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The effect of using Educational games as a teaching method on the EFL learners' vocabulary acquisition

A CASE STUDY OF THIRD YEAR MIDDLE SCHOOL PUPILS' AT AMRAOUI BEN SOTI SCHOOL

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Dedication

I dedicate this modest work, to my father, who did not spare me once with anything

The one who taught me patience and success

To my mother, who I shared with tenderness and love

And taught me withstand whatever circumstances change

To them I say: you gave me life and hope, and the passion for knowledge

To my beloved brothers : Fateh and Islem ,and my soul-mate zakia my sister

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And left us with pain and sorrow ..

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Abstract

Regardless to the importance of vocabulary and its necessity in any language , this aspect actually does not have quite much attention like the other aspects of the language , consequently , it is less motivating to students to only rely on their daily routines to enhance their vocabulary storage . The major purpose of this research study is to show the effect use of educational games in EFL classrooms   , and look for its ability to enhance the EFL learners' vocabulary acquisition . This research seeks to examine the impact of using Educational games in the language learning process , and in what way does it help in developing the vocabulary acquisition of the EFL learners .Related literature shows that most of the studies were made about this topic gave a huge importance to the usage of games and entertainment to enhance language . The hypothesis points out whether educational games are important for EFL learners to support and evolve their vocabulary acquisition , by providing fresh ideas and methods, and introducing various kinds of games that are common to both teachers and students . In order to confirm or reject the hypothesis , we used questionnaires that have been distributed to six (6) English teachers of middle schools at EL-Hadjeb Biskra , also an interview has been made with twenty seven (27) EFL student at Amraoui Ben Soti middle school .The Data was analyzed in order to see whether the findings are positive or negative concerning the usage of the Educational games as a teaching method to enhance the EFL learners' vocabulary . The results showed that educational games is a useful technique for increasing students' desire to use language and to learn in a better way .

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General Introduction

General introduction

Language learning can be a very hard and frustrating task for some students, it is clear that a constant effort is required to understand, produce and manipulate the language. In the case of learning the English language, vocabulary learning is viewed as a very important part in the learning process, however not many EFL learners have the ability to memorize and remember new words.

There are some teachers who know how much vocabulary is important in language acquisition , and how much it is necessary to be taught for EFL learners in order to manage a second language , however ,few of them look for solutions to facilitate this task .In other words , many teachers are used to provide their lessons in a given method which differs from one teacher to another , but still in similar ways , where in most of them , pupils do not engage in the classroom tasks , and they do not interact or express themselves freely, consequently teachers have to vary techniques in introducing new lexical items as it is mentioned by Gairns and Redman (1986) classification , the presentation of vocabulary is classified into visual and verbal techniques, the verbal techniques consist of definitions , synonyms and so on , whereas the visual technique uses objects, pictures , and that is why the presentation is very important when it comes to helping pupils to remember the new vocabulary .

In addition to that, students usually find it amusing to learn if they are actually playing a part in a given task, as Dornyei mentioned, and the best way to illustrate this situation is through activities done in the class, which requires students to interact and

discuss among each other where they regularly practice what they have learned otherwise they will easily forget as soon as the pupils leave the classroom and engage with their native language.

1. Statement of the problem

Learning English as a foreign language is not an easy task for middle school students in Algeria , they may face many difficulties in learning new lexical items . One of these difficulties is the interference of the native language on the acquisition of the second language , as soon as they leave the classroom , it becomes hard for them to remember what they have learned during class , also , many pupils lose interest in learning during class ,and that is mostly because of the presentation of the lessons and the way they are given to pupils, also , not many teachers use these kind of techniques in teaching English language vocabulary , it is rare when a teacher risks of losing the total control of the classroom, because such technique requires the interaction of pupils with each other in pairs or groups that may lead to a noisy or more active class than it should be which teachers of nearby classes might find inconvenient and makes it harder for them to do their job .

2. Aim and significance of the study

In this study , we aim to identify the effectiveness of the educational games on the vocabulary learning process by providing teachers with more suitable teaching techniques that may help the educational system by allowing pupils to learn a new language in an

easy, fun and memorable way ,because pupils nowadays learn by action , which mean they prefer to be actually engaged in the learning process by activities in pairs or groups , therefore ,we mostly believe that the educational games would be highly effective in helping students to acquire , and most importantly ,to remember what they have learned when they are out of the classroom .

3. Research questions

- What addition can the educational games bring to the language teaching process ?

4. Research hypothesis

The use of educational games is effective as a vocabulary teaching method to the EFL middle school learners .

5. Limitations of the study

Using games as a teaching method in schools is not an easy task , moreover , it is considered one of the most challenging teaching methods ,because it requires more focus , discipline and understanding of the learners' needs and the game method itself ,therefore ,teachers will face many difficulties and challenges with pupils , such as creating a noisy atmosphere, which makes it harder for teachers to control their classes or manage their objectives . However, we are going to focus only on the effect of   the educational games on improving the EFL learners vocabulary storage and usage .

6. Research methodology

We have described one of the techniques that teachers may use to facilitate the vocabulary learning process on pupils by studying the relation between vocabulary learning and educational games, therefore, the descriptive method is the best and more appropriate way to manage our study .

7. Population and sample

Our study and data collecting included the English teachers and the third year pupils of a middle school . The sampling is concerned with the English teachers of middle schools At El-Hadjeb Biskra , and 27 pupils From Amraoui Ben Soti Middle school , whom we chose because they are considered prepared and in need to learn new vocabulary and also, have the ability to learn when engaged in such type of games .

8. Data gathering tools

Our study has been conducted by analyzing data collected from questionnaires delivered to teachers to review their opinion about this teaching method and interviews with the pupils of the middle school about the educational games , and if they are effective in the learning process , and whether they accept it and cope with it well inside the classroom .

9. Research structure

This research study is built on Three Main chapters that tackle the relation between the educational games and the vocabulary learning and teaching as a process , so , the first chapter is about the vocabulary learning , its definitions , types and teaching strategies .

The second chapter studies the second variable , which is the educational games ,as a start we mention some definitions and types of what this games are , also , refer to some games and describe how they work under practice , and also the reaction of the pupils towards them along with their results . Then we discuss some criteria that can be followed when selecting the appropriate games.

In addition , this chapter deals with the use of games as a strategy to teach vocabulary to middle school pupils , for example : cross words and card games. Therefore ,we describe the relation between the two variables , how they support each other , how they work in the learning and producing process .

The final chapter includs the data collected and analyzed from the questionnaires and interviews in order to conclude the research .

Chapter One

Teaching

Vocabulary

Introduction

Vocabulary knowledge plays an important role in oral and written language development and our ability to communicate effectively. Understanding of words begins around the child's first birthday. After that, most children begin to produce words and expand their speech from one-word to two-word sentences. Their vocabularies expand with almost hundreds of new words a year , than they start using it for different functions. By the time they begin school, most children are already able to produce simple, compound, and complex sentences to communicate their ideas and to accomplish many different communicative functions.

However it is different when it comes to learning new words of a new language, it is well acknowledged that children by the age of 14 or around, they must have mastered their native language, meaning that they are perfectly aware of how to express themselves without any problems, therefore, they are academically ready to acquire a new language.

It is well known that   new words are learned through speaking, listening, reading, and writing and recently , it has been found that children or students learn languages best when they experience the language in a context , and use it independently in speaking and writing .In   other words , students learn new vocabulary unconsciously through exposing them directly to the language , as a

result , many studies have been conducted about the effective techniques that can be used to create a motivating and appropriate situation for students to learn .

Moreover   , vocabulary is a wild field to be learned effectively , both the teacher and student play a role in the learning process where the teacher provides and well presents the lexical items   , and the students acquire , memorize and use them in an appropriate context when needed.

In this chapter we will, mainly discuss the meaning of vocabulary, its teaching strategies and main issues inside the classroom , as well as types of vocabulary and the presentation of the new lexical items.

1. The Importance of vocabulary in learning language :

Based on Krashen and Terrell (2000, p. 155) , if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning , for instance , in order to present a thought or a feeling , learners must use words to accomplish their needs .

"All languages have words, a vocabulary or lexicon" (Foley and Thompson 2003, p. 10) , this can show the importance of vocabulary in learning languages , no matter what the language was , every language contains vocabulary knowledge ,and without the recognition of it , the acquisition of the language can not be fully done . Bowen et al. (1985, p. 322) and McCarthy (1990, p. iix) stated that " the single, biggest component of any language course is vocabulary '', this indicates that

vocabulary is the largest fiel of any language ,Furthermore , Harmer (1991, p. 153) affirmed that '' choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge'' , this means that vocabulary is more important than any other language aspect when it comes to communication or any other situation.

Of all the language skills , it is well established that vocabulary is a central part to English language teaching because without sufficient vocabulary , students cannot understand others or express their own ideas , in other words , students may fail to communicate without the sufficient amount of words whether it was to express feelings , demands , ideas or thoughts , even without the knowledge of grammar and syntax , with few useful words and expressions, learners can manage to communicate properly .Speaking of which , Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" , this point reflects the same idea only it is confirming the necessity of vocabulary and its priority on grammar , learners unconsciously recognize the importance of vocabulary when needing communication , rather than looking for grammar rules and syntax .

Lewis (1993) further argued, "lexis is the core or heart of language" (p. 89) , this obviously explains the impact of lexis on the language ,that it is considered the core of any language in general , and before learning any aspect of a language , lexical knowledge has the priority to be learned .

2. Definitions of vocabulary :

According to the Collins Co build English Language Dictionary (1989 : 1629), ''The vocabulary of language is the total number of words in it '' and '' someone's vocabulary is the total number of words in a language that he or she knows '' meaning that it's the amount of words a person knows ,that he acquired unconsciously or learned in his life time . Moreover, vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world.» it means that vocabulary cannot be really defined as a word , it is not a matter of definition but it's something that expands and deepens over the course of a lifetime. Schouten-van Parreeren (1989) also agrees with Quain (1996) who stated that most researchers believe that "vocabulary is best taught in context rather than isolated lists ". (p.120)., in other words , Quain discussed that if students were given new vocabulary within a story would be a better way than giving them a word and a definition however , Beck points out that although context is supposed to make unknown words known, "It is not enough to simply make an instructional context available to students. In one way or another, a definition or explanation of the target word needs to be developed" , students may figure the meaning of a word from a story or a text ,but, a definition or instructions of the word must be presented for better understanding and learning.

Schmitt (2000: 23) says that word meaning consists of the link of the word and its referent, and the latter means the person, thing, action, and situation. The meaning

of a word in dictionaries is the basic meaning elements. However, a word can have different meanings in different contexts.

"Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" , (Wilkins, 1972, p. 111). The previous statement indicates the importance of vocabulary in conveying meanings and expressing ideas and thoughts. The knowledge of vocabulary is an essential part when using second or foreign language due to the fact that one is unable to communicate with others without a sufficient amount of words , the knowledge of grammar or syntax without the right amount of vocabulary is considered a waste because it is well established that a person might convey a message with using words grammatically incorrect and be well understood ,or at least sufficiently understood . However , a meaning cannot be conveyed with knowing just the grammatical rules of a language , no matter how well students learn grammar , and how successfully the second language rules are mastered . Without words , communication cannot happen in any proper way .

3. Types of vocabulary :

In the process of learning a language , students acquire both receptive skills and productive skills . The former one includes understanding of the subject matter given to the students whether it was by reading or listening .This indicates that the student received the language , and decoded the meaning to understand the message .However the latter includes the process of speaking and writing where students

actually construct words , and use the language that they've acquired to produce a message through speech or written text.

When learning the English language, students are going to learn all of these skills. They will master some and neglect some others , and these skills differ from one student to another, because they do not have the same strength and weaknesses in the learning process .

And here we arrive to the receptive and productive vocabulary, it is easy to develop the receptive vocabulary for students ,they can study words independently, and memories their definitions, the word forms and the different usages of the words in context , besides, the receptive vocabulary can grow , and when a student confront a list of words he might know some of them already, and here we arrive to the productive skills, because the words that students learned have moved into the productive vocabulary , they first learnt and understood it but now , they can use it in many forms by speaking or writing and in different context.

According to Blake and Majors , they are 5 procedures in teaching and explaining vocabulary . The first one is "pre-teaching of vocabulary " that indicates to exposing learners to the new word before teaching it to them , next is the oral reading of a text containing the vocabulary with discussion of the meaning of the text , this procedure is about selecting a text containing the target word and introducing it to learners with explanation of the text , so that learners can start guessing the meaning of the word or its type and value , after that , there is the deliberation of the

word study , here the teacher teaches the target word in particular to learners by explaining its meaning its form and type , next , the vocabulary puzzles , quizzes , or tests where teachers investigate the degree of understanding of learners to the word intended to be studied , and finally , writing by making use of the vocabulary , if students manage to use the new word properly in the right context , learners would be considered successful in the vocabulary learning process ,and they have moved from the receptive procedures to the productive ones .

3.1.   The receptive vocabulary skills include:

3.1.1. **Reading vocabulary :** This is mainly the widest type of vocabulary simply because students tend to be exposed to more words by reading than by listening or other skill, reading can expose students to words without putting much interest or force into it , and they can become unconsciously familiar with some words by time.

3.1.2. **Listening vocabulary   :** A student's listening vocabulary is all the words he or she can identify when listening to speech. Students can also understand words they did not know before by using cues such as tone, gestures, and the topic of discussion, when having a discussion or listening to a conversation or speech, students catch some new words and understand the close meaning to the word by following the body language or facial expressions of the speaker.

3.2.   The productive vocabulary skills include:

3.2.1. **Speaking vocabulary:** A person's speaking vocabulary is all the words he or she uses in speech. Due to the spontaneous nature of speech, words are often misused, however it still can be understood by using facial expressions, and tone of voice , it is the amount of words that a person have that allows him to manage a meaningful conversation even with few wrong words but the meaning can still be conveyed .

3.2.2. **Writing vocabulary:** Words are used in different forms of writing from formal essays to social media posts. Many written words do not commonly appear in speech. Writers mainly use a limited amount of words in communication which means that writers choose what words they are going to use considering the form of the subject and the context .

4. Selecting Vocabulary :

According to (Hart &Risley, 1995). Readers need to understand what words mean and make connections between words and concepts in order to make sense of their reading. They also need to know different word-learning strategies to apply in context , therefore understanding the nature of vocabulary is important to the process of selecting appropriate teaching strategies that lead students to master the amount of vocabulary they need to learn to read.

Vocabulary is divided into two types, the first one is called function words which are common words that includes

Ñ   Prepositions of, at, in, without, between

Ñ   Pronouns he, they, anybody, it, one

Ñ   Determiners the, a, that, my, more, much, either, neither

Ñ   Conjunctions and, that, when, while, although,

Ñ   Auxiliary verbs be (is, am, are), have, got, do

Ñ   Particles no, not, nor, asv

The other type of vocabulary is known as '' Content '' words that include:

Ñ   Nouns John, room, answer

Ñ   Adjectives happy, new, large, grey

Ñ   "Full" verbs search, grow, hold, have

Ñ   Adverbs really, completely, very, also, and enough.

Furthermore, content words are comprised of both **concrete** and **abstract** words. Concrete words, for example : apple, this word can be taught using an object or showing a picture , however Abstract words, like love for example , are more easily taught using examples.

Finally, words are categorized into two categories, which are either general vocabulary or technical vocabulary. The general vocabulary refers to words, such as **wide**, that are not directly connected with a particular specific area, while technical vocabulary, like '' **anode** '' is associated with a specific subject, which is physics

5.   Second Language learning strategies :

The learning strategies mean the techniques, approaches or methods learners take to fully acquire the target language and this process can be conscious or subconscious , as Ellis (1985) defined learning strategies as how learners gather the new language rules and how they (automate) the one existing and he also explained it as the mental process of learning and using a language .

Rubin (1987: 20) divides the strategies into three kinds, learning strategies, communication strategies and social strategies based on how they serve the purpose of learning there is why we find Learning strategies directly contribute to language learning, while communication strategies and social strategies only contribute to language learning in an indirect way .

(Wenden& Rubin 1987: 23) classified learning strategies into three major types: "cognitive and meta-cognitive learning strategies" .The cognitive learning strategies refer to the steps used in language learning that requires direct analysis, translation, or synthesis of learning materials . And the "the meta-cognitive learning strategies" includes the knowledge of cognitive process and regulation of self-management like planning, monitoring and evaluating .

Category	Its purpose
Clarification/verification	strategies which learners use to verify or clarify their understanding of new language .

Guessing/inductive inferencing	strategies used to obtain new language knowledge using the knowledge that learners already have .
Deductive/reasoning	Learners use the general rules to approach the L2 .
Practice	strategies which demands to focus on the storage and retrieval of language while focusing on the usage .
Memorization	strategies used for storing the target language knowledge .
Monitoring	strategies in which learners notice errors and correct them

Figure 1: Rubin's classification of the cognitive strategies :

(Wenden& Rubin 1987: 23-4)

According to (Wenden & Rubin 1987: 26) , The second category of the learning strategies is called "communication strategies". This strategy points out the effect of practice and focuses on the process of taking part in a conversation wich also can be divided into two types: verbal, nonverbal or visual.

Last but not least the third type of strategy according to (Wenden& Rubin 1987: 27) is the "social strategies ", these approaches are the activities that give learners the opportunities to be exposed to the target language.

6. Selecting words for vocabulary teaching :

As stated by ''Isabel Beck (2002) '' there are three levels of vocabulary that help to consider in selecting words for vocabulary teaching , the first level that should be considered is the : "**Unknown vocabulary**" which refers to a word that is unfamiliar to the reader and never heard about ; the second level is "**acquainted vocabulary**" which refers to a word that its general meaning is known after giving some attention to the word; and the final level is " **established vocabulary** " which refers to a word that is recognized easily and automatically.

In selecting words, we also need to consider the relationship between the word and concepts .Students may know a concept but do not know the word to express it; they may be familiar with a term but their concept is unknown ; or they may be unfamiliar with the word along with the concept it represents.

Students must be able to distinguish the new concept from a known concept, that is why defining a new concept is important when teaching new words of new concepts , so many examples should be used to help students comprehend   the meaning by giving opposite meanings for the new concept , this can help students learn by comparing what something is by what it is not.

7. Stages of Word Learning

When teaching vocabulary, it's important to know your students' level of knowledge and understanding of the English words by keeping in mind the 4 general

stages of word learning. In general, whenever a student hears a word, that word takes place in 1 of 4 different stages. For example I'll use the word "Table" to clarify the stages.

- **Four Stages of Word Learning:**

    As reported by Kimberly - an educational consultant who works with district leaders to improve instructional effectiveness and student learning – there are Four (4) stages of learning a word .

    Example: we will use the term "table" :

- **Stage 1**: No Understanding {the student has never heard or seen the word '' table ''

- **Stage 2:** The student heard the word…but doesn't understand what it Means {in other words…he remembers hearing the word but he still does not know what it means }

- **Stage 3:** The student makes general associations with the word {in other words,…he remembers learning about "table" in class when used by the teacher.}

- **Stage 4:** The student can use the word {in other words… he knows that a "table" is a flat furniture used in class to study on or to put things on top of it.

8.   Vocabulary Learning Strategies:

Based on (Intaraprasert 2004, p. 53) ; the term "vocabulary learning strategies" refers to "any set of techniques or learning behaviors, which language learners report using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one's knowledge of vocabulary". Those techniques are used to acquire the new lexical items by following a set of rules.

Since vocabulary is the most important skill in mastering a second language, it is necessary to discuss vocabulary learning strategies. Before starting this section, however, it should be made clear that there is no 'right' or 'best' strategy for vocabulary learning according to (Schmitt 2000, p. 142).

The best practice in any situation will depend on the level of students, the words that are targeted, the school system , curriculum, and many other factors. According to Nation (1990, p. 2); Rubin and Thompson (1994, p.79); Richek et al. (1996, p. 203), there are two general approaches in which learners learn vocabulary: the direct vocabulary learning approach, and the indirect vocabulary learning approach.

"Direct vocabulary learning is concerned with conscious learning processes , when language learners learn vocabulary directly, either in context or in isolation, through direct instruction in both the meanings of individual words and word-learning strategies" (Laufer and Hulstijn 2001, p. 1) , In the direct learning, learners

are systematically taught specific words and language structures (Richek et al. 1996, p. 203).

This strategy of vocabulary learning is necessary for learning the basics of vocabulary and its importance. The learning of words in isolation should be pointed out at an early stage of second language learning. After the language ability is developed, indirect vocabulary learning through contexts is necessary to be emphasized to language learners (Coady and Huckin, 1997).

A way of applying the direct vocabulary learning strategy , is to teach learners specific words they will see in the text before they read it , in addition to that , when learners are exposed to certain words repeatedly in many contexts , it stays somehow in their memory , the more children see, hear, and work with specific words, the better they seem to learn.

On the other hand, indirect vocabulary learning involves learning the meaning of new words in general when language learners hear or see the words used in many different contexts, for example, through daily events, through conversations with others and through reading extensively on their own (Read 2000, p. 39; Laufer and Hulstijn 2001, p.1).

Indirect vocabulary learning is concerned with unconscious processes of learning through reading or listening without language learners being aware of the goals of learning , they learn by being exposed to the language indirectly through any

possible interaction with the second language without putting an actual effort of learning or following a particular task but acquire it spontaneously.

In this type of learning, new words are learned mostly while reading or learning from listening to stories, films, television or the radio (Anderson and Nagy, 1991; Nation, 1982; 2001; Sternberg, 1987).

''Learning vocabulary indirectly via guessing from context is highly accepted as the most important of all sources of learning vocabulary '' (Nation 2001, p. 232). This strategy should be strengthened for further lexical and semantic development of the words learned through explicit learning and for learning additional vocabulary.

9. Vocabulary presentation:

According to Redman and Gairns , there are three main categories: visual technique, verbal technique, and also translation included in those approaches that are used in vocabulary presentation.

Visual techniques	Verbal techniques	Translation
Flashcards Miming Scales Wall charts Blackboard	Descriptive examples Illustrative situations Definitions	Translation of some words between languages to make the sense

drawings	Synonymes	easier and clearer
Gestures	Opposites	for learners.

Figure 2: Redman and Gairns'approaches of vocabulary presentation

Thornbury (2002) defined it as a way of illustrating and presenting words through the use of visual aids , the visual techniques include all the methods that depend on observing and noticing the terms presented such as the use of flashcards, photographs, boards, drawing, pictures cut from magazines, the use of colorful materials can enhance the language acquisition.

The second technique is verbal techniques which is where teachers use descriptive situation, that can be either written or oral, and create an example of a term . Among these techniques , it can be a short story, a dialogue, which students are able to guess the meaning of a word .

Moreover, the use of synonyms and antonyms is very common use among students with low levels . This method allow them to enhance their vocabulary store as well as it 'helps to build up in the student's mind the idea that language consists of choice, that words do not mean the same as each other" (Lewis and Hill3).

Another technique of presentation is that words can be also presented by giving definitions which make sure that learners know the right meaning and the way

the word should be used. Moreover, it is popular to contrast the lexical items by asking for example 'what is the opposite of.....?' or to give examples of the type like the type of the word for example the word animal '' dog ''.

The last but not the least technique used in presenting new vocabulary is translation, it has many advantages when used in the right way, it saves time, highlights similarities and differences between the native and foreign language. However, overusing this technique can lead to many distractions in language learning because first, there's a risk that students will not create the sense relation among different items in the new language. The second thing is that translation is usually an unattractive way of presenting new words which can lead to face lack of motivation.

To sum up the idea, the use of these different approaches is to raise the students' motivation towards learning foreign languages. It should be well established that vocabulary is presented in an attractive way to ease the acquisition and allow them to remember those words for a longer time.

10. Techniques in practicing vocabulary :

Scholars has identified a teaching method and named it The methodological model of a lesson bases on three P's that is: presentation, practice, production.

The extent of every stage depends on the student level of proficiency, needs and difficulties in comprehension. The stage of practice is the most decisive because

it gives an opportunity to check if students understood the words correctly , and also , it build learner's confidence in using new vocabulary .

There are few activities that strengthen the process of practicing :

10.1. **Matching pairs:** In this exercise the wanted word has to be connected with the proper synonym, antonym, definition, or picture.

10.2. **Fill in the blank:** This exercise is to practice the vocabulary and the collocation as the students are given words to fit in to the sentences or passage.

10.3. **Sorting exercise:** In this exercise a big number of words are put into different categories. The learners' task is to group those words according to a specific category, for example, nouns with irregular plurals. Vocabulary items can also be distinguished by students by pairs that are synonyms, antonyms or items within word families. Teachers must take in consideration that groupings should be based on the students level of proficiency in English.

10.4. **Multiple choice:** the Multiple choice exercise is an activity in which learners are asked to select one or more of the choices from a list. However this activity does not allow testing spelling or pronunciation. Moreover, multiple choice exercises are time-consuming to compose but due to the fact that there is 25% chance of right guessing, students feel comfortable to this strategy.

10.5. **Odd one out:** The teacher gives students a number of vocabulary items in which one word does not belong to the rest. Students' task is to underline the odd one out. For example: agree understand compromise hop (hop is the odd word) However,

only meaning is tested, and again students have a chance to guess the right answer. However, the exercise is easy to prepare and check.

10.6. **Dictation:** Here the teacher gives learners words in the mother tongue where the students' task is to write the equivalents of words but in the target language version.

10.7. **Sentence translation:** The teacher provides students with sentences in the mother tongue and asks students to translate them into the target language, or vice versa. This activity focuses on grammar and spelling. The problem, however, is when the mother tongue translation is inexact and misleading.

10.8. **Sentence completion** : Here students have only the beginning of the sentence and their task is to finish it. For example: it was horrible ….

Conclusion

Regardless to the importance of vocabulary acquisition in language learning , this feature is quit neglected inside the classroom , or better say , most teachers do not pay it much of attention as they do to grammar and syntax . When teaching vocabulary , it is not enough to only provide words to students , but it is important to present to them different strategies that can help them accomplish their aim which is have the right amount of language vocabulary. Therefore , teachers must find the right and best techniques that can encourage and motivate them to learn and to be more interested in the learning process . The teachers' responsibility lays on their capability to keep the learner well acknowledged about the subject matter they are going to acquire along with its characteristics and aspects .

Chapter Two

Educational Games In Learning EFL Vocabulary

Introduction

Many students face a lot of difficulties concentrating in class or paying attention to lessons when presented , and that is a result to the lack of motivation and interest , Moreover ,it has been agreed upon that those   two elements are the   key to a good learner as El Shamy (2001), Scrivener (2005), Hayns and Zacarian (2010) highlighted that ''the importance of a better learning lays on creating entertaining, helpful and useful activities for optimal learning atmosphere" because most students feel comfortable ,and entertained , also lose the feeling of obligation under such conditions , it means that the teacher should provide activities and tasks that helps learners to improve their confidence and flexibility inside the classroom by facilitating the task as much as it needs to be . Games for instance can be helpful in realizing these objectives because these kinds of strategies are considered both entertaining and educational .

This Chapter   will tackle points considering games in general , their definitions , types and characteristics as well as the teachers' role in the classroom , and how to select the game intended to present to EFL learners with how the game is played .

1.   **Definition of a Game :**

A game is considered as a   play but constructed and followed by certain rules , usually set   for entertainment and sometimes used as an educational mean , many scholars   and philosophers had provided different   definitions to the word game , for instance , "Ludwig Wittgenstein" was   probably   the first   academic philosopher to

argue the definition of the word game which in his <u>philosophical investigations</u> he discussed that the elements of games, such as <u>play</u>, rules, and <u>competition</u>, all fail to properly define   what   games are , from   his   point of view . Also <u>"Wittgenstein"</u> rejected the idea that language is somehow separate and assimilating   to reality , and he discussed that concepts do not need to be clearly defined to be meaningful .From this, Wittgenstein   concluded   that people   call the term game to a range of disparate human activities that bear to one another.... .

On the other hand , the French sociologist <u>Roger Caillois</u>, in his book *Les jeux et les hommes (Games and Men)*, defined   the word game as an activity that must contain   six main characteristics as follows :

- <u>Fun :</u> the game is chosen for both relaxation and pleasure

- <u>Separate :</u> the activity cannot happen everywhere or all the time ,it's bound to time and place .

- <u>Uncertain :</u> the people who are doing the activity do not know how the game will end.

- <u>Governed   by   rules :</u> the   activity has rules that are different from everyday life .

- <u>Fictitious :</u> the people doing the activity know that the game is not reality.

- <u>Non-productive :</u> doing the activity does not make or do anything useful .

According to "Katie Salen and Eric Zimmerman" "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." , this means that games are made to gain a result at the end by following a set of rules that define the game .

2. Teacher's role :

The teacher plays the most important part inside the classroom , not only because he is   the provider of any new information given to students , but also because he is the only controller and   organizer of the classroom and students along with other roles he fills in .

2.1.   The teacher as an organizer :

Inside the classroom , the teacher   is considered   the responsible one for everything that may happen in inside. In order to avoid any problems ,   the teacher is required to inform the students about what exactly they are supposed to to do, besides , the teacher has to give clear instructions. As an organizer ,the teacher tells his students what they are going to talk about and provide them with clear instructions about what exactly their task is , set an activity and get it started and then organize a feed back when it is over.

2.2.   The teacher as a resource :

In this role, teachers should get themselves ready for the questions of the learners and always be prepared to offer help if it is needed along with providing

advice whenever learners are in need of it . Teachers are considered the main source of information in class ,whenever students are lost or eager about a certain subject , or have questions about something , they always turn to their teacher as a resource to answer their questions .

2.3.   The teacher as a tutor :

This is   the role the teacher investigates about the learners self-study and how they handle their tasks . Teachers can help learners by pointing to the mistakes and let them think about them. As a tutor ,he lets his learners know where and how to find the   correct   answers about their tasks because in this role , the   teachers is considered as a couch, where   students are involved in their work and call upon him for main advice and guidance.

2.4.   The teacher as an investigator :

This role of teachers is very common. They have to examine and investigate everything that happens in the classroom and know which activity works well with their learners and what methodology or technique should be avoided in the next class.

2.5.   The teacher as a controller :

The teacher   in this type of role is so powerful because all   attention is focused on the front of the class and the   students are all working to the same beat since all students   are   taught the same way and by the   same   teacher. The teacher controls all the time   what the students do   when they   speak   and what language they use when   they communicate with each other .

This role , as important as it is , however , it has one major downside which is that students will not learn more than what the teacher provide in class sinc all the focus is on the teacher himself , because students in this case , will only receive and acquire what they are given .

2.6.   The teacher as an enthusiasm generator :

Teacher's enthusiasm plays a central role in keeping students' attention, and generating   their   interest, also developing their positive attitudes toward learning , teachers are seen as the learner's   second   parents when it comes to influencing   their lives   and   controlling   their minds , teachers as enthusiasm generators   continue   to inspire their learners by following certain methods to meet the learners' needs . This role in particular should not   be   underestimated, because the teachers ' attitude will influence the learners thinking long   after they leave them.

3.   Game selecting :

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, he argued that the game should be selected based on the level of learners and the objective of the game , in order to make it easy to the learner to understand the activity , engage with it and eventually , use its understanding to fulfill the objective , the game also must be consistent with the given time , it must add a difference to the course and suit the different types of learners as well so that it conforms to their competencies .

Tyson (2000) assumes that a game must have a balance between fun and education and involve a friendly competition . The game must gain the attraction of learners and lead them to focus on the use of the language instead of the language itself , in addition to that and based on (in Yin &Jung, 2000,) "   it provides opportunities to learn, practice, or review language skills " .

Uberman   (1998) states, " in order to   achieve a desired result, games should correspond to learner's level, age and the material   introduced " , other factors are considered in selection of games in class which are level , age and materials , the teacher must know the average age of his students and their educational level in the acquired language along with the materials used in this game whether it suits learners or not .On the other hand , Beak (2010) adds that   a game should have a balance   between " educational   requirements   and   motivational   factors".

4.   Steps of Playing a Game :

After choosing the appropriate game , comes   its application in class ,where there are three main steps involved in playing a game ,introducing the game to learners must be the first step so they have an overall of the type ,rules ,and its conditions, after that the teacher manages the game and gives the feedback as a last step of the process .

4.1.   Introducing the game:

Giving the introduction of the game to pupils is taken highly important because on its base the learner either is attracted or uncomfortable with the game , if the game

was properly introduced and explained the outcome will fulfill the objectives of the game   however , if the introduction was neglected , it will bring frustration and failure of the objectives designed .

According to El Shamy (2001), the introduction includes four main elements starting with :

- The teacher's style : which means showing his enthusiasm through his introduction and making the learners inspired and exited at all time while listening , he mentioned " If   you [*the teacher*]are   positive and enthusiastic, the participants will respond accordingly" (p. 103)

- The set up of the game : it means that the teacher needs to increase the learners' curiosity to play and learn for example , the teacher telling the learners that   through   this   game   they   will   practice what have   been studied and they'll   enjoy it .

- Explaining the instruction : this step involves explaining the roles given to learners and the rules   .

- Managing the groups : which is the   final element before starting a game , as Doveston   and Keenagham   (2006 in Westwood, 2008) suggest , "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) .

4.2.   Managing the game :

After the teacher   has properly introduced the game , he can ask learners to start   the game , the teacher's job during the game is to observe what is happening between players and how   they   play . Shamy (2001) said: "You [teachers   ]do want to observe how players play" (p. 110)   . However , if it happens to have a problem during the game , the teacher can act and   intermediate to solve it as a facilitator or - as mentioned earlier - as an enthusiasm generator . Westwood (2008) supported the idea by claiming 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 " , finally when the time finishes , the teacher asks learners to stop in order to give them the feedback .

4.3.   Debriefing the game :

This is the last step when playing an educational game in class which is giving the feedback , it is similar to evaluations , where   the   teacher discusses with learners the final results of   playing this game so that students   also have the opportunity to practice the   language   . Westwood   (2008) , states that enjoyable activities make students react   actively and get their immediate   feedback . Also , debriefing a game must involve   the students' comments as well as the   teacher's evaluation . The   teacher can investigate from students about how they find the game, how   they   feel about it and how they feel after playing it   , and what they have learned from it .

El Shamy (2001) provided a check-list that contains a number of elements   to be used when   debriefing the game .

1. What Happened ?	• How did you begin? • Easy or 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
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?

Figure 3: 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 .

5. Types of Games :

Types of games are not yet well defined because they can be categorized in a different way according to the selected criteria as El shamy (2001, p. 46) mentioned in her book , " training games " . She states that there are different approaches for game classification . This means that , games can be categorized according to the material used, the participants' task , and the subject matter .

The first element include how learners learn from the game either it was from the interaction with the game itself or from the interaction with other participants . The second element deals with the teachers' role when learners are playing games for example : managing or debriefing .

According to those criteria, El Shamy (2001. 47) states four types of games : "Content-focused games , Experiential games, Content-focused frame games and Experiential frame games". But the best practical one for language teaching classroom is the content-focused games. In such games, the most important focus is directed to the content of the game and it is meant to facilitate and strengthen the learning of the presented content.

EFL learners have to   practice the language in order to develop their knowledge. Many researchers indicated the importance of repetition or recycling in learning any language. They are highly important   because they provide much relevance with the word and its forms which   teaches   learners   to retrieve vocabulary knowledge. For this reason , teachers have to   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 '' (Pavi i , 2008). All of that can be explained   in the following figures.

This figure represents the needed elements for remembering a word (figure 1).
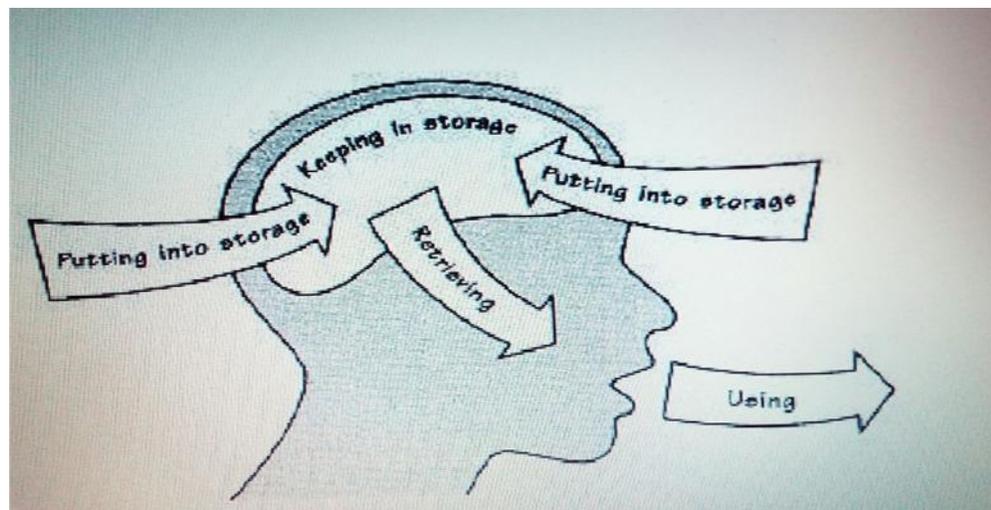
Figure 4: the needed elements for remembering a word (Scrinever, 1994, p. 241)

Moreover, the second one shows how games can play the role of stimulation for retrieving a word so that remembering it (figure 2).
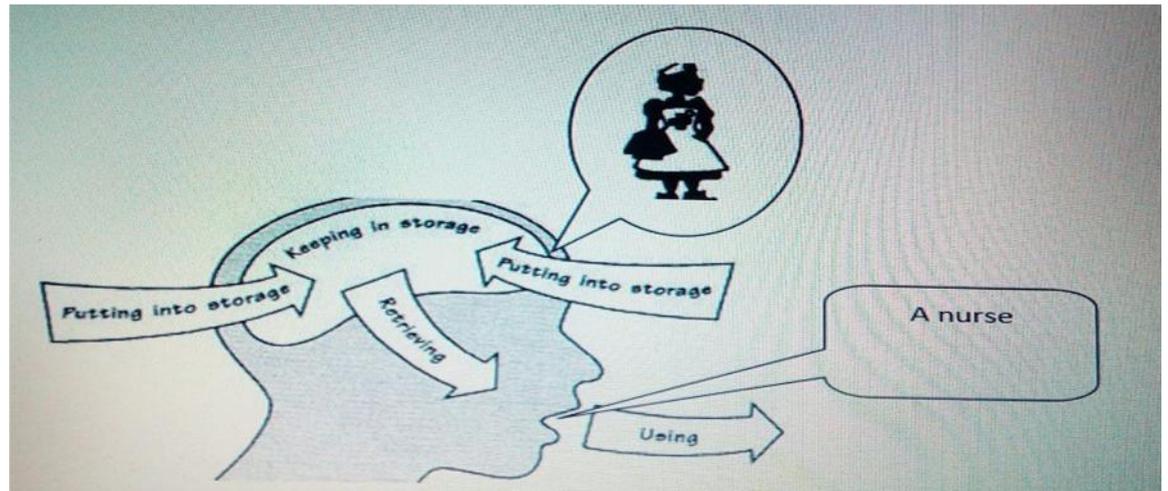
Figure 5: the role of stimulation for retrieving a word (adapted from Scrivener, 1994)

5.1. Card games :

A game included within the content- focused games mentioned by El Shamy, this game depends on using multiple cards in a specific subject matter to learn from its content , for example this card may contain : synonyms , characteristics, opposites , definitions or else and the game is played by manipulating them by storing or ordering cards, completing tasks or answering questions , participants follow the rules to obtain the information ,besides , this game meets all learners styles and fulfills all their different needs for instance , they are useful for tactile, visual and auditory learners and more importantly , and more importantly , this games are easy to play and joyful .

Card 5A	Card 5B
Ask :What's the word for …	Say : Give a definition of the word ::
1 a high-pitched scream? (2)	1 sleet (4)
2 a large metal container for rubbish ? (5)	2 shriek (1)
3 a window in the roof of a building ? (8)	3 slogan (5)
4 a mixture of rain and snow ? (1)	4 stench (7)
5 a catchy phrase used in advertising ? (3)	5 skip (2)
6 a husband or wife ? (6)	6 spouse (6)
7 an unpleasant smell (4)	7 tantrum (8)
8 a sudden fit of bad temper ? (7)	8 skylight (3)
Answer : It's definition number (1)	Answer : It's word number (1)
It's ..(read out the definition)	It's ..(read out the noun)

Figure 6: Card game (Watcyn, 1993, p. 92)

5.2. **Bingo :**

It is a useful technique 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   ,   everybody gets the same words, but in a different order and each time the teacher yells   a   word, the   student searches   for the right square on his card , put a mark on it .   The first student to have five words marked in a row yells 'Bingo', and wins , and after   checking the answers of the winner,   the teacher gives   the winner their   price, for   example a small treat, ... Or, if you don't have prizes to give out, the teacher can   reward the winner by letting them come in front of the class, and letting them take the   role of the caller for the next round.

B	I	N	G	O
boy	squirrel	eye	table	stick
wood	farm	rabbit	corn	sun
bird	way	Free Space	water	fish
egg	home	game	boat	day
picture	letter	window	money	grass

Figure 07: Dolch Sight Words Nouns Bingo Card

5.3.   Spelling Puzzle :

It is a game where the teacher ask his students to spell different objects   through reordering the letters. The objective of this game is to develop   the word   knowledge through relating its spelling to its visual representation.

This is an example of spelling puzzle and it clarifies how it can be played.

Rearrange the jumbled words.

I R A C H   _____

L C P I E N   _____

E O R S H   _____

U N E Q E   _____

Y D R A I   _____

N T O T C O   _____

O M N A G   _____

Y D I A S   _____

E L P T A   _____

S L S G A   _____

Figure 08: Kids learning & Exercise Book : Rearrange the jumbled words.

5.4.   Crossword Puzzle :

It is one of the well known games. It includes a number of arranged squares. The purpose of this game is to fill the white squares with letters. Oxford advanced learner's dictionary (8ed) 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 . The teacher uses this game in   class   to teach his students opposites, synonyms, days of the week and others. The following is an example of a crossword puzzle
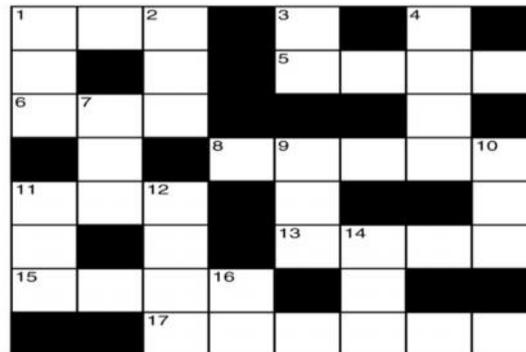
Across
1. Sleep in it (3)
5. Robin, owl or eagle (4)
6. Father (3)
8. Money for a favour (5)
11. Strange (3)
13. Born and ____ in one place (4)
15. EDDE (anagram) (4)
17. Multiply by two (6)

Down
1. Nip in the ____ (3)
2. "____ you hear what I said?" (3)
3. Please note (1.1.)
4. Dull; dreary (4)
7. Total up numbers (3)
9. One of 24 in the human chest (3)
10. The finish (3)
11. Elderly (3)
12. Wool that has changed colour has been ____ (4)
14. Steal (3)
16. "How ____ you ____ ?" (2)

Figure 09: Crosswords game from "The puzzle company"

5.5.   Color the shape :

In this game learners must color each shape according to the color provided in the instruction in the beginning of the game, this game revises names of shapes and also, it assesses learners' knowledge about colors. Moreover, it creates motivating and funny situation where learners do not feel stressed or frightened.
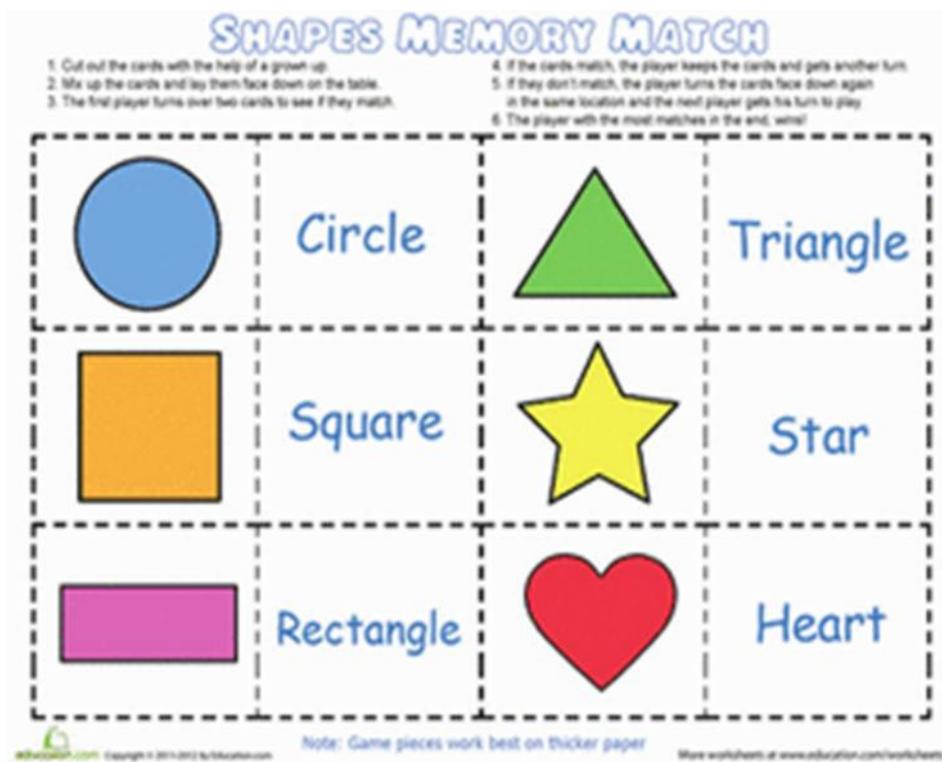
Figure 10 : Shape and Color Match Game

6.   Vocabulary Assessment :

To know about a language vocabulary contributes greatly in its mastery. That's why, teachers try to adapt many techniques in the class to enhance vocabulary learning; for example, they introduce practicing activities so that they reinforce the learned information. Also , since they care about their learners' level development, they sometimes assimilate some activities to measure their improvement. In other words, teachers assess the learners' knowledge to detect some weaknesses that may need removal .

6.1.   Hayns and Zacarian's Assessment Typology :

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

6.1.1. In the Moment of Assessment :

This type occurs when the teacher observes learners while they are doing an activity or a task 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) .

6.1.2. Routine Assessment :

It is when the teacher evaluates the quizzes, or homework. It is called routine assessment because the teacher uses it constantly. It occurs outside the classroom when the teacher collects the work of his students .

6.1.3. Summative Assessment :

It appears at the end of the semester or a unit when the teacher evaluates the learners work at the end. Summative assessment can take the form of quizzes, projects or tests that come as a summary of the unit content. In addition to that , August and Pease-Alvares (1996, p. 32) confirm that assessment should have different measures such as observation, samples of students work and test (in vásqueze et. al, 2010, p. 51).

7. The importance of assessment   :

Assessment is an important part of teaching , as it determines whether or not the goals of education are being met. Assessment can affect decisions about marks, placement of students and their advancement and needs .Moreover , evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning to decisions that enhance students' achievements and the success of the used methods and techniques .

Conclusion

As shown in this chapter, sometimes it is hard to teach vocabulary, yet educational games make it easy to teach new words in a way that captivates the learners and grasps their attention to a better memorization. Moreover, it breaks the routine of the formal sort of learning in which that it helps and encourages the learners to sustain their interest

Chapter

Three

Field Work

Field Work

Discussion and Analysis of the Results

Introduction

The current chapter aims to discuss and evaluate the results accumulated from the questionnaires and the interviews. The former was dedicated for teachers in order to measure the application of the educational games as a method and the challenges that it proceeds and their interest towards integrating the educational games, to enhance the learners vocabulary acquisition and skills. The latter was devoted for students , which generally seeks to investigate their interest and familiarity with the use of games in class and how would they react in such situations and condition. The eminent characteristic of this part is to show how educational games may affect EFL teaching and learning.

I.   Teachers' Questionnaire :

1. Aim of the questionnaire :

Through following the descriptive method, a semi-structured questionnaire has been conducted for the sake of investigating the problems and collecting the data required for the research, As well as to see how English language learners at Bashir Amraoui Ben Saouti middle school consider the use of educational games as to enhance their vocabulary acquisition . The questionnaire chiefly tends to study the different opinions and experiences of teachers towards the use of educational games in EFL learning

2. Description of the questionnaire :

The questionnaire is severed into two main sections. The first section generally regards the general information concerning teachers (age , gender and the English level of their students. The second section seeks to know the teachers' interest in using educational games tools in EFL learning, measures their acquaintance with the term "educational games", and whether or not the latter may evolve their learners' vocabulary acquisition .

3. Participants :

The questionnaire targets the teachers of the third year in a middle school .There was a random selection of teachers however it included only 6 teachers , two (2) teachers from the middle school of Amraoui Ben Soti El-hadjeb Biskra, and 4 teachers from other middle schools at El-Hadjeb regardless to their age, gender, and social status. The main reason of targeting this population is due to the fact that they are well knowledgeable about their learners' ability of proceeding such games ,and also ,their learners are quite familiar with the English language .

4. The Analysis of the questionnaire :

➢ **Section one: General information (Q1 to Q3)**

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

1 – The gender of the participants

Gender	Percentage	Participants
Male	**0%**	**0**
Female	**100%**	**6**

Table 1: Distribution of the teachers' gander
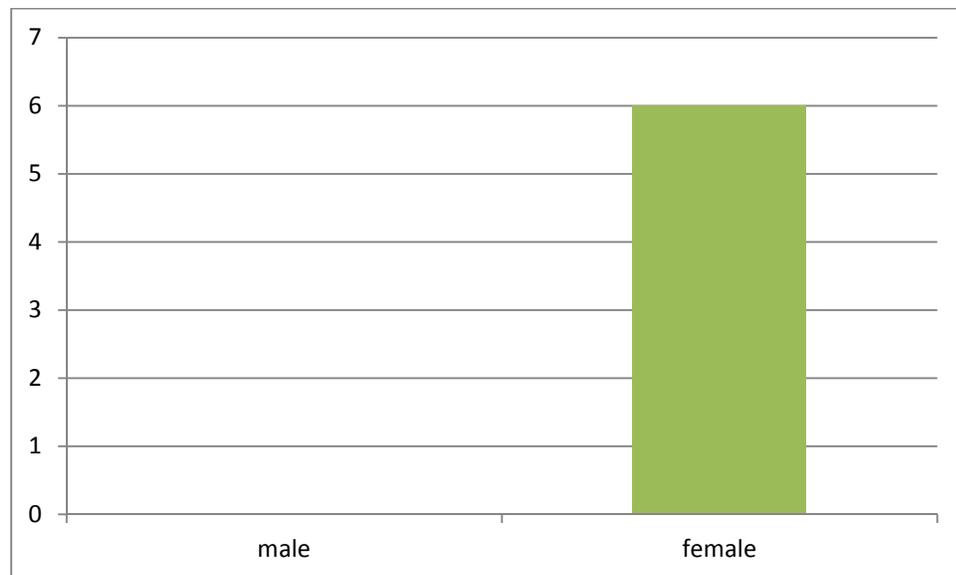
Graph 1: Teacher' gender

As we can see in the table above the teachers are from the same gender. The few number of teachers in   this   school is due to   the small property of the institution and the small number of students and also 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 which is not highly important for

teachers , it aims at building only the basic knowledge of   English that they need to develop the students' language.

2- **Age of the participants**

Age	Percentage	Participants
24-28	**50%**	3
29- 33	**33%**	2
34 and up	**17%**	1

Table 2: Distribution of the teachers' age
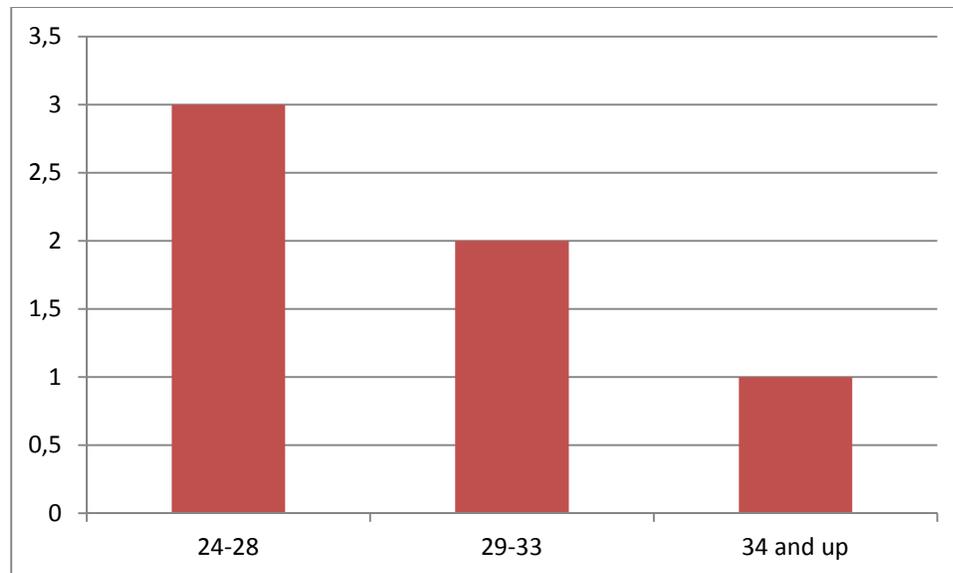
Graph 2: Teacher's age

The results show that the age of (50%) of   the   teachers   is between   24   and 28 years old; (33%) are between 29 and 33 years old, and (17%) are from 34 and up . As a

result, teachers are from different ages, and represent teachers from different periods with different experiences .

3 - **Level of the third year students**

Options	Percentage	Participants
Great	**0%**	**0**
Good	**16.5%**	**1**
Average	**67%**	**4**
Less than average	**16.5%**	**1**

Table 3: Distribution of the 3rd year students level
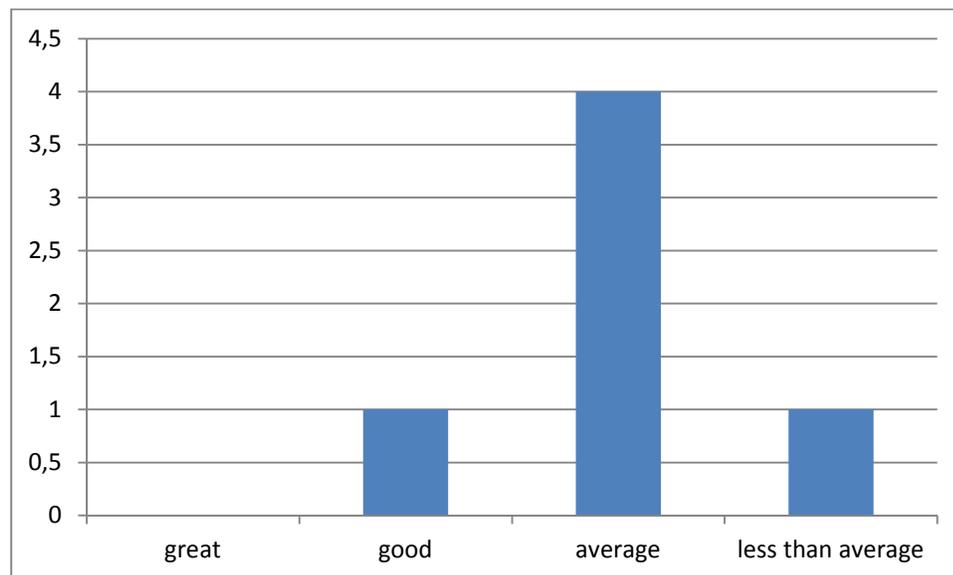
Graph 3 : 3rd year students' level

The result indicates how the students' level is different. It shows that   67 %   of the population are average in the English course . However, the other 33 % is divided equally between the good and the less than average level of students , this data seeks to inform us whether the conducted technique is effective on all levels or only on a specific   category of students level .

➢ **Section two : With regard of vocabulary acquisition :**

4 – **The preferable way of learning to students**

Options	Percentage	Participants
individuals	**17%**	**1**
In pairs	**33%**	**2**
In groups	**50%**	**3**

Table 4: The preferable way of learning to students according to teachers
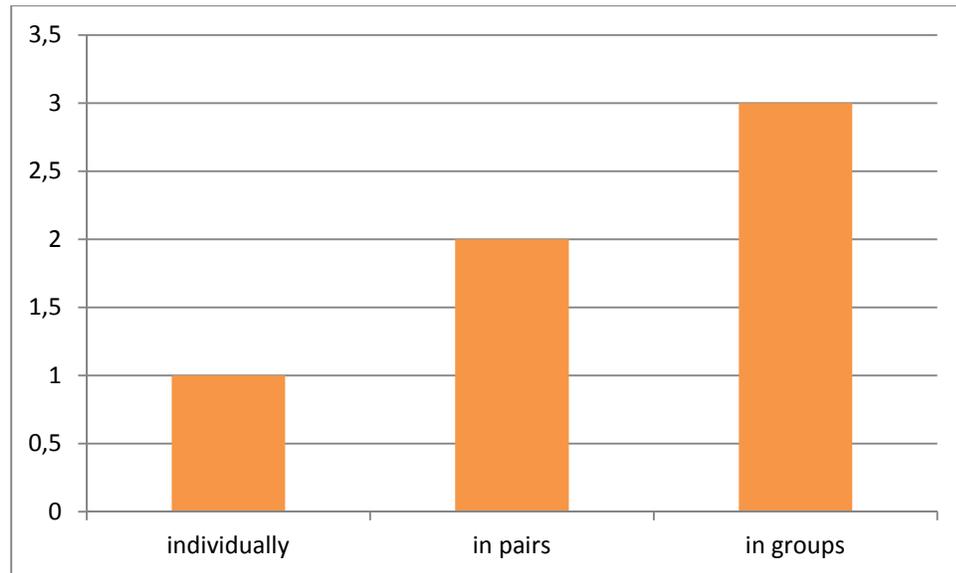
Graph 4: teachers' opinion about how students prefer to learn

The table shows that most of the students (50%) prefer to work and learn in groups rather than alone , and (33 %) like to work in pairs where only few of the population (17 %) prefers to study separately and individually in class, this statistics increase the ability and the degree of adaptation of the education games among students where they need to contact and connect with each other .

5 - **Amount of students with difficulties with new vocabulary**

Options	percentage	Participants
Few	**17%**	**1**
Many	**83%**	**5**
All	**0%**	**0**

Table 5: Amount of students with difficulties with new vocabulary
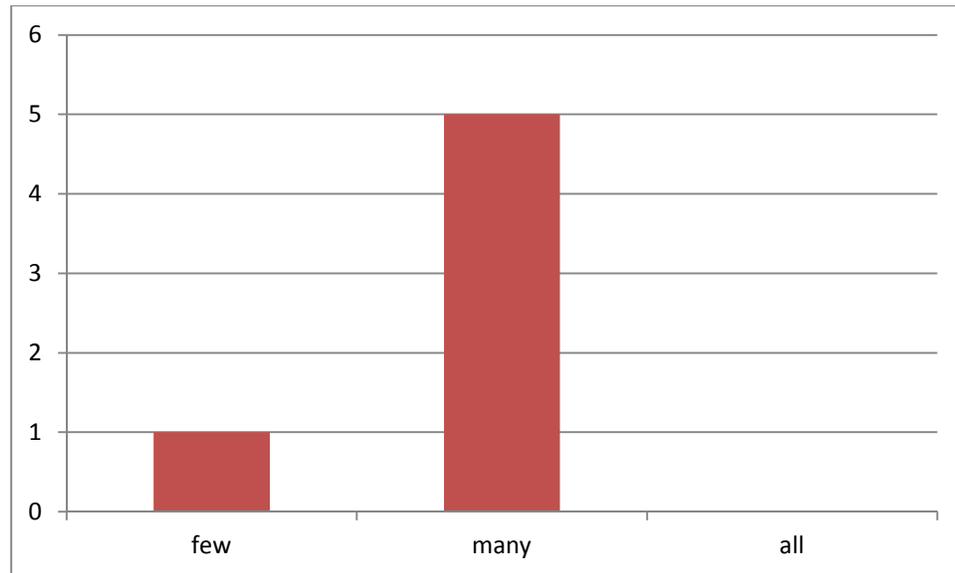
Graph 5 : Students with difficulties with new items

The table indicates that most students face difficulties concerning acquiring , and understanding the new vocabulary which confirms that learners really have difficulties with vocabulary mastery. Some of the most important reasons behind these difficulties is their unfamiliarity with the language and because they do not engage directly with the words .

6 - **Students with difficulties with remembering new vocabulary**

Options	Percentage	Participants
Few	**33%**	**2**
Many	**67%**	**4**
All	**0%**	**0**

Table 6: Students with difficulties with remembering new vocabulary
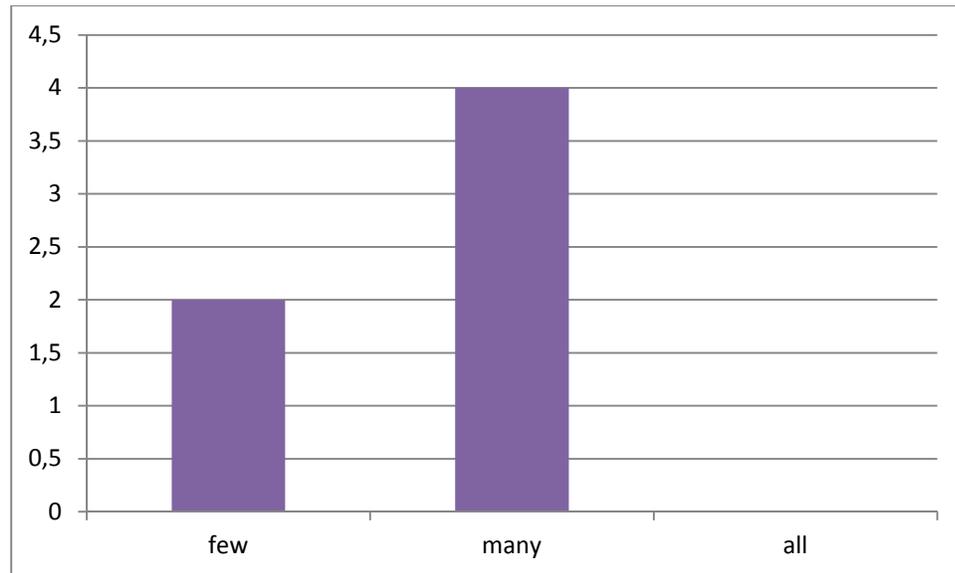
Graph 6 : Students with difficulties with remembering new vocabulary

The table above shows that the majority of learners face difficulties in remembering new lexical items where 67 % of the population takes over with this problem , this problem mainly occurs due to the lack of practicing of the new learned words , and also because students do not engage directly with the words but they are presented to them as any other information in class , that is why , as soon as the students leave the classroom , the new words are quickly forgotten when returning to their native language .

7 - **The frequency of dealing with vocabulary activities**

Options	Percentage	Participants
Everyday	**50%**	**3**
Three or Four days a week	**33%**	**2**
Fewer than three days a week	**17%**	**1**

Table 7: The frequency of dealing with vocabulary activities
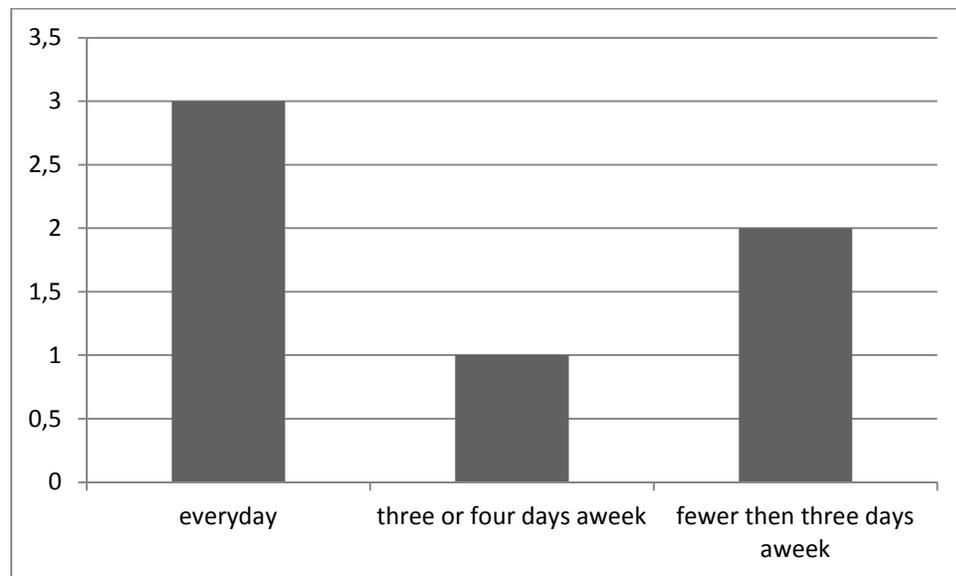
Graph 7: The frequency of dealing with vocabulary activities

The above table demonstrates that most of the participants do provide vocabulary activities for students . Those who apply them everyday represent the average of 50%,

however 33 % of the teachers give vocabulary activities to students three or four days a week . The remaining 17%, however, stand for the participants who administer the vocabulary activities to students . Regardless to the variety of the frequency of using the English vocabulary activities, the constant exposure to this kind of tasks and activities will help the learners to get acquainted with the different words of the language, which, eventually, will lead to evolve and enhance their English level .

8 – **Activities used to teach vocabulary**

Options	Percentage	Participants
Written activities	**0%**	**0**
Oral activities	**33%**	**2**
Both	**67%**	**4**

Table 8: Activities used to teach vocabulary
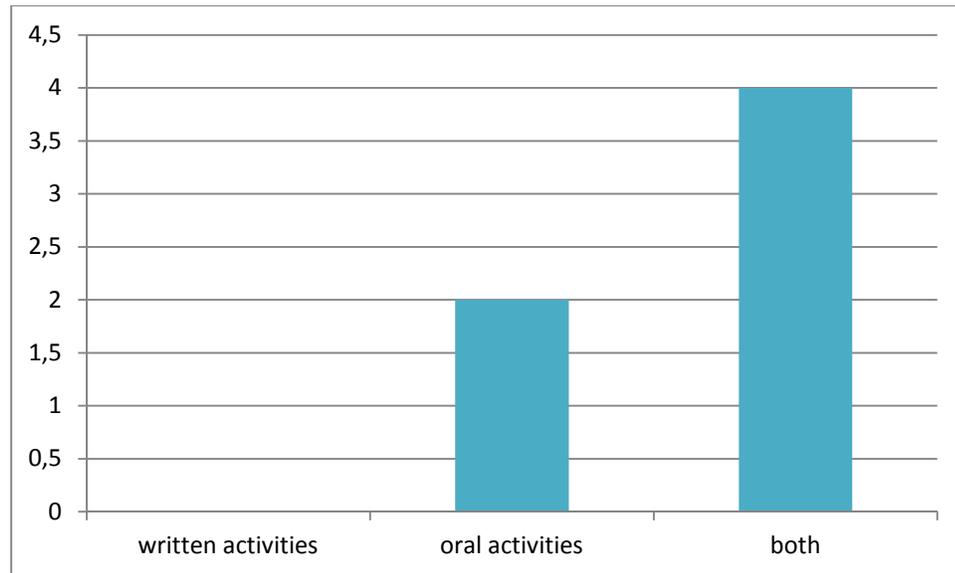
Graph 8: Activities used to teach vocabulary

Teachers use different teaching techniques and the percentages are divided between using only oral activities or using both written and oral activities together . The majority of teachers (67%) use   both oral and written activities .They give a clear and direct vocabulary activity so that the learners may acquire both the grammar form and the pronunciation of the new words ,for example, the teacher gives learners a task to revise grammar rules and at the same time he explains some new words to facilitate the activity .However the other (33 %) use only the oral activities because using both techniques in one course may take all the time and learners wouldn't learn as much words as supposed to .

9 – **Amount of students who participates in the vocabulary activities**

Options	percentage	Participants
Few	50%	3
Many	50%	3
All	0%	0

Table 9: Amount of students who participates in those activities
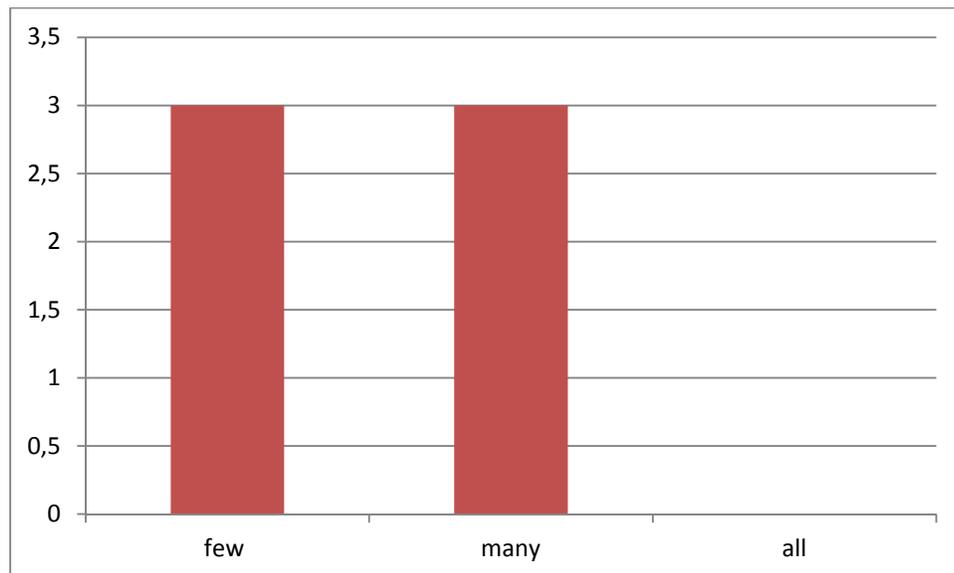
Graph 9: Amount of students who participates in those activities

According to Graph 09**,** the percentage is divided equally where in some cases ,

teachers declared that only few of their learners participate in that kind of activities and

the other half stated that many of their students participate and engage in those activities ,which both categories represent the average of 50% in Table 9 .

10 - **The use of English educational games by teachers**

Options	percentage	Participants
Yes	100%	6
No	0%	0

Table 10: The use of English educational games by teachers
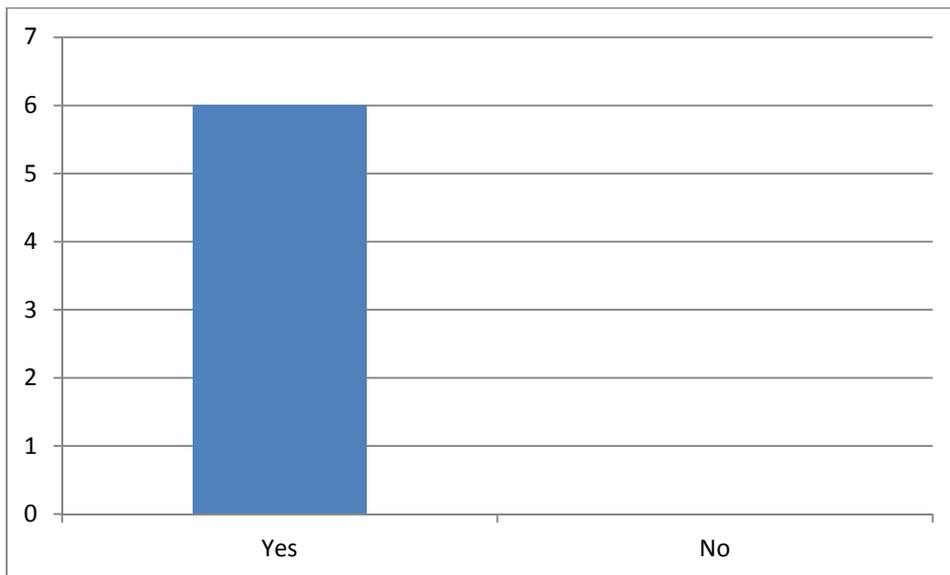
Graph 10: The use of English educational games by teachers

This question confirms that the use of educational games in class is indeed effective to the students' vocabulary acquisition and how it helps students understand and remember the new words easily, as we can see all teachers have either used this kind

of games before or still apply them in their courses . Most of the teachers named few games that they use in the class such as Bingo , Crosswords , puzzles and card games which all have been described before in our research .

➢ **Section three : With regards to the use of English educational games :**

11 - **The teachers awareness about the term educational games**

Options	percentage	Participants
Yes	**83%**	**5**
No	**17%**	**1**

Table 11: The teachers awareness about the term educational games
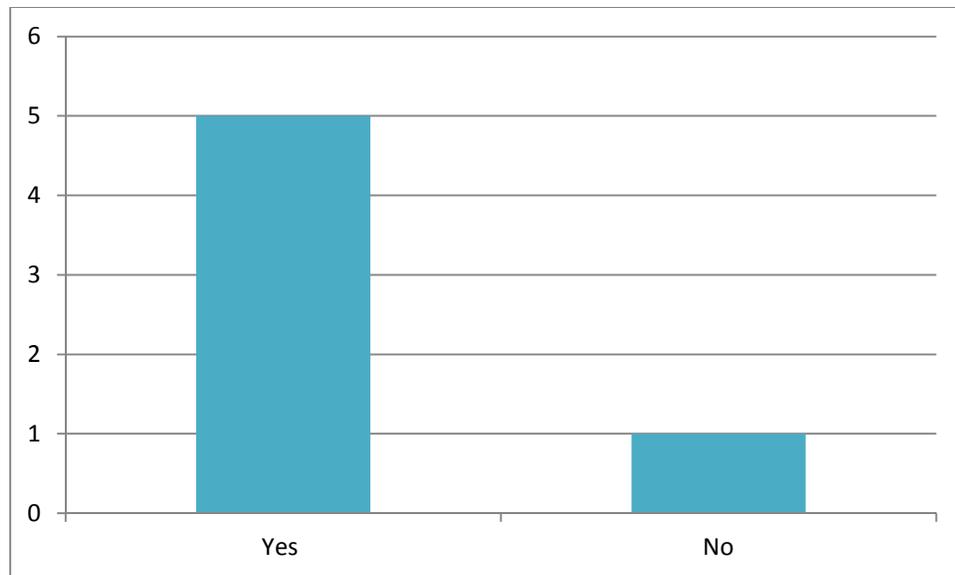
Graph 11: The teachers' awareness about the term educational games

The aim of the question is to know if teachers are acquainted with the term '' educational games '' and how did they know about it . we find that the majority of

teachers, who represent 83 % of the population , do know the term and its qualities ,
however 17 % of the teachers have no knowledge about this methodology or technique
neither have ever used it in class . From this data we conclude that this technique is well
acknowledged among teachers however it is not yet that common which is what we are
trying to accomplish from our whole research .

12 - The frequency of using the English educational games in class

Options	Percentage	Participants
Always	50%	0
Sometimes	83%	5
Rarely	17%	1

Table 12: The frequency of using the English educational games in class
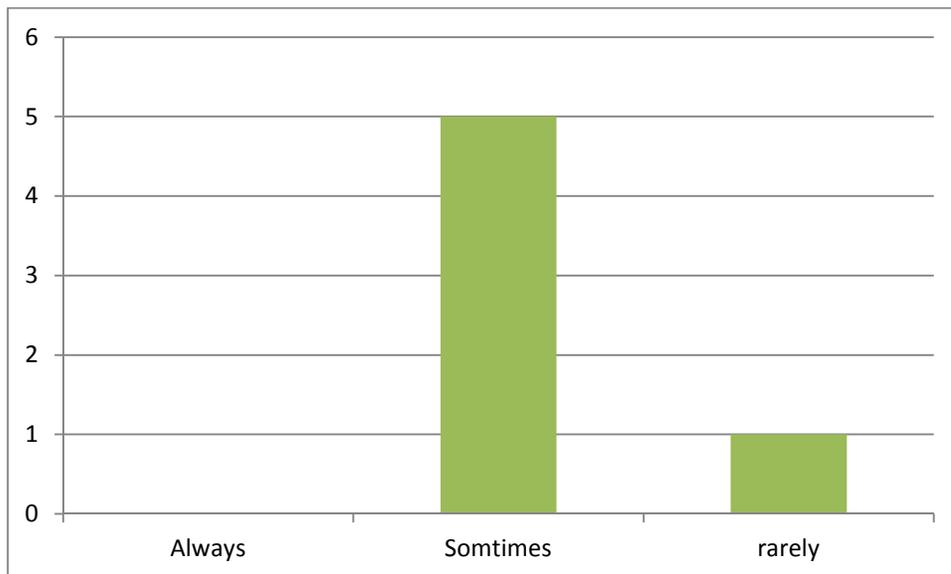
Graph 12: The frequency of using the English educational games in class

The results show the frequency of using games in the class where most of
teachers (83 %) use games "sometimes " and only one teacher rarely uses them in
the lesson   may be because he faces too many difficulties or challenges that
come along with this kind of methods such as noise and lack of time , 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 , however some others prefer to
engage the learner with the term directly by giving him the opportunity to contact with
his fellow students in such games .

13 – **Types of educational games used by teachers**

Options	Percentage	Participants
Crosswords	**33%**	**2**
Card games	**17%**	**1**
Memory games	**17%**	**1**
Other	**33%**	**2**

Table 13: Types of educational games used by teachers
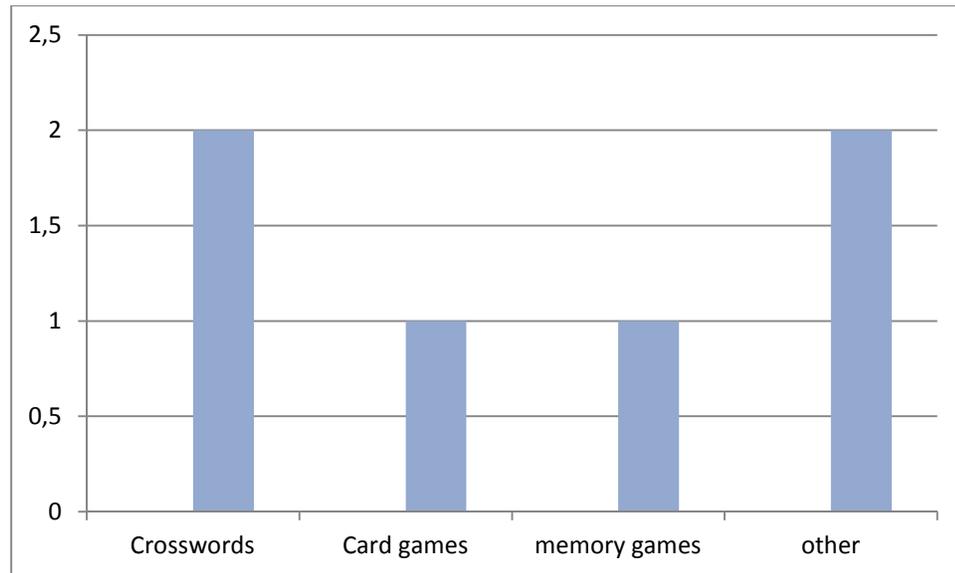
Graph 13: Types of educational games used by teachers

According to Graph 13**,** the majority of the participants   chose crosswords and card games as a type that is more effective in enhancing their students vocabulary acquisition, whereas the rest consider memory games to be more effective in enhancing the vocabulary learning process for learners which represents the average of 17%. Some teachers added some other games for instance: Bingo , quizzes and puzzles which we have already mentioned before , we notice that there are some well known games among the teachers and students that both of them have been exposed to either in English or in their native language , and they have also added that these games are the ones that pupils feel comfortable with in class .

14 –**Teachers opinion whether this method is applicable on all levels**

Options	Percentage	Participants
Yes	83%	5
No	17%	1

Table 14: Teachers opinion whether this method is applicable on all levels
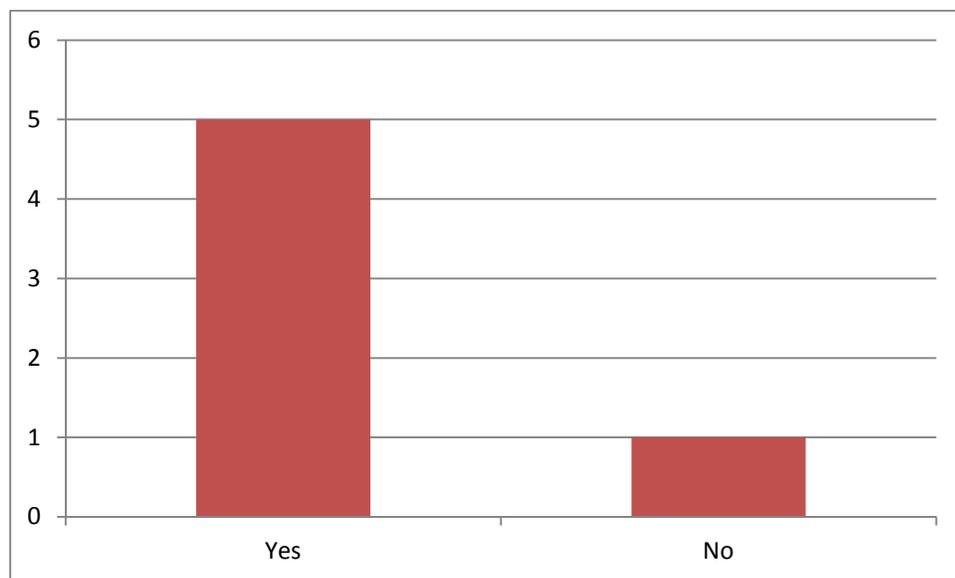
Graph 14: Teachers opinion whether this method is applicable on all levels

The table indicates that the majority of teachers (83%) confirm that the educational games are indeed applicable as a teaching method for all proficiency levels , in other words , this technique allows students to acquire and learn vocabulary no matter what their level is (whether it was beginner , intermediate or advanced) unlike other

methods that may be a bit harder for beginners . From the point of view of those teachers ,these games are more effective and useful because their students find themselves free and motivated no matter what their level was , in addition , these games create an atmosphere of enjoyment and pleasure which is the best environment for students to learn consciously and unconsciously,   .However , a small percentage of teachers which represents (17 %) stated that this technique is not for all levels but only for beginners as a facilitator to the language in case of facing difficulties understanding the new lexical items .

15 - **The rate of the effectiveness of educational games as a teaching method**

1- Educational games are effective for vocabulary acquisition

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neither agree or disagree	**17%**	**1**
Agree	**50%**	**3**
Strongly agree	**33%**	**2**

Table 15 : Educational games are effective for vocabulary acquisition
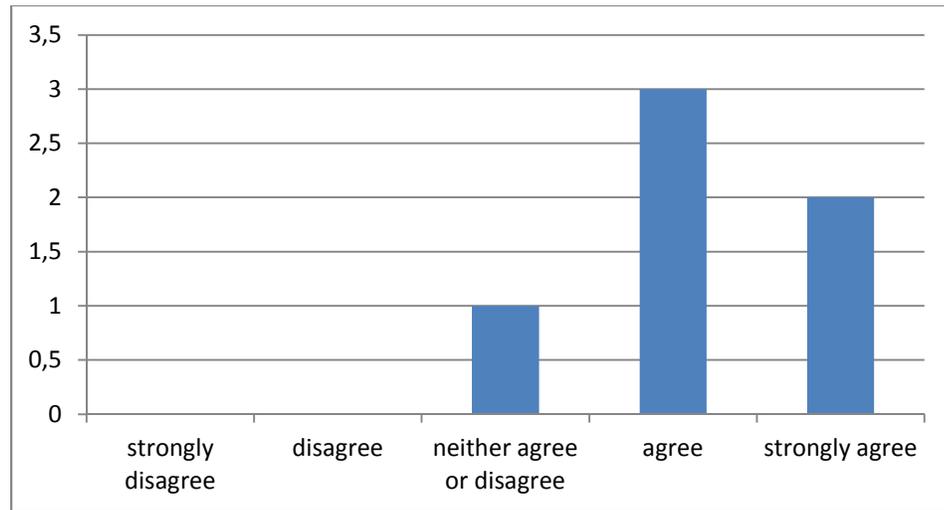
Graph 15: Educational games are effective for vocabulary acquisition

The results confirm that (83 %) of participants assert the effectiveness of games in increasing learners' ability to acquire vocabulary however , (17 %) neither agree or disagree with the given question .

2- Educational games helps to improve other skills besides vocabulary

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neither agree or disagree	**0%**	**0**
Agree	**67%**	**4**
Strongly agree	**33%**	**2**

Table 16: Educational games helps to improve other skills besides vocabulary
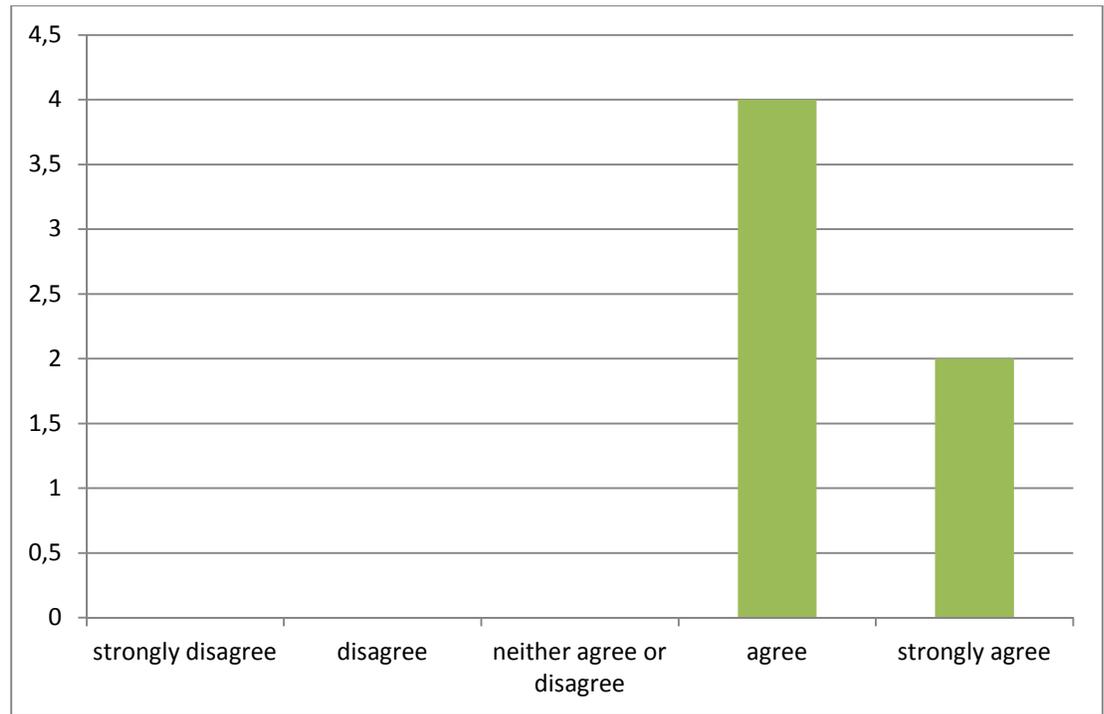
Graph 16: Educational games helps to improve other skills besides vocabulary

All the teachers agree that when using games in the class , learners are improving unconsciously other skills along with their vocabulary knowledge for instance , spelling and pronunciation , some games require spelling the game or names used in the game such as card games , also crosswords , this game improves the pupils' grammar by noticing how many letters there are in a word and how it is written .

3- Educational games increase the amount of vocabulary learning

Options	Percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neither agree or disagree	**17%**	**1**
Agree	**50%**	**3**
Strongly agree	**33%**	**2**

1- **Table 17 :** Educational games increase the amount of vocabulary learning
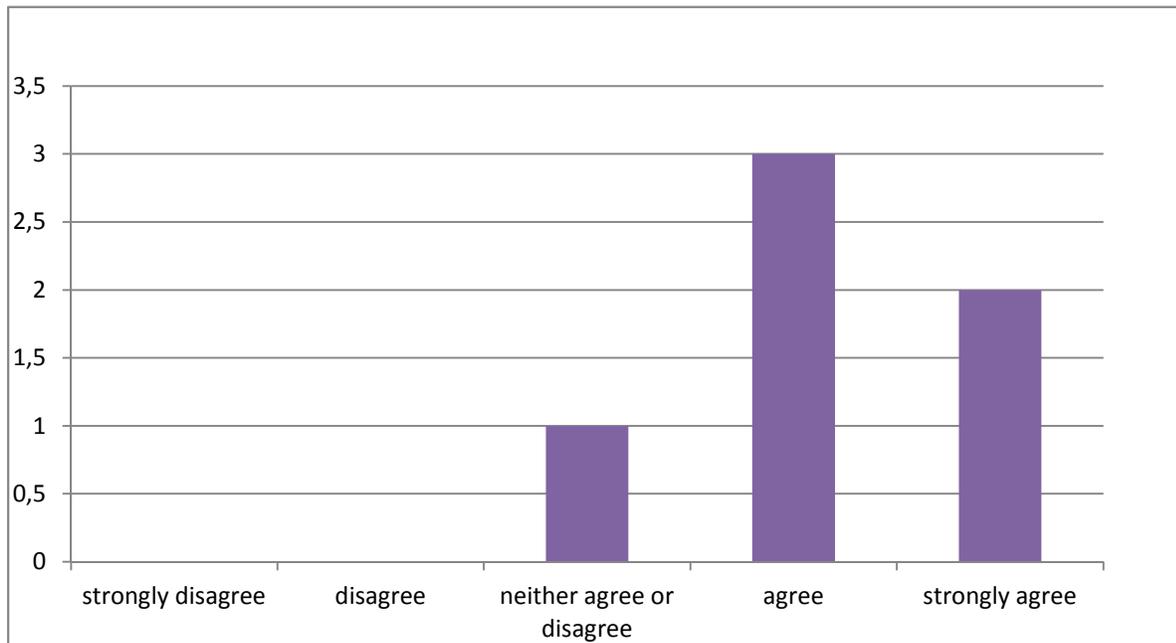
Graph 17: Educational games increase the amount of vocabulary learning

The participants were asked whether or not they think that these games increase the amount of vocabulary that students learn during class , (83 %) of participants agreed that students can learn more than the words designed for them to learn subconsciously without paying

too much effort or putting extra time for it , on the other hand , (17 %) of teachers neither agree or disagree with this statement , and it may be derived from what they have noticed in all situations (with using games and using the normal routines) , that it does not make a big difference when it comes to memorizing the new lexical items .

4- Educational games offer opportunities to acquire vocabulary that other methods neglects

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neither agree or disagree	**17%**	**1**
Agree	**50%**	**3**
Strongly agree	**33%**	**2**

Table 18:   Educational games offer opportunities to acquire vocabulary that other methods neglects
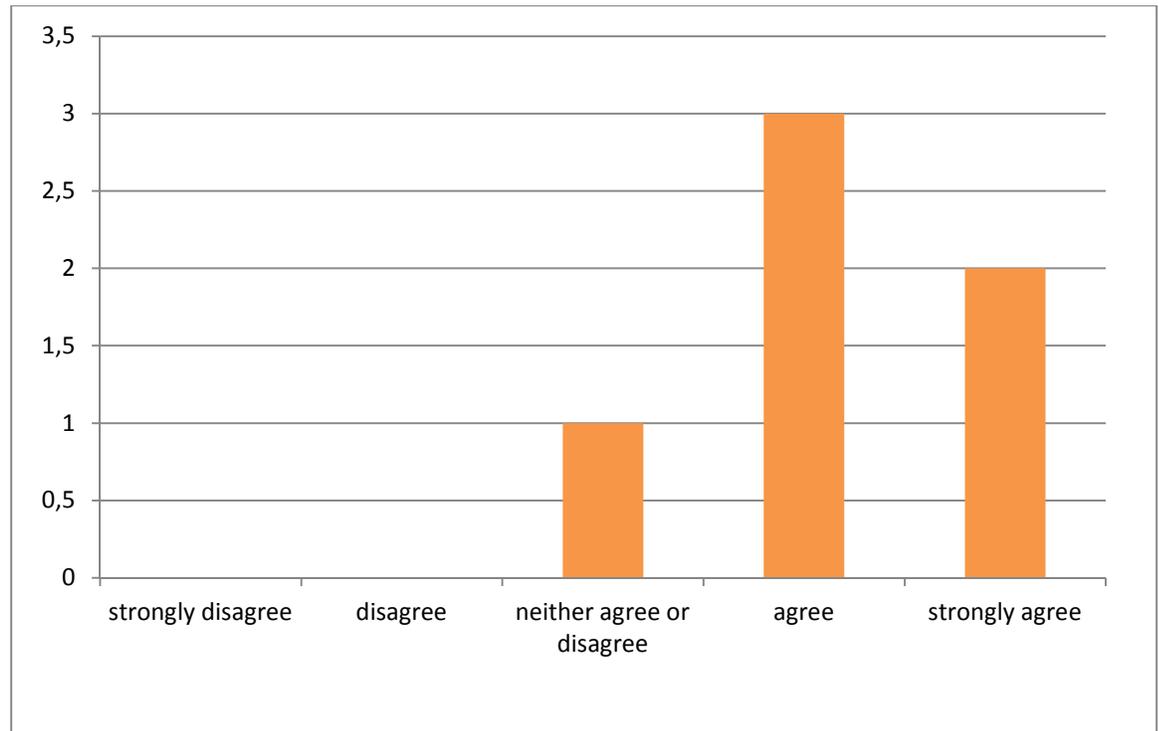
Graph 18 : Educational games offer opportunities to acquire vocabulary that other methods neglects

The results show that most of teachers agree that educational games offer more opportunities for students to learn than the traditional means, for instance , when a teacher presents his lesson on a traditional way , some students may not have the opportunity to participate and truly be a part of the lesson , however this language games obligates all students to participate and interact with the task and activities . On the other hand , a few number of teachers think that it does not make a big difference for learners .

16 – **Factors that effects the decision of   choosing the type of the game**

Options	Percentage	Participants
Students' language aptitude level	67%	4
Course material	33%	2
Your experience	0%	0

Table 19 : Factors that effects the decision of choosing the type of the game
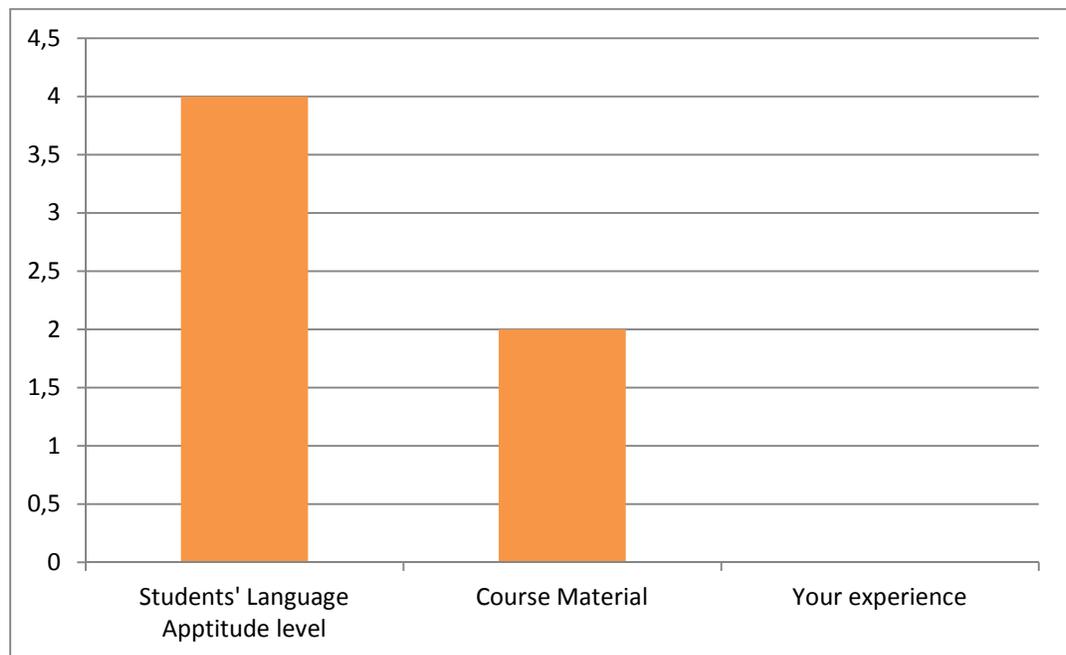
Graph 19: Factors that effects the decision of choosing the type of the game

The aim of the question is to know how teachers choose which game to present for learners and what factors they consider before starting a game , a percentage of (67 %) of teachers choose their games according to their students' language aptitude level

which means that teachers consider their students' competences and capacities that correspond with a certain game and then apply it on them . The other (33 %) of teachers stated that they choose their games according to the course material , in other words , some games represent grammar in a better form than others do , and other games facilitate vocabulary such as bingo more than others.

17 - **Advantages that teachers see to include English educational games into the EFL curriculum in Algeria**

According to the majority of teachers who have been asked this question , the application of this games on the curriculum can be motivating in a long term , and also , educational games give   learners the opportunity to use their intelligence and capacities as well as to make them more motivated in acquiring the given material not just vocabulary but any material to serve the learners' educational needs .

18 **- Advantages that English educational games offer**

Options	Percentage	Participants
Enjoyment and pleasure	**36 %**	**5-6**
Creativity	**36 %**	**5-6**
Interaction and socialization	**28 %**	**4-6**
Others	**0 %**	**0**

Table 20 : Advantages that English educational games offer
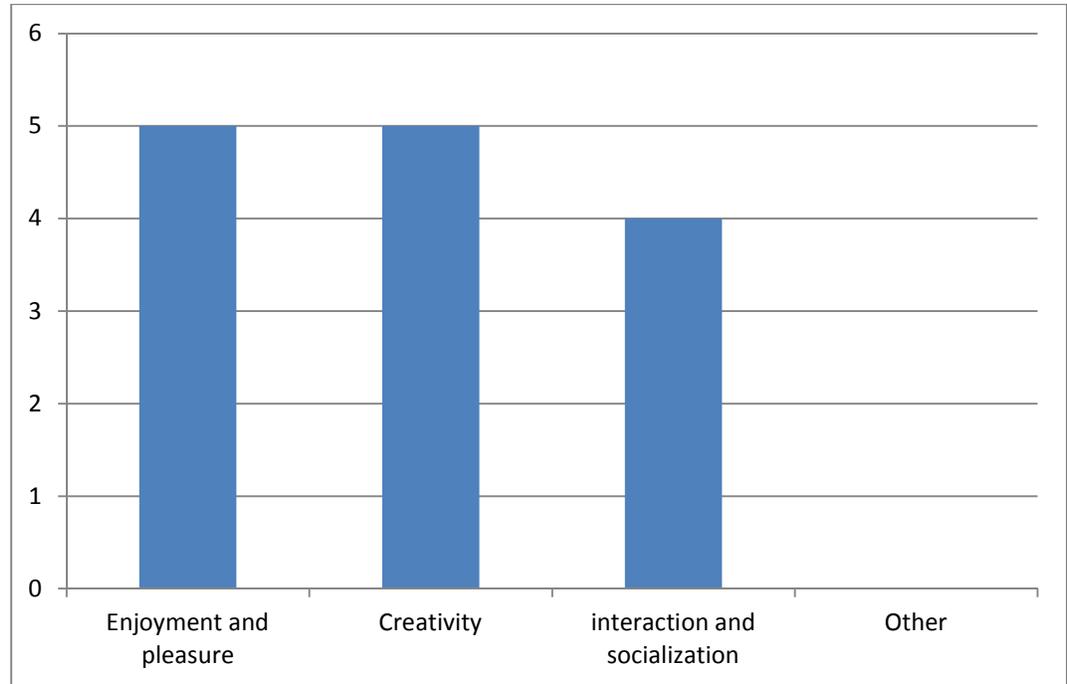
Graph 20: Advantages that English educational games offer

The above statistics showed that 5 out of 6 teachers mentioned that educational games offer both enjoyment, pleasure, and creativity to learners more than any other advantages which indicates that learners acquire better under this atmosphere than the routine and traditional way, on the other hand (28 %) of teachers said that this method offers interaction and socialization in class which normal lessons presentation prevents .

19 – **The challenges faced in teaching by English educational games**

Options	Percentage	Participants
Noisy classroom	46 %	5 out of 6
Insufficient time to finish the game	36 %	4 out of 6
Lose controle of the class	9 %	1 out of 6
Other	9 %	1 out of 6

Table 21 : The challenges faced in teaching by English educational games
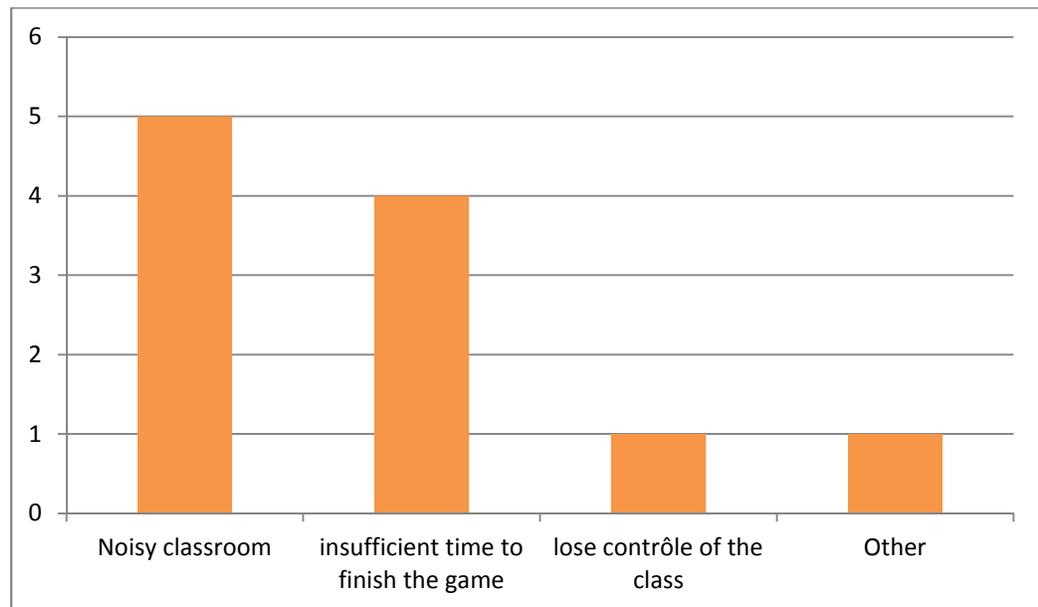
Graph 21: The challenges faced in teaching by English educational games

The   table shows that most of teachers (46 %) , believe that educational games may bring along some challenges and difficulties inside the classroom , as a result of the interaction and movements of learners that the game requires , this may lead to a very noisy classroom which can irritate other near classes , another problem that (36 %) of teachers face , is the insufficient time to finish the game which may lead to not finishing the program or staying behind the curriculum , (9 %) of the participants mentioned that they suffered from the loss of control of the class when applying such games because of the activity of learners when doing the tasks , and the other (9 %)   stated another obstacle , which is the interference of the mother tongue during the game .

20 - **Learning through educational games motivate learners**

Options	Percentage	Participants
Yes	100%	6
No	0%	0

Table 22: Learning through educational games motivate learners
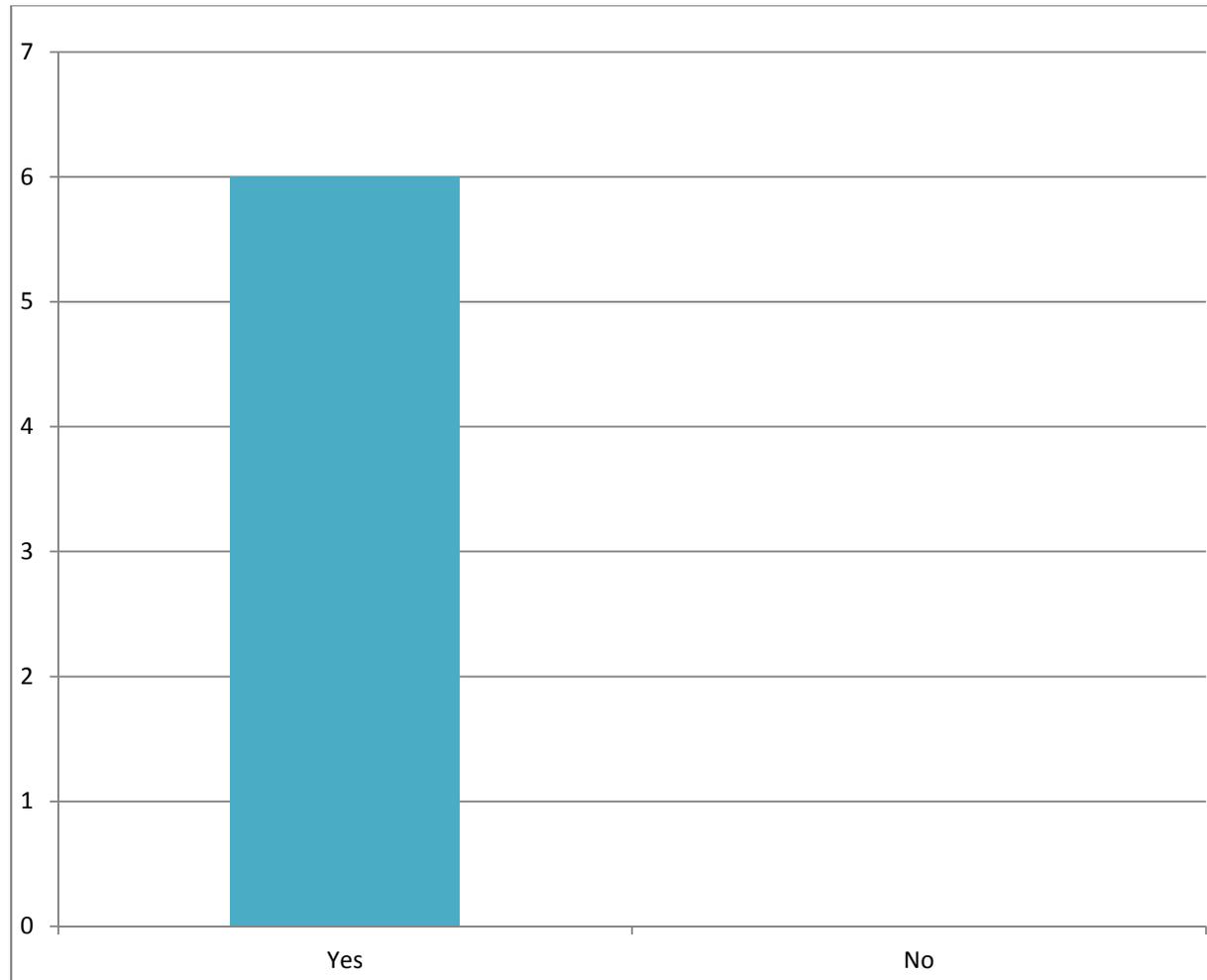
Graph 22: Learning through educational games motivate learners

The table indicates that all teachers (100%) confirm that English educational
games play a huge role when it comes to increasing the spiritual side of students to learn
and study , it keeps the learners motivated at all times .

5. Discussion :

The results of the teachers' questionnaire analysis can be categorized into three main parts: teaching vocabulary and the learner's acquisition of new lexical items in the class, their acquaintance with educational games , and their behaviors towards the use of educational games in enhancing their learning in general .

Teaching vocabulary to middle school learners is not an easy task , they are still not well used to the English language yet , and still taken as a foreign language to them , students usually lose focus inside the classroom consequently because of the techniques of presentation especially when it's the presentation of a new language (the English language) , as a result, a new method has been finding its way to the teaching process where the majority of teachers stated that it has a significant effect on enhancing the learners' language in general and their vocabulary acquisition in a specific way   . As our studies showed , and   regardless to the frequency of using the educational games a method of teaching vocabulary in class , all of the participants have been exposed to the technique or at least, have a background of the term , the research has been conducted to seek whether the educational games are effective regarding the acquisition of vocabulary for middle school learners , and the majority of our data confirmed that the outcome of such games is highly positive for students where it increases their ability to learn faster and conserve a long term memory of vocabulary .

Almost all of the teachers are interested in involving the educational games in the teaching process irrespective of the fact that it may bring along some challenges and difficulties however , some tricks can control the problems faced .

II.   Students' interview :

1. Aim of the interview :

In addition to the questionnaire for teachers , a semi-structured oral interview was conducted for the sake of collecting more data about the subject matter, this tool has been conducted to investigate whether the educational games are as much accepted by learners as it is accepted from teachers , and if students prefer to learn throughout this kind of techniques or by the traditional means that they got used to .

2. Participants in the interview :

The interview was administrated at the Bachir Amraoui Ben Saouti middle school , El-hadjeb , which was dedicated for the English language learners of the third year . Twenty seven (27) student were appropriately selected to answer the questions of the interview in order to receive satisfactory and valid answers. .HOW WERE THEY SELECTED?

3. Description of the students' interview :

The interview consists of eight (8) questions. The latter include both open-ended and close-ended questions which are set to regard the students' acquaintance with integrating educational games in learning English vocabulary. Given the circumstances that learner are still not able to conduct a full English conversation , the interview was

applied in the Arabic language and has been translated for the sake of the data analysis and studies . Also the selection of learners was divided equally based on their gender , and their level of English (beginners , intermediate and advanced) .

4. The Analysis of the students' interview

- **Question 01: Do you like the English language in general ?**

A number of 25 student out of the whole population confirmed that they do like the English language in general ,and the reason as they have explained , is the movies and the games they watch in the television and play , this category stated that they consider the English language much easier   than any other language they have been studying and that is because of the constant exposure   to the language in class and at home , in front of the television or by   playing games . However , two learners answered negatively to the question , according to them , the English language is very complicated and not easily understood because of it's multiple accents and meanings of one word , also they've stated that during the past 2 years, they didn't put much effort to enhance their level because simply , they were not attracted to the language in general .

- **Question 02 : Do you like learning the English language in your middle school and inside the classroom ?**

Our research has shown that all the participants have answered with yes to this question with no hesitation, this is due to the encouragement of teachers of English and their hard work on motivating learners and keeping them on the right path to have better outcome and to enhance their level and education .

- **Question 03 :   Do you participate in the activities of the language and its vocabulary?**

    The learners have provided various answers to this question , an amount of 22 students have responded by '' yes '' , and the other 5 students responded by '' no '' , this indicates that not all students engage in the classroom , some students may learn the needed amount of vocabulary while some others may not acquire as much as they are supposed to .

- **Question 04 : How would you like to learn the English language (Movies , games …) ?**

    The primary purpose behind asking this question is to have an idea about how learner prefer to learn , and what atmosphere they like to work in , most results indicated that 24 of learners prefer the fun and joyful atmosphere , in addition to that , they clearly stated that they like to feel free and comfortable while doing a task . Most learners work better when they are relaxed and free of rules , not in the exact meaning of the word , but free to move , talk , express themselves , in other words they need to be active , because children nowadays learn by action , and when they are exposed directly to the subject matter .

- **Question 05 : How do you study English inside the classroom ?**

    This question seeks to have a close look on how teachers present the language and its characteristics to students inside the classroom , where all 27 students answered the

same way . Teachers first present the lesson (rules , examples , exceptions ..) ,then give activities to assess the learners' degree of understanding the lesson , and add at the end of the session some homework based on the given course . This is considered as the traditional way of the teaching process , and as we have noticed there is no real application of the educational games as a teaching method in class .

- **Question 06 : Would you prefer to learn by educational games and puzzles instead of the usual way ?**

22 of the participants' answers revealed that educational games can enhance the learners' interest toward learning English in many ways ,as a new experience for some learners, it may raise their interest and motivation towards learning English , this sample agreed that they prefer to change the traditional way of learning inside the class and it seemed that this method made them more motivated and happy so to speak . On the other hand , some students (5) didn't agree with the change of the method and preferred the traditional way of presenting the lessons , as they stated , they do not want a change of methods after they have got used to the old ones .

- **Question 07 : Do you feel that you learn better through educational games ?**

The feedback of the participants presented shows that 24 of the population feel comfortable during such games , and that they can learn better and concentrate better in that atmosphere , however 3 of the students do not learn the right vocabulary which they are supposed to because mostly , they prefer to work alone without any competition , and any pressure of the outside , either from their classmates or teacher .

▪ **Question 08 : Do you feel more comfortable and more involved and motivated when you learn through this method ?**

As far as educational games are concerned, the participants' responses to the usefulness of such technique in language learning were positive , of the students proved its usefulness , it is helpful because it builds the learners' vocabulary store. Based on the learners' feedback, educational games are useful in language learning .

5. Discussion :

The overall findings of the learners' interview provide positive responses towards the use of enjoyment and pleasure tools in EFL teaching and learning in general , and educational games in specific. Almost all of the students   are supporters of using different educational games   as an aid to facilitate the process of teaching and learning such as crosswords , card games   , and bingo , it enriches their knowledge in terms of vocabulary and the target language acquisition , not only in vocabulary , but other skills , grammar and pronunciation for instance . Furthermore, it breaks the routine and grants a new learning experience which may increase interest, motivation, and autonomy within learners to learn English. The awareness of such methods , yet, should be spread within teachers in order to help them teach vocabulary and all of the language aspects .

Conclusion

As administrated   in this chapter, the retrieved   results from the students' interview and the teachers' questionnaire   showed that educational games play a significant role in EFL teaching   and learning, which confirmed the effectiveness of educational games as a teaching method   that   enhances   the   EFL   learners vocabulary acquisition , and its usefulness in language learning. Moreover, it fulfills the teachers' needs to deliver vocabulary courses in a more comfortable , attractive, easy, and motivational way.

General Conclusion

General Conclusion

The goal behind the conducted research was to measure the effect of educational games on EFL learners' vocabulary acquisition not only at Amraoui Ben Soti Elhadjeb middle school, but also in the Algerian schools in general . The research was divided into two main parts: the theoretical part and the fieldwork. The first includes two chapters, which are devoted for studying the two variables. The first chapter focuses on vocabulary and its teaching strategies it also provides the different types, and stages of learning vocabulary .

The second chapter, however, focuses on the second component, which is educational games , its types and characteristics , as well as its significance in EFL teaching and   learning , furthermore, we displayed the teachers' role during game play and inside the classroom specifically, while playing games. Moreover this chapter contains the combination of the two variables of our research and how they depend on each other . The third chapter regarded the analysis, description, and discussion of the data accumulated from the teachers' questionnaire and the learners' interview.

The data required for the study was collected from third year students of English and   (6) English teachers at El –Hadjeb middle school in El - hadjeb . Regardless to the learners' age, gender, and level , the main reason behind choosing them is because they have experienced the English language in the previous two years   and   still   experiencing it for the third year. Moreover, an interview was conducted with (27) studenst who are selected from different classes in order to

support the investigation and to have more insights about the subject matter . The main purpose was whether to confirm or reject the integration of educational games in EFL teaching in order to develop the learners' vocabulary acquisition .

The results showed a positive attitude regarding the use of educational games in EFL teaching and learning that showed the significance and the effectiveness of educational games on learners' vocabulary acquisition . Some weaknesses have been observed in the way they are used. Furthermore, the outcomes revealed   that even if teachers agree about this method, they do not always   use it because they face many challenges in class where games   can create problems and difficulties , especially with classroom management and discipline. In addition to that , pupils enjoy learning through games but they sometimes find obstacles that reduce their learning and acquisition .

To conclude, educational games represent a huge significance and importance in both teaching and learning . The revealed results served the primary hypothesis that educational games have a positive impact in developing EFL learners' vocabulary acquisition , which leads to finally wrap up the research by stating   that the use of educational games is indeed   a reliable   and   relevant   method   for enhancing the EFL learners' acquisition and enriching their knowledge .

Recommendations :

Based on the findings of this study, the following recommendation seems to be appropriate to the teachers of English as a Foreign Language :

1. Vocabulary should be assigned for much time to be developed.

2. Vocabulary is a hard and frustrating field and students need to be provided with positive feedback to maintain eagerness and desire to work.

3. Students must be aware of the importance of vocabulary to be able to communicate effectively.

4. Teachers should encourage students to take more responsibility for their learning, and thereby, results in better learning.

5. Using different techniques such as Educational Games to be used more often in teaching vocabulary in order to develop students' storage and vocabulary acquisition .

6. Students should not rely on what they have been taught in the classroom only; yet, they should rely on practicing and using English in real life situation.

7. Teachers of EFL should use more often this techniques in order to keep leaners motivated at all times .

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Appendices

Appendix

One

University Mohamed Kheider

Biskra

Faculty of Foreign languages

English Division

Questionnaire

Exploring the Effect of Using Educational Games as a Teaching Method on Enhancing EFL Learner's Vocabulary Acquisition

Dear teachers ,

This questionnaire aims to explore "the Effect of Using Educational Games as a Teaching Method on Enhancing EFL Learner's Vocabulary Acquisition "

Your most appreciated contribution is expected to be honest and clear So please read all of the questions before answering. Be sure that your identity is kept anonymous . So, please answer without any hesitation .

Thank you in advance for your collaboration

Part one : General Information
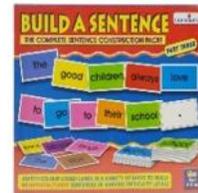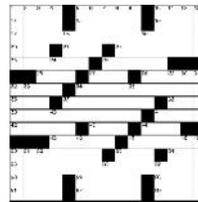
- Specify your gender :

  a- Male ☐   b- Female ☐

- Specify your age : ☐

- According to your experience, how would you describe the vocabulary level of the " third year " students in this class?

a- Great ☐   b- Good ☐   c- Average ☐   d- Less than average ☐

Part two :   With regard of vocabulary acquisition

Ñ   Based on your previous teaching experiences , in what way students prefer to learn ?
a- Individually ☐   b- In pairs ☐   c- in groups ☐

Ñ   How many students experience difficulties understanding new vocabulary ?
a- Few ☐   b- Many ☐   c- All ☐

Ñ   How many students face problems in remembering new vocabulary ?
a- Few ☐   b- Many ☐   c- All ☐

Ñ   How often do you deal with vocabulary activities with the students?
a-   Every day ☐   b- Four or three days a week ☐ c- Fewer than three days a week ☐

Ñ   What kind of vocabulary activities do you use in class ?
a- Written activities ☐   b- Oral activities ☐   c- Both ☐

Ñ   How many students actually participate in those activities ?
a- Few ☐   b- Many ☐   c- All ☐

Ñ   Have you ever used educational games to teach students new lexical items ?
   a- Yes ☐   b- No ☐

If yes , describe the used games
....
....
....
....

Part two: With regard to the use of Educational games

Ñ   Do you know " educational games " ?
   a- Yes ☐   b- No ☐

   How ?
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   …………………………………………………………………………

Ñ   How often do you use educational games in class ?
   a- Always ☐   b- Sometimes ☐   c- Rarely ☐

Ñ   What kind of educational games do you usually use ?
   a- Crosswords ☐   b- Card games ☐   c – memory games ☐

   Other …………………………………………………………………………………..
   …………………………………………………………………………………………
   ……………………………………………………

Ñ   Do you think that educational games are applicable for teaching students of all
   proficiency level (beginner , intermediate , advanced) ?
   a- Yes ☐   b- No ☐

Explaine , ……………………………………………………………………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

Ñ   For each of the statements below , tick the response that you best characterizes how you
feel about the use of educational games as a teaching method .

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a- I believe that educational games are effective for vocabulary acquisition .					
b- Educational games helps t o improve many other skills besides vocabulary (spelling,grammar..)					
c- Educational games increase The amount of vocabulary learning					
d- Educational games offer opportunities to acquire					

vocabulary that are not offered by traditional means					

Ñ   What factors affect your decision on which type of game you choose ?
a- Students' language aptitude level ☐ b- course material ☐ c- your experience ☐

Ñ   What advantages do you see to include educational games into the EFL curriculum in Algeria ?

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………..

Ñ   What advantages do you think teaching educational games may offer ? (you may tick more than one option)

a- Enjoyment and pleasure. ☐

b- Creativity ☐

c- Interaction and socialization ☐

Others
……
……
……………………….

Ñ   What are the challenges faced in teaching by educational games ? (you may tick more than one option)

a- Noisy classroom ☐

b- insufficient time to finish the game ☐

c- Lose control of the class ☐

Others ,……….

………

………………………………………………………………………………………

Ñ Does acquiring vocabulary through educational games motivate students ?

a- Yes ☐   b- No ☐

Ñ If you do have any comment , please feel free to write

………

………

………………………………………………………………………………

Allah the Highest says :

((Then shall anyone who has done an atom's weight of good, see it!))

God Almighty has spoken the truth

Thank
you for
your time

Appendix

Two

University Mohamed Kheider

Biskra

Faculty of Foreign languages

English Division

Interview

Exploring the Effect of Using Educational Games as a Teaching Method on Enhancing EFL Learner's Vocabulary Acquisition

:

- **هل تحب اللغة الانجليزية ؟**
- **هل تحب تعلم اللغة الانجليزية في الاكمالية و داخل القسم ؟**
- **هل تشارك في تمارين القسم الخاصة باللغة و مفرداتها ؟**
- **كيف تحب تعلم اللغة الانجليزي   :   ,   ...**
- **كيف تدرس اللغة الانجليزية داخل القسم ؟**
- **هل تحبذ التعلم عبر الألعاب اللغوية و الأحاجي بدل الطريقة الروتينية   :
  الإيماء ...**

Questions :

- **Do you like the English language ?**
- **Do you like learning the English language in the secondary school and inside the classroom ?**
- **Do you participate in the activitiesof the language and its vocabulary ?**
- **How would you like to learn the English language ?**
- **How do you study English inside the classroom ?**
- **Would you prefer to learn by educational games and puzzles instead of the usual way ?**

تلخيص :

بغض النظر عن أهمية المفردات وضرورتها في أي لغة، الا أن هذا الجانب ,في الواقع لم يكن يترصد الكثير من الاهتمام مثل غيره من جوانب اللغة، وبالتالي , انه أقل تحفيزا للطلاب بالاعتماد فقط على روتين حياتهم اليومية لتعزيز تخزين مفرداتهم . الهدف الرئيسي من هذه الدراسة البحثية هو أن تظهر استخدام الألعاب التعليمية في الفصول الدراسية اللغة الإنجليزية كلغة أجنبية، والبحث في قدرتها على تعزيز اكتساب المفردات المتعلمين اللغة الإنجليزية كلغة أجنبية ". يسعى هذا البحث إلى دراسة أثر استخدام الألعاب التعليمية في عملي   ي   و تعلمها وبأي طريقة بامكانها أن تساعد في تطوير اكتساب مفردات   اللغة الإنجليزية كلغة أجنبية . حيث تبين أن معظم الدراسات   تم إجراؤها حول هذا الموضوع قدم أهمية ضخمة لاستخدام الألعاب والترفيه لتعزيز عند المتعلمين . تشير   فرضية   تعليمية مهمة   اللغة الإنجليزية كلغة أجنبية , ي   اكتسابهم   اللغوية ، من خلال تقديم أفكار وأساليب جديدة، وإدخال أنواع مختلفة من الألعاب التي هي مشتركة   بين   المعلمين والطلاب. من أجل تأكيد أو رفض الفرضية، استخدمنا الاستبيانات التي تم توزيعها على ستة (6) معلمين للغة الإنجليزية في المدارس المتوسطة في مع سبعة وعشرين (27) طالب لغة إنجليزية كلغة أجنبية في اكمالية   م تحليل البيانات من أجل معرفة ما إذا كانت النتائج إيجابية أو سلبية بشأن استخدام الألعاب التعليمية كوسيلة من وسائل التدريس لتعزيز اللغة الإنجليزية كلغة أجنبية , حيث أظهرت النتائج أن الألعاب التعليمية هي تقنية مفيدة لزيادة   في استخدام اللغة والتعلم بطريقة أفضل.