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The Effectiveness of Language Games in Improving Learners' Vocabulary

The case study of first year middle school pupils

at 'Khaoula Bent El Azouar' in Biskra

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DEDICATION

I dedicate this dissertation to:

The light of my life and the dearest persons to my heart: my parents. Thank you for all your encouragement, and above all your love.

The flowers of my family: my brothers: Ammar and El Moetassim Billah; my sister: Khaoula; my grandmother, and my grandfather.

My relatives and my friends whom I am sharing my life with its lights and shadows

To my teachers in all levels and all people who helped me and encourage me to do this work.

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ABSTRACT

Learning EFL vocabulary is a difficult task so that teachers try as much as possible to facilitate it for their learners. One of the techniques that can be used is integrating language games. The goal of this research is to check the effectiveness of language games in facilitating learning as well as improving vocabulary. In other words, this study aims at exploring the relation between using language games and vocabulary development for first year middle school pupils. To achieve the mentioned objectives a descriptive study is conducted; it is based on the analysis of data gathered from a questionnaire devoted to teachers, and an immediate interview after the game is designed for pupils. Moreover, the questionnaire explores teacher's perception to the usefulness of games as a technique for teaching vocabulary; whereas, the interview collects information from the concerned group about their reaction. In general, this study describes the process of using language games and how much pupils may benefit from them. The results showed that it is effective to use language games in teaching vocabulary and integrating them in the lesson which can help pupils to improve their lexical knowledge. However, they need to be used with conditions such as being appropriate to the pupils' level, the lesson objectives, and the time constraints.

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GENERAL INTRODUCTION

Introduction

Vocabulary learning is viewed as very important to language learning; however, many people have unpleasant memories of learning vocabulary. For example, EFL learners face difficulties to learn and to remember new words. As a result, language educators and teachers are searching for useful methods to be used to facilitate for them the learning of vocabulary. There are numerous techniques and methods that can be used to introduce vocabulary; however, there are some factors that should be taken into consideration concerning the manner of presenting new lexical items. Furthermore, if the teacher wants learners to remember new words, he/she should present them in context, practice them, and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.

Recently, many scholars were searching on how to improve learner's vocabulary. They stated a set of principles starting with the presentation of common vocabulary and then the limitation of new vocabulary amount in a given text (Schmitt, 2000). For that reason, there is a great concern about the effective way to consolidate learner's vocabulary knowledge. Brassell (April 2008) argues that there are teachers who understand how much vocabulary are important in language acquisition but few of them look for the best way to facilitate this task

Moreover, teachers have to vary techniques to be used to introduce new lexical items. According to *Gairns and Redman* (1986) classification, the presentation of vocabulary is classified into visual and verbal techniques. Verbal techniques consist of verbal illustration such as, definitions, synonyms, and opposites while visual ones include pictures, objects, or gestures. Good presentations help learners remember what they have learned.

In addition, "people usually enjoy a task if they play an essential part in it" (Dornyei, 2001, p. 77). According to him, the best way to illustrate this situation is through activities done in the class, and which need a discussion among learners. Moreover, these activities make learners who contribute in them feel interested while those, who do not, feel uninspiring. Learners need to practice regularly what they have learned; otherwise, they will forget. For that reason, teachers can resort to interactive techniques for vocabulary revision and consolidation .Games, for example, can be included in revising learned items. They also help teachers to create a good atmosphere for optimal teaching-learning process. Since learners prefer to learn in enjoyable environment, they will respond to and interact with these games. In addition, using such complementary tools help learners to learn many aspects of the language at the same time. Most of the time, games can be considered as simple activities, but they are not always an easy task. As it is mentioned above, using games in class is very effective especially for beginners in improving their language. For example, cross words games can provide learners with more opportunities to be familiar with new words so that they unconsciously enrich their language. As, Uberman (1998, p.20) stated, games can be considered as an unconscious way of learning.

1. Statement of the Problem

Middle school pupils in Algeria face different obstacles to learn English as a foreign language. One of the challenges that face them is the matter of vocabulary learning. As soon as learners leave the classroom, they enter their native language world where they do not have the opportunity to use what they have learned in English. Because of that, teachers should create an appropriate situation in which learners can acquire vocabulary as much as possible through funny, attractive and interactive activities. Games have a number of learning advantages; "games can lower anxiety, thus making the acquisition of input more likely" (In Uberman, 1998, p. 20). Moreover, they are one of the

tasks that encourage learners since they prefer to study in an enjoyable manner. The present work aims to investigate the usefulness of using language games to enrich learner's vocabulary. During the research we try to answer the following question: Since EFL learners have difficulties to learn vocabulary, what is the best method to be used to facilitate learning for them. In other word, how can language games influence learners' vocabulary learning?

2. Aim of the Study

Throughout this study, the aim is to attain the following objectives. It aims at showing the importance of creating pleasant situation for optimal learning, providing teachers with some factors considered when designing language games, and identifying the effectiveness of language games in learning vocabulary.

3. The hypotheses

It is hypothesized that:

- The use of language games for Middle School pupils has a great influence on their vocabulary improvement. So, language games contribute in improving learners' vocabulary.

- Although games create a suitable atmosphere for learning, they do not have great influence on learner's vocabulary improvement, and they need to be used as an enhancing technique in addition to others.

4. Research Methodology

4.1. Method of investigation

The present work aims at describing one of the techniques that teacher can adopt to facilitate for the learners language vocabulary acquisition. In other words, it seeks to study the relation between using language games and vocabulary learning. The descriptive method will be the appropriate research method for the present study. It will be done

through analyzing questionnaire delivered to teachers to obtain their opinion about the research problem, and if, according to them, games are significant, and an interview designed for pupils to gain more detailed information on their reaction toward playing games.

4.2. Research tools

To achieve the mentioned objectives, data will be two main research tools:

4.2.1. <u>Questionnaire</u>: is a tool of gathering data through asking written questions. It is addressed to teachers in order to obtain their opinion about the research problem, and if, according to them, games are significant.

4.2.2. <u>Interview:</u> it is designed for first year Middle School pupils to gain more detailed information on their reaction toward playing games. More specifically, it attempts to check if pupils really learn from games.

4.3. Limitation of the study

When we ask teachers about their points of view concerning incorporating games in teaching language aspects, specially teaching vocabulary, they will appreciate the technique; however, they will state the difficulties which face them when using it. In our research we are going to focus only on the significance of games in improving pupils' vocabulary storage and usage. Furthermore, we are aiming at investigating how we can adopt the interactive activities to benefit from them as much as possible for enriching our EFL learners' vocabulary knowledge.

4.4. Population and sampling

4.4.1. <u>Population</u>: the aim of this work is to examine the subject of vocabulary learning. Both English teachers and first year middle school pupils, who are organized into seven groups, are involved in the study.

4.4.2. *Samples*:

4.4.2.1. *Teachers' sample*: the investigation concerns with middle school teachers who can provide an insight into language teaching; more specifically, they are able to provide good description about teaching and learning vocabulary. Furthermore, they are the best source of information because they are engaged in the field of teaching.

4.4.2.2. *Pupils' sample*: the study deals with one group from first year middle school pupils who are enrolled in the academic year 2011/2012. The size of the sample is about 40 pupils. The sample has been chosen because of the following reasons:

- They can be motivated to interact within games.

- They are in need to learn vocabulary as much as possible

- They have the ability to learn new words if they are well presented.

4. Structure of the study

The present study is organized in four chapters. The first three deal with the theoretical aspect of the subject whereas the last one represents the practical side. The chapter one is a review on teaching vocabulary starting by identifying vocabulary definitions and its different types such as receptive or productive, and printed or oral. In addition, it sheds light on some elements required for building vocabulary knowledge. It also deals with the main guidelines for either selecting or presenting vocabulary to learners.

Chapter two studies the second variable in the subject. It starts with setting background information on the history of games and its different definitions. Moreover, it provides a number of issues on using games in the class. It begins with identifying teacher's roles during playing games, discussing some criteria that can be used for selecting appropriate games, and stating the different steps involved in playing any game.

Chapter three discusses the relation between using games and teaching vocabulary. It first identifies a number of game types and discuses only those which can appropriately be used in the class such as: paper-and-pencil games and card games. It then discusses different situations where the teacher can use games to teach vocabulary. More precisely, it deals with using games as strategy for practicing and assessing vocabulary.

Chapter four deals with analyzing the data collected from teachers' questionnaire and pupils' interview. Furthermore, it includes some recommendations on using language games for improving learners' vocabulary knowledge.

Part one

Liturature review

Chapter one

Teaching Vocabulary

Chapter 1

TEACHING VOCABULARY

Introduction

Recently, many studies have been carried out about the effective techniques and strategies that can be used to create appropriate as well as motivating situation to learning so that learners can learn the language aspects either consciously through planned strategies or unconsciously through incidental learning. This chapter discusses the main issues about teaching vocabulary in the classroom; it includes some hints concerning stages of knowing a word, effective vocabulary selecting criteria, and some techniques used to present new vocabulary.

1.1.Definition and Types of Vocabulary

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins in Thornbury 2002, p. 13). Wilkins asserts that vocabulary is a very essential in conveying messages, and grammar is not sufficient in learning any language. Nowadays, there is a clear shift of the importance from grammar to vocabulary since vocabulary is the starting step to acquire any language. For example, learners who lack vocabulary will find many difficulties to use or even to understand the language.

Knowing a language requires knowing its vocabulary which is defined in Oxford Advanced Learner's Dictionary (online version, 2011) as "All the words that a person knows or uses, or all the words in particular language". According to Carter (1998), a word can be defined from two aspects. From the *orthographic* perspective, a word represents series of letters that may include hyphen and apostrophe, and which can be separated from another either by leaving a space or by putting punctuation mark. However, from the *semantic* aspect, a word is "a minimum meaningful unit of language" (p. 4-5).

Consequently, a word is a sequence of letters that are organized in certain order to transmit a meaning.

It is important when defining vocabulary to know its types. Elfreida and Micheal (2005, p. 3) clearly stated that vocabulary can be presented in different types according to different purposes. In general, vocabulary is defined as the knowledge of word meaning in its different forms (oral or print) or types (receptive or productive). Oral vocabulary items are those words that we know their meaning through speaking or oral reading; however, print vocabulary refers to those vocabularies that we know their meaning while writing or silent reading. Moreover, receptivity and productivity are another criterion of vocabulary distinction. Receptive vocabularies are words whose meaning is known when individuals listen or read. In contrast, productive vocabularies are set of words used in speaking and writing. Although vocabulary is differently defined, it commonly refers to the knowledge of word and its meaning.

We notice that vocabulary, lexis and word are used to refer to the same thing. However, according to Scrinever (2005), vocabulary and lexis are different terms. He stated that vocabulary "typically refers mainly to single words (e.g. *dog, green, wash*) and sometimes to very tightly linked two-or three word combinations (e.g. *stock market, compact disc, sky blue, go off*". However, he defined lexis as " … our 'internal database' of words and complete 'ready-made' fixed/semi-fixed/typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar" (p. 227). The difference is summarized in the following figure.

Vocabulary

Lexis

grammar

| Singal words and fixed two-/ three word combinations | collocations | 'ready-made' chunks | Formation of new phrases and sentences |
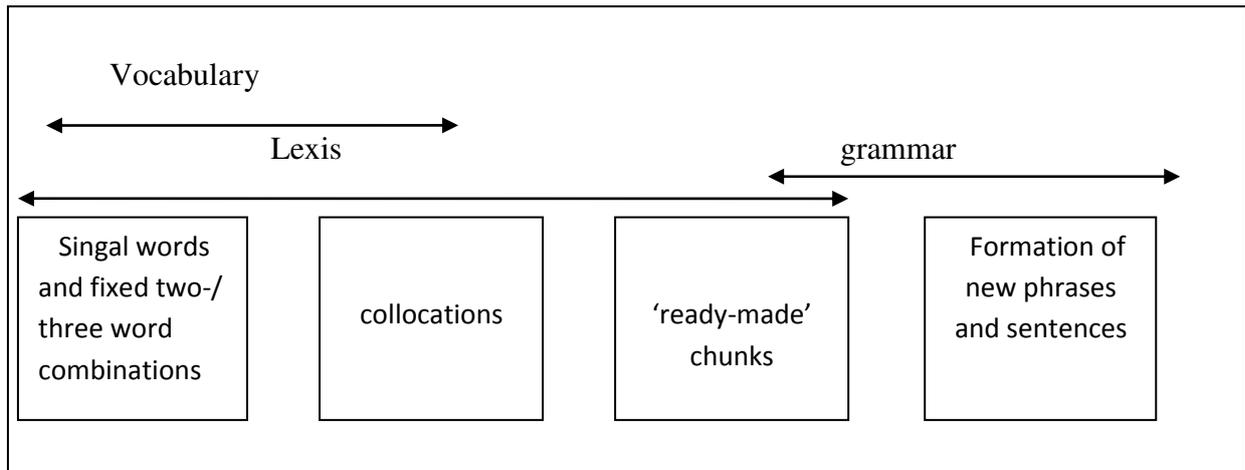
Figure 1: Vocabulary, lexis and grammar (Scrivener, 2005, p. 228)

Most significantly, vocabulary is one of the most essential elements in learner's proficiency level. It indicates his position in speaking, listening, reading and writing. Furthermore, being far from extensive vocabulary acquisition may create a difficulty for students to attain their potential and to benefit from opportunities provided to them such as listening to radio and communicating in different contexts (Richards & Renandya, 2002, p. 255)

1.2.Vocabulary Learning Strategies

Vocabulary learning is very important either in first or second language. Consequently, researchers attempt to investigate strategies that may enhance vocabulary development. There are two strategies that can be used in vocabulary learning: Explicit and implicit learning. The distinction between the two strategies is related to the learner's focus when learning i.e. does the learner focus on the language itself or on its use?

In Explicit learning, the focus is directed to learning the language. According to Schmitt (2000), explicit learning is the process in which the learner pays a great attention on the information to learn it in order to make the chance of acquisition greater. Furthermore, Hatch and Brown (1995) stated that it is a planned process intended by the

teacher or even by the learner. Through this strategy, the teacher aims to provide materials to present vocabulary, such as translation, word lists and word cards. In contrast, implicit learning is a process where the learner focuses on the use of the language more than learning (Hatch & Brown, 1995). For example, it occurs when the learner focuses on understanding the message of a text rather than understanding its vocabulary (focusing on single words). It comes through extensive reading and verbal communication. Explicit and Implicit learning are two types of vocabulary learning strategies although they differ in the way the information is learned either intentionally or incidentally.

Many scholars reject the ideas of explicit instruction. For instance, Laufer (in Boers & Lindstromberg, 2008) mentioned that learners when encountering new word, they try to understand it from context. However, they may not remember the word or they acquire only partial information. In that case, they will retain the knowledge or expend it only through much encounter with the same word. In contrast, Hunt and Beglar (2002) believed that intentional learning is important to vocabulary development because vocabulary limitation can impede learning through reading.

As a result, it is better to start introducing "explicit instruction" to form a solid vocabulary foundation that helps them through incidental learning. Although there is a disagreement about the effective strategy for vocabulary improvement, both strategies are necessary. Moreover, Carter (1998) proved that not all the words we know are explicitly learned or taught. In the case of second/ foreign language learning, the learner needs both of them because they need first to be familiar with the language through explicit learning. Then, they can improve their language storage, especially vocabulary through implicit learning which comes in different ways such as, extensive reading or listening.

1.3.The Word Knowledge

One of the main goals of foreign language learners is to know, use and expand their vocabulary knowledge. However, they are not aware of the meaning of word knowledge. Although many scholars and researchers defined the word knowledge in different ways, they generally agreed on the idea that word knowledge requires knowing the form, the meaning and the use of the word. For example, Pavičić (2008) stated that knowing a word refers to knowing its different features; For instance, knowing its "phonological, orthographic, morphological, syntactic and semantic" characteristics (p. 10). Similarly, Nation (2000) identified a number of factors needed in knowing a word, and he summarized them in the following table (p. 40-41).

Form	spoken	R	What does the word sounds like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?

	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency…)	R	Where, when and how often would we expect to meet this word?
		P	Where, when and how would we use this word?

Table 1: What is involved in knowing a word?

R: Receptive knowledge

P: Productive knowledge

The table signifies that the task of being knowledgeable about a word requires three main stages: starting by the word form, the word meaning and then the word use. The word form consists of the knowledge of the spoken and the written representation in addition to its different parts. The second component is the word meaning. In other words, what is the relation between the form and the meaning? More specifically, its conceptual meaning and its different referents in addition to the knowledge of the word associations with other words. Finally, the last requirement of knowing a word is being familiar with its use. It can be considered as a consolidating factor because it deals with the application of its meaning in context. For example, what are the different grammatical functions that the word can take? Or how it can behave in a sentence; or what type of words it can be used with; and when, where and how it is usually used.

All the presented information should be applied for second/foreign language learners to facilitate learning vocabulary and knowing the various aspects that are needed for that. The teacher when presenting a new word needs to start by defining its form and its available derivations. Next, he tries to separate between words that represent single referent from those which represent many referents. Norbert Schmit (2000) advises the

teacher to present the first type through using pictures; however, the second type needs more explanation.

1.4. Vocabulary Selection

Teaching is not an easy task because the teacher holds the responsibility of choosing the appropriate input for learners that suit their level, i.e. language teachers should carefully select what they will teach especially when teaching vocabulary. The input selected for foreign or second language learners should be well selected according to different criteria. Although there are different factors influencing vocabulary choice, there is no clear agreement about the most significant ones, but the widely used are usefulness, frequency, learnability and teachability. In foreign language classes, the teacher should consider those criteria in order to select for his learners, beginners, what is useful and learnable to facilitate as well as to enhance vocabulary learning.

1.4.1.   Usefulness

Knowing a language does not mean knowing all its vocabulary. In the case of foreign languages learners, the limited classroom time hinders them to reach a high level of proficiency. Supporting this idea, Richards (2001) stated that when comparing native language speakers' amount of vocabulary to those of second language learners, it can be found that native speakers are more knowledgeable. However, not all what they know are useful for second language learners who do not have much time. Before thinking how to present vocabulary to learners, teachers need to think first about which words are useful for them. Consequently, many questions may arise about what makes a word useful or not. Scott Thornbury (2002) provided an answer by defining useful words as those ones that ". . . can be put in immediate use" (p. 34). Moreover, the best illustrating example is the vocabulary used in the classroom as "*pen, board, door, notebook,* etc" (ibid p. 34). Word usefulness can refer to its importance and utility. According to Elfrieda and Michael

(2005) word importance and utility are clearly significant factors. In addition, they suggest that words which can be "sufficiently" used by learners have the priority to be taught through explicit learning (p. 12).

As a conclusion, the foreign language teacher must consider his learners needs when deciding what to teach. He can choose important, useful items and which can be used in daily communication.

1.4.2.   Frequency

When analyzing any text in terms of included vocabulary, it is found that there are many words which are repeated and are frequently used. The criteria of frequency mean teaching vocabulary that is frequently used. Moreover, Hedge (2000) points out that frequency is very important in ELT because it is identified as a criteria for designing syllabuses and materials. Furthermore, most frequently used English words are the most useful ones for learners. To prove the significance of using frequency for selecting vocabulary, Thorunbury (2002) argued that it is preferable for teachers to introduce frequent vocabulary or words because knowing frequent words helps learners know widely used meanings. Since this type of words is so significant in learning a language, both teachers and learners should give a considerable time to teach or to learn them. As Nation (2000 p. 23) points out, they should devote enough time for them and they can use different techniques. They are presented in the following table.

Direct teaching	Teacher explanation Peer teaching
Direct learning	Study from word cards Dictionary use
Incidental learning	Guessing from context in extensive reading

	Use in communicative activities
Planned encounters	Graded reading Vocabulary exercises

Table 2: Ways of learning and teaching high frequency words

The table represents teachers' and learners' roles towards high frequency words. From the part of teachers, they can either teach them directly through explanation or peer-teaching, or they can design planned encounters with those words through reading or vocabulary exercises. However, learners may also learn them directly when studying from word cards or when using a dictionary. In addition, they may learn them incidentally as in the case of guessing from context in extensive reading or using them in communication activities.

1.4.3. Learnability

Learners will learn better if they encounter new words which do not need much effort to be learned. By definition, learnable words are those words that can be easily understood (Thornbury, 2002, p. 35). More importantly, there are different factors that make words learnable. One of them is that they may have a similar use in the native language (ibid). He also highlights the importance of word learnability in selecting vocabulary to be included in the syllabus. Moreover, many books devoted to beginners pay an explicit attention to vocabulary collection. For example, in earlier courses, learners can find set of words related to specific domain such as, *"taxi, cinema, and restaurant".* (ibid, p. 35)

To facilitate for foreign language learners improving their vocabulary knowledge, the teachers have to select for them an easy and an understood vocabulary, so that they can start learning that foreign language with solid vocabulary foundation.

1.4.4. Teachability

Another criterion that should be used in choosing vocabulary for foreign language beginner learners is teachablity. The term teachability refers to being easy to be taught. Many scholars such as (Thornbury 2002 and Richards 2001) argue that teachable words can be illustrated or explained through the use of pictures, real objects. Furthermore, they stated that most teachable words are the concrete nouns. For instance, the teacher can teach the word table more easily than the word freedom. This gives the priority to the concrete nouns to be taught first.

Foreign language learners are in need to build a strong vocabulary background so that they need to learn in an effective way. For that reason, the teacher can vary the presented vocabulary but they must be easily illustrated and explained.

1.5. Vocabulary Presentation

After selecting what to teach, a new matter arises concerning how to present the chosen input in an effective way. In other words, what are the different techniques that can be used? According to Meara (2005), there are many procedures used in presenting vocabulary for optimal learning. More importantly, teachers have to try to vary these techniques as much as possible in order to help learners of different learning styles benefit from the lesson (p. 77). There are three ways of presenting items: translation, visual techniques, and verbal techniques and the choice of which technique can be used depends on different factors. Thornbury (2002) mentioned that the presentation of vocabulary depends on learner's level, their familiarity with the word, word difficulty, word teachability, and the purpose of teaching the item either for production or for recognition only.

1.5.1. *Translation*

Foreign language learners, beginners, find different difficulties while learning and they see that the use of native language can be a facilitating factor. In order to familiarize learners with L2 word, the teacher can use translation when presenting a new item meaning. For example, Thornbury (2002) saw that it is useful in the sense that it is a direct link between the word and its meaning. However, being much reliable on translation indicates learners' failure to get second language lexis without using L1 equivalent, or they do not want to spend time and effort to get the meaning as the case of *"no pain, no gain"* (p. 77). Although translation is a useful in presenting meaning of words, it can prevent learners from learning second language words excluding the use of L1. Moreover, the same idea presented by Nation (2000) when he claimed that it is beneficial because it does not need much time, much efforts and much thinking. In contrast, it can reduce the time given to second language learners to use the language. Avoiding those problems requires teachers to consider Pavičić's suggestion about the connection of L2 items with their L1 equivalent. He (2008) stated that teacher can use this method either to check comprehension or to identify the similarities and differences between L1and L2 if necessary.

From what have been mentioned before, it can be concluded that translation is a good technique. However, teachers need to look for other techniques to be used as alternatives. For example, they can sometimes use visual presentation in addition to or instead of using translation.

1.5.2. *Visual techniques*

Visual presentation of a word includes using different tools such as, pictures, gestures or other demonstrations. According to Gairns and Redman (1986), the use of visual tools to introduce words can be more useful than translations because it can help in

word retention. Moreover, it is an attractive and motivating technique used for enhancing learning more vocabulary. Thornbury (2002) defined it as a way of illustrating and presenting words through the use of visual aids. Furthermore, it is a motivating factor that helps learners learn by themselves by creating "mnemonic devices" which help them remember the word through remembering its representation and it depends on each learner's level. More precisely, Meara (2005) argued that" visual images works as a sort of temporary content; it fixes the physical form of the word, makes it more resistant to forgetting and provides a way of recalling the words via images when you need it"(p. 78).

However, there are many others who doubt in the usefulness of using images and other visual aids. For instance, Nation (2000) points out that any way of presenting a meaning that contains "changing of an idea into some observable form" may be a misleading factor. In other words learners may not interpret it correctly (p. 107). As a result, the best solution is that teacher can integrate some verbal techniques so that learners can get the word and its meaning or its features in a successful manner.

1.5.3.   Verbal techniques

In addition to using translation and visual representations, the teacher may use another alternative technique which is verbal presentation. It is a way of presenting words and their meanings through the use of language in order to clarify more what have been introduced. Thornbury (2002) defined it as another way of defining the word meaning and it can include: providing an example situation; giving several example sentences; giving synonyms, antonyms or superordinate terms; or giving a full definition (p. 81).The teachers behind all these efforts want to facilitate learning vocabulary task for their learners, and in order to achieve their goal they should make their explanation and illustration accessible to all learners. Although there are many ways used in verbal technique, the most used one in the classroom is the explanation. Furthermore, the

explanation should be, in Uberman's point of view, simple, clear and supplemented by other technique to help in word retention (Uberman 1998). For effective vocabulary explanation, Tsui (1995) advised teachers to consider both learner's level and previous knowledge. They need to explore their learner's level of competence to decide how the explanation should be. In addition, teachers will use the student's previous knowledge to connect the new information to the old one for easily and effectively conveying the meaning of words.

Second language learners, beginners in particular, are not familiar with the language presented for them. So, the teachers must encourage them to know the language through making clear, well selected explanation. A good explanation is a key factor for good understanding so that successful learning.

Conclusion

It is not enough when teaching vocabulary to provide learners with a number of words, but it is more difficult and complicated process. Moreover, the teacher needs to change learners' perspectives on vocabulary learning and makes them aware of different strategies that can help them realize their goal which is being knowledgeable about language vocabulary. More precisely, he/she has to look for techniques that may encourage them and create the desire to learn better. The teacher's responsibility appears in providing learners with clear hints about what they need in order to learn any word, and how they can enlarge their word knowledge. In addition, he/she needs to identify some characteristics of expected vocabulary to be taught.

Chapter two

An owverview on using
in language learning

Chapter 2

AN OVERVIEW ON USING GAMES IN LANGUAGE LEARNING

Introduction

Many scholars agree that good learning occurs as a result of learners' interest and motivation. For example, if a designed task does not target their style or does not fit their needs, they will not benefit from it. Moreover, different researchers such as: El Shamy (2001), Scrivener (2005), and Hayns and Zacarian (2010) highlighted the importance of creating entertaining, helpful and useful activities for optimal learning atmosphere because an entertaining situation can prevent the feeling of obligation. The last two characteristics mean that the teacher should create activities that help learners to improve themselves and facilitate for them the task. Games, for instance, can be useful in realizing these objectives because they are considered as entertaining and educating strategies.

This chapter investigates game definition and characteristics in addition to the different teachers' roles and what they need to know to select an appropriate game. Moreover, it will discuss the major steps in playing a game.

2.1. Game Definition

Games have a long and rich history. They are divided into two main periods: before and after the 19th century. According to El Shamy (2001), in the beginning, games were mainly based on physical activities. They were related to special occasions such as religious rituals, celebrations and festivals. However, after the 19th century, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that time games started to construct their "educational instruction". The first educational game was The "Mansion of Happiness" that aimed to teach children the difference between good and bad. Moreover, games

continued changing till they become tools of training (p. 3-5). In addition, after many improvements, games have acquired their significance to be used in teaching and learning.

Games has always been and seen symbols of fun, enjoyment, involvement, competition and cooperation. Advanced Learner's Dictionary (8th Ed) defines a game as "an activity or sport" governed with rules, where people have to compete against others. In addition, El Shamy (2001) states that it is a "Competitive activity played according to rules within a given context, where players meet a challenge" to achieve an objective and win (p. 15). Moreover, she has differentiated between a game and a training game. In addition to the other characteristics, the skill being developed in the training game is one of its objectives. Furthermore, she adds that games are the context where the learning material can be interesting and not boring. Additionally, Prensky (2001, p. 68) describes another feature that refers to the enjoyment found in playing a game. He believes that games are kind of activities that bring ". . . enjoyment and pleasure" to the participants (in Beak. 2010). Consequently, what kind of relations there is between having a fun and learning? Teem (2002, in Ibid) answers by stating that games provide a "forum in which learning arises as a result of tasks stimulated by the content of the game".

From these definitions, it can be concluded that a game is a kind of rule governed activity which is based on competition and meeting a challenge to accomplish certain goal through enjoyable atmosphere. During the classroom, games are used as means of reinforcing or practicing what have been studied and it can be used as a way to motivate learners to have pleasant interaction with the language. Moreover, language games are games based on the language and they aim at developing language skills. For example, Crosswords Games can improve learners' vocabulary.

2.2. Teacher's Roles

Before stating the teacher's roles in the classroom, it is important to understand what the term "role" means. According to Hedge (2000, p. 26), this concept refers to a number of the teacher's and learners' functions during the lesson. In other words, it means the set of activities that the teacher and learners may perform in the class. As far as the teacher is concerned, he/she has different roles to play. For example, Harmer (2001) sees that the teacher can act as: a controller of the class environment; an organizer of activities; an assessor of the students' improvement; a prompter in group work; a participant or a source of a help. Besides, Karavas-Dukas (1995, in Hedge, 2000) asserts that the teacher's roles can be categorized into four main types: "a source of expertise, management roles, source of advice and facilitator of learning" (p. 27). However Barnes, Hines and Weldon (1996) state that in classroom games, the teacher can act as organizer, facilitator and enthusiasm generator.

2.2.1. As an organizer

Harmer (2001) declares that organizing students to do an activity is one of the teacher's functions. As a result, organizing a game in the class requires the teacher to make clear introduction, managing the game parts and providing a feedback at the end. Harmer summarizes that in the following figure.

Engage ⟶ instruct (demonstrate) ⟶ initiate ⟶ organize feedback
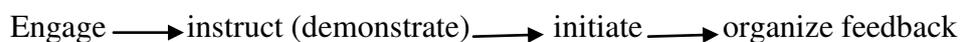
Figure 2: The role of organizer (Harmer, 2001, p. 59*)*

Through this figure, we recognize the main steps that the teacher needs to follow to do an activity or to play a game. In other words, before doing an activity, the teacher should first involve students and get their attention. Then, it is necessary to make an introduction to the task so that learners know their responsibilities. During game play the teacher can observe what is going on in order to make a feedback after the game finishes.

Foreign language learners need to be in contact with the foreign language so they need their teacher to arrange for them different activities and to organize for them various interactions with language skills. Otherwise, they may lose the desire to improve themselves. Consequently, creating attractive learning atmosphere requires careful management. For example, the teacher can provide students with activities that they appreciate, and he/she can do that through giving attention to the way he/she organizes them.

2.2.2. As a facilitator

The teacher can make learning easy by providing different solutions to expected problems or difficulties. For instance, students sometimes face some obstacles while doing an activity; they do not know how to formulate an idea or how to say a word. In this case, the teacher can help them by guiding them to the right way. As Harmer (2001) agrees that the teacher can help his/her students but with limits, and his/her responsibility is just encouraging them to work on their own. Moreover, Karavas-Dukas (1995, in Annatte Barnes et al 1996) concluded from his study that the teacher has eight main roles and each one involves a number of functions that serve the same objective. For instance, he indicates that the teacher can act as a facilitator of learning which implies other functions such as: "Learning Facilitator, Helper, Guide, Catalyst to group discussion, Prompter and Mediator" (p. 29).

2.2.3. As an enthusiasm generator

According to Karavas-Dukas, during the class the teacher has many roles to play. Some of them are: "entertainer, motivator and source of inspiration (1995, in Ibid). Relating Karavas' point of view to the teacher's role when designing a game play shows his/her responsibility to stimulate learners' curiosity to discover new knowledge through playing the game. Supporting this idea, Harmer (2001) emphasizes the teacher's ability to

motivate his/her learners by telling them the usefulness and the helpfulness of the game in improving their language level; As a result they will be prepared.

One of the main issues that is under investigation is the qualifications of effective teacher. It means what the responsibilities the teacher should have in order to achieve effective teaching. Harmer (2001) argues that the effective teacher can make fluent changes of roles without creating problems or obstacles.

2.3. Game Selection

After being knowledgeable about what is a game and what are its characteristics, the teacher must know how to select the appropriate one for learners. According to Millano and Ullius (1998, in El Shamy,2001), good learning activity should be suitable to the objective, the course content and the participants level to help in learning transfer. In other words, it should contain these characteristics in order to facilitate for learners grasping the meaning from the activity and then using it. In addition, it must be appropriate to the time constraints and it has to add a variety to the course, suit the different types of learners as well so that it conforms to their competencies (p. 95). Tyson (2000) assumes that a game must have a balance between fun and education and involve a friendly competition. It should also attract all the learners and make them focus on the use of the language more than on the language itself. Additionally, it provides opportunities to learn, practice, or review language skills. (in Yin & Jung, 2000)

There is another factor that affects on selecting a useful game which is the game appropriateness to learner's level and age. As Uberman (1998) states, in order to achieve a desired result, games should correspond to learner's level, age and the material introduced. Most importantly, Beak (2010) adds that a game should have a balance between "educational requirements and motivational factors" (p. 271). El Shamy (2001)

summarizes all the criteria needed to assess the usefulness of the game in the following

table.

The Ultimate Training Game Assessment
    Game assessed:
 	
    Rate each item: 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = awful					

Value as a Game:	4	3	2	1	0
1. fits with content, design, objective					
2. is challenging and engaging					
3. adds variety and energy					
4. has objective, measurable results					
5. yields worthwhile amounts of learning					
6. has suitable strategy for winning					
7. works with various numbers of players					
8. has a high fun facto					
Learning Issues:					
9. repeats and reinforces key learning					
10. gives immediate feedback					
11. provides safe practice of new skills					
12. develops understanding of concepts					
13. provides meaningful challenge					
14. stimulates many senses					
15. promotes intense dialogue, discussion					
16. provides social contact, group work					
17. has realistic, complex experiences					
18. has analysis, interpretation, reflection					

Trainer Friendly:					
19. has minimal advance preparation					
20. fits time, space and cost constraints					
21. fits trainer competencies					
22. is flexible and adaptable					
23. is nondisruptive to surroundings					
24. is easy to transport					
25. you like it!					
Comments : add up your ratings and get a total score:					

Table 3: checklist of assessing a game (El Shamy, 2001, p. 120)

In the case of foreign language classes, the teacher can consider these characteristics to introduce simple and effective game that can achieve the main aim that is improving learners' vocabulary or other language skills. In other words, to improve learners' vocabulary, the teacher should select a simple game to make the interaction with it easier.

2.4. Steps of Playing a Game

The next step, after choosing the appropriate game, is applying it in the class. There are three main steps involved in playing a game. The teacher can give learners the sign to start the game but after introducing it. After the game is finished or the time is over, a feedback should be provided.

2.4.1. Introducing the Game

The introduction is the first step in playing a game. It is so important because it informs learners about what is going to happen. The outcomes depend on the manner in which the game is introduced. More specifically, if the teacher introduces the game in an

appropriate way, he/she may achieve the desired objectives. As a result, for effective

game, the teacher tries to make a clear and attractive as well as motivating introduction.

According to El Shamy (2001), the introduction involves four main elements. The first one

is the teacher's style which means showing his enthusiasm through his introduction. He

said: "If you*[the teacher]* are positive and enthusiastic, the participants will respond

accordingly" (p. 103). The second element is the set up of the game. It means that the

teacher needs to stimulate learners' curiosity to play and learn by stating the reasons

behind playing the game. For example, he can say: "through this game you will practice

what have been studied and you will enjoy it" (Ibid). The third element is explaining the

instruction. This step involves identifying the theme of a game, the roles given to the

participants and the rules. The final step before starting the game is managing the groups.

Doveston and Keenagham (2006 in Westwood, 2008) support the importance of the

introduction. They suggest that "there is a great value in discussing openly with a class the

best way of making group work effective, and explicitly identifying the skills necessary to

corporate productively with others". (p. 46)

From the aforementioned authors' point of view, the introduction includes all the

information needed to play a game. After stimulating learners, identifying the objectives,

setting the rules and dividing the groups, the teachers can ask them to start playing.

2.4.2. Managing the game

Once the teacher has introduced the game, he/she can give the learners the right to

start. The teacher's role during the game play is observing what is happening. As El

Shamy (2001) said: "You [teachers] do want to observe how players play" (p. 110).

However, it does not mean that the teacher does not have any role. As it is mentioned

above, he/she may act as a facilitator of learning or enthusiasm generator. For instance, if

there is any problem occurs during the game, the teacher can stop it and solve the problem,

and then allow them to continue. Supporting to this idea, Westwood (2008) claims that the teacher should monitor what is happening during the activity and he/she needs to intervene from time to time to help learners if they find difficulties to encourage them and to give examples of cooperative behaviors. For example, he/she may say that during a group work they can correct each other as well as accept others' comments in order to keep the group working. When the time is over, the teacher asks learners to stop in order to give them the feedback.

2.4.3. Debriefing the game

The last step in playing a game is providing a feedback. It is important because it is a kind of evaluation. During this step, the teacher discusses with learners the outcomes of playing this game. Moreover, it creates opportunities for discussion so that students use the language. Westwood (2008) agrees on the importance of immediate feedback while playing a game. He states that enjoyable activities make students react actively and get their immediate feedback. More important, debriefing a game must include teacher's evaluation as well as students' comments. The teacher can ask students about how they find the game, how they feel, and what they have learned. On the same point, El Shamy (2001) asserts that the teacher should cover many things when debriefing the game. She provides a kind of checklist which contains a number of elements to be used. In addition, she states that the teacher can adopt them according to the game, i.e. he/she selects just what fits his game and objectives.

1. What Happened?	• How did you begin? • Roles and responsibilities • Easy vs. difficult • Any conflict?
2. How Do You Feel?	• Positives? Negatives? • Frustrations, disappointments • Satisfactions, successes • Other reactions
3. What Did You Learn?	• What worked? What didn't? • Cooperation, competition • Communication issues • Any "do differentlies?"
4. How Does This Relate?	• To your job? • Your department? • Your company? • To our training purpose?
5. Where Do You Go from Here?	• Applications? • Further information? • Comments, questions, concerns?

Table 4: Checklist for debriefing the game (El Shamy, 2001, p. 113-114)

This checklist can help teachers to know if the game objectives are realized or not and to what extent the students have benefited from the game or the activity.

Conclusion

Games are motivating and enjoyable activities that make learners' interaction with the language easier and more useful. In addition, they allow learners to learn by themselves but supported by the teacher's guidance. However, not all games have these benefits unless they are chosen according to appropriate criteria. In other words, the

teacher needs to consider the learners' levels and styles, the course content and objectives to design a suitable game. He/she needs also to follow properly the different steps and stages of playing a game. As it is mentioned above, the teacher' roles are limited to organizing activities, facilitating learning through them, and generating enthusiasm as well.

Chapter three

integrating language games in learning EFL vocabulary

Chapter 3

INTERGRATING GAMES IN LEARNING EFL VOCABUALRY

Introduction

The previous chapter discusses some benefits of using games in improving learning circumstances, and it can be concluded that they provide a suitable situation for optimal or desired learning outcomes. However, creating helpful atmosphere is not enough because learners may learn better through the games but later they will forget. Consequently, there is a great concern given to the necessity of practice for consolidating learned information. As a result, many researchers and language educators investigate how to connect between games and practice i.e. how they can benefit from games to practice and preserve previous knowledge.

Therefore, this chapter investigates the implementation of language games in teaching English as foreign/ second language. It includes different types of games that are appropriate to language classes. In addition, it discusses how the teacher may use games in practicing vocabulary knowledge through providing some examples. Moreover, Most of learners perceive the assessment process negatively. Thus, the teacher must think how to assess his/her learners in a preferable way that may include language games. This chapter also investigates the point of assessing learners' vocabulary knowledge through integrating games.

3.1. Types of Games

Games types are not clearly defined because games can be categorized differently according to the selected criteria. As an example, El shamy (2001, p. 46) in her book "training games" stated some of them. She states that there are different approaches for game classification. In other words, games can be categorized according to the material used, the participants' task, or the subject matter. However, she provides her own basics to

define different types of games. Moreover, this classification is based on the manner in which   the game occurs or the trainers task during the game. The first criterion refers to how learners learn from the game either from the interaction with game itself or from the interaction with others. The second element deals with the trainer role in the game. It means that what is the teacher's role when learners are playing games such as managing and debriefing. According to those criteria, El Shamy (2001. 47) provides four types: "Content-focused games, Experiential games, Content-focused frame games and Experiential frame games". However, the most practical one for classroom especially teaching languages is the content-focused games. In such games, the main focus is directed to the content of the game and it is mainly designed to facilitate and reinforce the learning of the presented content. During playing Content-focused games, learning comes as a result of dealing with the subject matter of the game. For example, while playing crossword games, learning a new word happens from getting what does the statement means or refers to. Differently saying, learning occurs through manipulating existing information. The following categorization is based on the material used.

3.1.1. Paper and Pencil Games

They are printed games which are based on the use of paper and pencil. El Shamy (2001) summarizes paper and pencil games as the following. They are kind of games that require the participant to use paper and pencil to interact with the content of the games. Thus, he learns new information. Moreover, they are very useful for reviewing learned knowledge because the participants need to "complete, solve or manipulate" the information through applying certain rules. More importantly, they are easy to play and they can be adapted to different subject matters i.e. they are "flexible" (p. 48-50). They can appear as quizzes, puzzles and other activities.

3.1.2. Card Games

It is another type of content- focused games. However, it depends on the use of cards to learn from its content. They are composed of set of cards dealing with certain subject matter. For example, they may contain definitions, characteristics, opposite and others, where the learner should play with them to get the information. For El Shamy (2001), they need the participant to manipulate them by storing or ordering cards, completing tasks or answering questions. Whatever their ways of playing, they are attractive because they are "tactile" (*ibid*, p. 51). In addition, they meet different students' styles. For instance, they are useful for tactile, visual and auditory learners. More importantly, they are flexible and easy to play because, in addition to the classroom, learners can play them outside with their family or friends.

CARD 1A	CARD 1B
Ask: what's number (1)?	Ask what is a number (1)?
1 blunt(s)	1 sharp(b)
2 mean (g)	2generous(m)
3 cowardly(b)	3 brave(c)
4 stale(f)	4 fresh(s)
5 bright(d)	5 dim(b)
6 generous(m)	6 mean(g)
Answer: It's. . .(give the opposite of the Word)	Answer: It's . . . (give the opposite of the word)

Figure 3: Card game (Watcyn, 1993, p. 95)

3.2. Games for Practicing Vocabulary

EFL learners should practice the language in order to consolidate their knowledge. Many researchers emphasized the importance of repetition or recycling in learning any language. They are very significant because they provide much encounter with the word and its forms and train learners to retrieve vocabulary knowledge. For this purpose, teachers must create opportunities for their learners to practice what they have learned. However, they should consider the space of the practice or the time between activities used for practice. And it is the case of English language learners. The teacher can stimulate his/her learners to connect between words as well as to retrieve them (Pavičić, 2008). All of that can be illustrated in the following figures.

The first figure represents the needed elements for remembering a word (figure 4). Moreover, the second one shows how games can play the role of stimulation for retrieving a word so that remembering it (figure 5).
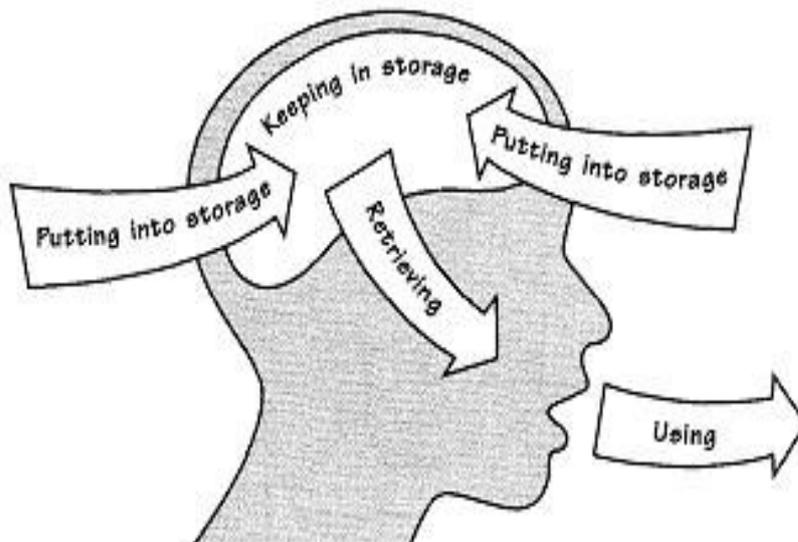
Figure 4: The four things involved in remembering (Scrinever, 1994, p. 241)
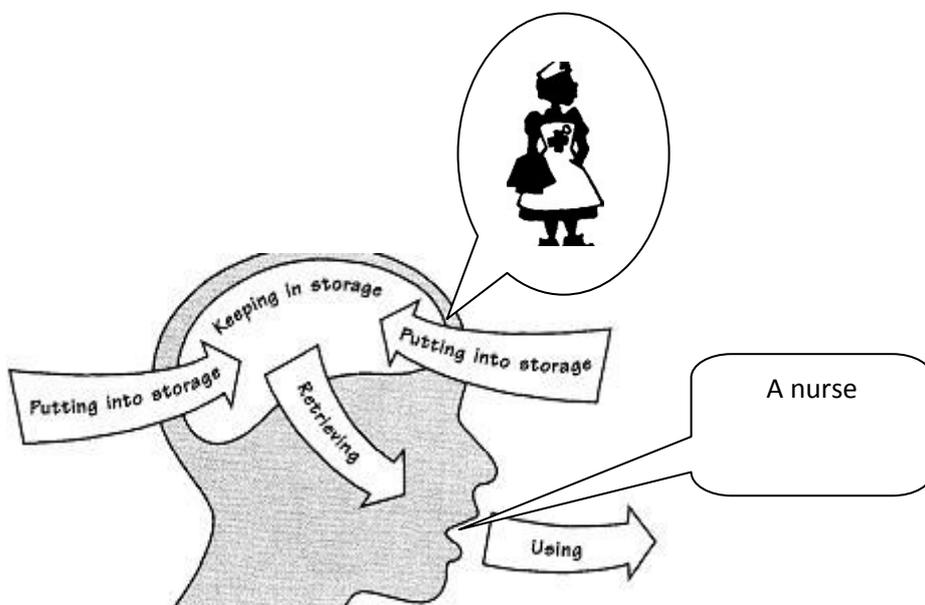
Figure 5: Games as stimulation for retrieving (adapted from Scrivener, 1994)

For that reason, there are many games the teacher can use to help learners.

3.2.1. Bingo

It is a useful strategy used for practicing English vocabulary. It can be used to review large number of words. In this game learners are asked to create a bingo card that contains a number of words, however, they should write them randomly; as a result, all the cards are different. Next, the teacher reads definitions and the first learner who marks all the words in a row, column, or diagonal wins (Vásquez, Hansen and Smith, 2010; Hayns and Zakarian, 2010). Furthermore, bingo aims at building a connection between words and their meaning and this occurs when the teacher reads a definition and learners mark the appropriate word. In addition, it creates multiple meetings with the word to enhance its learning because the teacher may use the same vocabulary for next time. Moreover, Pavičić (2008) adds that Bingo is a game that encourages "the productive use of words"

where learners use words in the appropriate context (p.23). This means that Bingo helps learners to use words to produce sentences and to be involved in a discussion.

3.2.2. Act it out

It is a game that requires learners to find the appropriate word that fits with the definition or the features performed by one of the learners or the teacher. Klippel, (1983), Hayns and Zakarian(2010) agreed on its importance because it increases learners' interaction situations where they will use more the language i.e. it aims at developing their speaking skill. This game improves learners' vocabulary by refreshing their memories and by introducing new words because it is based on the task of performing and guessing. For example, learners try to guess the wanted word while one of them select a card and act out the vocabulary found in it. klippel (1983) adds that they are very importance because they connect between "language practice with fun and excitement" (p. 31). In addition, it helps teachers to detect if there is a weakness in the learned language knowledge.

3.2.3. Spelling Puzzle

It is a game where students are asked to spell the different objects through reordering the letters. The objective of this game is to consolidate the word knowledge through relating its spelling to its visual representation. The following is an example of spelling puzzle and it clarifies how it can be played.

OTBLET	RUTCAINS	VIKSEN
1. BOTTLE	2.	3.
ZAEGMINAS	HOSEWR	YAJPAMS
4.	5.	6.

YIFFT

UEQEU

NEEXTIS

7. ....

8. ....

9. ....

SIBCUTIS

SKEBNALT

GINIDN MOOR

10. ....

11. ....

12. ....

CASUAPEN

RORYL

HACEB

13. ....

14. ....

15. ....

Figure 6: Spelling puzzle (Granger & Plumb, 1993, p. 27)

3.2.4. Crossword Puzzle

It is one of the well known games. It contains a number of arranged squares. The goal of this game is to fill the white squares with letters. Oxford advanced learner's dictionary (8[ed]) defines it as "a game in which you have to fit words across and downwards into spaces with numbers in a square diagram". These words are the response of a number of provided clues. It can be helpful in vocabulary practice and even vocabulary extension. This game can also be used in the class where the teacher may adopt it to learners' level and the course objectives. He/she can use it for practicing: opposites, synonyms, days of the week and others. The following is an example of a crossword puzzle.
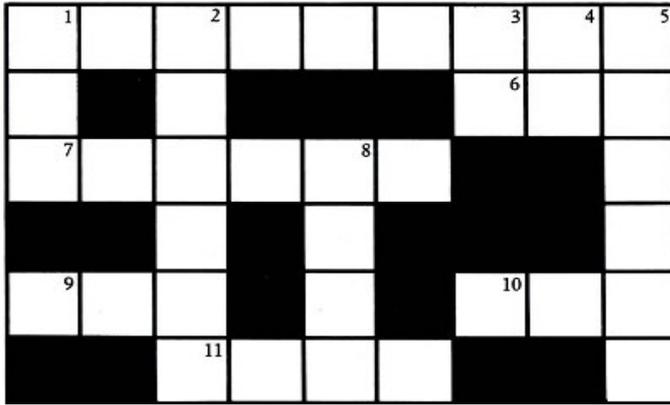
ACROSS
1. Tuesday is between Monday and _____.
6. I have two ears but only _____ nose.
7. The number after 89 is _____.
9. We hear with each ear, and we see with each _____.
10. This tea is _____ hot to drink.
11. Did she ring that bell? No. He _____ it.

DOWN
1. They were happy when their team _____ the game.
2. What did you eat for _____?
3. You don't like coffee, _____ you?
4. Come back in _____ hour, please.
5. To make green, we mix blue and _____.
8. France is larger _____ England.

Figure7: Crossword puzzle (Allen, 1983, p. 131-32)

3.3. Vocabulary Assessment

Being knowledgeable about a language vocabulary contributes greatly in its mastery. Consequently, teachers attempt to adapt many techniques in the class to enhance vocabulary learning; for example, they introduce practicing activities so that they reinforce the learned information. Similarly, since they care about their learners' level development, they sometimes integrate some activities to measure their improvement. In other words, theaters assess the learners' knowledge in order to detect some weaknesses that may need remediation.

3.3.1. The assessment importance

It is not enough for the teacher to provide practicing activities because not all learners may benefit from them. In the case of using an activity to practice certain knowledge, there will be two groups of learners. From one hand, some learners will be interested to do the activity so that they will learn from it; whereas, from the other hand, others may not be interested because either they are not motivated or the activity is difficult. The later will not benefit from the activity designed for them. As a result, he/she should design other activities to check their learning i.e. he tries from time to time to assess learners' progress. Assessment is very important in language teaching and learning since it provides an insight about learners' learning progress. Nation (2000) asserts that for designing a successful lesson, the teacher has to check learners' progress and their learning quality. The former refers to assessing their vocabulary knowledge and the latter refers to their attitude towards learning vocabulary strategies. Following these ideas, August and Peaze-Alvares (1996) hypothesize that one of the characteristics of successful assessment is that learners should be assessed for their content knowledge as well as their proficiency (in vásqueze et.al, 2010, p. 51)

Before the teacher starts assessing his/ her learners, he/she should first determine their level as Hayns and Zacarian (2010) suggested. They state that teachers should make learning "accessible" and useful for every learner without "lowering expectations or sacrificing rigor" (p. 105-106). In other words, he/she tries to adapt the assessment according to learners' level and their background. One of the most affecting elements in the usefulness of the assessment is the learners' perception of the assessment purpose. For example, some students perceive it as a technique used for improving their level and this will affect positively their learning outcomes. However, there are others who consider it as a test and they must do well otherwise they will be punished. On one hand, August and

Pease-Alvarez (1996 in vásqueze et. al, 2010, p. 52) noted that in successful learning situation, teachers need to be aware of the aim behind the assessment and share that with learners. On the other hand, the document *teacher assessment at* KS3 (SEAC, 1992) emphasizes the complexity of integrated assessment, and at the same time asserts the importance of making the learners aware of the assessment purpose by stating that

Pupils need to be active in their own learning . . ..this will involve pupils in planning, understanding learning objectives, making action plans to achieve individual goals, organizing tasks and understanding the criteria for assessment. Pupils should be aware of how and why they are being assessed. . . . Opportunities for pupils to review their work should be built into normal classroom activities in order to check that goals are being achieved and ensure that information gained through assessment is used to set further goals and help pupils to progress.

(SEAC, 1992, p.3 in Lamb, 1998, p. 30-47)

3.3.2. Hayns and Zacarian's Assessment Typology

There are three types of assessment according to Hayns and Zacarian (2010, p. 111) and they are:

3.3.2.1. In the Moment of Assessment

This type occurs when the teacher observes learners while they are doing an activity in the classroom. It is also called "Embedded Assessment" that refers to the process of measuring knowledge as a part of learning the activity (Zemeliansky & Wilcox, 2010, p. 127)

3.3.2.2. Routine Assessment

It is the teacher evaluation of quizzes, or homework. It is called routine assessment because the teacher uses it constantly.

3.3.2.3. Summative Assessment

It appears in the teacher's evaluation of the learners work at the end of the unit. Summative assessment can take the form of quizzes, projects or test that come as a summary of the unit content. Similarly, August and Pease-Alvares (1996, p. 32) assert that

assessment should have different measures such as observation, samples of students work and test (in vásqueze et. al, 2010, p. 51). Moreover, games also can be used as a tool for assessment.

3.4. Games for Assessing Vocabulary

Many researchers doubt the possibility of using games in assessing learners' progress. Moreover, federation of American Scientists (2006) criticizes the use of games in education because they have not yet show their great influence in improving learning (in Underwood, 2010, p. 127). As a result, Underwood (2010) states that integrating games in assessment can be beneficial in providing relaxing atmosphere for assessing learners knowledge in addition to assessing the effectiveness of the game itself through knowing students' attitude towards it and how well they learn from it. However, there are others who appreciate the idea of assessing learners through using games. For example, Reeves and Okey (1996 in Underwood, 2010, p. 127) declare that the assessment embedded into games reduces the limits between learning and assessment especially in school. The following are games that can be applied in the assessment process.

3.4.1. Color the shape

In this game learners are asked to color each shape according to the color provided in the instruction. On one hand, this game revises names of shapes and on the other hand, it assesses learners' knowledge about colors. Moreover, it creates motivating and funny situation where learners do not feel stressed or frightened.
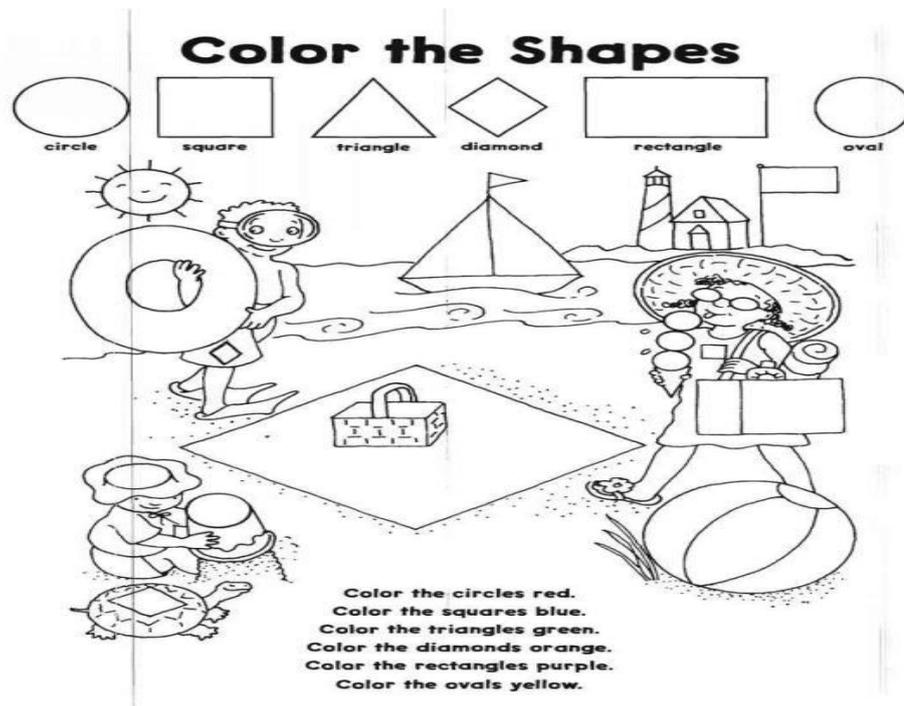
Figure 8: Color the Shape (Einhorn, 2001, p. 42)

The figure contains a number of shapes such as: circle, square, triangle, diamond, rectangle and oval. The instruction of this game is below the picture in which pupils are asked to detect the shapes from the picture and color them according to the instruction. For example, sun, glasses, and balloon have the shape of circle; as a result, they should be colored with red. This game can assess learners' knowledge about colors.

3.4.2. Quick storms

The teacher asks learners to write words they know according to certain criteria he/she provides. For example, he/she may ask them to write ten words starts with "sh" and he/she can provide a present for the first student finishes for increasing competition among learners so that they will do their best. This will give the assessment more validity.

3.4.3. Dominoes

"Dominoes game is very famous and most learners like and know how to play it. In this game words are broken into two parts and they are organized randomly. Learners are

asked to form 17 words by matching the words parts. The aim of this game is to assess learners' knowledge about different kinds of clothes and their spellings. Moreover, the teacher can use it at the end of a unit that includes the theme of "clothes" and he can adapt this game to different themes. Dominoes for clothes is illustrated in the following figure.

Sers	Co	At	Glo	Ves	su	it	Jac
Ket	Sh	Irt	Blo	Use	dr	ess	Je
Ans	Sh	Oes	So	Cks	sc	arf	Ve
St	Ski	Rt	Pyj	Amas	jum	per	Be
Lt	Trou						

Figure 9: Dominoes: clothes (Watcyn, 1993, p. 60)

This figure contains a set of divided words of two or four letters that are reordered randomly. The learners' task is to match those letters in order to reform the word. For example, the word "trousers" in divided into "trou" and "ser". To play this game, learners should put the letters "trou" before "ser" to get the word "trousers". Moreover, they will need to much the letters "co" that comes after "sers" to form another word. For instance, they can connect it with "at" to find "coat". They do the same to reform the 17 words. Through this game, teachers can assess their learners' knowledge about clothes and if necessary they re-teach them.

Conclusion

This chapter is devoted to clarify the relation between vocabulary storage and language games use. It shows that teachers can rely on them to make learners interested, motivated, and independent in learning foreign language vocabulary through playing language games. As any teaching technique, games have different use depending on the

designed objectives. Moreover, Games have many characteristics which help the teacher to teach vocabulary in a useful and appropriate way, and as much as they play, they will be more developed. Playing with games will expand learners' vocabulary knowledge since they play with words. More significantly, teachers can use them to practice or even to assess learners' vocabulary. Games are a good way to have fun while learners are practicing or while the teacher is assessing them. For example, through the games proposed for vocabulary practice, teachers provide more opportunities for learners to practice the language together, where they can monitor their learners' progress. Furthermore, they help teachers to check if they have mastered or not the learned knowledge and look for remedies if necessary to enhance learning.

Part two
Field work

Chapter 4

FIELD WORK

Introduction

This chapter represents the investigation of what have been mentioned in the theoretical part concerning developing learners' vocabulary knowledge through using language games; it deals with presenting and analyzing the gathered data to come up at the end with the main findings concluded from the study. In addition, it provides some recommendations for teachers to use in order to improve the results obtained from using games in the class.

4.1. Description of the teachers' questionnaire

The questionnaire items are derived from the different topics discussed in the theoretical part of the research. It is a combination of close- ended questions where the participants are asked to tick the appropriate answers, and open-ended questions where they are given the chance to provide their own answers or explanation. There are some close-ended questions that are followed by open-ended questions in order to get more deep insights into the subject. The teachers' questionnaire consists of 22 questions and they are organized in three sections. Each question has either direct or indirect relation to the theoretical part.

The questionnaire was administered to the three (03) teachers of English in khaoula Bent Elazouar Middle School in Biskra. They were one male and two female teachers. All the copies were returned.

4.1.1. Section one: back ground information (Q1 to Q4)

This section aims at gathering relevant information about the participants (teachers). It mainly deals with their gender, age, teaching career, and levels they are teaching.

4.1.2. Section two: an overview on teaching vocabulary (Q5 to Q11)

This section is related to the first chapter of the research which investigates the process of teaching vocabulary. It aims at eliciting teachers' view on introducing vocabulary each lesson (Q5) and the possible strategies they may use to introduce new words (Q6). The questions (Q7 to Q9) try to get the teachers' points of view on their learners' attitudes towards the importance of vocabulary in language learning and whether they face some difficulties when learning it and what they are. The next question (Q10) investigates the teachers' ways in explaining or identifying the word meaning and which technique they may use either directly, indirectly or they vary (Q11).

4.1.3. Section three: an overview on using games in language learning (Q12 to Q22)

This section covers the last two chapters' topics. It attempts to get insights into teachers' perception to the use of games as a serving strategy especially for teaching vocabulary. Q12, Q13 and Q17 aim at exploring the teachers' position towards the use of games i.e. the reasons that may prevent teachers from applying them and their views about games as being an entertaining or educating strategy, both of them or just they are a waste of time. The questions number 14, 16, and 19 investigate the teachers' beliefs towards the usefulness of games in creating good learning atmosphere, increasing learners' cooperative learning and improving their vocabulary. The question number 15 seeks the learners' reaction towards games. Q18 probes the possibility of using games in teaching other skills. The next two questions (Q20 and Q21) look for the problems that may face teachers when using games in the class. The last question (Q22) is an open-ended question that requests relevant comments and suggestions.

4.2. Questionnaire results' analysis

4.2.1. Section one: background information

Item 1: Teachers' gender

Response	Participants	Percentage
Male	01	33%
Female	02	67%

Table 5: Distribution of teachers' gender

The table shows that the teachers are from different gender. The few number of teachers in this school is due to the lack of hours devoted to English course which indicates the less interest given to English language. English in the middle school is considered a secondary course that aims at building only the basic knowledge of English knowledge that they need it after to develop their language.

Item 2: Teachers' age

Response	Participants	Percentage
25-35 years old	01	33.33%
36- 45years old	01	33.33%
More than 46	01	33.33%
Total	03	100%

Table 6: Distribution of the teachers' age

The results show that the age of (33%) of the teachers is between 25and 35 years old; (33%) are between 36 and 45 years old, and (33%) are more than46. As a result, teachers are from different ages. They represent teachers from different periods and different experiences.

Item 3: Teachers' teaching career

Response	Participants	Percentage
Less than 3 years	01	33%
3-20 years	00	00%
More than 20	02	67%

Table 7: Teaching career
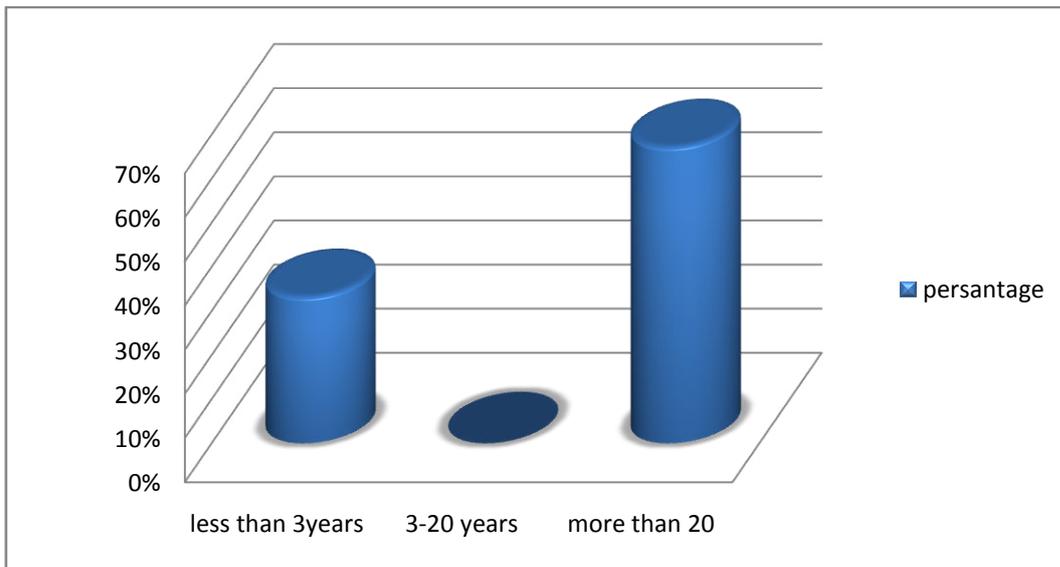
Figure 10: Teaching career

The results divide the teachers into two types. The first one is the experienced teachers who represent the majority (67%), and only one teacher (33%) is a beginner. Thus the majority of teachers are skilled

Item 4: levels of teaching

Response	1st year	2nd year	3rd year	4th year
Teacher 1	✓			✓
Teacher 2	✓		✓	
Teacher 3	✓	✓		

Table 8: Teachers' levels of teaching

The result indicates how the levels are distributed to the teachers. It shows that each one teaches two different levels. However, there is a common level between them which is the first level (1st year)

4.2.2. Section two: teaching vocabulary

Item 5: introducing new words each lesson

Response	Participants	Percentage
Yes	01	33%
If necessary	02	67%
No	00	00%
Total	03	100%

Table 9: teachers' opinion about introducing new word each lesson
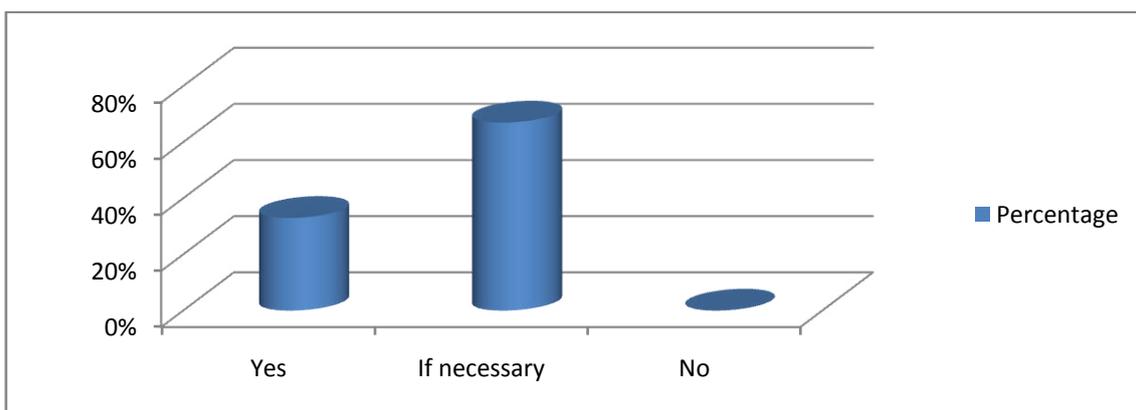
Figure 11: Teachers' opinion about introducing new word each lesson

The table shows that most of teachers (67%) do not introduce new words in each lesson because they see that it is not significant to introduce each lesson a new word, and

they will do that only when it is necessary. However, there is one teacher disagrees with them and introduces new words every lesson. Introducing new words each lesson can rich learners' lexical storage. Even if learners' may not master all of these words, they can go back to their copy book where they write every new word with its equivalence in native language and use it as own dictionary. Differently saying, they create their personal dictionaries that they find it easy to access.

Item 6: presenting new vocabulary

Response	Always		sometimes		If necessary		Rarely		never		Total
	participants	Percentage	participants	Percentage	Participants	Percentage	participants	Percentage	participants	Percentage	
Visual representations (E.g: pictures)	02	67%	00	00%	00	00%	01	33%	00	00%	03
Definition	01	33%	02	67%	00	00%	00	00%	00	00%	03
Synonyms/antonyms	02	67%	01	33%	00	00%	00	00%	00	00%	03
Translation	01	33%	00	00%	02	67%	00	00%	00	00%	03
All of them	01	33%	00	00%	00	00%	00	00%	00	00%	01

Table 10: Techniques used for presenting new vocabulary
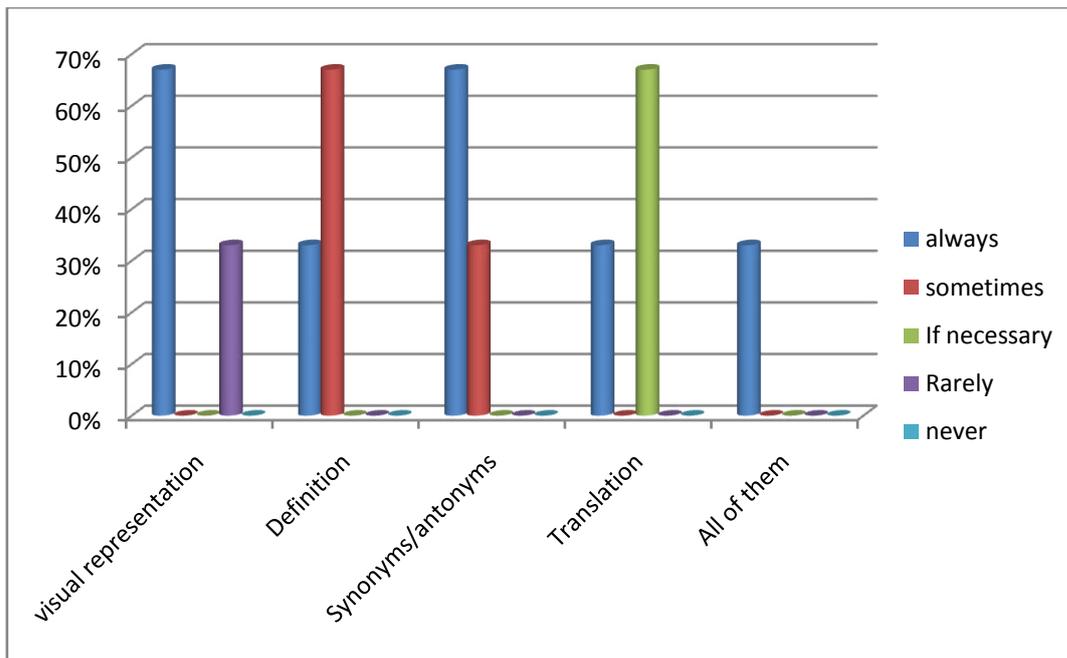
Figure 12: Techniques used for presenting new vocabulary

The question tries to identify the most used techniques in teaching vocabulary. It appears that using visual representations and synonyms/ antonyms are widely used because (67%) of the respondents state that they "always" use them. It also appears that there is another technique used by the majority of teachers (67%) which is using the "definition" but they are "sometimes" used. In general, foreign language teachers do not appreciate the use of mother tongue in the class. They (67%) state that they use "translation" only "if necessary". Only one teacher (33%) shows that he always uses "All of them". The main significance of using synonyms/ antonyms is creating a relation between familiar and unfamiliar words which makes the recall of new word easier as the case of "flower" and "rose". For example, if teachers want to introduce the word "rose" which is not familiar to learners, they may use the synonym "flower" which is more familiar to clarify the first word's meaning. As a result, learners can remember the meaning of "rose" through remembering its relation to "flower", and it is the same with using antonyms. Also, definition can help in grasping the meaning of new word; it is based on stating its

characteristics so that learners know the word is and its characteristics. Consequently, it enlarges their knowledge about the new vocabulary.

Item 6: other techniques used to present vocabulary

In addition to the previous techniques, they suggest the use of gestures and mimes. Most of teachers use gestures to perform actions related to the words in order to consolidate it as much as possible. Since beginners are not able to understand a whole sentence in English, teachers try to help them visualize the introduced word through acting it or through using gestures and mimes. Consequently, learners will rely on the picture they create in order to understand the word and after to remember it.

Item 7: The importance given to vocabulary in learning a foreign language

Response	Participants	Percentage
Very much	00	00%
Much	02	67%
Little	01	33%
Not at all	00	00%
Total	03	100%

Table 11: The rate of the importance learners give to vocabulary
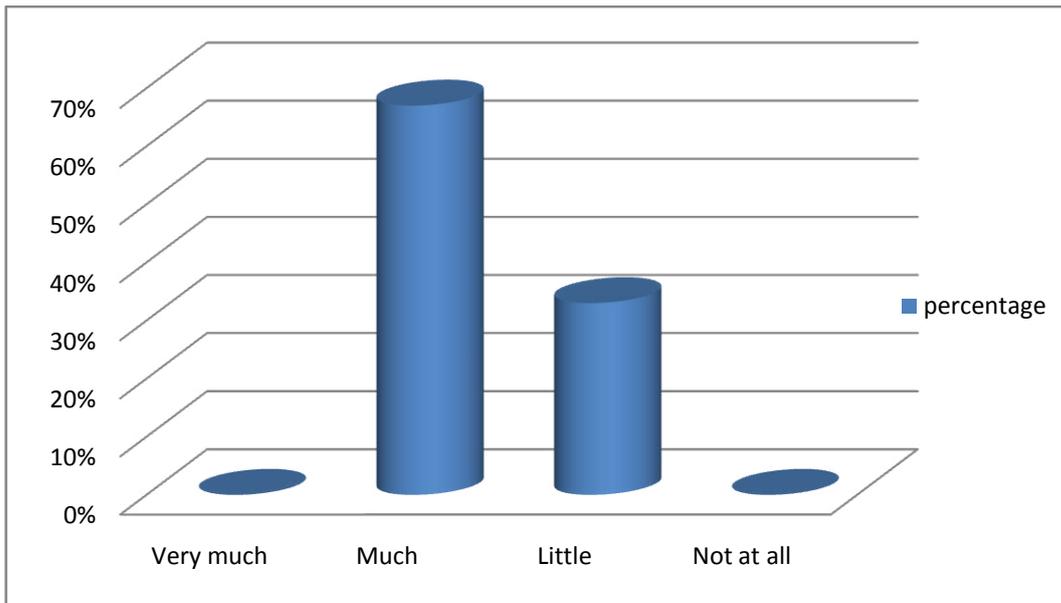
Figure 13: The rate of the importance learners give to vocabulary

The results show that most of teachers (67%) see that their learners are aware of the importance of vocabulary in language learning but not very much; whereas, the last percentage (33%) show that learners give a "little" importance to vocabulary. The importance that learners give to vocabulary depends on their attitude towards the language itself. Most of learners believe that language learning requires leaning its vocabulary. As a result, learners who are interested to learn the language will give much importance to its vocabulary learning. However, the little importance that some learners give to vocabulary comes as a result of the small concern they give to the language. In addition, learners' disinterest, or negative attitude towards the teacher can lead to paying no significance to learning, specifically learning vocabulary.

Item 8: Difficulties with vocabulary learning

Response	Participants	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 12: Students' difficulties with vocabulary mastery
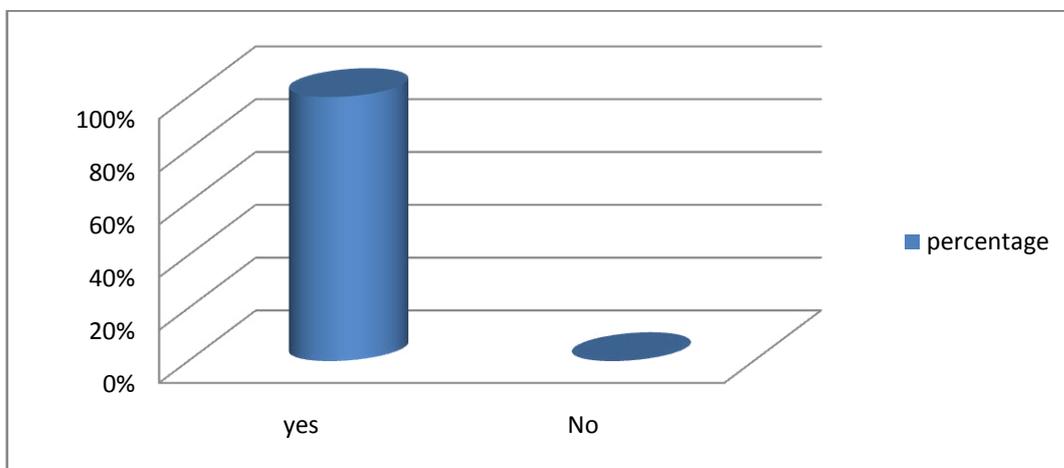
Figure 14: Students' difficulties with vocabulary mastery

The table indicates that all teachers (100%) confirm that learners really have difficulties with vocabulary mastery. The one of the reasons behind these difficulties is their unfamiliarity with the language.

Item 9: the reasons of vocabulary' learning difficulties

Teachers state the following reasons

_ Lack of background

_ No practice in or outside the class

_ The absence of interest to study foreign languages, namely English and French

_ More importance given to reading and not to speaking

Item 10: training students to get the word meaning

Response	Always		Sometimes		Rarely		Never		Total
	Participants	Percentage	Participants	Percentage	Participants	Percentage	participants	Percentage	
Asking teacher	02	67%	01	33%	00	33%	00	00%	03
Using dictionary	01	33%	00	00%	02	67%	00	00%	03
From the context	02	67%	01	33%	00	00%	00	00%	03
All of them	00	00%	01	33%	00	00%	00	00%	01

Table 13: Different ways that students can use to get the word meaning
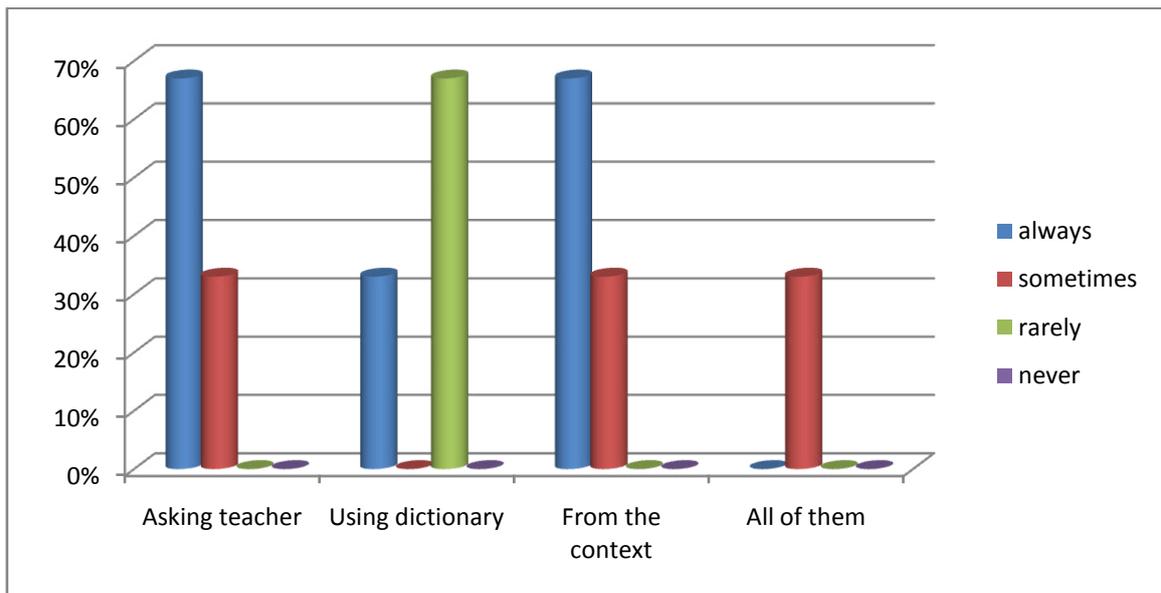
Figure 15: Different ways that students can use to get the word meaning

The aim of the question is to know how teachers train their learners to get the word meaning. Knowing the word meaning by "asking the teacher" or from the "context" is always used and they represent (67%) of all answers. The table shows that teachers sometimes use all of them. More importantly, most of them (67%) indicate that dictionary is rarely used. Teachers who rarely use dictionary believe that its use is not necessary and

learners can ask them about any word they do not know. Moreover, they see that using

dictionary in the class can take much time and sometimes can lead to noise. However,

other teachers, who consider using dictionary important, assert that learners should be

responsible for their learning, and teachers are just learning facilitators or guide providers.

For example, teachers can teach learners how to use dictionary and ask them to use it

whenever they encounter new word.

Item 11: Techniques used to teach vocabulary

Response	Participants	Percentage
Explicit technique	01	33.33%
Implicit technique	01	33.33%
Both	01	33.33%
Total	03	100%

Table 14: Teaching vocabulary' techniques
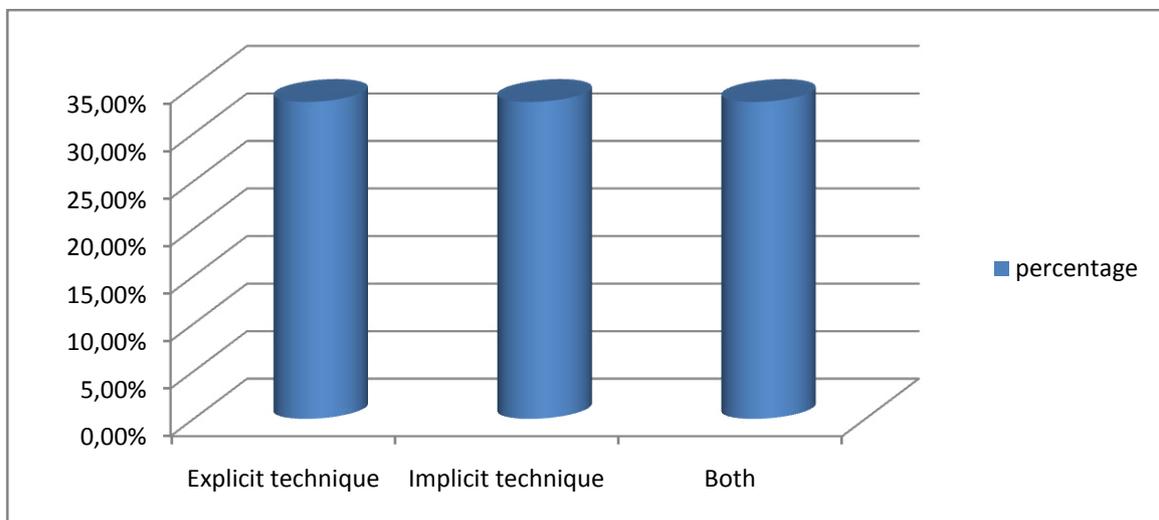
Figure 16: Teaching vocabulary' techniques

Teachers use different teaching techniques and the percentages are equally divided

to responses. The first teacher (33.33%) uses an "explicit" technique where he gives a

clear and direct attention to vocabulary learning while the second one (33.33%) uses

another one that refers to "implicit" technique. For example, he gives learners an activity

that revises grammar rules and at the same time he explains some new words to facilitate the activity. The third teacher (33.33%) shows his interest in using both techniques.

4.2.3. Section three: an overview on using games in language learning

Item 12: using games in classroom

Response	Participants	Percentage
Always	00	00%
Sometimes	01	33%
Rarely	02	67%
Never	00	00%
Total	03	100%

Table 15: The frequency of using games in the classroom
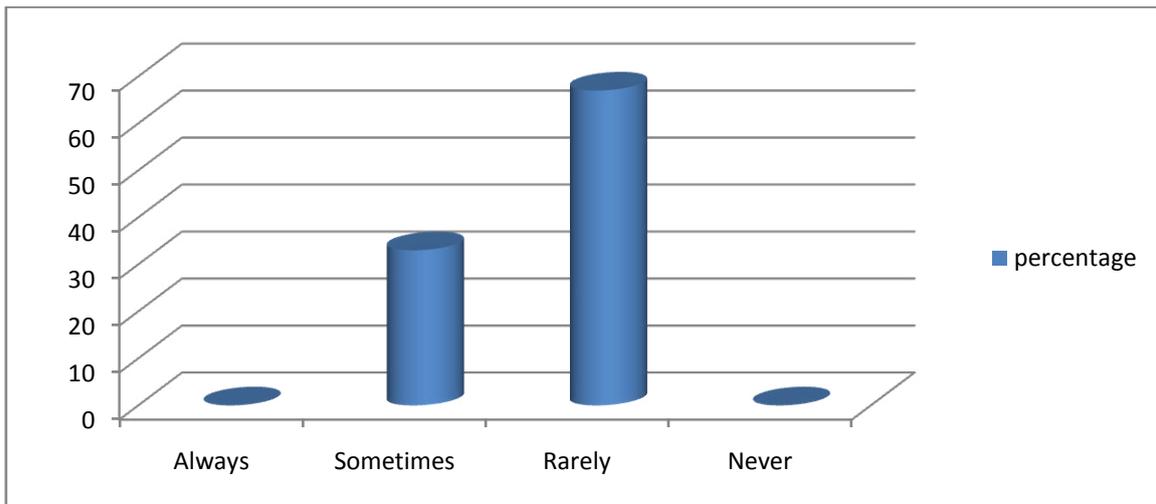
Figure 17: The frequency of using games in the classroom

The results show the lack of using games in the class because most of teachers (67%) use games "rarely" and only one teacher sometimes integrate them in the lesson may be because he appreciates them. This depends on the teachers' way of teaching; for example, some teachers prefer to teach their learners through grammar rules, and they believe that the interaction that occurs during playing games cannot help learners to learn; as a result, they do not integrate them in the lesson. Whereas, others like to teach their

learners through communicative activities such as games because they believe that learners need to experience the language in order to learn it. In other words, learners need to communicate, make mistakes, and learn from their mistakes. All of that can be found in the class where games are used.

Item 13: Reasons for not using games

Response	Participants	Percentage
Time is not enough	02	67%
Students are not motivated	00	00%
Games are not useful	00	00%
Total	02	67%

Table 16: The reasons behind the disuse of games
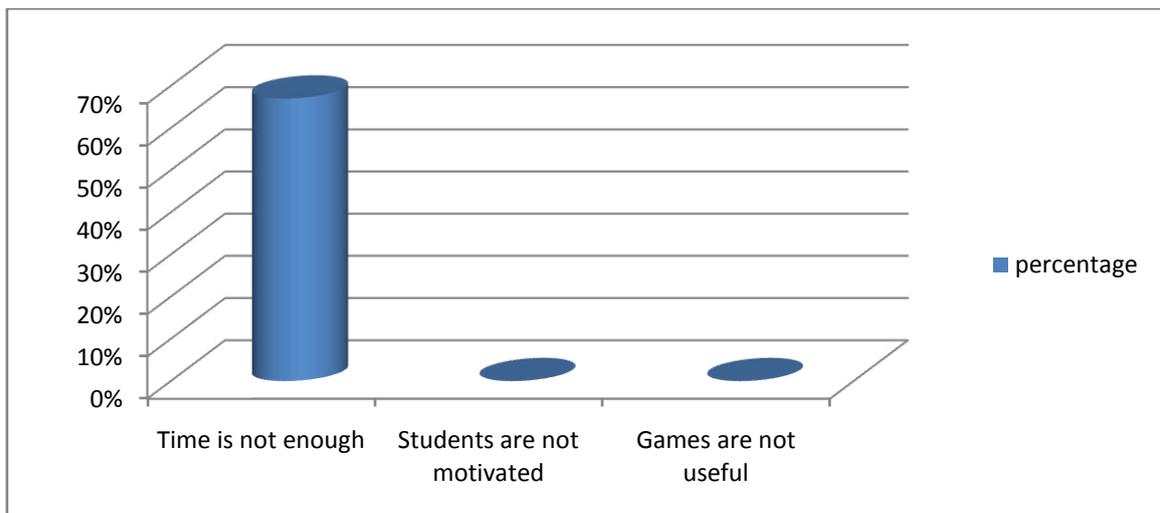
Figure 18: The reasons behind the disuse of games

This item investigates the reasons behind the disuse of games. Those teachers, who rarely use them, state that the main reason is the time limitation (67%). They see those other factors are not affecting too much.

Item 14: games' learning atmosphere

Response	Participants	Percentage
Yes	01	33%
Sometimes	02	67%
No	00	00%
Total	03	100%

Table 17: Teachers' perception of creating good learning atmosphere through games
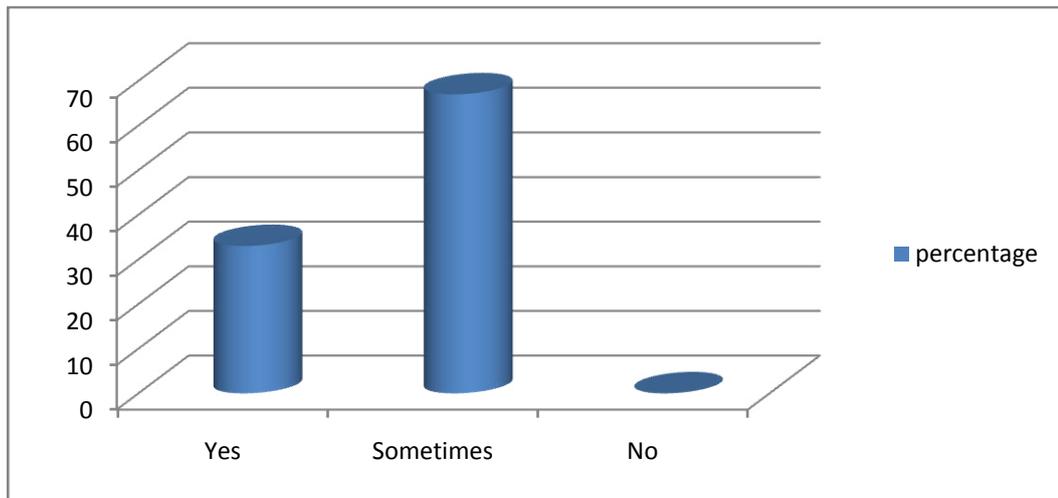
Figure 19: Teachers' perception of creating good learning atmosphere through games

The table shows the teachers' opinions on the role of games in providing good learning atmosphere. There is one teacher (33%) who claims that games really provides a good learning situation whereas the others (67%) support the idea of games effectiveness in creating enjoyable learning climate but not always.

Item 15: students' attitudes towards games

Response	Participants	Percentage
Highly motivated	01	33%
Motivated	02	67%
Fairly motivated	00	00%
Not motivated	00	00%
Total	03	100%

Table 18: Teachers' perception of students' reaction towards games
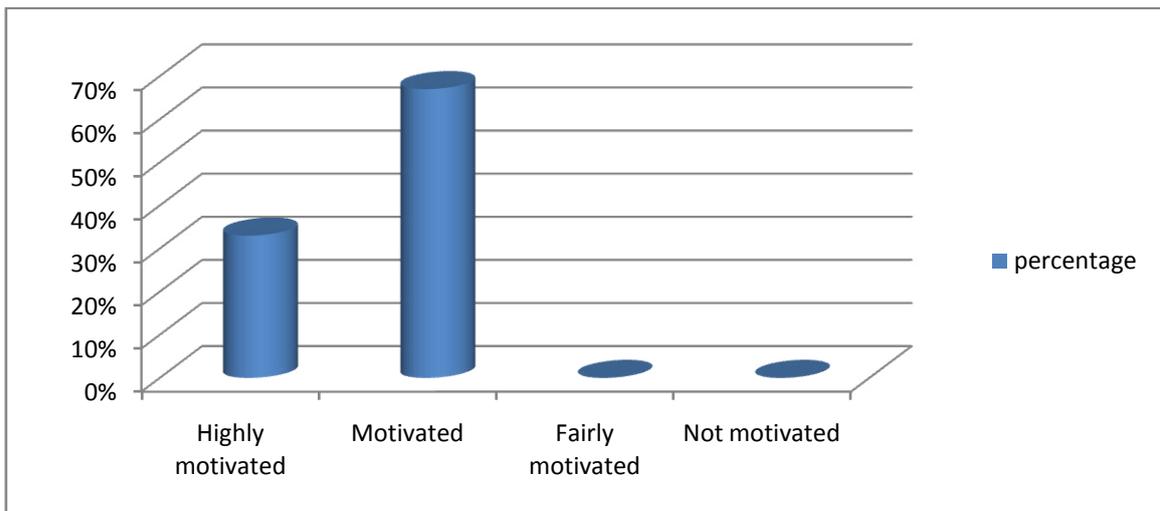
Figure20: Teachers' perception of students' reaction towards games

All the teachers agree that when using games in the class learners are motivated but they differ in measuring the rate of motivation. One teacher (33%) states that learners are "highly motivated". However, the others (67%) say that they are really motivated but not too much. They see that the type of the game influences student's reaction. For instance, games that contain pictures and other visuals are more motivating such as relating a word to it visual representation.

Item 16: Games and students' cooperative learning

Response	Participants	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 19: Teachers' perception of increasing cooperative learning through games
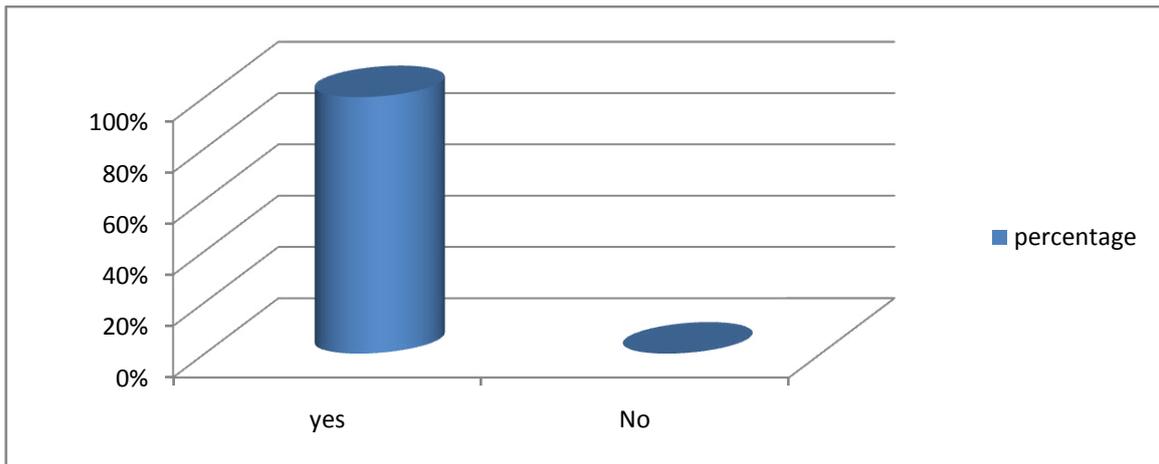
Figure 21: Teachers' perception of increasing cooperative learning through games

The results confirm that (100%) of participants assert the effectiveness of games in increasing learners' cooperative learning. For example, in crossword puzzle, they ask each other to get more explanation about a word meaning spelling. Teachers assert that cooperative games are really effective to encourage learners to collaborate.

Item 17: Teachers' perception of games

Response	participants	Percentage
An educating strategy	02	67%
An entertaining strategy	00	00%
Both	01	33%
A waste of time	00	00%
Total	03	100%

Table 20: Teachers' perception towards games
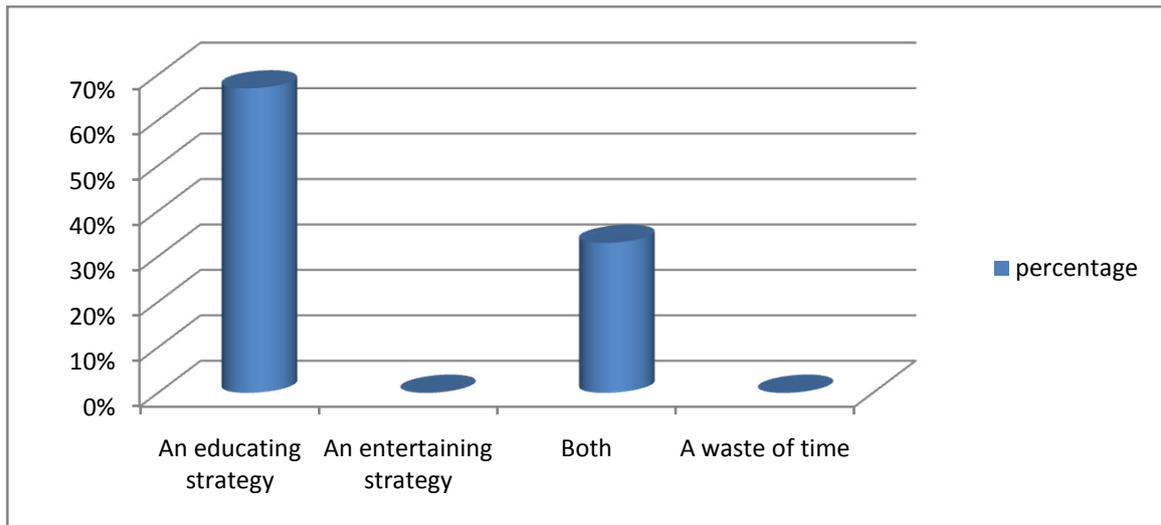
Figure 22: Teachers' perception towards games

The table indicates that teachers have different points of view about games. Some of them (67%) see that they are an "educating strategy" while the others consider them as an educating as well as entertaining strategy because they highlight their importance in providing learnable knowledge in enjoyable situation. Games are a kind of teaching techniques that provide opportunities to acquire new knowledge, or to practice already known information; moreover, it has an additional qualification which is bringing fun into learning. Through combining these two characteristics, games can be defined as an activity or a task that presents learning process in enjoyable and relaxing situation. For example, when playing a dominoes game (see chapter 3) in the class, learners feel happy and interested to play it and connect the right parts of a word, and at the same time, they are learning about different types of clothes.

Item 18: Using games in teaching language skills

Response	Participants	Percentage
Teaching grammar	00	00%
Teaching vocabulary	02	67%
Teaching language skills (speaking , writing….)	01	33%
All of them	01	33%
Total	04	133%

Table 21: Game usefulness in teaching different skills
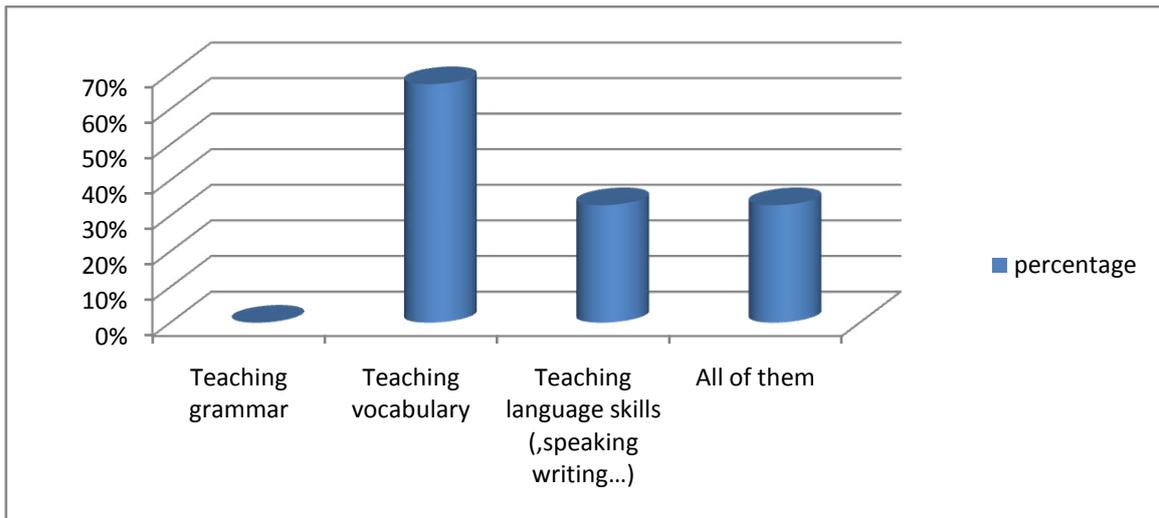
Figure 23: Game usefulness in teaching different skills

The majority of teachers (67%) agree that integrating games is useful in teaching vocabulary in the first place because most games play with words. One of them (33%) sees that in addition to being useful in teaching vocabulary, they are also effective in teaching other skills such as speaking or writing. For example, the 'Act it out" game (see chapter 3) is used to practice learners' vocabulary because they are asked to find the performed word, and it develops their speaking skill when they provide arguments or when they discuss among them.   The last one (33%) asserts that they are useful in teaching "all of them" because there are games that can be adapted to teach more than one skill such as crossword games. for example, they can be used to teach grammar when teachers ask learners to fill the squares with the right tense of a given verb, or to teach vocabulary when they are based on filling them with the opposites.

Item 19: Using games to improve students' vocabulary knowledge

Response	Participants	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 22: Teachers' view on improving vocabulary through games
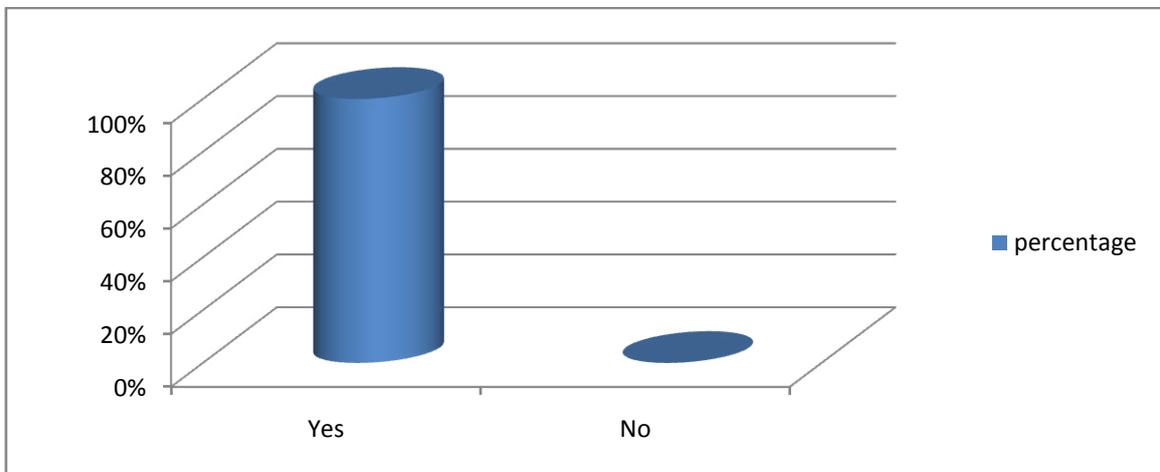
Figure 24: Teachers' view on improving vocabulary through games

      The table confirms the previous item's answers because all teachers strongly agree that games improve learners' vocabulary knowledge. The best example is crossword puzzles where learners are going to have more encounter with different words so that they develop their vocabulary knowledge.

Item 20: Problems encountered when using games in the class

Response	Participants	Percentage
Yes	02	67%
No	01	33%
Total	03	100%

Table23: Teachers' who find difficulties in using games
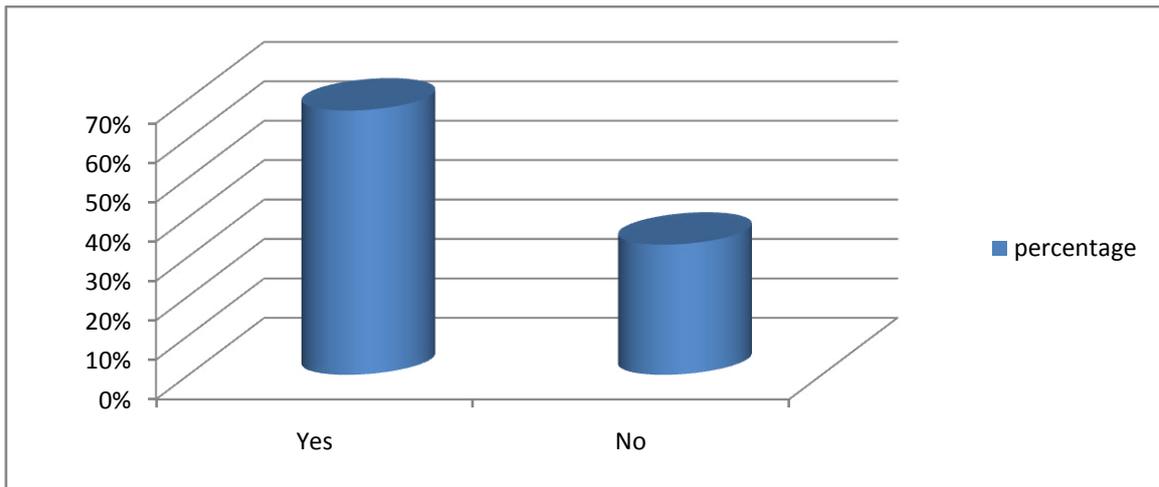
Figure 25: Teachers' who find difficulties in using games

When applying any strategy in the class, teachers may face some difficulties. The aim of this question is to determine some of the problems that teachers may encounter when using games. The results indicate that great percentage of participants (67%) really find problems. Only one teacher (33%) states that he does not face any problem.

Item 21: Teachers' problems in using games in class

Teachers who claimed that they find difficulties when using games suggested some of them. They explain that by stating some reasons such as making noise, failing to finish the game because of time limitation and failing to make all learners participate especially in the case of group work.

Item 22: Teachers' comments and suggestions

Even if the majority of teachers rarely use games, they recognize its value because all of them answer this part and provide their suggestions. The first teacher states that "since games are used to entertain and to teach, it is good way to use them from time to time but with clear set objectives". The second teacher thinks that they are good but they should be carefully used to avoid problems as much as possible. The last one proposes that for good games there should be small number of learners in the class and games must be related to the real life of learners.

4.3. Pupils' interview

4.3.1. Description of the interview

The interview is devoted to pupils who are the essence of this work and they can answer the questions about game effectiveness better than the others because they are directly involved in games via playing and interaction. In order to get their opinions, an immediate interview after the game has been organized. During the game, five pupils from each category were selected. The first group represents pupils who participated in the game whereas the second category is about pupils who did not participate. Five questions are devoted to each pupil and they were asked in their native language "Arabic" because 1st year middle school pupils cannot understand a whole sentence in English.

4.3.2. Game participants' group

The interview contains five questions and they are the same for all the participants; it aims at investigating their comments and impressions on the game. It first probes their feeling, i.e. if they like it or not (Q1) and why (Q2). In addition, it tries to evaluate its usefulness through measuring how much pupils have learned from it (Q3), and what kind of difficulties they face if there are (Q4). Finally, (Q5) intends to check if they can remember what they have learned from the game.

4.3.3. Non participants' group

The interview consists of five questions and they discuss the following points. The first question (Q1) was an introductory question to break the ice between the interviewer and the interviewee. It was about their reaction towards the game, if they liked it or not. The second question (Q2) tries to look for the reasons behind their silence, and the third one (Q3) aims at investigating the difficulties they face. Although they did not participate, they may learn something from others and it is the reason for asking the fourth question

(Q4) i.e. it tries to show if they learn new words. The last question (Q5) checks if they can remember what they have learned later.

4.4. The analysis of pupils' interview

4.4.1. Game Participants

Q1 and Q2: Did you like the game? Why?

All the pupils' answers show their appreciation of the game and their great enjoyment during the game time because "it is pleasant, enjoyable, attractive and amusing"; they were really motivated and active. In addition, they were encouraged to use the language without being frightened. For example, during the game play, they say any word comes to their minds and pronounce it as they know.

Q3: Did you learn something from the game?

Their answers confirm the usefulness of the game. They indicate that they have learned from playing the game even if it was somehow difficult. For example, there are words they know their meaning but they do not know exactly its spelling, such as "pen". More important, they learned new words such as "rose, paper", and others. In general, they stated that they have benefited from it.

Q4: Did you face some difficulties?

All pupils claimed that they encounter some obstacles during game time. First, the game was new and they do not know well its rules. For instance, one of the pupils stated: "I did not participate because it is new and we did not play it with the teacher before". Despite that, they participated because they worked together with the teacher. Moreover, they sometimes know the word and its spelling but they do not know how to pronounce it. Also, they found some difficult words that they understood its meaning through the teacher's explanation or gestures. They do not feel embarrassed because of these difficult words since they feel at ease and they play comfortably with the teacher.

Q5: If you encounter these words, will you remember them?

Most of the pupils stated that they really benefit from the game; they can learn new words. However, they asserted that these new words need more practice to be remembered.

4.4.2. The non Participants

Q1: Did you like the game?

At the beginning, the pupils were asked about their opinion on the game. Four pupils show their appreciation towards it; their answers can have different explanations either they really liked it or they said it only to satisfy the interviewer. The other pupil sincerely expresses his non interest towards the game and he did not even try to play it. This question aims at creating friendly situation to get the exact and the real answers from the interviewees.

Q2: Why did not you participate?

The question aims at highlighting some reasons behind pupils' lack of participation during the game. The pupils' answers show that they did not participate because of many reasons. The first reason they agree on is being unfamiliar with the game because it was new. Moreover, they put some responsibility on the teacher's way of introducing the game. They mentioned that teacher's introduction to the game was not clear enough to make them aware of their tasks. Therefore, noise also is considered as an influencing factor. They could not hear the teacher's explanation because it was noisy in the class. Finally, the pupil who was not interested at all stated that he did not participate because the teacher asked him to sit alone at the end of the class as a punishment.

Q3: Did you find difficulties?

According to the pupils, the main obstacle is the misunderstanding of the statements since there are difficult words. The last pupil stated: "I do not know" because he did not play and he gave his paper to his classmate.

Q4: Do you learn new words?

Pupils show their acceptance to the game. They highlighted that even they did not participate they learned some words. For instance, they learned how to write words such as "pen, paper, Algerian", and how to pronounce them. Only one pupil indicated that he did not learn anything because he was absent minded. He had a psychological problem due to his teacher's punishment.

Q5: If you encounter these words, will you remember them?

They said that it depends on the word. For example, if there are words they know before, they may remember them; however, the new words need more practice to be remembered. Finally, the pupil who was totally absent minded emphasized that he did not learn any new word as well as he will not remember anything.

4.5. Findings

The questionnaire results show the teachers' awareness of the vocabulary importance in learning EFL. Consequently, they do their best to facilitate learning vocabulary for learners. Moreover, due to the difficulty in remembering foreign language words, teachers introduce new words only when it is necessary because they believe that having a small number of words with knowing a lot about their use is better than learning a great amount of vocabulary without any use. In other words, it is not important to teach them a great number of words, but it is effective to help them use the words they already have.

The analysis of the data shows a difference between the theories and the reality on the effectiveness of using games in the class to improve learners' vocabulary. Although most theories emphasize the importance of games in facilitating learning and improving learners' skills, teachers do not use them greatly in the class. They believe that even if games are very effective in creating relaxing learning atmosphere, increasing learners' cooperative learning, improving vocabulary storage and even teaching other skills, they rarely use them because of many reasons. There are many obstacles that hinder the use of language games and the most faceable ones are the time limitation and discipline problems. Moreover, integrating games can result to creating noise that is difficult to be controlled. These are the most reasons behind the disuse of language games according to teachers' views.

To discover what is going on inside the class a classroom observation is organized. Through the observation we have conducted, there are some points have been confirmed while others have been denied. Concerning vocabulary teaching, the most used technique is the implicit one since the majority of vocabulary meanings are given during the explanation of an activity instruction. Furthermore, one of the interesting points that appeared is the method used in introducing new words, which is the combination of different strategies to introduce one word. For example, a teacher presents a lesson about "prepositions of direction". First, after performing the preposition, he wrote the performed example on the board supported by visual representation. For instance, He wrote it as follows: "the pen is <u>on</u> the table✖". Most important, it appeared that pupils give much important to vocabulary learning since they devote a part in their exercises copybook where they write new words and their equivalence in Arabic.

Classroom observation is so effective because it gives the real insights into the subject under investigation. Generally, the majority of pupils were interested to play

games; however, they are so motivated not to improve their language, but to break the routine they are living in and to find fun and enjoyment in the class. As a result they will not benefit from it so much. Similarly, teachers are not interested to integrate games in the lesson because they want to avoid problems as much as possible such as making noise. For first year middle school pupils, some games can be unfamiliar or familiar to them so that the teacher feels it inappropriate or appropriate to play it together. Consequently, the majority of pupils want to be the first who find the answer, which causes problems of class management, especially creating noise in the class. Moreover, teachers avoid using games to be safe from some pedagogical problems. In more details, on one hand, the lesson period is one hour and it is not enough to finish the game. On the other hand, each class has two hours per week so that if teachers use games, they will not finish the program on time.

The other tool used for gathering information on the effectiveness of games is the interview. It reveals that pupils are aware of the role of games in facilitating and creating good atmosphere for learning. Moreover, whatever the difficulties they face in the game, they benefit from it. In addition, being motivated to play a game can result to uncontrolled participation, which leads to creating noise in the class. This unhelpful situation can prevent other pupils from participation because they do not prefer to work in a noisy situation. The interview results also show that teacher's behaviors can affect on pupils learning, either they can encourage or discourage pupils. Most importantly, it is mentioned before that games are very effective in improving pupils' vocabulary and it is proved by pupils' answers. One of pupils said: "I like to play language games because they help us to learn more vocabulary, but the teacher should provide for us easy games". Their answers highlight the idea of using games that fits with pupils' level. As a conclusion, pupils responded well to the use of games in practicing and teaching new vocabulary. This also

means that if there is enough time to use more games with pupils, good results will be attained.

4.6. Recommendations

Because of the great role game plays in engaging learners in learning process. As a result of this study, it would be useful to suggest some recommendations that may help in improving the results of using games.

4.6.1. The effective ways of using games

Having a look at recent studies asserts the importance and the effectiveness of using games in teaching and learning; however, being close to the classroom situation indicates some differences. In more details, through this work, it is confirmed that language games have a positive influence on pupils' vocabulary knowledge; however, it shows some weaknesses in its use. For instance, teachers may overuse or rarely use the games, which in both cases can affect negatively on their pupils' learning. For example, although using games can break the routine in the class, its overuse also can create another type of routine. Similarly, the lack of using them can lead to serious and sometimes boring learning atmosphere where pupils will not learn as it is expected. As a result teachers need to be aware about why, how and when to use games. Moreover, it is preferable for teachers to design a specific and steady time for implementing games. For instance, they can play a game with their pupils' at the end of each unit, either to practice what have been taught or to assess what they have learned. Teachers also have to be aware of the manner in which they introduce the game; they should devote an enough time to the introduction. Furthermore, they must be sure that all pupils understand the game objectives, the rule of the game and the task instructions they are given.

4.6.2. The teacher's role

Most pupils relate their attitude to a given lecture to their attitude towards the teacher. In addition, foreign language learners are not familiar with the language, and the idea they will have depends on their teachers' behaviors; as a result, they need to pay much attention to the way they work. Moreover, teachers have to make their lectures attractive and motivating to achieve more developed stages.

In general, teachers play different helpful and significant roles whereas they need to adapt each role to the appropriate situation. In some cases, they need to be controllers and information providers while in others they act just as a help provider and enthusiasm generator. More specifically, during playing games teachers must get rid of their strict roles and move to friendly ones. In other words, they may act as psychologists more than trainers, where they can deal with pupils' psychological side. For example, although games cause noise in the class, the teacher should give them the opportunity to speak even with mistakes in order to help them develop their self confidence and self- esteem. Consequently, this will lower pupils' shyness and anxiety. In addition, they have to try to attract most of pupils in the game using different motivating tools through touching different learners' interests.

4.6.3. Learners' roles

Some of the main aims of using games is to help learners develop their vocabulary and to improve their cooperative learning. For that reason, learners should not be passive who only do the activity given to them; they should be involved in the process of designing games. For example, teachers can ask them search for games to play in the class but they should be supported by their teachers' guidelines. Moreover, learners need to have the opportunity to discuss and if necessary argue on the answer they provide, and the

appropriate way to apply that is a group or pair work. Additionally, learners have to play games outside the classroom to benefit more from them.

4.6.4. Game selection

Through conducting several researches, it is confirmed that games reinforce learning. Language educators assert the importance of well selecting games in achieving the desired objectives. As a result, we recommend for teachers to select easy and simple games that fits with learners' levels and abilities. For example, for first year middle school pupils, teachers can use games that require finding the missing letters or matching words with definition, picture, synonym, or antonym.

Furthermore, in order to attract the majority of pupils, teachers have to consider their preferences in choosing the game; they can devote a session where they collect information needed for designing the game. For instance, they can ask learners which kind of games they like or prefer.

Most importantly, teachers can rely on books and web sites concerned with providing games for teachers. However, they need to adapt it according to the content and the aim of the lectures.

To help teachers be closer to games, we recommend the following books and web sites:

- Einhorn, K (2001). Easy & engaging ESL activities and mini-books for every classroom: Grade 1-4. New York: Schotlastic.

- Granger, C and J. Plumb. (1993). Play games with English 1: Teacher's resource book. Oxford: Macmillan Heinemann.

- Watcyn –J, P. (1993). Vocabulary games and activities for teachers. England: penguin books.

- Barnes, A., J. Hines,& J. Welldon. (1996). Have fun with vocabulary: Quizzes for English classes. England: penguin books.

- www.gamesgofree.com

- Gamestolearnenglish.com

Conclusion

The findings of this chapter confirm the first hypothesis which states that language games influence pupils' vocabulary improvement i.e. language games contribute in developing pupils vocabulary knowledge. As it is with the second one, the results also show that relying only on games is not enough to enhance word construction. Finally, the results have proved that most teachers do not often use games in teaching vocabulary in class. Despite that, it is proved that it is a good means to use them in teaching lexical items

GENERAL CONCLUSION

One of the issues that face EFL learners, especially middle school pupils, is the subject of vocabulary learning and because vocabulary is very important in learning a language, many researchers investigate the possible factors that may help in facilitating vocabulary learning. After many studies, scholars found that pleasant and motivating atmosphere can greatly contribute in enhancing learning vocabulary process. Moreover, one of the techniques that creates funny, relaxing and attractive situation is using games. The present study aims at investigating the importance of creating the pleasant and relaxing situation for obtaining good and satisfactory results. It also aim at exploring the effectiveness of integrating games in learning vocabulary i.e. it tries to study how language games can affect on learners' vocabulary storage development. For this aim, we set two hypotheses as follows. The first hypothesizes that the use of language games for middle school pupils has a great influence on their vocabulary improvement. So, language games contribute in improving learners' vocabulary. Whereas, the second hypothesis states that although games create suitable atmosphere for learning, they do not have great influence on learners' vocabulary improvement, and they need to be used as an enhancing technique in addition to others.

The first chapter deals with the appropriate atmosphere for optimal vocabulary teaching; it explores the main issues that are related to vocabulary learning improvement. Moreover, it concluded that vocabulary needs to be selected carefully so learners can learn and use them. These chosen words have to be useful to learners, easy to be taught and learned, and frequently used around them. Also, the way these lexical items are presented can affect on the learning quality. If new vocabulary is well and clear presented, it will be correctly and strongly learned. For example, presenting new word through pictures can create a mental image for the word, presenting it through using synonyms/antonyms can

relate its meaning to previously known knowledge, and providing its equivalent in native language can consolidate its meaning. All the mentioned elements can help in word's retention and retrieve. Additionally, vocabulary teaching can be either practiced explicitly or implicitly. More importantly, learners should be aware of the required elements for knowing a word.

The second chapter deals with the second component of this research which is the integration of games in language learning; it discusses the main points concerning using games in the classroom. We conclude from being close to these elements that games are activities that bring fun, increase motivation, create competition, and enhance learning through manipulating all the previous features. Because games create good learning situation where there is no stress and anxiety, EFL learners can benefit a lot from its use, as a result, improve the learning outcomes. In order to reach this goal, teachers should select the appropriate game by considering different features. They have to choose the game that fits with course content, learners' level, time limitation, and designed objectives. Furthermore, going inside the class displays the teachers' role during game play. More specifically, while playing games learners have to use their own knowledge to learn new thing. Consequently, teachers can only facilitate for them the task and motivate them.

Chapter three is the combination of the two variables: vocabulary learning and game usage. It tries to explore some situations where teachers can integrate games in order to improve their learners' vocabulary knowledge. This chapter discusses certain types of game that can be used in the class specifically foreign language classes. Moreover, it connects between game use and vocabulary practice and assessment, and it is explained in providing some games used for both processes. We conclude that teachers can benefit from games to help their learners to improve their vocabulary knowledge. Moreover, there are some games that can be used for practicing learned vocabulary such as: spelling and

crossword puzzles. Whereas, others can be used as assessing games such as: dominoes. Most of learners' perceive negatively the assessment process, so that they feel stressed and anxious about any activity designed for assessment. As a result, teachers try to change the atmosphere where learners are assessed. More specifically, they integrate the assessment objectives into the game objectives.

Chapter four is a test of the proposed hypotheses. It aims at investigating the effect of using language games in developing learners' vocabulary through analyzing the data gathered from teachers' questionnaire and pupils' interview. The questionnaire aims at checking the teachers' perception towards games, the possible problems they may face when using them, and their suggestions to improve the use of language games. Moreover, the interview attempts to look for more detailed information on their benefits, and if pupils really learn from it.

The results obtained from the study show the significance and the effectiveness of games; however, some weaknesses have been observed in the way they are used. Furthermore, the results indicate that even if teachers appreciate them, they rarely use them because they face difficulties and games can create problems, especially with classroom management and discipline. Also, it maintains that pupils enjoy learning through games but they sometimes find obstacles that hinder their learning as the poor introduction of the game.

After analyzing the provided data concerning the implementation of games in the class for improving vocabulary storage, we can realize that the two suggested hypotheses are confirmed. The obtained results assert that games are really helpful and effective in learning vocabulary; however, they should be used as a complimentary tool besides others.

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Appendices

APPENDIX ONE

Teachers' Questionnaire

Dear teacher,

The following questionnaire is a part of a work that investigates the use of language games as a strategy to enhance students' vocabulary knowledge. The answers will provide a great help.

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

Thank you in advance

Section One: Background Information

Q 1: Gender:

Female ☐

Male ☐

Q 2: Age: ☐

Q 3:Teaching career : ☐

Q 4: Level:

1st year ☐

2nd year ☐

3rd year ☐

4th year ☐

Section Two: An Overview on Teaching Vocabulary.

Q5: Do you introduce new word each lesson?

Yes ☐   If necessary ☐   No ☐

Q6: How do you present new vocabulary?

Options	Always	Sometimes	If necessary	rarely	never
Visual representations (Eg: pictures)					
Definition					
Synonyms/antonyms					
Translation					
All of them					

If others, specify please.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………….

Q7: To what extent your students give importance to vocabulary in learning a foreign

language?

Very much ☐

Much ☐

Little ☐

Not at all ☐

Q 8: Do students have difficulties with vocabulary mastery?

Yes ☐   No ☐

Q 9: If yes, what are the reasons? (State two major difficulties)

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………

Q 10: How do you train your students to get the word meaning?

Options	Always	Sometimes	rarely	never
Asking teacher				
Using dictionary				
From the context				
All of them				

If others, mention them

………

………

……………………

Q 11: Which technique do you use to teach vocabulary?

Explicite technique ☐

Implicite technique ☐

Both ☐

Section three: An Overview on Using Games in Language Learning

Q 12: How often do you use games in classroom?

Always ☐   sometimes ☐   rarely ☐   never ☐

Q 13: If never or rarely, justify your answer?

Time is not enough ☐

Students are not motivated ☐

Games are not useful ☐

Q 14: Do you believe that games provide a good learning atmosphere?

Yes ☐   sometimes ☐   No ☐

Q 15: When using games, do you think your students are

Highly motivated ☐

Motivated ☐

Fairly motivated ☐

Not motivated ☐

Q 16: Do you think the use of games increases students' cooperative learning?

Yes ☐   No ☐

Q 17: Do you consider teaching vocabulary with games as

An educating strategy ☐

An entertaining strategy ☐

Both ☐

A waste of time ☐

Q 18: Do you think using games can be useful for

Teaching grammar ☐

Teaching vocabulary ☐

Teaching language skills (speaking, writing….) ☐

All of them ☐

Q 19: Do you think the use of games improves students' vocabulary knowledge

Yes ☐   No ☐

Q 20: Do you find problems when using games in the class?

Yes ☐   No ☐

Q 21: If yes, what are they? (State two or three problems)

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……………………………………………………………………………………………………

……………………………………………………………………………………………

Q 22: Your comments or suggestions

……

……

……………………………………….

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✓ Explicit strategy: gives a direct attention to vocabulary learning

✓ Implicit strategy: implies learning vocabulary through doing another activity

THANK YOU FOR YOUR COOPERATION

APPENDIX TWO

Pupils' Interview Questions

1. Game participants' group

Q1: Did you like the game?

Q2: Why?

Q3: Did you learn something from the game?

Q4: Did you face some difficulties?

Q5: If you encounter these words, will you remember them?

2. Non participants' group

Q1: Did you like the game?

Q2: Why did not you participate?

Q3: Did you find difficulties?

Q4: Do you learn new words?

Q5: If you encounter these words, will you remember them?

APPENDIX THREE

Crossword Puzzle

The statements

1- A thing that you write with

2- A thing that you write on

3- A language

4- We live in with our family

5- One of your parents

6- A number

7- Other name for "flower"

8- One of the family members

9- Things that you wear

10- In "Tom and Jerry", who is "Tom"?

11-the father of your father

12- A person from Algeria

APPENDIX FOUR
Web site shot

الملخص

تعلم مفردات اللغة الإنجليزية كلغة أجنبية مهمة صعبة بحيث حاول المعلمون قدر المستطاع لتسهيل ذلك للدارسين لها . من بين التقنيات التي يمكن استخدامها هو إدماج الألعاب اللغوية. الهدف من هذا البحث هو التحقق من فعالية هذه الألعاب في تسهيل التعلم فضلا عن تحسين المفردات ,وبعبارة أخرى فإن هذه الدراسة تهدف إلى الكشاف العلاقة بين استخدام الألعاب اللغوية وتنمية المفردات لتلاميذ السنة الأولى من التعليم المتوسط و لتحقيق هذه الأهداف المذكورة تم إجراء دراسة وصفية التي تقوم على تحليل البيانات التي تم جمعها من خلال استبيان خصص للمعلمين، ومقابلة فورية للتلاميذ بعدما تم تصميم لعبة لغوية.بالإضافة إلى ذلك،فان الاستبيان يبرز مدى إدراك المعلم لفائدة ألعاب كأسلوب لتدريس المفردات قي حين تهدف المقابلة إلى جمع المعلومات من الفئة المعنية حول ردة فعلهم. هذه الدراسة توضح عملية استخدام الألعاب وإلى أي مدى يمكن أن يستفيد منها التلميذ و أظهرت النتائج أن لاستخدام الألعاب اللغوية فعالية في تدريس المفردات و أن إدماجها في الدرس يمكن أن يساعد التلاميذ على تحسين معرفتهم اللغوية ,ومع ذلك فإنها بحاجة إلى أن تكون مناسبة لمستوى التلاميذ و أهداف الدرس و قصر الوقت