing on their experiences in EFL classrooms. They were informed that their participation would take approximately 20 minutes. After completing the questionnaires, teachers were provided with an explanation of the study's objectives and expressed gratitude for their participation.

3.3.2.2. Classroom Observation

Classroom observation is a valuable research method that allows researchers to gain firsthand insights into teaching and learning processes within educational settings. According to Smith and Johnson (2010), classroom observation involves systematically observing and documenting the behaviors, interactions, and instructional strategies employed by teachers and students in real-time. This method offers a unique opportunity to understand the dynamics of the classroom environment and its impact on educational outcomes.

In educational research, classroom observation is often used to explore various aspects of teaching and learning, such as instructional practices, student engagement, and classroom management (Wilson, 2018). By carefully observing and noting classroom activities, researchers can gather rich qualitative data that can inform the development of effective teaching practices and educational interventions (Larrivee, 2015).

During classroom observation, researchers typically employ structured or unstructured observation protocols to guide their data collection (Pianta, Hamre, & Allen, 2012).

Structured protocols involve pre-defined categories or checklists that focus on specific behaviors or instructional strategies. On the other hand, unstructured observation allows for more flexibility in capturing the natural interactions and nuances of the classroom environment (Creswell, 2014).

The participants in this study were third-year primary school pupils, aged between eight and nine years old, who were learning English for the first time. They had two English lessons of 45 minutes each per week and had no exposure to English outside of the classroom. The selection of groups for the study was done randomly, without any predetermined criteria regarding their predispositions, skills, or other characteristics. The study involved two groups, namely Group A, consisting of twenty-five pupils, and Group B, consisting of twenty pupils. It is important to note that none of the children had any special educational needs.

In lights of this study, the primary tool employed by the teacher during the games-based activities was an observation sheet (see appendix B) that aimed to record the number of correct and incorrect answers provided by the children during the games. Furthermore, instructional games were utilized as a means of teaching and reinforcing second language (L2) vocabulary, while also incorporating elements of entertainment and movement during practice sessions. The specific games employed in this study included " Facial Feature Race", "right and left hands," and "hide and seek game."

The initial game, titled "Facial Feature Race," involved dividing the pupils into teams consisting of six girls versus six boys. The teacher would then draw a head without any facial features and call out a random facial feature. Each team was required to draw that specific feature on the board. The teacher used a stopwatch to time the teams, and the team that completed the task in the shortest time emerged as the winner.

The subsequent game involved the teacher reading out partial words and then blending them together to form complete words. The learners were encouraged to listen attentively and imitate the teacher's blending technique for the remaining words. Later on, the learners practiced blending parts of words related to the topic. During this activity, the teacher instructed the learners to extend their left hand in front of them with their palm facing upwards while saying the first part of the word, and their right hand outstretched while saying the second part of the word. Finally, they would bring their hands together as they pronounced the word.

The final game, known as the "Hide and Seek Game," began with one pupil closing their eyes for a brief period while the other pupils counted aloud from 1 to 10. During this time, one pupil hides one flashcard. The seeker then opens his eyes and tries to identify which flashcard was missing from the board.

Each of these games had duration of approximately 15 minutes. Throughout each game, the teacher utilized a simple observation sheet focusing on number of rounds/ attempts and number of mistakes

3.3.3 Analysis Procedures

The teachers' responses to the questionnaires were subjected to quantitative analysis. Subsequently, the collected data were entered into the Statistical Package for Social Sciences (SPSS) software, aiming to conduct statistical analysis and obtain frequencies and percentages. Moreover, the mean value for each item was computed using the aforementioned program. In relation to this matter, MacDonald and Headlam (2008) affirmed that: "SPSS is among the most widely used program for statistical analysis in social science. This is a data analysis package for quantitative research. It is particularly useful for analysis of survey data as it covers a broad range of statistical procedures."

3.4 Validity and Reliability

The significance of validity in conducting effective research is widely acknowledged (Marczyk, DeMatteo, & Festinger, 2005). Within the realm of validity, two distinct types are recognized: internal validity and external validity (Cohen, Manion, & Morrison, *ibid*). Internal validity pertains to the accuracy and faithfulness of a survey, ensuring that the researcher effectively measures what they intend to measure. Consequently, it is crucial for researchersto evaluate and ascertain internal validity themselves.

In order to establish the validity of the research questionnaire, the latter was examined by the supervisor who reached a consensus regarding its content and structure. Her valuable feedback, opinions, and advice were duly incorporated in the subsequent revisions of the questionnaire, resulting in the final version being developed.

The reliability of a research study plays a crucial role in establishing its credibility and dependability (Ortega, 2010). Specifically, it is utilized to assess the consistency of the questions in light of previous research. In the present study, the researchers relied on the statistical outcomes derived from the participants' responses to both the questionnaire and the observation. This reliance indicates that these two instruments exhibited sufficient reliability and were deemed suitable for collecting data in the current investigation.

3.5. Results Analysis and Discussion

3.5.1 Teachers' Questionnaire

The findings obtained from the questionnaire administered to the teachers are divided into two sections. The first section comprises four questions that gather information pertaining to the participants' personal details, including age, gender, academic qualifications, and their experience in teaching English as a second language. The second section encompasses the participants' responses to questions addressing their perspectives on the utilization of languagegames for vocabulary instruction.

- **Part one:** Participants' personal information:

As mentioned above the personal information includes: age, gender, academic qualification, and the participants' experience in English language teaching.

➤ **Age of the participants:**

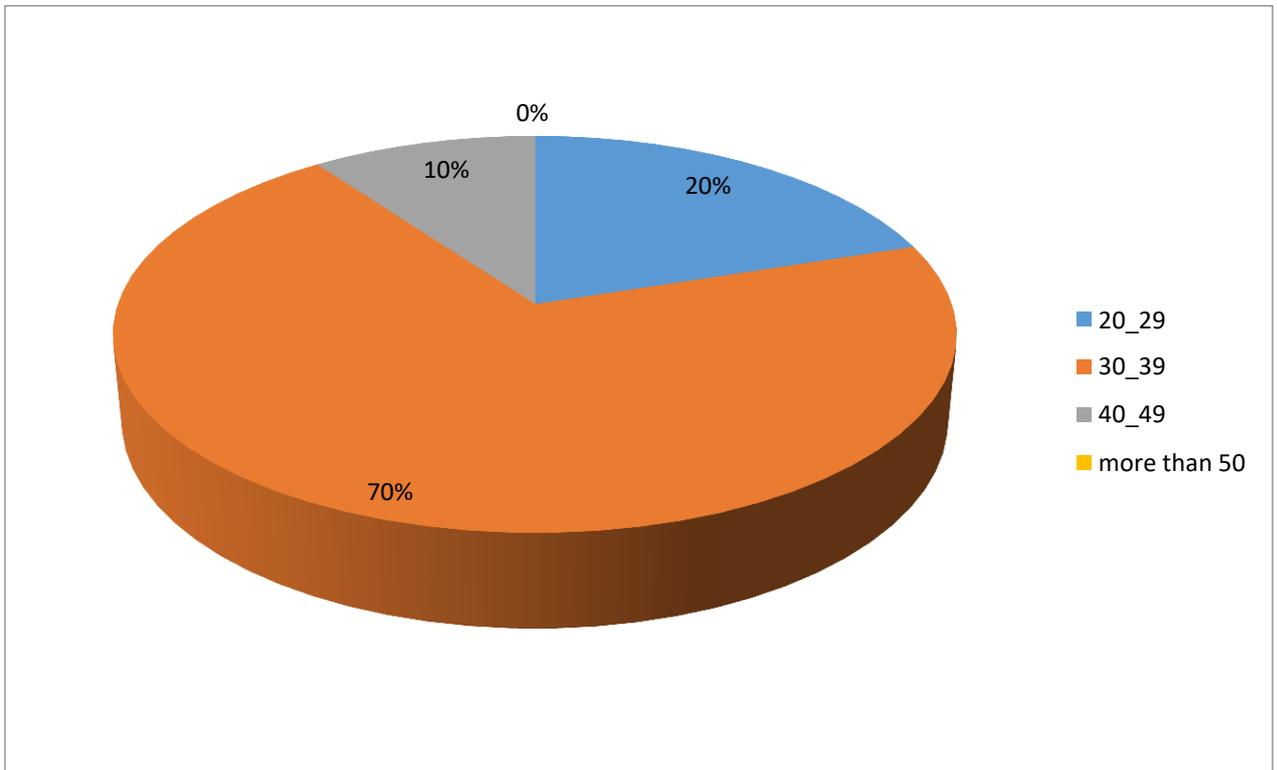


Figure 05: Results of the Age of Participants.

The provided pie chart illustrates the distribution of participants' age range in the questionnaire. Out of the total of 10 participants, it can be observed that two individuals fall within the age bracket of 20 to 29 years old. This group accounts for over 20% of the total participants. On the other hand, 70% of the participants are aged between 30 and 39 years old. Furthermore, 10% of the participants belong to the age range of 40 to 49 years old. While the percentage of teachers aged 50 years or older is 0% of the participants, which corresponds to zero individuals. This result reveals that the majority of teachers participated in this questionnaire are somehow young teachers who did not reach 40 years of age.

➤ **The gender:**

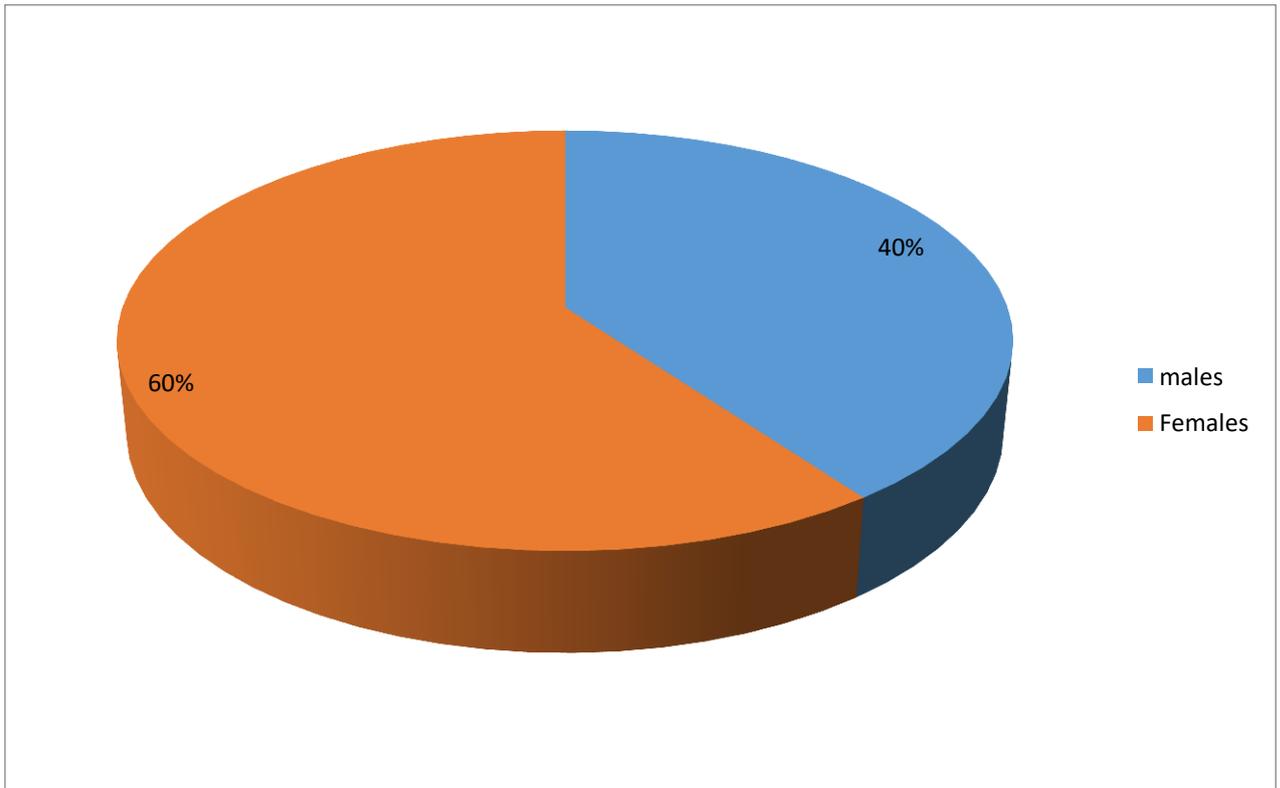


Figure 06: Results of the Gender of Participants.

The provided pie chart illustrates the distribution of participants based on gender in the questionnaire. Among the participants, 6 individuals identify as female, constituting 60% of the total teachers. Conversely, male teachers represent 40% of the participants in the questionnaire. The data highlights a significant disparity between the number of female and male teachers who participated in this research.

➤ **Academic qualification:**

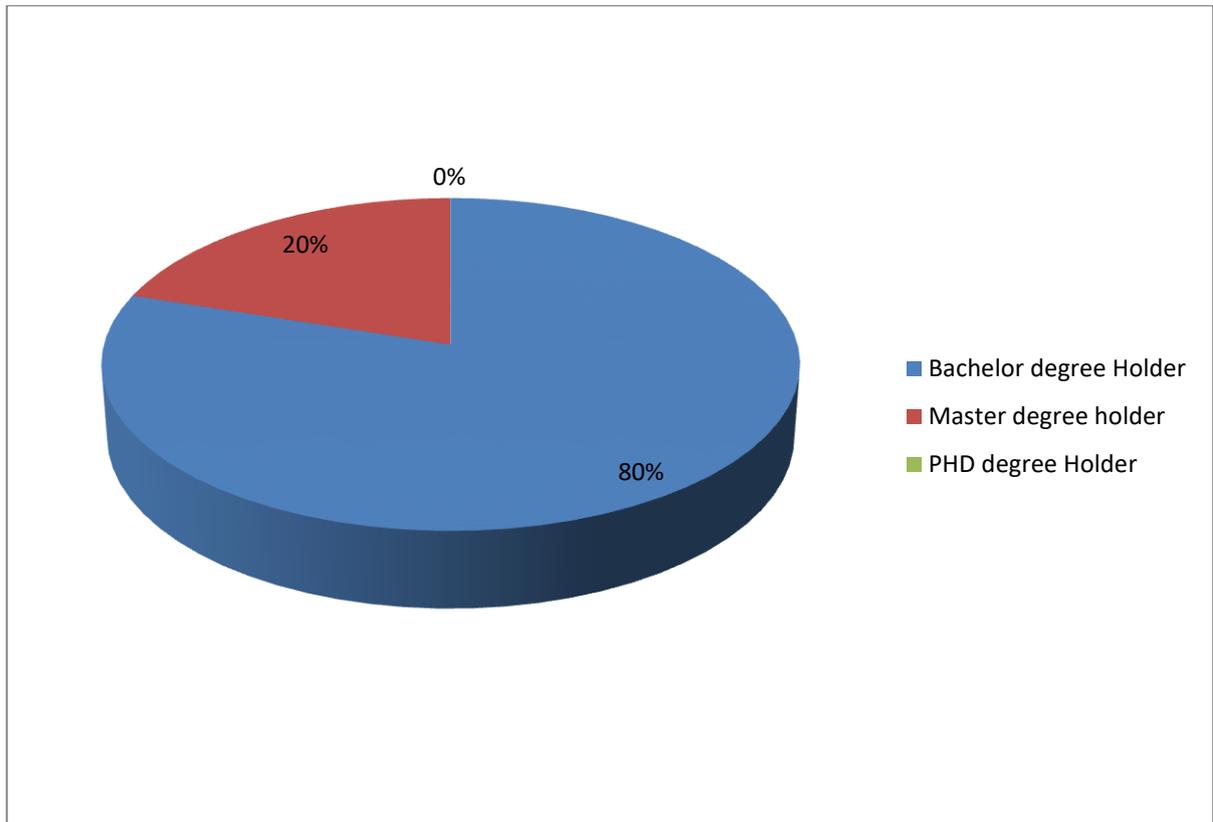


Figure 07: Academic Qualification of Participants.

The provided pie chart presents insights into the educational qualifications of the teachers who participated in the questionnaire. It reveals that 20% of the teachers hold a Master's degree in English language, which corresponds to 2 out of 10 teachers. Additionally, 8 teachers have a Bachelor's degree, while no teacher possesses a Ph.D. degree.

These findings can be linked to the earlier observation regarding the age distribution of participants, particularly the majority falling within the 30-39 years age range. The connection between these results stems from the recent primary school teacher contests in Algeria, where having the priority for older Batch degree was a prerequisite for participation. As a consequence, the high percentage of teachers with old Bachelor's degrees can be attributed to this requirement in the contests.

➤ **Teaching Experience:**

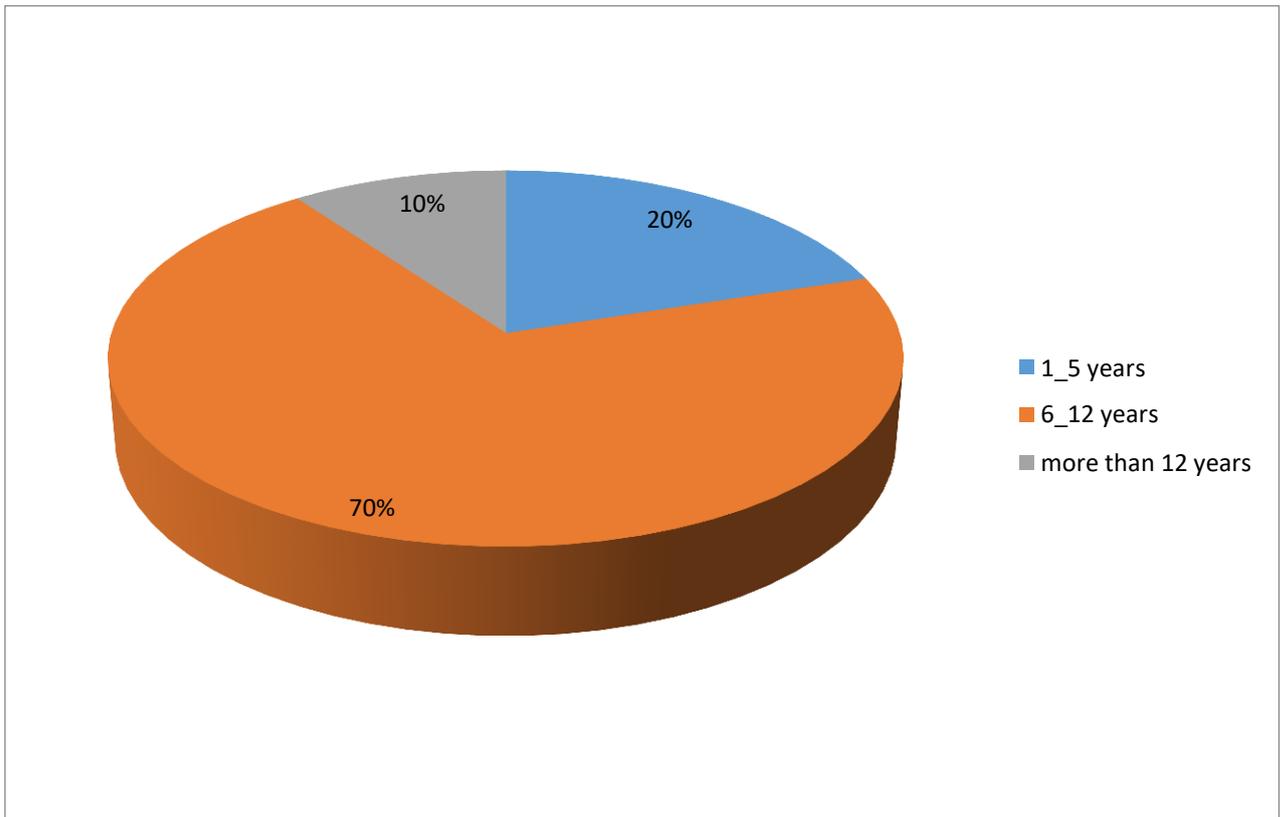


Figure 08: Teaching Experience of Participants.

The provided pie chart illustrates the distribution of teaching experience whether in primary school or other teaching degrees among the participating teachers in the questionnaire. It reveals that 2 out of 10 teachers, representing 20% of the total, have a teaching experience of less than five years. On the other hand, one teacher possesses extensive teaching experience of more than twelve years. The remaining seven teachers have an experience ranging from six to twelve years. This category accounts for the highest percentage among the teachers who took part in the questionnaire.

This finding further emphasizes the fact that the majority of participants in the questionnaire are relatively experienced teachers who have accumulated more than five years of teaching experience.

- **Part two:** Teachers' point of view on the importance of using language games in teaching English vocabulary in middle school.

Q1: Do you use language games in your classes to teach vocabulary?

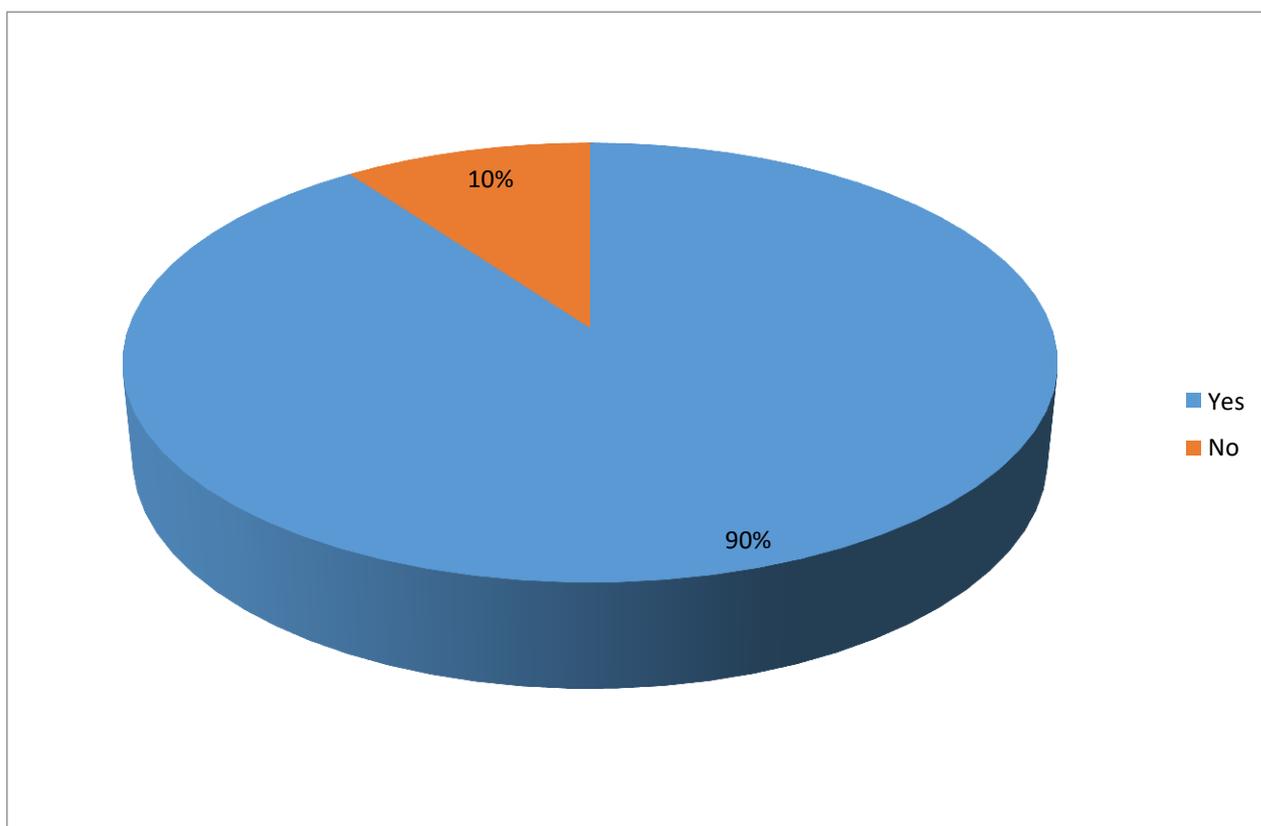


Figure 09: Percentage of Teachers Using Language Games.

The provided pie chart illustrates the responses of the participants to a particular question. Out of the total number of participants, which amounts to 10 teachers, 9 teachers responded affirmatively, representing 90% of the participants. Conversely, one teacher responded negatively to the question.

This result indicates that a significant number of primary school teachers in Algeria employ language games as a pedagogical approach to teach English, particularly focusing on vocabulary instruction for English as a Foreign Language (EFL) students.

Q2 Traditional methods (translation, using dictionary, etc.) for teaching vocabulary are an effective way than using language games:

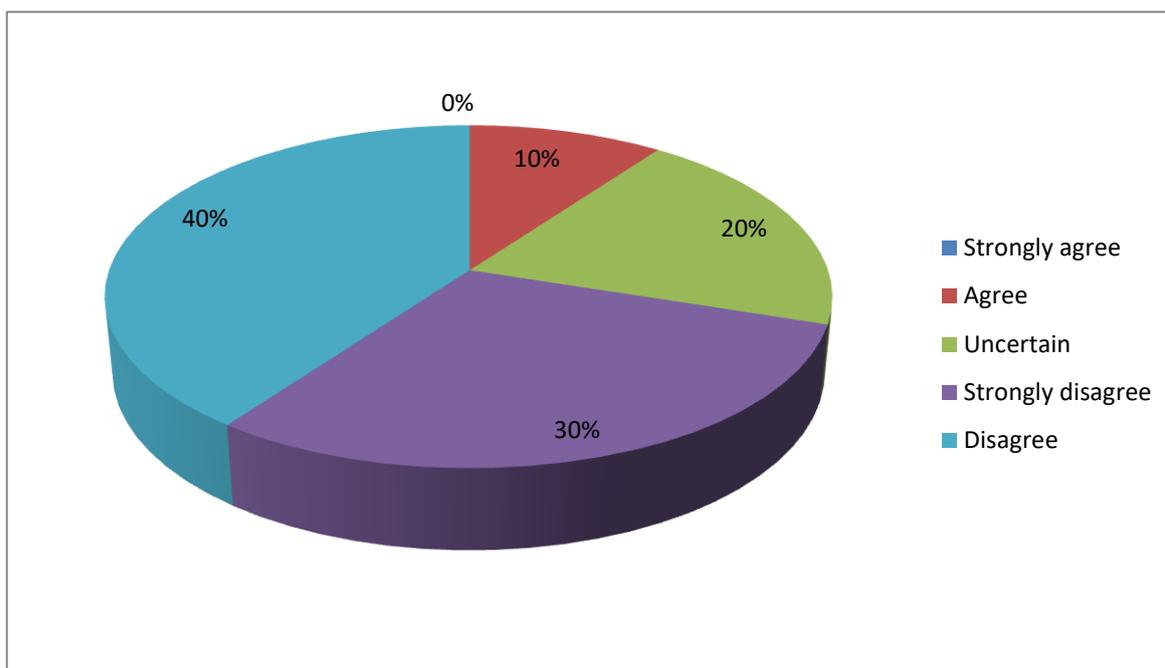


Figure10: The Effectiveness of Traditional Method Versus Language Games.

The presented pie chart demonstrates the responses of teachers regarding the effectiveness of using traditional methods versus language games for teaching vocabulary. The majority, comprising 40% of the teachers, expressed disagreement with the effectiveness of traditional methods and 30% strongly disagree. Additionally, two teachers indicated confusion and uncertainty on this matter. On the other hand, 1 teacher agreed with the proposition, while none of the teachers strongly disagreed.

The researchers believe that the disagreement among the majority of teachers can be attributed to a comparison made by teachers throughout their years of experience. They have likely assessed the effectiveness of traditional methods versus language games in teaching vocabulary to English as Foreign Language (EFL) students, leading to their differing viewpoints on the matter.

Q3 Do you think that language games are important in teaching vocabulary?

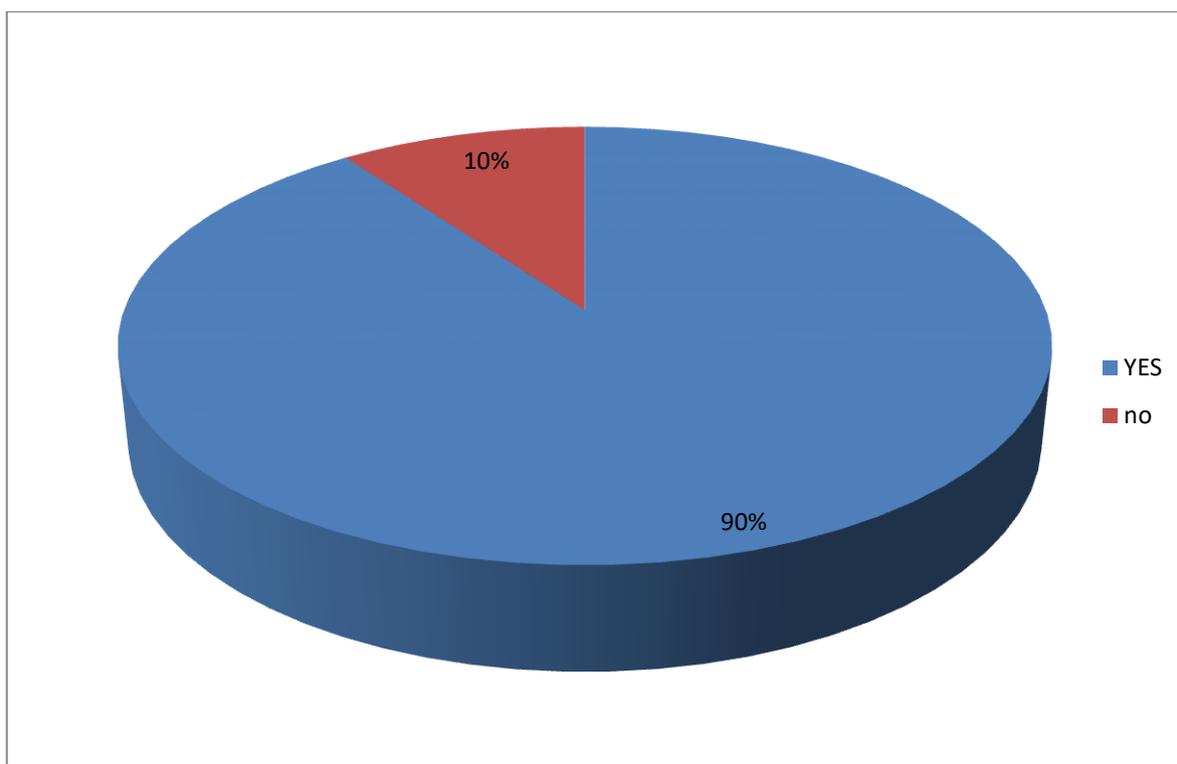


Figure 11: The Importance of Language Games to Teach Vocabulary.

The provided pie chart illustrates the responses of teachers regarding the importance of using language games in teaching vocabulary. Almost 90% of the teachers participating in the study expressed their belief in the significance of language games for teaching vocabulary. Only one teacher responded negatively to this question.

This result underscores the unanimous agreement among teachers regarding the importance of utilizing language games to teach vocabulary to English as Foreign Language students in Algeria. It indicates a strong consensus among teachers that language games serve as an effective approach for enhancing vocabulary instruction.

Q4 Language games provide a practice with the various skills of learning (Speaking, writing, listening and reading).

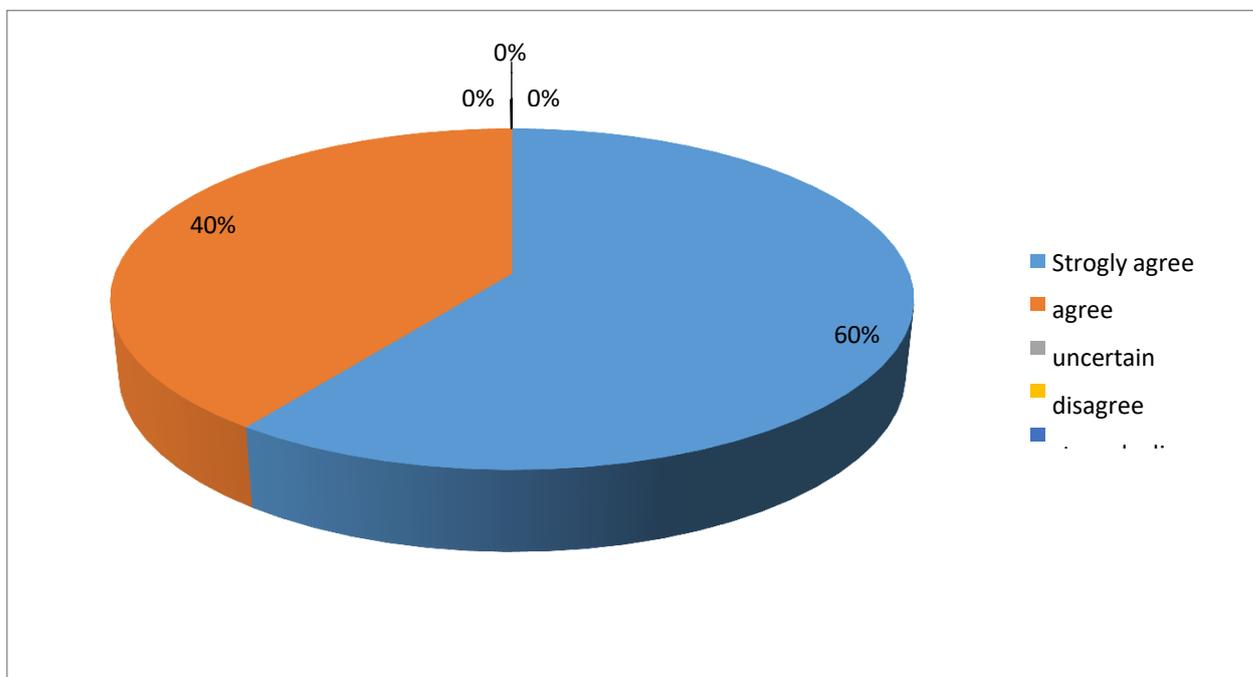


Figure 12: Language Games and Language Skills.

The presented pie chart demonstrates the responses of teachers regarding the efficacy of language games in providing practice for the four language skills: speaking, writing, listening, and reading. Out of the total participants, 6 teachers agreed with the statement, while an additional 4 teachers strongly agreed with it.

The result indicates a consensus among the participants that language games serve as a valuable tool for practicing and developing proficiency in all four language skills. It highlights the prevailing belief among the teachers that language games effectively facilitate language learning and provide opportunities for comprehensive skill development.

Q5 According to your experience, which skill do language games enhance more?

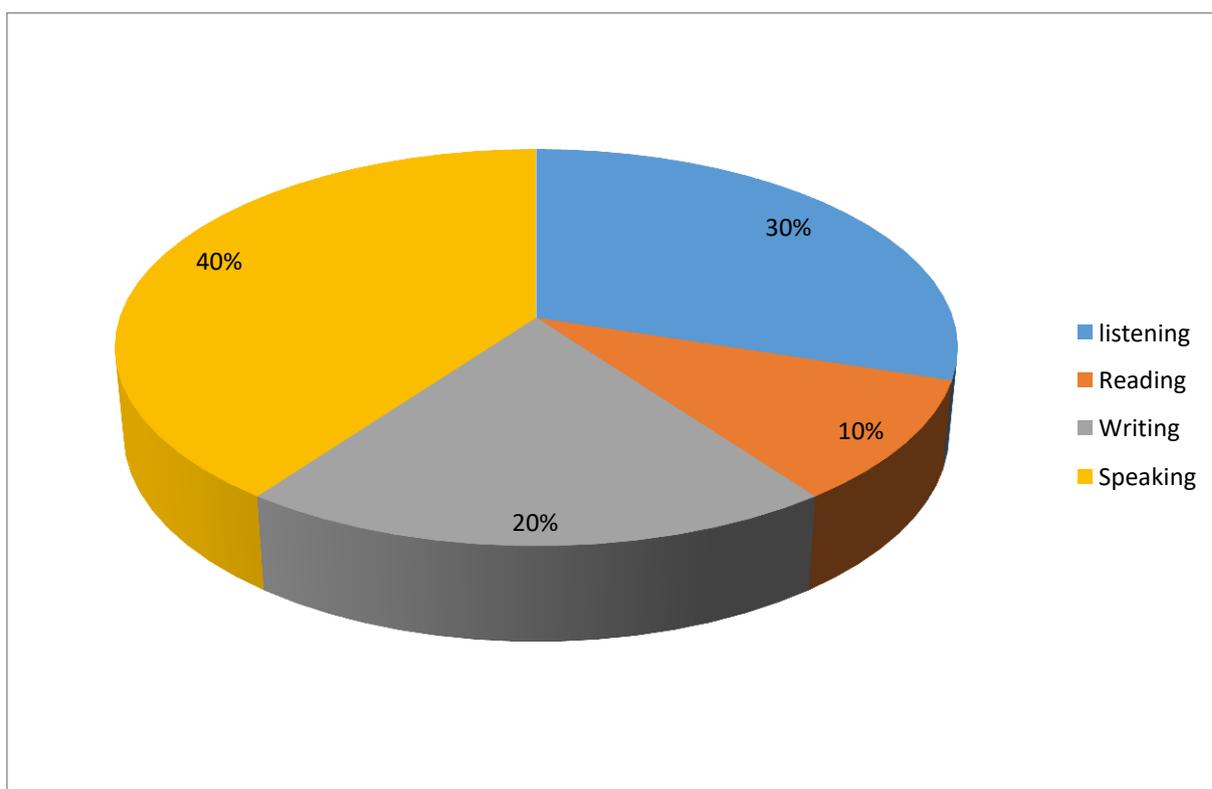


Figure 13: Language Skills enhanced by Language Games.

The pie chart indicates that 4 teachers which represent 40% of the whole participants agree that speaking is the skill enhanced more by language games. The remaining teachers chose listening as the second enhanced skill by language games 30%, writing as the third enhanced skill 20%, and reading as the last skill enhanced by language games. Speaking is a fundamental skill that has to be enhanced by teachers of languages.

Answers of this question reveal that Algerian primary school teachers agreed on that language games enhance the speaking skill of students more than the other skills.

Q6 As a language teacher, you use educational games when:

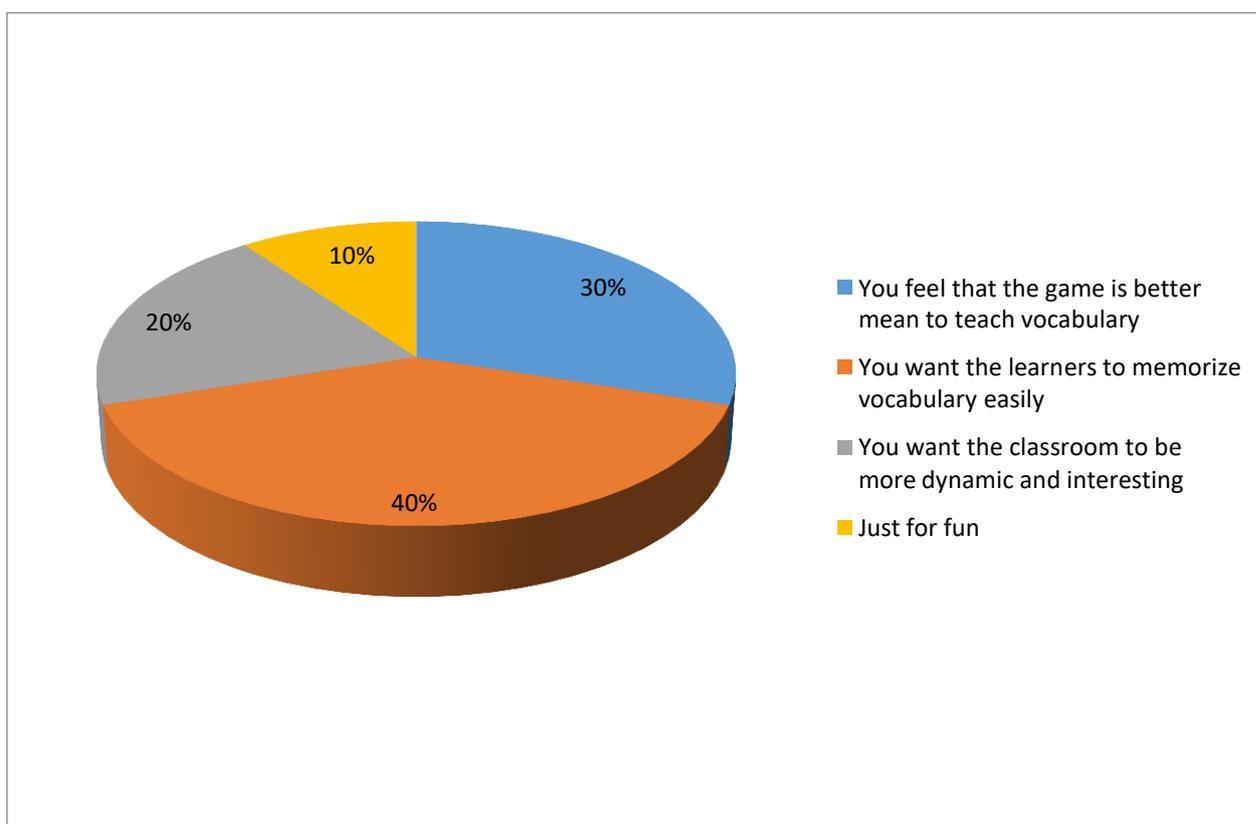


Figure 14: Situations when to use Language Games.

The multiple-choice question (MCQ) results reveal that 4 teachers indicated that they choose language games as a preferred method for teaching vocabulary and for helping learners memorize vocabulary. Additionally, three teachers proposed that he feels that games are better mean to teach vocabulary. On the other hand, only two teachers selected the option of that they often utilize language games to create a more dynamic and engaging classroom environment. While, one teacher stated that using games purely for fun.

These findings highlight the primary reason for Algerian primary school teachers' use of language games, which is as a preferred method for teaching vocabulary and for helping learners memorize vocabulary. The fact that using language games solely for fun was chosen by a minimal number of teachers emphasizes the deliberate decision-making process undertaken by teachers when selecting language games as a pedagogical approach.

Q7 Language games make students more involved and motivated while learning:

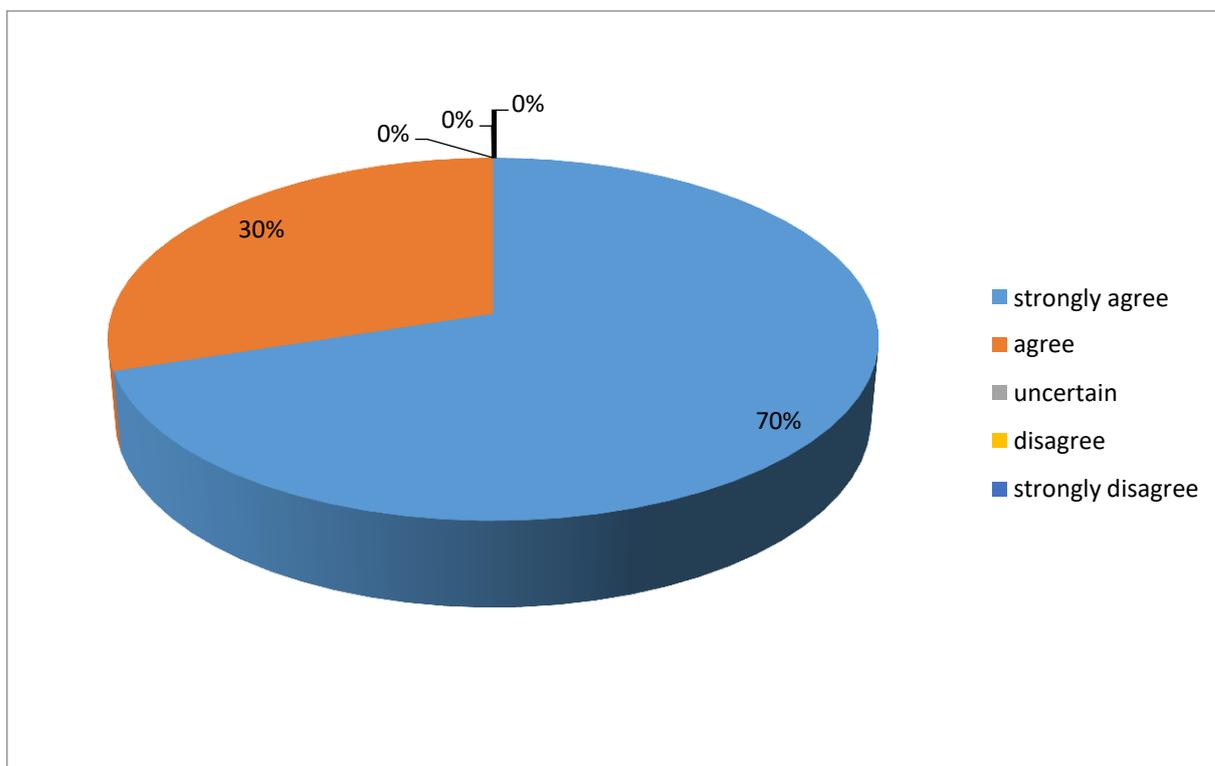


Figure 15: Language Games and Students Motivation.

The presented pie chart illustrates the responses of teachers regarding the impact of language games on student motivation and engagement in learning. 70% of the teachers, represented by 7 individuals, strongly agreed that language games have a positive effect in making students more motivated and involved in the learning process. Additionally, the remaining 3 teachers also agreed with this option.

The teachers who took part in the study emphasized the significance of maintaining student motivation and engagement in the learning environment. They acknowledged that one effective means of achieving this goal is by incorporating language games into their classroom practices. The findings indicate that language games are viewed as a valuable tool for promoting student motivation and active participation in the learning process.

Q8 Language games reduce the fear of making spelling and pronunciation mistakes:

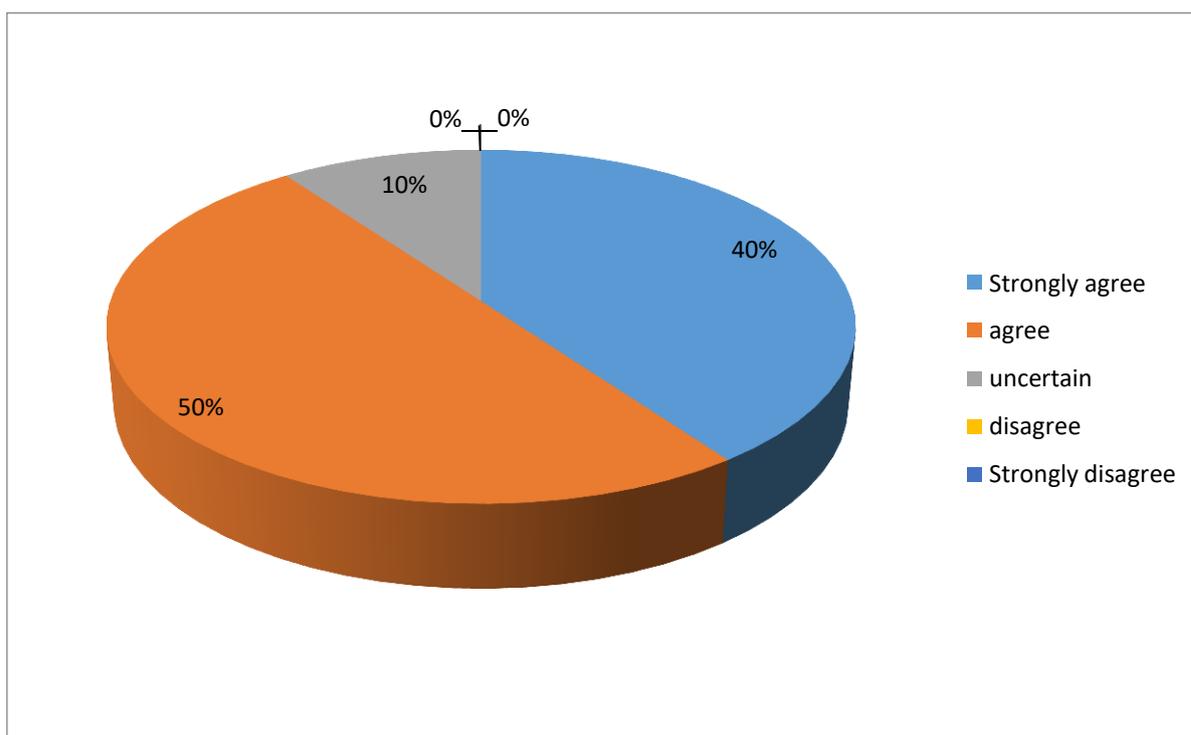


Figure 16: Language Games and the Reduction of Spelling Mistakes.

In this pie chart, the majority of teachers (50% agree, 40% strongly agree) agreed on that the use of language games reduce the fear of making spelling and pronunciation mistakes. The one remaining teacher was not sure about the answer.

Through their remark in classroom, many Algerian primary School teachers of English gave a total agreement about the help that language games put on reducing the fear of having grammar mistakes by their students.

Q9 Language games promote better lexical competence

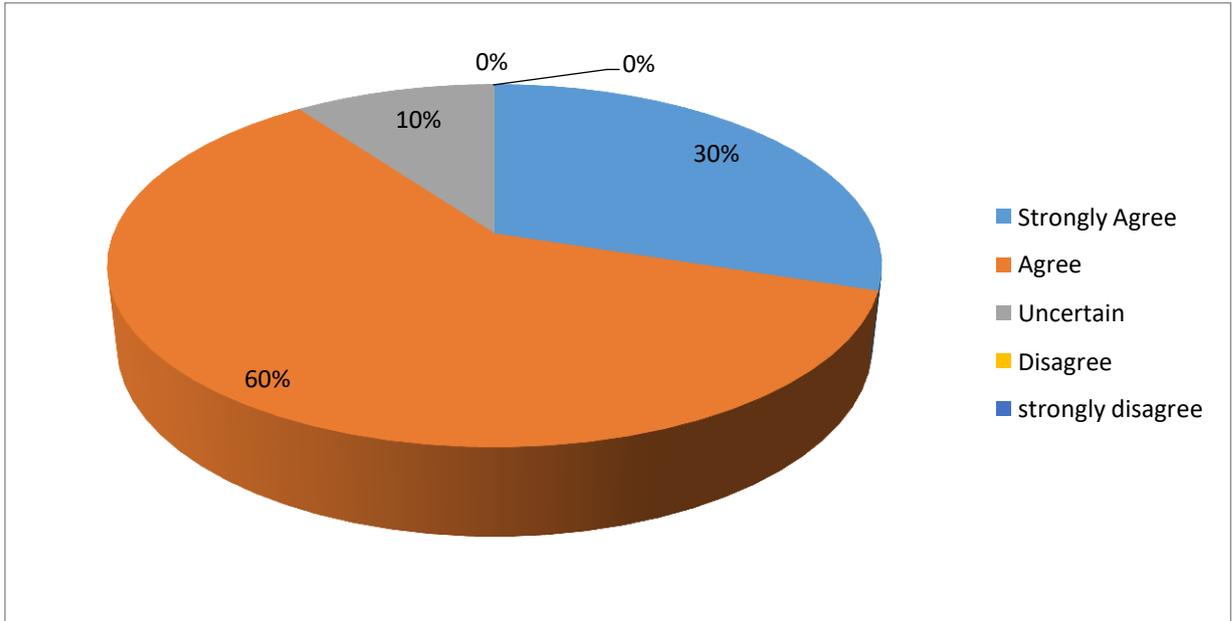


Figure 17: Language Games and lexical competence.

The presented pie chart illustrates the responses of teachers regarding the impact of language games on promoting the lexical competence. Among the participants, 6 teachers agreed with the statement, while an additional 3 teachers strongly agreed.

The researchers attribute this agreement among the participants to their experience in the classroom. The teachers have likely observed the positive effects of language games in enhancing the lexical competence of primary school learners in Algeria.

Q10 Language games break the ice between the teacher and student that positively influence their relationship.

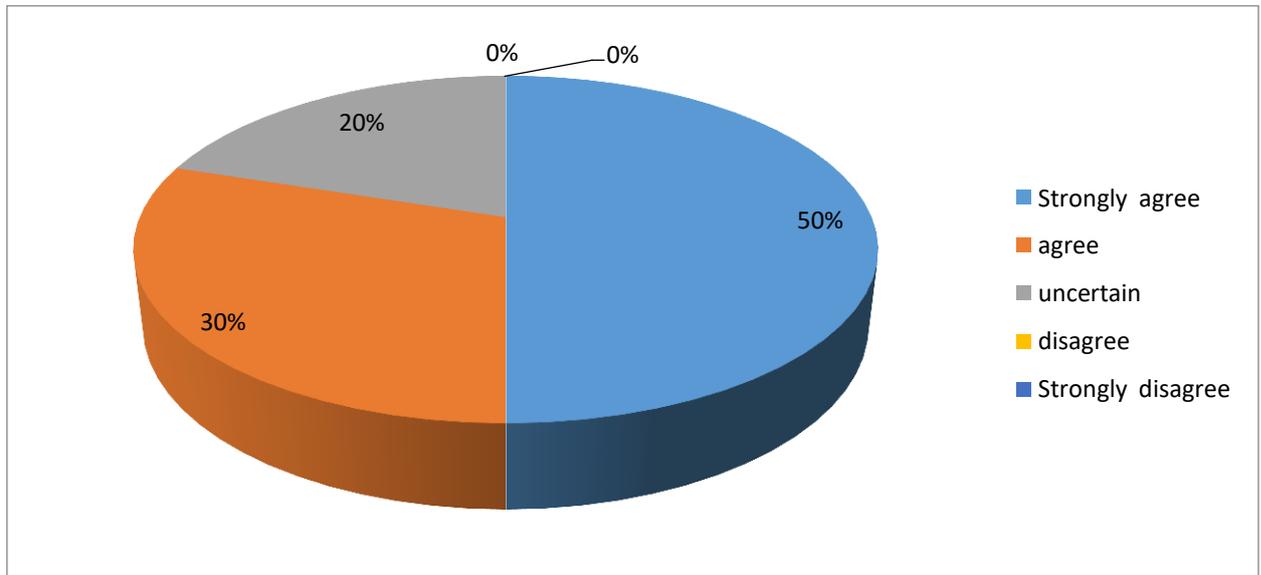


Figure 18: Using Language Games as an Ice Breaker.

The provided pie chart presents the results of a question regarding the impact of language games on breaking the ice between teachers and students in the classroom. The majority of teachers, accounting for half of the participants, strongly agreed that language games effectively facilitate this process. Furthermore, 3 teachers expressed their agreement with the statement. Only two teachers were uncertain about this aspect.

The outcome highlights the notion that breaking the ice and establishing a positive rapport between teachers and students has become a customary practice that can be easily achieved through the use of language games. It suggests that language games serve as a valuable tool in fostering a comfortable and engaging learning environment, enabling teachers to establish a strong connection with their students from the outset.

Q11 Language games help students to become a part of a team as well as taking responsibility for their own learning:

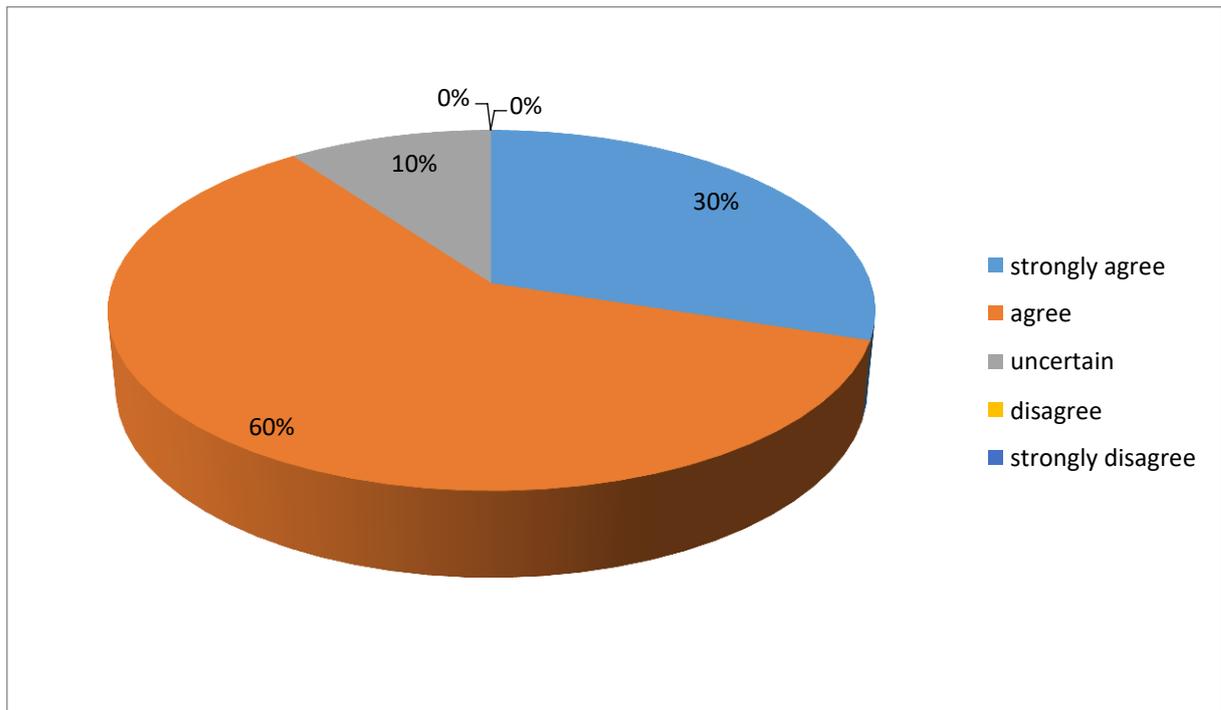


Figure 19: Language Games and students' responsibility for Learning.

The presented pie chart depicts the responses of participants regarding the impact of language games on students' ability to become part of a team and take responsibility for their own learning. The majority of participants, comprising 60% who agreed and 30% who strongly agreed, expressed their belief in the positive influence of language games in facilitating these outcomes. Only one teacher was uncertain about their answer.

The findings suggest that frequent use of language games in the classroom supports the notion that these games contribute to students' academic and real-life development. Participants in the study recognize that language games play a vital role in helping students become effective team members and fostering a sense of responsibility for their own learning. This highlights the perceived value of language games as a means of enhancing collaborative skills and instilling a sense of ownership and autonomy in students' educational journeys.

Q12 Language games are better means than traditional methods to contextualize the vocabulary to be taught:

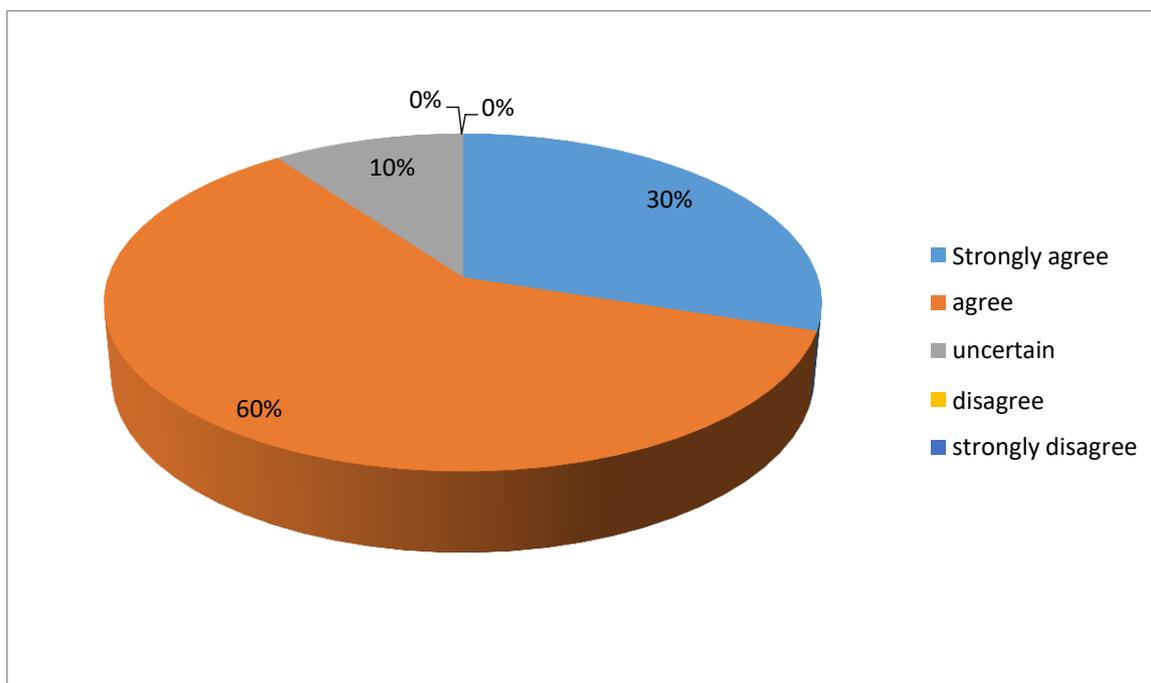


Figure 20: Language Games and Contextualization of Vocabulary.

The presented pie chart illustrates the responses of participants regarding the effectiveness of language games in contextualizing the vocabulary to be taught, as compared to traditional methods. A significant number of participants, including 6 teachers who agreed and 3 teachers who strongly agreed, expressed their belief in the valuable role played by language games in this context. Only one teacher uncertain with the proposition.

The outcome of the study indicates a clear consensus among Algerian primary School teachers, supporting the notion that language games serve as a superior approach to traditional methods when it comes to contextualizing vocabulary for English as a Foreign Language (EFL) students. This suggests that language games effectively facilitate a more meaningful and relevant learning experience, enhancing students' understanding and retention of vocabulary in a contextualized manner.

2.9.2.13 Language games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary:

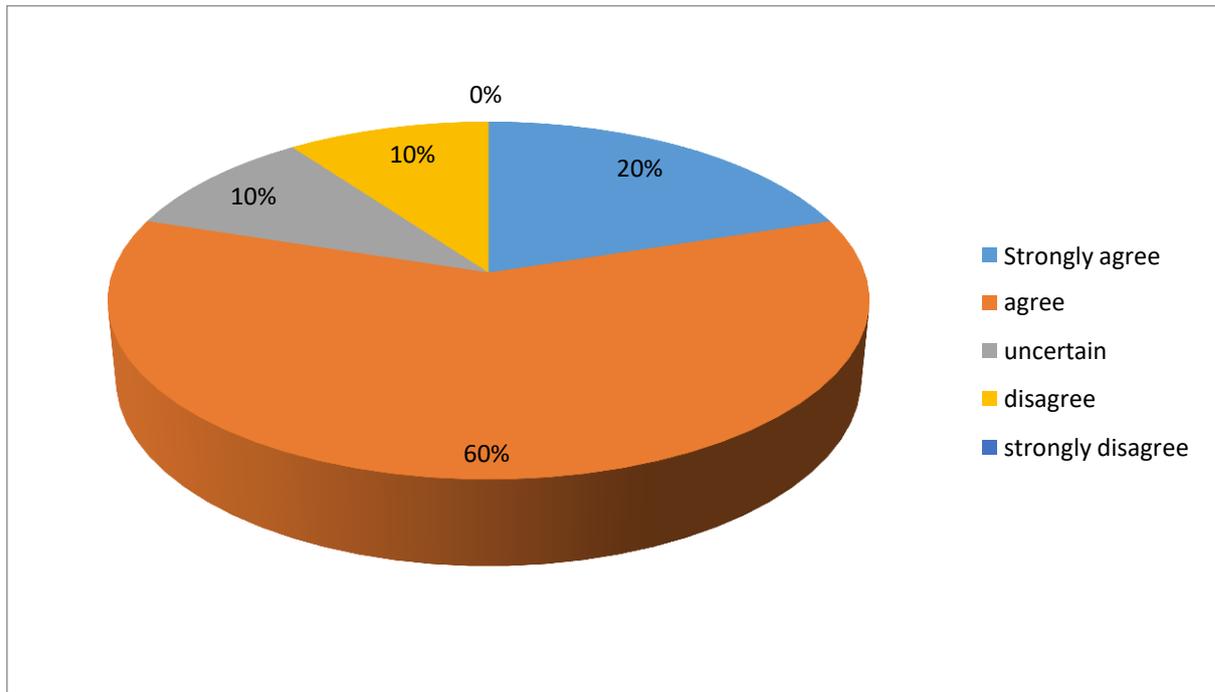


Figure 21: Language Games and the Focus of Using the Language.

The pie chart provided illustrates participants' responses regarding the impact of language games on students' unconscious application of grammar and vocabulary, focusing on the use of language rather than language forms. A large number of participants, including 6 teachers who agreed and 2 teachers who strongly agreed, expressed confidence in the effectiveness of language games in achieving this result. Only one teacher agreed with the statement. While another was unsure about it. Study participants noted that language games provide an ideal approach for EFL students to improve their speaking skills by unconsciously applying grammar and vocabulary. This finding underscores the perceived value of language games in enhancing students' language proficiency and communicative competence.

Q.14 Language games encourage shy students to participate:

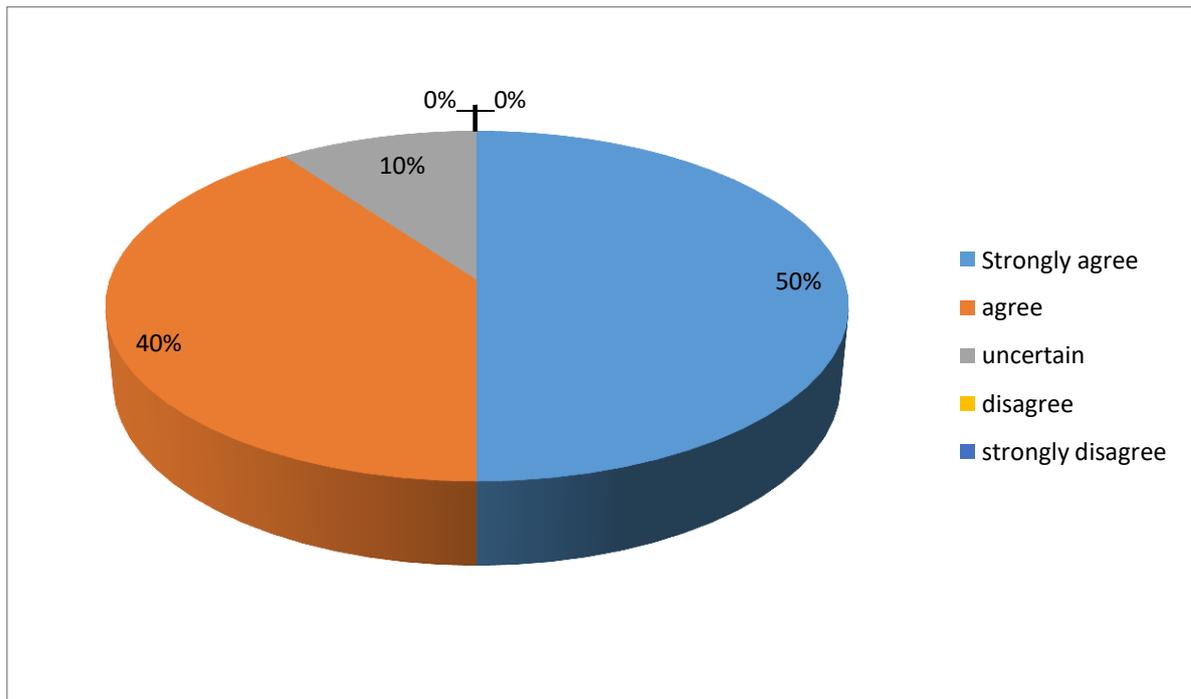


Figure 22: Language Games and Shy students.

The presented pie chart highlights that there was unanimous agreement among the participants, with 9 out of 10 teachers expressing their agreement, that language games have a positive impact on encouraging shy students to participate in classroom activities. Notably, no teacher disagreed with this statement.

Participants' consensus underscores the effectiveness of language games in creating an inclusive and supportive learning environment. EFL primary school teachers have observed that language games serve as a catalyst for shy students, helping them overcome their inhibitions and actively engage in classroom interactions. By incorporating language games into their teaching practices, teachers can provide equal learning opportunities for all students, regardless of their level of shyness. This finding reinforces the notion that language games play a crucial role in fostering student participation and promoting a collaborative learning atmosphere.

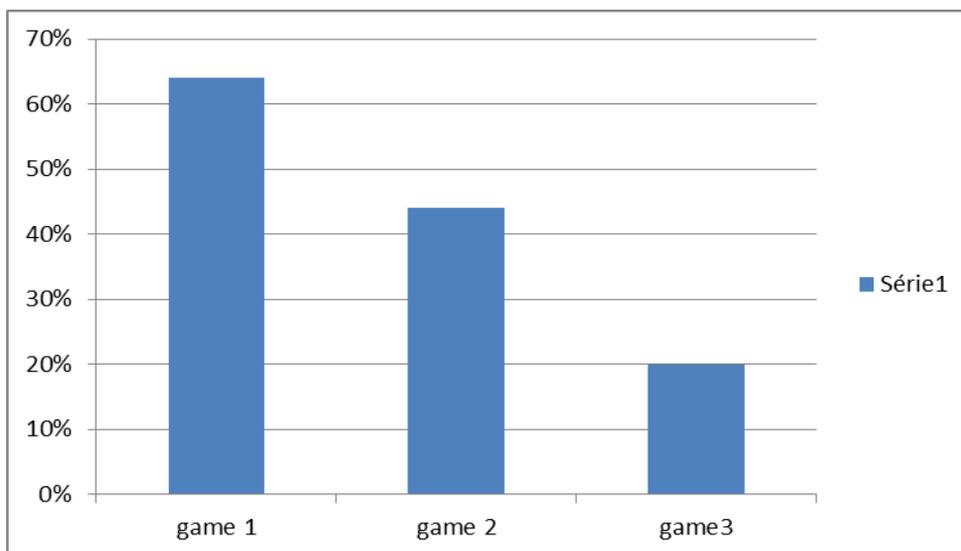
3.5.2. Classroom observation

3.5.2.1. Presentation of results

According to the observation sheet for Group A, the results of the first game showed that 64% of learners provided incorrect responses, while 36% provided correct responses. In the second game, the percentage of mistakes decreased, with only 44% of learners making mistakes and 56% providing correct responses. The final game demonstrated the most significant improvement, as only 20% of participants in the group made mistakes, while 80% provided correct responses.

Analyzing the data, it can be observed that there was a considerable drop in the percentage of mistakes from 60% in the first game to 20% in the final game, indicating a 40% improvement. It is worth noting that some students consistently made mistakes throughout the games, while others made occasional errors. Additionally, the learners' level of engagement with the game seemed to affect their concentration, leading to some confusion.

When comparing the attempts made by learners with the number of mistakes, it can be noted that in each round, there was at least one learner who made a mistake, and in some cases, two students provided incorrect responses. However, overall, the results of the second game indicated progress, suggesting that the learners' performance improved as they became more familiar with the game and its requirements.

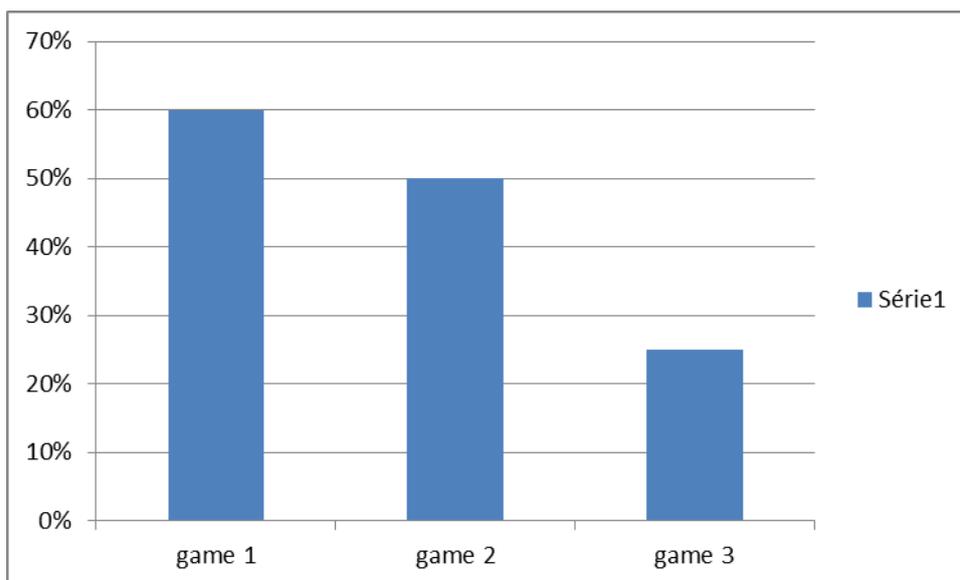


Number of children making mistakes

Figure23. Number of children making mistakes. Group A

Focusing on the results of group B, it needs to be highlighted that the overall number of children in this group was lower in comparison with the previous group (five children fewer). As a result, the 12 cases of mistakes made by learners account for a greater overall percentage of incorrect answers reaching 60% of incorrect answers of all the responses provided by the subjects. It can be seen that the number of attempts or rounds was a bit higher while the number of mistakes dropped. It needs to be noticed that the percentage of incorrect responses for group B dropped from 60% to 25%. At this point, the attention can be shifted to the results collected in the second group.

The results demonstrate that, during the first game 60% learners made mistakes and 40 % of learners provided correct answers. The results of the second game display that and 50% of subjects or 10 learners provided correct responses and 50% of subjects made mistakes. The results of the last game in the second group demonstrate that 25% of participants made mistakes and 75% participants provided correct answers.



Number of children making mistakes

Figure24. Number of children making mistakes. Group B

3.5.2.2 Discussion of the results

As shown in Figure 23 and 24, the number of group A and B errors gradually decreased. It should be noted that in the second game, learners quickly developed a visual-auditory connection between the way a word was pronounced and the way it looked like. This shows that learners already made some progress and were able to focus better on the input processed. The reason for the low number of mistakes made by children can also be the fact that the third game was another way to process the same amount of input. As a result, words aren't new to children anymore. This reflected positively on the acquisition of L2 vocabulary. It can also be noted that some students made mistakes almost every time while others came up with accidental errors. This suggests that it is important to adjust the game according to the characteristics of children. Moreover, it may also appear that a lot depends on a variety of variables such as learners' frame of mind, concentration, etc. In fact, the number of learners in the group and the number of rounds conducted during a particular game had some impact on the percentage of errors generated. In general, though, it can be seen that with each subsequent game, working children were more successful in dealing with L2 words.

3.6. Summary of the findings

The results of this study provide strong evidence supporting the effectiveness and importance of using games in teaching vocabulary. One crucial reason for this is that games foster social interaction among students in the classroom. By engaging in collaborative work and exchanging ideas, students develop their abilities to participate and contribute, particularly benefiting the more reserved individuals. Consequently, language games contribute to the lexical competence.

The study also reveals the undeniable impact of language games on enhancing the four language skills: reading, writing, listening, and speaking. Through playing language games, students have the opportunity to practice these skills while simultaneously learning vocabulary. According to the teachers' responses, speaking is the skill that is most improved through language games. Importantly, when pupils engage in speaking activities during language games, they do so without fear of making spelling or grammatical errors, leading to

the further development of this skill. However, it is worth noting that language games also have a positive impact on other language skills, including reading, listening, and writing. These skills are not neglected and experience positive effects as a result of incorporating language games into the instructional process.

Many of the participants in this research are young teachers who frequently use language games to teach vocabulary. This shows that the new generation of Algerian teachers is moving away from traditional methods and embracing a different approach.

Conclusion

The results of this chapter support the findings discussed in the first chapter, which highlight the positive impact of language games on learners' vocabulary improvement, memorization, and lexical competence. The research confirms that language games are an effective method that suits both the teacher and the class in reinforcing new vocabulary and promoting its usage.

GENERAL CONCLUSION

General Conclusion

Games as a strategy for teaching and learning English vocabulary, gained a lot of attention from many researchers, and became the focal point of many studies. These studies tried to identify the effective function of games in English classes, and on this basis they tried to provide teachers with the best strategies and materials to use, in order to obtain the greatest possible benefits, and teachers' efforts to use these tools in the appropriate way are required.

Among all those research works, the purpose of this research is to highlight the importance and the effectiveness of games in developing the pupil's lexical competence. Through this research we hypothesized that using games is an effective strategy in learning vocabulary and they can develop pupils' lexical competence. Teachers would have positive attitudes towards using games as a vocabulary strategy in teaching. On the whole, the obtained results from the data analysis confirm our hypothesis

Teachers are interested with games in their sessions, and their students react positively towards them, they enjoy them, and welcome them as routine breakers, and learning facilitator. Using games helps enhance language learning through their various features that make the language more fun than it used to be.

Since young learners enjoy playing, games motivate learners to assimilate the results, master, and memorize as much language patterns as possible. Games have a great impact on the learners' lexical competence and create cheery atmosphere, which bring relaxation and this absolutely stimulate students to welcome learning. They also create positive interaction among the classmates, and eliminate all the negative thought about learning. All the previous confirmations, have shown the significance of the implementation of games in the English classrooms, and how teaching and learning instead of being boring can be entertaining.

When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Games can help young learners to learn their vocabulary effectively. Although games have advantages and disadvantages when used to teach vocabulary, using them will enable young learners to acquire the lesson with pleasure as they can easily remember all vocabulary. They should be selected appropriately for students' level, interests, and context. Moreover, you should pay attention to the topic and vocabulary presented. Any game can be effective when it is used appropriately for the subject and is controlled by a wise and skilled teacher.

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Appendices

Appendix A

Questionnaire

Dear teachers

The following questionnaire is designed for a research entitled „using games as a vocabulary strategy to develop pupil’s lexical competence“. Your cooperation in answering the following questions honestly and frankly would be greatly appreciated. Please insert (√) in the appropriate space given and do not put your name since the responses are anonymous.

Part one:

1/ Personal information

A) Age :

29-20 ()

39-30 ()

49-40 ()

+50 ()

B) Gender:

Male ()

Female ()

2/Academic qualification:

Bachelor degree holder ()

Master degree holder ()

PHD degree holder ()

3/ Teaching Experience:

How long have you been teaching?

From 1 to 5 years ()

from 6 to 12 ()

more than 12 years ()

Part two: Teachers' point of view on importance of using language games in teaching English vocabulary in primary school

1- Do you use language games in your classes to teach

vocabulary? Yes () No ()

2- Traditional methods (translation, using dictionary, etc.) for teaching vocabulary are an effective way than using language games.

Strongly Agree ()

Agree ()

uncertain ()

disagree ()

strongly disagree ()

3. Do u think that language games are important in teaching

vocabulary? Yes () No ()

4. Language games provide a practice with the various skills of learning (Speaking, writing, listening and reading).

Strongly Agree () Agree () uncertain () disagree () Strongly disagree ()

5. According to your experience, which skill do language games enhance

more? Listening () Speaking () Writing () Reading ()

6. As a language teacher, you use educational games when:

- You feel that the game is better mean to teach vocabulary ()
- You want the learners to memorize vocabulary easily ()
- You want the classroom to be more dynamic and interesting ()
- Just for fun ()

7. Language games make students more involved and motivated while learning

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

8. Language games reduce the fear of making spelling and pronunciation mistakes

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

9. Language games promote the lexical competence

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

10. Language games break the ice between the teacher and student that positively influence their relationship.

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

11. Language games help students to become a part of a team as well as taking responsibility for their own learning.

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

12. Language games are better means than traditional methods to contextualize the vocabulary to be taught.

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

13. Language games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary.

Strongly Agree () Agree () uncertain () disagree () strongly disagree ()

14. Language games encourage shy students to participate. Strongly Agree () Agree () uncertain () disagree ()

Appendix B

Observation sheet

1 Facial Feature Race

Rounds of the game/attempts	Number of mistakes

2 right and left hands

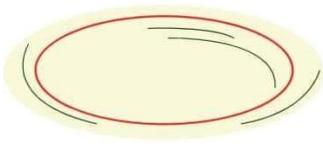
Rounds of the game/attempts	Number of mistakes

3 hide and seek game

Rounds of the game/attempts	Number of mistakes

Appendix C
Flash Cards

Plate



Spoon



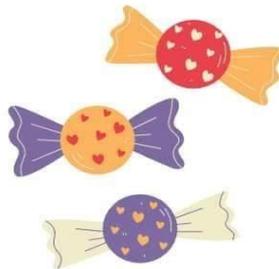
Knife



Juice



Sweets



Presents



Balloons



Cake





Rabbit



Chick



Dog



Lamb



Cat

eye



www.Games4esl.com

nose



www.Games4esl.com

ear



www.Games4esl.com

mouth



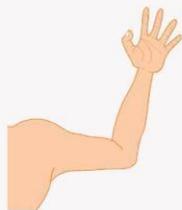
www.Games4esl.com

head



www.Games4esl.com

arm



www.Games4esl.com

leg



www.Games4esl.com

hand



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ملخص

لا يمكن تجاهل أهمية وتعقيد اكتساب المفردات في تعلم اللغة وتكمن الصعوبات الشائعة الموجودة في إتقان اللغة الإنجليزية هي القدرة على التحدث والكتابة بشكل جيد. إذا لم نتمكن من فهم معنى واستخدام المفردات بطريقة جيدة ، وبناء الجمل ، فقد يتسبب ذلك في خلل في عملية اتصال و تواصل بين الافراد لذلك من الضروري للمعلمين ، وخاصة أولئك الذين يدرسون طلاب السنة الثالثة في المدارس الابتدائية ، استخدام تقنيات فعالة تعالج التحديات التي يواجهها المتعلمون وتعزز معرفتهم بالمفردات الأجنبية. في هذا البحث ، تم اقتراح الألعاب اللغوية كطريقة فعالة لتحقيق هذه الأهداف من خلال الجمع بين الترفيه وتحسين المفردات. لا تجلب الألعاب اللغوية التنوع إلى الفصل الدراسي فحسب، بل تعمل أيضا كتقنية ممتعة للمتعلمين للتعرف على الكلمات الجديدة، وتعزيز العناصر المعجمية وتسهيل الحفظ. للتحقيق في فعالية الألعاب اللغوية في تعليم المفردات، أجريت دراسة وصفية. تضمنت هذه الدراسة استبيانا تم إجراؤه لمعلمي اللغة الإنجليزية كلغة أجنبية، يهدف إلى فحص مواقفهم تجاه تعليم المفردات ووجهات نظرهم حول استخدام الألعاب اللغوية كأسلوب تعليمي. إضافة إلى ذلك، يتبنى البحث نهجا يركز على المتعلم، حيث تتم مراقبة المتعلمين في جلسة صافية أثناء الانخراط في لعبة اللغة، مع تولي المعلم دورا توجيهيا الهدف الأساسي هو تقييم مدى مساهمة الألعاب اللغوية في تعلم أساليب جديدة واستخدامها الفعال

أظهرت نتائج الدراسة فعالية الألعاب اللغوية في تعزيز المعرفة الفردية لدى طلاب المدارس الابتدائية الإنجليزية كلغة أجنبية وتنمية كفاءتهم المعجمية. أظهر الطلاب تقدما كبيرا، حيث تعلموا تقريبا جميع الكلمات غير المألوفة التي تمت مواجهتها في الجلسة الأولى. علاوة على ذلك ، أظهروا مستويات عالية من التحفيز والاهتمام. بناء على هذه النتائج، يوصى بشدة بدمج الألعاب اللغوية في تعليم المفردات لتسهيل التعلم والمشاركة الفعالة بين الطلاب .