

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

Educational Games as a Means to Promote English Vocabulary Learning

Case Study of Second Year Students at Iben Roched Middle School in Magra

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master**

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2017 / 2018

Abstract

Most of students at middle school find difficulties in learning English vocabulary and mastering it. The aim of this study is to prove that educational games are effective tools in teaching vocabulary, and appropriate strategy for students to understand and remember the meaning of vocabularies easily. This reseracyh deals with the importance of educational games in promoting English vocabulary, and the appropriate selection of games in order to make progress in vocabulary knowledge. The researcher chose the descriptive method in which data were gathered by means of a questionnaire , interview,and observation. After the analysis of the obtained data, the results reveal that using educational games contribute significantly in promoting students vocabulary.

Dedication

We dedicate this work to our loving parents who provided us with all what we
need
by their endless support, patience and encouragement.

To all our families

We also dedicate this work to cheerful and dearest friends

To all who share with us happy time at university during the years of our study.

Acknowledgements

*First and foremost, our deep gratitude goes to Allah for providing us with
patience and strength to accomplish this work*

*Then, we would like to express our sincere appreciation to our supervisor Miss
Farrah Sabah for her help, patience, support, and her sustained efforts and
resourceful advice*

*Special thanks also goes to the members of jury
for examining our work*

*Our deepest gratitude goes to Mr. Hammoudi Aboubaker and Mr. Bouazid
Tayeb for their generosity and patience. Their insights, comments and precious
advice are the guideline for our success.*

*Our thanks to the headmaster of Ibn Roched middle school, the teachers
responding to our questionnaire especially Mr. Abahri A.alali and a special
thank goes to the second year pupils for their help to accomplish this work.*

*Finally, We express our thanks to all teachers and students of English
Department. Also, our friends and classmates for their help and support.*

List of abbreviations

EFL: English as a Foreign Language.

ESL: English as a Second Language.

EG: Educational Games.

Q: Question

سؤال: س

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Introduction:

Vocabulary is one of the most crucial and difficult language aspects in the teaching process. It is more than conveying the meaning to the students. In English language learning, Vocabulary understanding is considered as the main obstacle that most of middle school students face, because they cannot understand the meaning of an unknown word, or may they need help with the spelling of words. As well as they face other difficulties in vocabulary acquisition like the misuse of the right word appropriately (contextually) and mispronunciation of it. Therefore, Teachers should rely on an appropriate strategy in teaching vocabulary in order to motivate students and raise their vocabulary knowledge and understanding.

As a primary objective, this study aims to explore the importance of Educational games in learning English vocabulary. Also it aims at:

- 1-Identifying the effectiveness of educational games in the students achievement of English vocabulary.
- 2-Motivating Students to learn vocabulary
- 3-Assisting EFL middle school students to use and recall vocabulary easily

The present study is based on the following questions:

- 1-How do educational games promote English vocabulary in middle school ?
- 2- What effect does educational games use have on students' motivation?
- 3-Do games encourage students to solve unstructured problems, communicate, navigate, and evaluate and use the second language effectively?

The research methodology chosen for this study is descriptive. It relies on both qualitative and quantitative data collection techniques as follows:

1. Questionnaire for students

2. Interviews with teachers

Since this study is concerned with the problems that face students in acquiring English vocabulary, we have decided to choose students of middle school as a population that is estimated at students. The selection of this level was based on the idea that English and its components (vocabulary, grammar...etc) need to be learned at young age; since at that age students can acquire huge amount of vocabulary easily in a short period.

We selected two classes among four classes of second year students randomly as a sample of the study, in which they have respond to the questionnaire anonymously. The chosen classes consisted of 50 students.

This dissertation is divided into two parts; theoretical and practical part. The first part is composed of two chapters. The former is devoted to provide a general overview of the use of educational games in teaching vocabulary and its advantages, as well as the types of games that should be selected for better feedback. Besides, the other chapter is about the role of educational games in motivating students and enhancing their English vocabulary. The second part of this dissertation is devoted to the field of investigation, which reports the data obtained from the questionnaire and the interviews and its analysis.

Chapter One:

Educational Games

1.1 Introduction

Learning a foreign language is a hard work, for every moment effort is required and must be maintained over a long period of time. As we need meaningfulness in language learning, and authentic use of language it is useful to create and follow many various techniques and processes. That through creative procedure we can have an interactive environment which may lead to the development in learning a foreign language. Games and especially educational games are one of the important techniques and processes that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some enough time at the end of a lesson. In some syllabus games take a large space because of their effectiveness.

Games and education have to put in the same level of importance, always had a closed relationship. On more than one occasion, games have been considered by educators and the general public as waste of time in comparison with other activities which deemed more serious and valuable. This paper discuss the traditional non computer games which rely on support and teams and the creation of an entertaining learning environment.

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been viewed for its one element that is fun. In fact, games can provide EFL and ESL student's more than fun, student's seemed to learn new vocabulary more rapidly and keep it better when it was acquired in a relaxed and comfortable environment, such as while playing ESL games .

1.2 Definition of Educational Games

Deesri (2002,cited in Byrne 1995) defined games as a form of play governed by rules . They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Jones (1980) stated that one or more players could play in a game to compete or co-operate according to a set of rules. Rogers (1981) said that gaming is goal-defined, rule-governed and competitive that has a closure and engage the students. Gibbs (1981) defined games as an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules. Games are closed activities that have a beginning and an end with a winner who defines the end of the game (Rixon, 1981).

Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability (Rixon, 1981).

Dempsey et al. (1996, page 2) define a game as: ...a set of activities involving one or more players. It has goals, constraints, payoffs and consequences. A game is rule-guided and artificial in some respects.

Garris et al. (2002) define game play as “voluntary, nonproductive, and separate from the real world” (p.459). According to Hadfield, a game is an activity with rules, a goal and element of fun. (Hadfield,1 998:4). “Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language” (Brumfit, 1995.p.142).

Similarly, Virginia in her book *Techniques in Teaching Vocabulary* said that “there is truth in the belief that experience is the best vocabulary teacher “(Virginia,p.4). Games are used to help the children to understand and remember vocabularies easier in some topics. During the games, the children do not feel that they learn something through that activity. But in reality they learn a lot of things during playing.

Foreign language vocabulary should be mastered by the EFL learners so that they will be easy to understand the language. The way to make them easy in learning vocabulary is by giving a good method and environment in teaching, the teacher should create new way in giving the materials to the students, one of the ways is by doing some entertainment activities.

1.3 Application of games

Shanahan et al (2006) identify five key characteristics, based on research, of effective class games. These include the game must relate to the learning outcomes; teacher and students must quickly understand how to play the game, the game must not become more important than the learning; the game must motivate students to perform better, and finally students must be able to provide feedback to the teacher on the game.

All questions in both games related directly to the module learning outcomes and content. The game was used for the last twenty minutes of tutorials once a week, thereby ensuring the game never took precedence over the learning and content, analysis of student results and qualitative feedback from the students supports student improved performance. Student feedback from the first game experience informed the second game application.

1.4 Educational Games for beginners

Using games in the process of language teaching-learning is not limited for any language level, it helps all students to feel relaxed and more confident in a new language

acquisition. However, this technique is much more useful and beneficent with beginners. According to Nalasco and Arthur (1991, p.76), “in addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material”. It is often difficult to preserve their attention for too long as they cannot remember new vocabulary of a language, they acquire with for the first time and which is not their mother tongue.

In fact children like things to be repeated, but they do not need only to keep repeating the desired part of the target language. Instead, a simple and a enjoyable game can be repeated more than once, incorporating games. Then, in the language teaching-learning process helps building a good relationship with the new acquired language. They do not just relax from serious learning, but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a something wrong for some people, but it succeeds in making a good classroom environment. By time, they discover that language is more than just long boring lists of words and sets of rules that should be follow.

1.5 Choosing the Game

Teachers should choose the appropriate game in very careful way that links his students abilities and their prior knowledge according to their level, number and background. According to many recent researches, a good language game should:

- _Be more than just fun and entertainment
- _ Correspond the pupils’ age, level, and the material to be introduced
- _ Promote friendly competition
- _ Be suitable for their experiences

- _ Encourage them to focus on the use of the language rather than on the language itself
- _ help them to be involved and interested
- _ Include different topics to be practiced
- _ Give them a chance to entertain, enjoy , learn, and practice a specific language
- _ Not be too difficult and complicated

1.6 Some Examples of Educational Games

Vocabulary is the main important element of language which makes human communication possible. So, by knowing vocabularies, the children will be able to promote the language skill. Nation (1974) explains that when we want to teach a word, we have to teach three things: (1) the shape or form of the word, (2) the meaning of the word, (3) the form and the meaning of the word together. One simple way to take at vocabulary for second learners is single word, set phrases, variable phrases, phrases verbs, and idiom.

Allen &Vallete (1983: 116-117) state that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting, and motivating. So that, the students will not be bored in the teaching and learning process. According to Napa (1991), students' vocabulary achievement can be developed through many ways. There are many different techniques to teach vocabulary, such as picture, crossword puzzle, game, text, scrabble and translation. These are some very interested games which teacher uses in classroom to teach vocabulary.

1.6.1 Scrabble

Alfred Mosher Butts, an unemployed architect who enjoyed anagrams and crosswords, he is very known by father of Scrabble (Edley & Williams, 2001). Unlike older games, such as chess, Go, or backgammon, Scrabble cannot be copied or mentioned without its trademark and therefore it is owned by a game company .

Scrabble is a word game for two, three or four participants or players. To play it, consists of forming interlocking words, crossword fashion on the scrabble playing board using letter tiles with various score values. Scrabble is defined as a board game in which players try to compose words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

Nowadays, an estimated thirty five million people are SCRABBLE players. In almost every household in the country there is a game of scrabble. Scrabble is selected to be included in Magazine's game Hall of Fame—an honor given only to games that meet or exceed the highest standards of quality and play value.

1.6.1.1 Scrabble Rules

1. Player are to make a word using his/her tiles. Trying to make the longer word which contain longer than three letters. More than ten points for long words
2. Player must use tiles already on the board as part of the word he/she spells
3. Words may only go from left-to-right or top-to-bottom .
4. Any tile touching another tile must spell a real word (except tiles that only touch corner tips—they don't count).
5. Learner may only spell English words.

6. Learner cannot use abbreviations, acronyms, proper nouns or inappropriate words.

7. If learner have all consonants or all vowels, he/she may trade his/her tiles from the bag and then take his/her turn.

8. If you think you can't make a word, trade however many tiles you want with the bag, then skip your turn (try not to trade your tiles).

1.6.1.2 Scrabbles Advantages

Competitive Scrabble players spend a mean of four or five hours per week memorizing new vocabulary from the official Scrabble dictionary. So it helps to memorize more, because all students are suffering from the problem of forgetfulness. It increases the desire of competition for participants.

Scrabble has unique game characteristics that should be of interest to psychologists because they involve three major cognitive abilities that are integral for successful play: (a) verbal ability in the form of word fluency, because the game requires the rapid retrieval of appropriate words from memory; (b) visuospatial ability, because the spatial layout of words and letters on particular squares on the board determines the point value of a play; and (c) numerical ability, because players need to calculate probabilities and rapidly use the numerical properties associated with different combinations of words located in different places on the board.

1.6.1.3 Puzzle

Most puzzle solving requires use of logical thinking and one's problem-solving skills. Solving puzzles often requires strategic and creative thinking. Especially with some mentoring help, students can transfer their increasing puzzle-based logic and problem solving to other situations.

Many puzzles are discipline specific, and may well require knowledge and skills in a specific domain within a discipline. A word puzzle may be particularly good at “exercising” student’s spelling and vocabulary skills, while a math puzzle may be good for practicing mental arithmetic, and a spatial puzzle may be useful for improving one’s ability to visualize the spatial placement and movement of objects.

Puzzle atmosphere helps learners to discover their learning characteristics and abilities. Many games and puzzles allow the learner to get started and experience some success after just a little learning, and then to continue to experience much more success through additional learning. Students learn how to concentrate effort and practice over a period of time leads to increased expertise.

such as crossword puzzles, have been used in the classroom and had a positive effect on student learning. Lippincott & Pergola (2009) effectively used a job cost simulation to engage students in an introductory accounting course. Whisenand & Dunphy (2010) used crossword puzzles in an introductory information systems course and found that they helped first year students build and maintain their vocabulary of technology related terms encountered in the course. Gupta et al (2006) used the PUZZLE GAME in introductory accounting and noted that student course grades were significantly correlated to the average score on the puzzles as well as the number of puzzles attempted.

1.6.1.4 Flash Cards

1.6.1.4.1 Why Should USE FLASHCARDS?

Different students learn in different ways, and it is important to make use of visual teaching methods since studies show that the majority of students learn through visual means. Flashcards are clear and colorful, and they can have a positive effect on the visual learning

process of the students, training (vocabulary and grammar), mathematics, biology and geography.

Flashcards are easy-to-use and handy resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling and repetition. For many students, using flashcards is a fun way to learn new vocabulary and grammar.

1.6.1.4.2 when And Where Can You Use Flashcards?

Flashcards function well in individual work, pair and group work. Students can ask each other questions and help using flashcards. They can use pictures to learn new vocabulary and expressions, then move on to simple pictures and word cards, and finally to exercises and activities using flashcards. Flashcards are a quick and easy way to make use of visual means to help students learn and drill vocabulary, both children and adults profit from flashcards in their learning process.

Flashcards can be dealt out to children who finish their assignments earlier, or to be used in groups. Children who can read can use flashcards with pictures and flashcards with words and combine them.

1.6.1.4.3 In Which Way Can Flashcards Be Used?

Flashcards can be printed with different backgrounds and frames, in different sizes and fonts. “Headline” cards can be made when dealing with different themes. They can be laminated to make them more durable.

When new vocabulary is presented in class, new sets of cards can easily be made each week, and kept in a “word box” where they are accessible for exercises and revision when needed.

Flashcards can also be made with magnetic paper or tape on the backside. In this way, they can be attached to metal surfaces in the classroom or conference room.

1.6.1.4.4 Flash Cards to Teach Vocabulary

Description: Use a set of cards to drill new words. If your student knows the word in the target language, give the students the card. If the student doesn't remember the word, put the card in the back of the pack to be shown again later. When the student has correctly identified all the words, choose a new category of cards. Your students will usually not want to see the same card more than twice, and will probably make a serious effort to remember the word on the second and third round, not to be "punished" again. For more advanced learners, you can use bilingual word cards in different categories.

1.7 Advantages and Disadvantages of Using Educational Games

1.7.1 Advantages of Using Educational Games

One of the most challenges facing educators nowadays is that of engaging a wide and different group of students. They come to the learning process with varying degrees of motivation, involvement, ability, and learning styles or approaches. Azriel et al (2005, p9) say 'regardless of age or economic, ethnic, or social background, people understand the language of play'. Games offer a chance for students to explore and interrogate information in a funny and interactive way. Learning process is like other domains of life, it needs interactivity. Passive learning environment does not encourage and stimulate students to learn because learners need excitement and interactivity to support their learning. Biggs (2003, p. 79) says; 'Being active while learning is better than being inactive'.

Looking for the way of how infants and children learn lead to appreciate the impact and effectiveness of games as a learning instrument, children like to learn and discover, they look for it is as fun, a moment of exploration and excitement. Games play an important role in that exciting moment, from learning how to calculate, how to react with families, friends, and people, learning different colors and shapes and other things. As long as it is a functional and enjoyable learning tool for children it should be used to engage and develop adults learning.

Dewey (1944) considered the pioneer of the concept of using games as a teaching methodology and there has been much experimentation and research done with regard to their application since. Examples of the different types of games can be puzzles, scrabble, and cross words. Learners respond naturally in the learning dynamic environment that includes games those are enjoyable and interactive. During the learning process, students should be motivated to learn (Calahoun, 1980,p5). Maslow (1943,p5) identified a hierarchy of five levels of needs (Brooks, 2006,p5).

In a pyramid these needs are represented to mention a thinning out of needs with progression through the pyramid. According to Maslow individuals are only motivated by the next unattained level. Thus when all the base level physiological needs come together in individuals, they are motivated by safety needs. Games have the impact of offering learners safety and comfortable in numbers when the games run on a paired or grouped basis.

Social or affiliation needs is The next level which motivates learners and games is the best way that offer a milieu for promoting and satisfying student's social needs. In the competitive atmosphere of games learners are automatically meet together and build an interlinked relationship, When learners sit passively they are impossible to be involved in games, especially when the game are entertaining and they enjoy. Ruben (1999, p14) confirms the claim

of authors that games can motivate students to learn from a social or affiliated need when he claims that games offer an opportunity to foster collaboration and promote active learning.

The comfortable competitiveness environment of the game present a motivating reward for learners at the next level of Maslow's theory, it increases their ego or self esteem. Mann (2001) Discusses the teaching method which primarily based on strict and rigid teaching practices that lead students to feel alienated. Games give students the opportunity to interact together, also help them to create due to that social learning environment.

The role of games is not stranded in motivating students in a funny competitive learning environment; they also provide learners with many other positive characteristics. Learners' mood is illuminated by games and this will facilitate their creativity and increases student morale and focus (Shatz & Loschiavo, 2005, p15). Wycoff and Pryor (2003, p15) say that "a lightened mood can negate communication apprehension".

Using games as a teaching methodology has very important spin off which is the formative assessment element. Students are in a position to monitor their own progress and understanding of the subject material in a non-invasive manner. Games provide immediate feedback for students and guidance in terms where and when to focus their learning effort . Shanahan et al (2006, p.19) note that 'Games provide immediate feedback on student learning sufficiency prior to, rather than after, an exam'.

In addition to immediate receiving feedback on learners learning, It is beneficial for teachers those become also able to discover clearly where learning gaps exist and where the mistake is found, this will help the teacher to fill the gap and to correct mistake in their next class or revision sessions. Many methodology manuals writers and experienced textbook have argued the idea of being games not just time-filling activities but have a great educational significance.

According to W. R. Lee the most language games give learners the opportunity to use the language instead of thinking about learning its correct forms (1979.p.2). He also says that "games should be treated as central not peripheral to the foreign language teaching program". Richard-Amato has expressed a similar opinion, he supposes games to be fun but it must not ignore and neglect their pedagogical value, especially in teaching foreign language. There are a lot of advantages from using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988, p.147).

They are motivating highly and entertaining in the same time. Furthermore, they can give a timid student more opportunity to interact and express their opinions and feelings in comfortable way (Hansen 1994.p.118). Games also help learners to acquire new experiences within a foreign language which are not always possible during a traditional learning method. Moreover, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988.p.147).

Due to the comfortable environment which is created by using games, students have the ability to remember things faster and better (Wierus and Wierus 1994.p.218). S. M. Silvers says "many teachers are enthusiastic about using games as a teaching device," so far they often look for games as more than time wasting, "a break from the monotony of drilling" or frivolous activities. He also assumes that many teachers often neglect the fact that real learning takes place in a relaxed and restful environment, and students use the language they have been exposed to and have practiced earlier (1982.p.29).

Zdybie wska gives further support, he believes that games are a good way to acquire a foreign language, for him games can be a good tool to learn a foreign language in very easy way that helps them in real life in the future (1994.p.6). Games promote, encourage, entertain, teach, and develop fluency. If they are not used for any of these purposes, they should be used to help

students to love a foreign language through seeing its beauty and not just an obligatory module in the syllabi.

1.7.1.2 Ten Good Reasons Why We Should Use Games in the Language

Classroom :

1. Games create a context for meaningful communication

Some special games do this more clearly than other games, but in reality all games create a meaningful context to a doubtless extent. Even when there are no language items are treated in a given game. For example ; In a spelling game, learners need to discuss how the game is played; this discussion creates meaningful communication between them , likewise they communicate about the game before, during, and after playing.

2. The meaningful communication provides a basis for comprehensible input

The comprehensible input can be defined as ; Learners acquired knowledge during listening and reading, it is interaction to promote their comprehensibility, due to repetition of information and giving examples. Comprehensible output also can be occurred because learners are speaking and/or writing so that they increase their comprehensible output and their peers can understand.

3. Games add interest to what learners find boring

Learning a foreign language includes long-term work and effort and it is well known that from experience, keeping interest, and searching for truth can mean sustaining effort. This is not easy and it is complicated even for the most assiduous learner. When a learning task is shaped in a form of game it often attracts the interest of learners those look for this new method as something different to what they normally used to do in class.

4. Games can be used with all the language skills

Games especially educational once can be designed, so that there is a big focus on four skills; Writing, reading, speaking, and listening. Furthermore, during the same time, the combination of four skills appeared. They are also a very good tool for attracting and collecting between different types of learners at the same time.

5. Games offer a fun experience

When students play games, they get excited; it is as simple as that. Games give learners new sense; they arouse their emotions and end the old sterile feeling through adding an entertained context. Sometimes the necessity to amelioration the mood is a good reason to use a game.

6. Games promote participation from all learners

The game design, due to the helpfulness and solidarity that it may offer between members, it can be a great tool in decreasing anxiety and supporting shy learners to engage in the lesson, particularly when games are played in small groups.

7. Games are learner-centered activities

In the fact games are learner-centered activity, learners are not just a great active when they play games, but also give them the opportunity to be responsible and adopt the role of leaders due to the cooperative context of playing, here the role of teachers are just facilitators.

8. Games work outside of class

The advantages of game formats are; they used everywhere. Thus, it is logical that many games can be played in many other places outside of schoolroom. Therefore, games offer a good opportunity for learners to use the language outside of session.

9. Games promote cooperative learning

Game formats are based on working with small groups, that way creating a framework for learners to enhance their cooperative skill and working with pairs. There are other benefits of group games which are concluded in the following:

- Cooperation learning fosters the building of good team spirit and can have a positive outcome in classroom dynamics.

- Games oftentimes provide a positive competition. So this can be a psychologically healthy for them.

- Game formats support everyone to take participate, rather than putting the responsibility on doing the talking on some learners. Games also encourage equal participation.

10. Games fit into multiple intelligence theory

Game activities connect between multiple intelligences. These are some examples: Game activities which contain a hands-on element, such as cards, spinners, or pieces engage with bodily / kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence, game tasks with visual input engage with visual/spatial intelligence. Another feature of using games in learning a foreign language setting is to provide stressful instants clear. In a language learning context, stress-free environment should be involved.

From this point, it can be said that games are very advantageous since learners start to feel positively and their self-confidence grow up. Therefore, they do not feel any anxiety because they will not be afraid from punishment or criticized while they are practicing the language freely.

1.7.2 Disadvantages of Using Educational Games

Everything has advantages should have disadvantages. Although a very good effect of using games on learning foreign languages, there has been a controversy from parents, teachers, and educators, they question the effects of this type of learning. They have suspicion in whether games signify students or they distract their intention. It can be said that, they have a doubt about using games to get fun rather than to be beneficial.

Dr. Heather Coffey, from The UNC School of Education states, "games may be more distracting than a typical learning tool and that the goals of the games do not necessarily always align with the learning goals of the classroom." (Coffey.p.23). There is an idea that learners do not focus on learning anything when they play, but they use games just to waste their time and get fun more than becoming educated. It seems to put a lot of pressure on the teacher to keep up to date with the content of the game in every aspect also.

According to Coffey teachers must determine whether the content of the game is appropriate for specific age groups and whether the games are suitable for the standards-based accountability movement. This may mean more work for the teachers, they should control their students during playing a game, teacher should not look for a game as a moment of having some pressure off of their work. Also, if teachers are not as 'tech-savvy' as their students, it may cause somewhat of a gap between teaching and learning.

It cannot be deny the interaction between games and students, and probably between other students, it cannot be know if there is a misunderstanding. Teachers may feel more comfortable when they guides their students about how to learn and which knowledge they should get. Giving students the role to master their lesson and giving answers depending just on games may take a long time and possibly cause an unwanted result because of the path taken to get to the answer.

Using some types of games to teach gives the teacher less responsibility and sometimes less control during the learning process, here the role of the teacher is limited. This can cause a problem in their curriculum and job as an educator all together. Moreover, applying games in teaching learning process may do some kind of noisy condition which makes the teacher difficult to control the students and loose his role in being the leader. Also, by applying games the teacher has not enough time to explain the material and give some new knowledge students do not get it from games. So, there was no enough time for teacher to explain more and help students to benefit from his experience.

1.8 Conclusion

Educational games were a good alternation solution to break the routine of using books and other traditional methods, students learn English vocabulary faster through games. Moreover, they help students to be more active. Games also promote cooperative learning, and encourage creativity, they also provide a funny environment which help students to learn especially

Chapter Two:

Promoting English Vocabulary through Educational Games

2.1 Introduction

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. It is a basic part in language as well as one of the components of language skills. Harmer clearly states, “ if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”

Teaching English vocabulary can be very difficult if the students' minds are not engaged. However, one way to engage their minds is to make it fun for them. And to make it fun, teachers can use games .which are considered as an effective teaching method due to their ability to reduce anxiety in students and make learning more enjoyable. “The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep” (Nicolson and Williams, (1975, p. 1).

2.2. Vocabulary definition

For learning anything, you need a foundation, and the foundation for learning a new language is vocabulary- It is the basis of everything .Vocabulary is the set of all words in a language one knows and understands the use of .According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

“Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than what this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print Vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary

includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations- or even use them ourselves as we speak and write.”(Lehr et al, 2005, p5). While Richards (2002: 255) defines vocabulary as the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Others definitions of vocabulary from the experts are, Roget (1980: 1036) states that vocabulary is: (1) An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb, (2) All the word of Language, and (3) Specialized expression indigenous to a particular fields, subject, trade or subculture. Agtin & Hilmiyati (2014) said that vocabulary is defined as the set of all the words understood by an individual or all the words which are used by an individual to create a new sentence (p.203). Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession.

2.3 Types of Vocabulary

2.3.1 Receptive Vs Productive Vocabulary

According to some experts vocabulary includes two types: receptive (passive) and productive (active) vocabulary. (Fan, 2000; Laufer & Goldstein 2004; Nation, 2001; Webb, 2005; Webb, , 2008). Palmer (1921) asserted that “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey message to others” (p.118). This means that receptive vocabulary refers to the idea that we receive language input from others

through listening or reading and try to comprehend it, whereas productive vocabulary refers to what we produce by speaking and writing to convey messages to others.

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing.

In addition, Venkates waran (1995) distinguished between active and passive vocabulary as: Active vocabulary refers to words which the students understand, can pronounce correctly, and use constructively very often in speaking and writing. However, passive vocabulary refers to words that the students recognize and understand when they occur in a content, but which cannot produce correctly by himself. (p. 138)

2.4 The Importance of Vocabulary

Vocabulary is the basis of the English language because while proper grammar and syntax is necessary for complete understanding, just using some words can still effectively allow communication to occur. "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (Wilkins, 1972, pp. 111-112). "Vocabulary acquisition is the largest and most important task facing the language teacher." (Swan & Walter,1998,p.25) Vocabulary learning is considered as an important part in English language learning.

According to Schmitt (2000,p 55) ``Lexical knowledge is central to communicative competence and to the acquisition of a second language'' In order to be able to communicate effectively regardless of the situation, second language speakers must understand which words should be used in which context. Since vocabulary plays an important role in foreign language learning. In addition to that the ultimate end goal of learning a second language is to be able to

effectively use it no matter the social situation the speaker is in. This can only be accomplished if a wide vocabulary is taught from a young age when the students can take more learning and internalize.

Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Furthermore vocabulary is more important than grammar in EFL learning. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost everything with words." (Thornbury, 2001, p12).

Vocabulary building is somehow difficult for L2 learners, they deal with different vocabulary, different syntax and grammar. Therefore, mastering English vocabulary is the close way to master the four language skills and the English language itself. Nation (1994) notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." Vocabulary is a strong indicator of student success. Knowledge of words and word meanings is an important key to reading, speaking, and listening success. (Baker, Simmons, and Kame' enui, 1998) Oxford (1990) also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings"

2.5 Vocabulary Mastery

Vocabulary is one of the language elements that should be mastered by learners, It allows people communicate and express their ideas. Vocabulary is one of the important aspects in learning a foreign language. Vocabulary mastery refers to the idea of having a complete

knowledge of words and word meanings. According to Webster (1992) mastery refers to (1) a the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. Hornby (1995) defined the mastery of vocabulary as complete knowledge or complete skill.

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Moreover, vocabulary mastery is very important for EFL learners, students won't make any progress if they have a limit vocabulary, and have no idea about vocabulary aspects. Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

2.6 Stages for teaching vocabulary

Vocabulary teaching must be in an organized way which allow students to comprehend well, is for that reason that Doff (1988), states that there are four stages in teaching vocabulary, named presentation, practice, production, and review.

2.6.1 Presentation

Considered by Thornbury (2002) as the most essential and complex aspect which is need at time to introduce new lexical units since, learners are required to have plenty knowledge of the meaning, grammatical and real form in which it is used .in this stage is taken into account the level and schemata of the learners and also, the complexity of the language to be introduced.

2.6.2 Practice

Thornbury (2002) underlines the popular belief that “practice makes perfect”; he points out that vocabulary can be appropriately activated whether the teacher provides opportunities during the lesson to practice over and over again the presented lexical items, through the use of different activities and exercises.

2.6.3 Production

Thornbury (2002) suggests that learners need to produce a final outcome by their own in order to evaluate whether the goals of the lessons were properly achieved or not.

2.6.4 Review

Davies and Pearse (2000) determine that in this stage the teacher plays an important role since he/she helps the learners to acquire meaningful and productive vocabulary through the provision of feedback, taking as reference the old language in order to improve the final outcome.

2.7 Teaching Vocabulary

Teaching vocabulary is considered as a difficult work to accomplish for some teachers. They still have problems in choosing the right strategy, that help them provide learners with sufficient vocabulary and understanding. Vocabulary is a great tool that teachers can provide students with to succeed in mastering English language. And in order to teach English vocabulary effectively, teachers should have a good grasp of what vocabulary words are most crucial and have a variety of methods employed to teach them. “Teachers must adopt a broader

view of vocabulary knowledge in the process of vocabulary teaching and learning in an effective and principled way” (Schmitt 2008)

Research shows that learners need to know almost 98 percent of the words in written or spoken discourse in order to understand it well (Nation, 2006) that means that teachers must help students learn as much vocabulary as possible in order to become proficient in English. In addition to that, the objective behind teaching student vocabulary is to build student’s knowledge and use of English vocabulary.

EFL learners may face some problems and difficulties in acquiring different vocabulary from their native language, So teachers should take into account this fact. As well as trying to know student’s level and needs.

2.8 Techniques for Teaching Vocabulary

In vocabulary teaching, there are numerous techniques applied in this process. According to Gairns and Redman (1986), traditional techniques of teaching vocabulary are classified into three categories : visual, verbal and translation.

2.8.1 Visual Techniques

Visual techniques is considered helpful especially with vocabulary recall, and there are two kinds: visuals and mime and gesture.

2.8.1.1 Visuals

Refers to flashcards, photographs, blackboard drawings, wallcharts, realia, pictures, and objects. Which can help learners easily understand the new vocabulary they have learnt in the classroom.

2.8.1.2 Mime and Gestures

This technique strengthens imagination and helps learners to memorize words. Gestures and mime can be used effectively in teaching certain words. Macedonia (2013) proposes a technique in which the instructor says a word while performing an iconic gesture and gets the learner to repeat the word and the gesture. Studies using variations on this technique have found that words learned in this way are recalled better (Kelly et al., 2009; Macedonia & Knösche, 2011; Morett, 2014)

2.8.2 Verbal Techniques

2.8.2.1 Use of Synonymy and Definition

Synonymy technique is helpful in conveying meaning. So Teacher should use words students know for example; huge means very big. Definition also plays a great role in making learners understand well, therefore teacher should tell the students the definition and has them repeat it.

2.8.2.2 Contrasts and Opposites

Sometimes in order to explain the meaning of a new word we use the opposite meaning of that word. Some words can be understood better by their contrasts in context.

2.8.3 Translation

Translation is obviously one way to solve the problems of explaining the difficult items. Sometimes if the students cannot understand the meaning easily, translating the meaning of a new word can be necessary to save the time of a teacher. According to Gairns and Redman (1986), it can save time that might otherwise be spent on a tortuous and unsuccessful explanation in

English. It can be a very quick way to dispose of how low frequency items that may worry the students but do not warrant significant attention.

2.9 The Use of Educational Games to Promote Vocabulary

Teaching vocabulary through games is considered as an effective strategy and an immediate way of practicing vocabulary. According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Educational games help students acquire huge vocabulary in a short period of time, due to the enjoyable and challenging environment that can create.

It is one of the important way that attract student's attention. Rogers (1981) said that gaming is goal-defined, rule-governed and competitive that has a closure and engage the students. Educational games are seen as appropriate strategy for young learners, they are fun for them and entertaining. So it can help students to retain target words more quickly and encourage many learners to acquire and build vocabulary more easily. "Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (Celce-Murcia and Macintosh, 1979, p. 56).

Kuzu and Ural (as cited in Donmus, 2010, p.1499) believe that "when games and education are combined, it can be educative and education environments can be entertaining. Moreover, Educational games have a great effect in making learners interested in learning new words, and motivated to challenge their classmates. According to Lee (2001) games have several advantages when games are used in the classroom, including (1) a welcome break from the usual routine of the language class (2) motivating and challenging.

Educational games allow students to interact with each other and express their opinions. "They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings" (Hansen 1994:118). Furthermore they make learners more comfortable and relaxed while exchanging with their teacher and friends. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147) In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218)

2.10 Educational Games to Motivate Learners

Using educational games for teaching is one of the most efficient strategies that are applied nowadays, especially in EFL learning and developing vocabulary. If learning is more engaging, students will be more motivated. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." (Ersoz, 2000). While Halliwell (1992) states that "They exploit and develop the capacity for interaction and talk, the capacity for indirect learning, the capacity for creative use of language resources, and the capacity for playing and fun" (p. 40).

Motivation plays a vital role in learner's feedback and success, when learners become motivated, they will have the willing to learn and acquire information. Therefore teacher must apply the appropriate teaching technique to keep learner's attention and avoid boredom in class. . "The principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, (and) engaged in (the)activities" (p.163).

Using educational games in teaching vocabulary is one of the best strategies that teacher should rely on to motivate learners and help them remember and memorize new words

facilely. They give students responsibility and the opportunity of being active physically and mentally. Donmus (2010) indicates that games can develop individual's physical and mental capacities, and also can hold the attention of participants all the time and puts them in a race with themselves and also with others in order to obtain certain objectives.

2.11 Conclusion

Vocabulary is one of the components in English language learning that must be mastered. Students may face some difficulties in developing it. However, using educational games has a great effect in helping students improve their vocabulary and widen it .Since They make learners enjoyable, motivated a not stressed, So that reflect their findings positively.

Chapter Three:

Data Analysis

3.1 Introduction

This study chapter deals with practical part, it attempts to discover the influence of using educational games on learning English vocabulary that are encountered by second year students at Ibn Roshed school in Magra. In this part , we are going to analyse students' questionnaire and teachers' interview to collect data about their attitude when using games to learn vocabulary.

3.2 The research design

This research attempts to study the influence of using language games on vocabulary acquisition and whether Ibn Roshed middle school English teachers are concerned with applying this technique in their classes, considering that their learners need more motivation and variation.

3.3 The Teaching Situation

Our research was undertaken at Ibn Roshed middle school located in Magra, M'sila. It was opened in September 20th, 1980. It consists of six hundred and forty-five students and fifty-three teachers, among them four teachers of English and one hundred and twenty-five students in the second year, those who are concerned with the present research.

3.4 The Method Used

Both qualitative and quantitative methods are used. The researchers also used observation, questionnaires and interview as data collection tools. A description to students as well as to teachers was also sought.

3.5 The Sample Population

Polit et al, (2001, p33) state that “sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study.” Our study deals with the second year learners at Ibn Roshed middle school. Hence, a sample of fifty learners from one hundred and twenty-five was randomly chosen by the random choice of two classes from four classes. This sample corresponds to the students who have been observed and asked, this sample was chosen because they are still kids and they use games in their syllabi as part of enjoyment and learning.

3.6 Research Tools

This part aims at describing the tools and instruments used to collect data.

3.6.1 Students’ Questionnaire

Questionnaires are defined by Seliger and Shohamy (1989:172, p33) as “printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously.” Twenty-four questions were distributed to students from almost the same ages (age of twelve) and who were kindly asked to tick the appropriate box and make statements whenever required and they were collected one hour later. The questionnaire was in Arabic considering their level, it consists of twenty-four questions divided into two parts:

The first part : (from Q1 to Q11) The influence of using games in classroom environment and in acquiring second language.

The second part : (from Q12 to Q24) Students’ opinion about using games and their impact in learning English vocabulary.

3.6.2 Classroom Observation

For the aim of knowing to what extent language games can promote learners' ability to acquire new vocabularies, remembering and using them, an observation was made in three sessions during two weeks because games were used just two times in the week in the last file in the syllabi. In the first session, the session was about reading comprehension and the text was about nature. In the second half of the session, the teacher gave students a crossword game, in groups of four. Thus, students in each group interacted together and participated in answering the game. In the second session, the teacher gave students cards contain pictures of signs of capitals, for example; a sign is big ben and students would know the name of this capital or country. In the third session, the teacher gave students the name of country and asks them to write a paragraph about one country's nature from previous session.

3.6.3 Teachers' Interview

The interview is defined as a conversation between two persons where the interviewer asks questions and obtains information from the interviewee. The researchers asked five teachers, two novice teachers and three experienced. The interview consists of seven questions, and it seeks to know the teachers' information and attitude about games and their features and influence on EFL learners.

3.7 Data Analysis and Interpretation

This section is mainly concerned with the quantitative and qualitative analysis of the data obtained through the research instruments.

3.7.1 Analysis of the Questionnaire

First part : The influence of using games in classroom environment and in acquiring second language.

Q1 : Do you use educational games in learning process ?

All students (100%) said that they use educational games in the last file in the syllabus or as a warming up activity.

Q.2. Do your teacher encourage you to learn through games ?

	Number	Percentage
Yes	42	84%
No	08	16%
Sometimes	00	00%

Table 3.1 : learners' attitude about teachers' encouragement.

Eighty-four (84%) students said that the teacher encourages them to learn English through games, because of their effectiveness in learning English. Just sixteen percent of them see that the teacher does not encourage them to learn through games. So, according to them the teacher gives them games to learn but he/she does not encourage them to learn during playing.

Q.3. Do educational games promote your interest and focus ?

	Number	Percentage
Yes	47	94%
No	02	04%
Sometimes	01	02%

Table 3.2 : Learners' opinion about the influence of games on their interest and focus.

Seventy-four (94%) students agreed that using games help them to focus more because they want to win in the game, and the game itself needs concentration. Two (04%) students said that

games do not help them to focus because of their mates' noise. While, just one (02%) student said that games help him sometimes according to the playing environment.

Q.4. Do educational games give you a chance to learn and practice ?

	Number	Percentage
Yes	44	88%
No	03	06%
Sometimes	03	06%

Table 3.3 : students' opinion about the effectiveness of games on their practice.

Fourty-four (88%) students said yes, for them they express their ideas and learn during playing, they find a space to talk freely without being shy of mistakes. Only three (06%) students said no, according to them, they do not have the appropriate atmosphere which serves them. And three (06%) said sometimes according to the game and game environment.

Q.5. Are you conscious that you are learning while playing ?

	Number	Percentage
Yes	39	78%
No	09	18%
Sometimes	02	04%

Table 3.4 : students' consciousness about learning while gaming.

Thirty-nine (78%) students said that they feel they are learning during playing because they search for new items through this game. Nine (18%) students said that they do not feel they are during playing because of confusion of their mates, and two (04%) students said that they sometimes learn during gaming according the context.

Q.6. Do you try to be the winner in gaming ?

Fifty (100%) students said that they make their efforts to be winners in gaming, because the winner is considered in the high level, and this makes him special.

Q.7. Do you think that games are highly motivating and entertaining and they can give timid students more chance to express their feelings when using English ?

	Number	Percentage
Yes	47	94%
No	00	00%
Sometimes	03	06%

Table 3.5 : students' opinion toward games as a motivating and entertaining tool.

Forty-seven (94%) students said 'yes' because the gaming atmosphere gives them more freedom in learning. Moreover, there is a reward for the winner, this helps to motivate in very funny way, even timid students show more participation during playing. Three (06%) said sometimes because they often focus on entertainment more than on learning.

Q.8. Do educational games help you to communicate ?

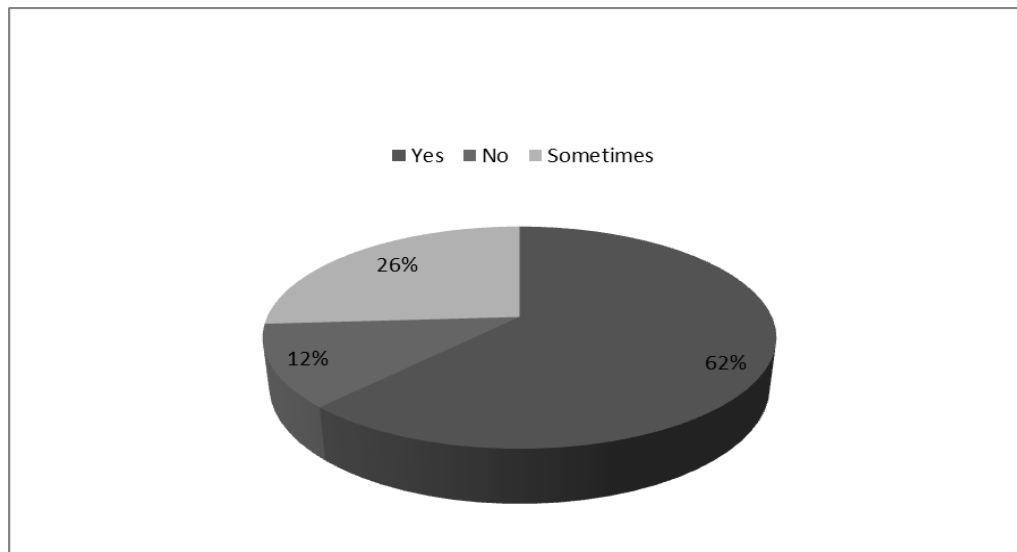


Figure 3.1 : students' attitude toward games as a tool to promote communication.

Thirty-one (62%) students said yes, according to them working in group or pair offer more chance to express opinions and communicate freely. Six (12%) said 'no' for them gaming does not organize communication, all students talk in the same time and they do not prefer this way. While, thirteen (26%) students said sometimes and this referring to the group of students they game with.

Q.9. Do games provide language practice in the various skills : speaking, reading, writing, and listening ?

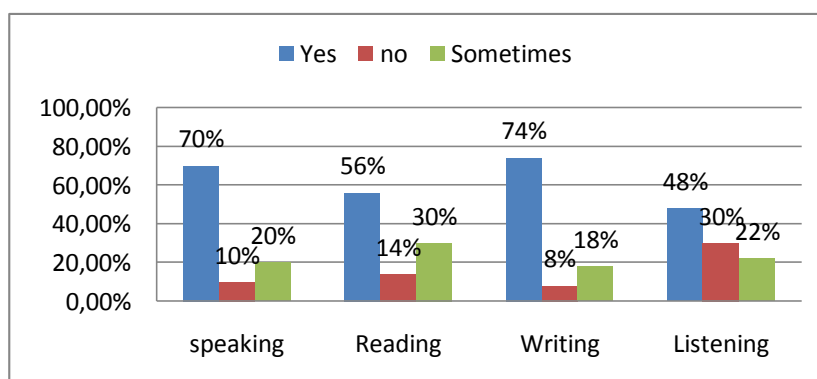


Figure 3.1 : Students' attitude about the effectiveness of games on the four skills

Speaking skill: Thirty-five (70%) students claim that games give them chance to speak freely without any fear of making mistakes, the role of the teacher is limited in controlling students. Even timid students can participate and speak. Ten (10%) students state that they do not practice the speaking skill while gaming, because of the dominance of some elements during the game. Whereas twenty (40%) students said that they practice speaking skill during some periods of the game, especially when they do not have a large bank of vocabulary.

Reading skill: Twenty-eight (56%) students state that to play games they should use dictionary to translate difficult words, so here they are already using reading skill in very correct way from dictionary. Seven (14%) students said that they do not feel that they are practicing reading skill, because they depend on their friends in translating words and reading questions. Fifteen (30%) students declare that they use reading skill just to read questions or to read the rules of a given game.

Writing skill : Thirty-seven (74%) students said 'Yes', according to them, they use writing during all gaming period, they write the translated words on their notebooks, they write the expected answers, and they write the new acquired words from their friends. Four (08%) students refused the practice of writing skill, they prefer to control and to be mind saved better

than using notebooks. While eight (18%) students see that they write just unfamiliar vocabulary, or write answers on the board.

Listening skill : Twenty-four (48%) students claim that they practice listening skill while gaming, they listen to their classmates and teacher, they listen to new words and how they are pronounced. Fifteen (30%) students disagree, according to them, they cannot practice beneficial listening because of the noise made by their mates. The rest (22%) see that they sometimes practice beneficial listening skill, according to them they practice listening during the end of the game, or when they do not know how to play, they keep silent and hear while others speak.

Q.10. Do games promote cooperative learning ?

	Number	Percentage
Yes	43	86%
No	05	10%
Sometimes	02	04%

Table 3.7 : Games' effect on promoting cooperative learning.

Forty-three (86%) students claim that games promote cooperative learning because they work in groups, so this allow them to interact with one another and exchange ideas and feelings. Moreover, the sense of sympathy grows between them because games give them a chance to:

- Discuss with other mates.
- share their ideas and emotions.
- Give them more freedom to express their ideas more than the teacher-centered method.

Five (10%) students said that games decrease cooperative learning because every student wants to be the leader and masters the group. Two (04%) students said that games sometimes promote cooperative learning in case their mates are not selfish, this is according to them.

Q.11.Do games promote positive competition ?

	Number	Percentage
Yes	30	60%
No	08	16%
Sometimes	12	24%

Table 3.8 : games' role in promoting positive competition.

Thirty (60%) students said ‘yes’, as long as they are students, they like to win in the game, this pushes them to do their best to play and win. Every student works hard and this creates a positive competition to succeed and be the master. Eight (16%) of students said no, for them games provide selfishness between students. While twelve (24%) students see that games promote positive competition when students play to learn, it means that their first goal is acquiring knowledge but if their goal is to be masters of the games this will promote negative competition.

Second part : Students’ opinion about using games and their impact in learning English vocabulary.

Q .12. Do you have problem with vocabulary ?

All students said that they have problems with vocabulary, and the most problems they face are : They find difficulties in memorizing the word, they do not know how to use the new words in their correct form, and sometimes they mix between homonyms.

Q .13. Do you think that vocabulary is important ?

The one percent of students declares that vocabulary is so important, it helps them to communicate, to read and understand texts, it allows them to read how to use new purchases like machines, and it helps them to understand cartoons and movies.

Q.14. Do you like educational games ?

All students (100%) declared that they like educational games, because they give them knowledge in new form instead of traditional way. Games give them a chance to work and create, they also motivate them in entertaining way.

Q.15. Do you find complexity in playing educational games ?

	Number	Percentage
Yes	11	22%
No	22	44%
Sometimes	17	34%

Table 3.9 : Students’ problem in playing games

Eleven (22%) students claim that they find difficulties in playing educational games because they need focus and intelligence. Moreover, games need high level of intelligence more than children's intelligence, also because they play a game in foreign language, so it is difficult for them since English is new language for them. Twenty-two (44%) students said that games are so easy, they require very simple words and structure. Seventeen (34%) students claim that they find complexity according to the type of a given game.

Q.16. Do games play very important role in acquiring new English vocabulary ?

	Number	Percentage
Yes	48	94%
No	02	04%
Sometimes	00	00%

Table 3.10 : Games' role in acquiring new English items.

Forty-eight (94%) students stated that they learn a lot of English vocabularies through games, because:

- They cannot play without translating words of the game
- When they are answering they are discovering new items
- During all the time of play they are using acquired items

Only two (04%) students said that they do not acquire new items because they cannot acquire a lot of items in a short time of games.

Q.17. Do you remember the new acquired words faster and better due to the relaxed atmosphere created by playing games ?.

	Number	Percentage
Yes	31	62%
No	09	18%
Sometimes	10	20%

Table 3.11 : Games' role in remembering words.

Thirty-one (62%) students stated that the atmosphere of games help them to memorize and remember acquired words faster and better because the moment of entertaining is not forgotten. Nine (18%) said that they do not memorize or remember the new acquired items, because they

acquire them in unsuitable environment. While ten (20%) said that they sometimes memorize and remember the new acquired items according to type of vocabulary.

Q.18. Do you acquire new words from your classmates and partners who join in these games ?

	Number	Percentage
Yes	36	72%
No	05	10%
Sometimes	09	18%

Table 3.12 : Games' effectiveness in cooperative learning.

Thirty-six (72%) students agreed that they learn new words from their mates during playing, in addition to translated words of the game, they acquire key words of discussion. Five (10%) students said that they do not acquire new words during the play because all pupils have the same vocabulary level and no one add new words. Whereas, nine (18%) students stated that they do not acquire new items in every game they play because they focus on the games more than on what their partners say.

Q.19. Do you think that through games you can learn English vocabulary more interestingly than you do through learning by heart, repeating, writing the items down, and so forth ?

	Number	Percentage
Yes	35	70%
No	06	12%
Sometimes	09	18%

Table 3.13 : Students' attitude towards using games and other materials

Thirty-five (70%) declared that games help them more to learn vocabulary more interestingly because the enjoyable atmosphere is better than the boring atmosphere created by other methods. Also, pupils used to learn through those traditional methods, so they need new interested and enjoyable methods. Six (12%) students refused that they learn vocabulary through games, they believe that traditional method is better than games because the old method is more serious and organized. While nine (18%) declared that they acquire short words from games but long words from other methods.

Q.20. Can educational games build your English vocabulary ?

	Number	Percentage
Yes	26	52%
No	15	30%
Some times	09	18%

Table 3.14 : Students' attitude toward the effect of games on acquiring vocabulary.

Twenty-six (52%) students said that they learn the exact meaning of any word and in which context it can be used. Fifteen (30%) claimed that games decrease their understanding about the meaning of words. While nine (18%) of them said that games help to build just some vocabularies like the ones related to education.

Q.21. Do you use games just in classroom?

	Number	Percentage
Yes	08	16%
No	37	74%
Sometimes	05	10%

Table 3.15 : students' attitude toward where to use games.

Eight (16%) students answered by 'yes' they do not use games out of the session because of social causes like the negative opposition of parents to games as they consider them a waste of time. Thirty-seven (74%) students answered 'no', they play games out of class with their friends and brothers especially crosswords. While five (10%) students answered with 'sometimes' when they have enough time or then they find games in magazine.

Q.22. Do your parents play with you ?

	Number	Percentage
Yes	17	34%
No	21	42%
Sometimes	12	24%

Table 3.16 : Parents' participation in gaming with their children.

Seventeen (34%) said that their parents play with them games because they are educated. Twenty-one (42%) students declared that their parents do not play with them because they have

no time or because they are uneducated. Whereas, twelve (24%) students answered with ‘sometimes’ their parents play with them in the weekends or holidays.

Q.23. Do you think that games are helpless and waste of time ?

	Number	Percentage
Yes	00	00%
No	48	94%
Sometimes	02	04%

Table 3.17 : Students’ attitude toward using games just to kill time.

Forty-eight (94%) refused that games are waste of time and helpless, because games motivate them, teach them, create a competitive and cooperative environment, and other advantages. While two (04%) said that games are in vain and a waste of time because they are used in inappropriate context and time.

Q.24. Do you think that games are just for fun ?

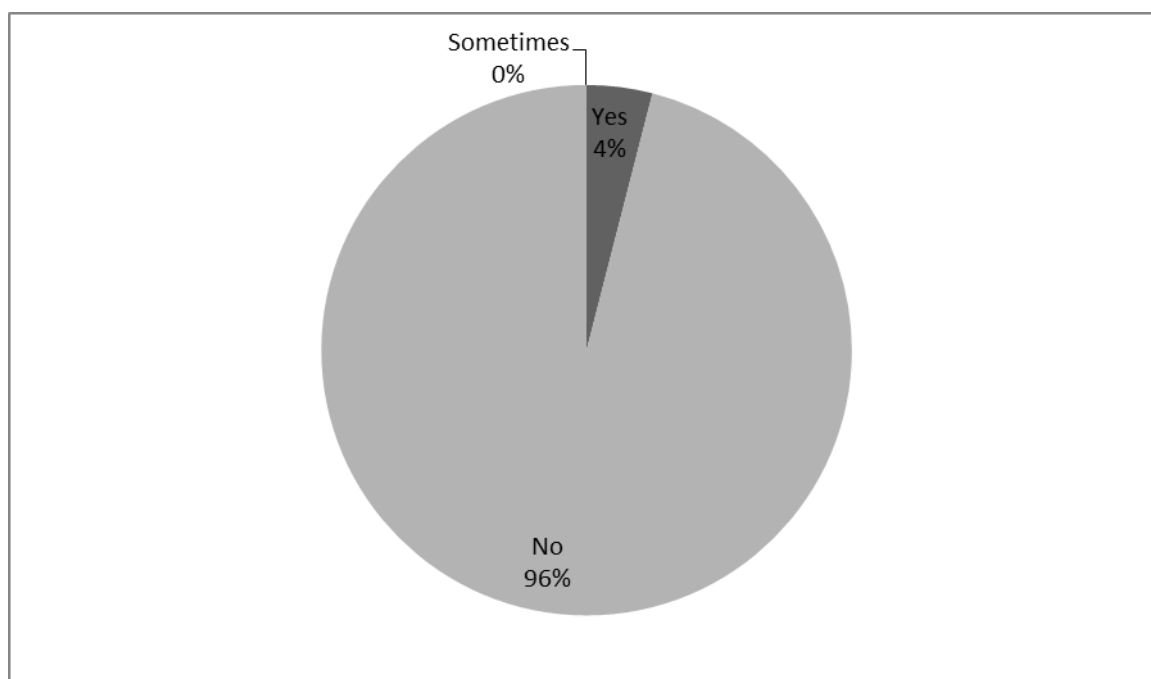


Figure 3.3 : Games’ uselessness.

Two (04%) students answered with ‘yes’ because games are not severe, they are used to change the severe mood used by teacher. While forty eight (94%) refused that games are just for fun, according to them games are beneficial on all levels, language, four skills, creativity, and behaving with others.

3.7.2 Classroom Observation

The first session:

We entered the class in the first five minutes of the lesson after students have taken their seats. We introduced ourselves and our objective to the teacher and the students, and they all welcomed us.

The lesson was reading comprehension, the teacher gave them a text about nature, they read the text, most of students were participating, they were asking the teacher about difficult words in the text, and sometimes they resorted to dictionary. In the last half of the session, the teacher distributed crossword games with questions where the answer is related to vocabularies about nature. The teacher divided the students into groups of four. So, all of them were interacting and sharing the answers to questions, and sometimes they were laughing together. By the end of the lesson, pupils gave the teacher the answers.

The second session:

Teaching names of countries was the main objective of the second session. At the beginning, the teacher presented his objective and tools. After that, he gave them cards where each card contains a picture that includes a sign. For example; one card contains a picture of Big Ben as a sign, and pupils should find the appropriate country. Like the first session, the teacher divided them into groups of four, they were cooperating and interacting with one another, using dictionary, and asking the teachers' help about difficult words. In order to motivate students, the teacher set a competition and offered a reward for the winning group.

The third session:

The last session was revision for the previous sessions, teacher asked pupils to write a short paragraph about one's country nature, in an individual work and without relying on dictionary. He gave them fifteen minutes to write the paragraph. During this period, students were writing in competitive environment. After fifteen minutes, everyone raised his hand to read his paragraph, all of them were participating and answering in a very competitive way, they remembered the most important words they learned in previous sessions. Even their other language skills were better, with few mistakes. The lesson was enjoyable and beneficial for both students and teacher. At the end of the session, before we left we thanked the teacher and the student for their great welcome and beneficial assistance.

3.7.3 Teachers' Interview

In the beginning of our research we interviewed five teachers, three experienced teachers and two novice. We asked them six questions about the use of games during teaching, and their effects of using games on learning English especially vocabulary.

Q.1. Do you use educational games in teaching process? If yes, which types of games do you use? And when?

All teachers answered 'Yes' they use games to teach, they use language games such as ; crosswords, puzzle, and scrabble. Games are used as a warming up on activities, or at the end of the session; also games are included in the syllabi of second year middle school.

Q.2. Which method does students prefer to use, using games or other methods ?

The six teachers said that even every student has a specific way for acquiring language. The majority of students prefer to learn through games, because learning through games is effortless, including tactile and moving way, with no boring instructions which need much endeavors and time. But, their role as teachers obliges them to vary tasks and methods in order to reach the students' knowledge, and to satisfy all their needs.

Q.3. How do you evaluate your students' level in English vocabulary ?

	Number	Percentage
Good	00	00%
Acceptable	03	60%
Bad	02	40%

Table 3.19 : Teachers' evaluation of students' level in English.

Three (60%) teachers said that the level of their students in vocabulary is acceptable according to their age, they can interact with the teacher, they try to translate words to ask and participate in the class. While two (40%) teachers claim that the level of students in vocabulary is bad, sometimes they know the right answer and due to the lack of vocabulary , they do not participate in class, when they translate words they do not know how to pronounce them in a correct way.

Q.4. Do you think that games facilitate learning vocabulary ?

All teachers agree that games facilitate learning lexical items, in the way that make the learners will not forget these vocabularies, because they discover them by themselves and through personal attempts. But, in teaching with other materials , the teacher is guiding his students constantly. It means that the learner in educational games is more autonomous than with other ways.

Q.5. What are the advantages and disadvantages of using games in the teaching process ?

The interviewed teachers gave some common advantages: They are- Getting knowledge in simple and funny way, make the class more skilled, motivate learners who focus on movement and simple instructions in their learning, teach them how to discuss, improve learning, get relaxed, and have fun. While, all teachers came to an agreement that games appear to good students something very beneficial and relaxing.

Q.6. What are the main problems that students face during learning new language ?

According to teachers the main problems that face students are; Memorising the new acquired words, the incorrect spelling and pronunciation, and the correct use of the new acquired items.

Q.7. In your opinion do you want the technique of language games to be applied in teaching vocabulary?

All the answers were 'Yes'- this confirms the positive attitude of teachers towards using games in teaching process.

3.8 Results Discussion

Second year EFL learners are not capable enough to practice English language, according to their teachers' reasons, they see the problem in the effect of their mother's tongue, in this case the responsibility is put on their teacher those should adopt a functional method.

The level of students during the session implies the awareness of EFL teachers about the importance of vocabulary. The most problems faced by learners are using words in their correct forms and memorizing new items, because learners do not use and practice words in all their situations. Teachers use different techniques in teaching vocabulary, such as ; Using dictionaries, putting words into practice, and translation. However, students do not have the same level and capacities, so these techniques are not suitable for all learners, and it may take a long time for others, in this case, the role of teacher is to find an appropriate technique that is effective time consuming. A standard technique that is suitable for all learners.

Teachers believe the educational games are a beneficial technique in learning foreign language; all of them see that games are both educating and entertaining methods. The interviewed teachers were sure about the positive results from using games, especially on level of productive skills.

In the Algerian Middle School syllabus, games are used in the first file for second year students. But, teacher proposed to use games at least one time per week during all the year, or including games in the end of every file, due to their effectiveness and good results. Also, they claim that games are suitable for variety levels in the class. It can be said that games suit both teachers and students; they help the teacher in teaching and also help the learner to break out the problems they face in acquiring foreign language. Observing a class showed that second year middle school learners can be positively affected by using games in class session.

In the first session, students were passive, just few of them were participating, while some students were asking the teacher about the meanings of words every time, others were using dictionaries to translate words, and this led to waste time and miss some information. Students were not motivated enough, the session was boring. When the teacher told them he would give them a game, all of them showed excitement, a great challenge was observed among them, it seemed to be their occasion to be active and to show their capacities. It was the time they waited to work freely without thinking about mistakes; the paragraphs which they wrote in the last session were good evidence that showed they are greatly affected by games.

The language game then confirmed its advantages of motivating, activating and increasing the self confidence level of the learners. Moreover, in practicing the language in various skills and memorizing and using the new items.

The interview confirmed the results obtained from the questionnaire and the classroom observation. The learners are aware about the significance of acquiring English vocabulary and

everyone has his own reasons. All learners confirm that they have problems with traditional technique, such as using notebooks, using dictionary or translation.

Their attitude toward using games differed from one student to another. But, they all belong to the psychological domain of motivation. Every learner has his own advantages with using games, learners were learning unconsciously from games forgetting the strict atmosphere of traditional teaching methods.

Through games, learners learn more vocabularies; the entertaining environment let them love foreign language. Hence, students will love the module to be able to learn it and for sure no one will oblige learners especially the mature to learn something they do not like.

3.9 Recommendations

In the light of the results of our study, we first recommend the designers of the syllabus to introduce educational games in more than one file in the textbooks for EFL learners. They should focus on beginners to help them to love this new language and see its beautiful side. This encourages them to learn. Here, we suggest some recommendations for actual and future teachers to help them improve the results by using educational games

Teachers should find out the problems that face learners during learning vocabulary, they should change the habitual methods in order to vary and get better results. Games can add an entertaining touch and learners like to learn and entertain in the same time.

The teacher should neither overuse nor rarely use language games; because the overuse of games makes study just for fun, and the rare use makes the class boring. Teachers should select easy and appropriate games according to the levels and abilities of students. The teacher should be very careful about the games he uses during the teaching process; he should use simple and helpful games, easy to understand, have objectives, and easy to play.

The role of the teacher does not stop when he includes games, his role is controlling, guiding, and facilitating playing. The teacher should give his students the opportunity to talk and participate freely, he should not punish students because of mistakes, even there was a noise during playing but if the result is good, he should not care about that noise. In this situation ; consequences are justified by manners.

In the first sessions, teacher should test his students to discover everyone's level, after that he chooses the appropriate methods and games. We recommend some books and websites for teacher; they can check them to be closer to different educational games:

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3.9. Conclusion

This practical side confirms what is mentioned in the first and second chapters. Educational games especially language games have a positive effect on learning English vocabulary development on all levels, such as memorization, motivation, and creativity. It is proved that games are a good and beneficial method for both teachers and learners.—(the conclusion is very short-You need to extend it a little longer).

General Conclusion

It is evidence that vocabulary is the main element in English language, particularly for beginners who are more excited to acquire this new language as much as they can. Teachers depend on their experiences and learners' background to teach them using different methods. Every teacher should look for an effective and practical way to teach. Many studies and researches proved that educational games especially language has a great effect on promoting English vocabulary; also they have a great effect on motivating learners.

The aim of this research is to shed light on the effectiveness of using games to promote English vocabulary. This aim may lead to two hypotheses that can be put forward; at first, we believe that educational games help the EFL secondary school learner to enjoy and learn at the same time, due to their role in motivating learners to see the beauty side of the language. The second one is that educational games put the learner in a situation in which he practices and depends on himself to discover the words on all their sides.

The first and second chapter deal with the theoretical part of this research. They define educational games and vocabulary, they give an idea about some games and how these effect on learning vocabulary. They also show the advantages and disadvantages of using games in teaching and learning process.

The third chapter is a practical part of our research, it deals with proving a given hypothesis through analyzing the data gathered through students' questionnaire to have their opinion about games and their effectiveness. A classroom observation was made to see the level of learners, and test them by including games to see if learners' level is got better. In addition, an interview was held with teachers to see their opinion about the implementation of games in the teaching process.

The obtained data confirmed that educational games have a significant effect on learners' vocabulary in terms of learning, memorizing and motivation and attitudes towards the language. After the analysis, we conclude that the learner can learn effectively while having fun and enjoying himself. Moreover, learning a word in its real situation, allows learner to memorize the word and use it in its correct form. Thus, we can recognize that two proposed hypotheses are approved and the effectiveness of using language games in promoting middle school learners' vocabulary is confirmed.

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Appendix A

Students' Questionnaire

Hello,

I would be grateful for you if you answer my questions that will help me to collect some information in a pedagogic way to accomplish a research work on the influence of language games on vocabulary in English language.

1 : Do you use educational games in learning process ?

Yes ☐ No ☐ Sometimes ☐

2. Do your teacher encourage you to learn through games ?

Yes ☐ No ☐ Sometimes ☐

3. Do educational games promote your interest and focus ?

Yes ☐ No ☐ Sometimes ☐

4. Do educational games give you a chance to learn and practice ?

Yes ☐ No ☐ Sometimes ☐

5. Are you conscious that you are learning while playing ?

Yes ☐ No ☐ Sometimes ☐

6. Do you try to be the winner in gaming ?

Yes ☐ No ☐ Sometimes ☐

7. Do you think that games are highly motivating and entertaining and they can give a timid students more chance to express their feelings in English ?

Yes ☐ No ☐ Sometimes ☐

8. Do educational games help you to communicate ?

Yes ☐ No ☐ Sometimes ☐

9. Do games provide language practice in the various skills : speaking, reading, writing, and listening ?

	Speaking	Reading	Writing	Listening
Yes				
No				
Sometimes				

10. Do games promote cooperative learning ?

Yes ☐ No ☐ Sometimes ☐

11. Do games promote positive competition ?

Yes ☐ No ☐ Sometimes ☐

12. Do you have problem with vocabulary?

Yes ☐ No ☐ Sometimes ☐

13. Do you think that vocabulary is important ?

Yes ☐ No ☐ Sometimes ☐

14. Do you like educational games ?

Yes ☐ No ☐ Sometimes ☐

15. Do you find complexity in playing educational games ?

Yes ☐ No ☐ Sometimes ☐

16. Do games play very important role in acquiring new English vocabulary ?

Yes ☐ No ☐ Sometimes ☐

17. Do you remember the new acquired words faster and better due to the relaxed atmosphere created by playing games?.

Yes ☐ No ☐ Sometimes ☐

18. Do you acquire new words from your classmates and partners who join in these games ?

Yes ☐ No ☐ Sometimes ☐

19. Do you think that through games you can learn English vocabulary more interestingly than you do through learning by heart, repeating, writing the items down, and so forth ?

Yes ☐ No ☐ Sometimes ☐

20. Can educational games build your vocabulary ?

Yes ☐ No ☐ Sometimes ☐

21. Do you use games just in classroom ?

Yes ☐ No ☐ Sometimes ☐

22. Do your parents play with you ?

Yes ☐ No ☐ Sometimes ☐

23. Do you think that games are helpless and waste of time ?

Yes ☐

No ☐

Sometimes ☐

24. Do you think that games are just for fun ?

Yes ☐

No ☐

Sometimes ☐

Thank you

Appendix B

Teachers' Interview

Dear teacher,

The following interview is a part of research work that deals with language games and their impact on the vocabulary presentation for the third year middle school students. Your answers will be of great help for our research, you are kindly asked to answer the following questions.

Thank you in advance

1. Do you use educational games in teaching process ? If yes, which types of games do you use ?
and when ?
2. Which method do students prefer to use, using games or other methods ?
3. How do you evaluate your students' level in English vocabulary use?
Good ☐ Acceptable ☐ Bad ☐
4. Do you think that games facilitate learning vocabulary ?
5. What are the advantages and disadvantages of using games in teaching process ?
6. What are the main problems that students face during learning a new language ?
7. In your opinion, do you want the technique of language games to be applied in teaching vocabulary?

Thank you

Appendix C

The Translated Version of the Students' Questionnaire

السلام عليكم

سأكون ممتنة لك إذا قمت بالإجابة على أسئلتي, حيث ستساعدني بجمع بعض المعلومات بطريقة منهجية لتكملة بحث حول دور الألعاب التعليمية في اكتساب مصطلحات مال الإنجليزية جديدة.

س.1. هل تستعمل الألعاب التعليمية أثناء عملية التعلم؟

نعم ☐ لا ☐ أحيانا ☐

س.2. هل يشجعك استاذك على التعلم من باستعمال الألعاب؟

نعم ☐ لا ☐ أحيانا ☐

س.3. هل تزيد الألعاب التعليمية قدرتك على التركيز؟

نعم ☐ لا ☐ أحيانا ☐

س.4. هل تتيح لك الألعاب التعليمية الفرصة للتعلم و الممارسة؟

نعم ☐ لا ☐ أحيانا ☐

س.5. هل كنت تعلم أنك تتعلم شيئا وأنت تلعب؟

نعم ☐ لا ☐ أحيانا ☐

س.6. هل تحاول أن تكون الرابع خلال اللعب؟

نعم ☐ لا ☐ أحيانا ☐

س.7. هل تعتقد أن الألعاب التعليمية مسلية ومشجعة, و أنها تعطي التلميذ الخجل الفرصة للتعبير عن افكاره و أحاسيسه؟

نعم ☐ لا ☐ أحيانا ☐

س.8. هل تساعدك الألعاب التعليمية على التواصل؟

نعم ☐ لا ☐ أحيانا ☐

س.9. هل تمكنك الألعاب التعليمية من ممارسة وتطوير المهارات اللغوية لديك؟

مهارة السمع	مهارة الكتابة	مهارة القراءة	مهارة التكلم	
				نعم ☐
				لا ☐
				أحلانا ☐

س.10. هل تشجع الألعاب التعلم المشترك بين التلاميذ؟

نعم ☐ لا ☐ أحيانا ☐

س.11. هل تزودك الألعاب بمنافسة إيجابية؟

☐ ☐ ☐

- نعم لا أحيانا
- س.12. هل لديك مشكل مع الكلمات الإنجليزية الجديدة؟
☐ نعم ☐ لا ☐ أحيانا
- س.13. بالنسبة لك هل المفردات مهمة في تعلم اللغة الإنجليزية؟
☐ نعم ☐ لا ☐ أحيانا
- س.14. هل تحب الألعاب التعليمية؟
☐ نعم ☐ لا ☐ أحيانا
- س.15. هل تجد صعوبة في اللعب؟
☐ نعم ☐ لا ☐ أحيانا
- س.16. هل تلعب الألعاب دور مهم في اكتساب مفردات إنجليزية جديدة؟
☐ نعم ☐ لا ☐ أحيانا
- س.17. هل تتذكر المصطلحات المكتسبة بسرعة بفضل الجو الملائم الذي تتيحه الألعاب؟
☐ نعم ☐ لا ☐ أحيانا
- س.18. هل تتعلم مصطلحات جديدة من زملائك الذين يشاركونك اللعب؟
☐ نعم ☐ لا ☐ أحيانا
- س.19. هل تعتقد أنك تتعلم مصطلحات إنجليزية من خلال الألعاب التعليمية بتركيز أكثر من استعمال الطرق التقليدية؟
☐ نعم ☐ لا ☐ أحيانا
- س.20. هل تستطيع الألعاب التعليمية أن تكون لديك معجم لغوي؟
☐ نعم ☐ لا ☐ أحيانا
- س.21. هل تستعمل الألعاب التعليمية في القسم فقط؟
☐ نعم ☐ لا ☐ أحيانا
- س.22. هل يشاركك والداك اللعب؟
☐ نعم ☐ لا ☐ أحيانا
- س.23. هل تعتقد أن الألعاب التعليمية مملة ومضجرة للوقت؟
☐ نعم ☐ لا ☐ أحيانا
- س.24. هل تعتقد أن الألعاب التعليمية تستعمل فقط لأجل المتعة؟
☐ نعم ☐ لا ☐ أحيانا

الملخص

يواجه معظم طلبة التعليم المتوسط صعوبة في تعلم مفردات اللغة و إتقانها، باعتبارها لغة أجنبية تختلف عن لغتهم الأم (العربية). هذه الدراسة تهدف الى إثبات دور الألعاب التعليمية و الاختيار الملائم لها في تسهيل عملية تعلم مفردات اللغة الإنجليزية، وتع الألعاب التعليمية الوسيلة المناسبة لتعلم وفهم وتذكر معاني المفردات الجديدة. يستخدم في هذه الدراسة المنهج الوصفي، حيث يتم جمع البيانات عن طريق استبيان للطلبة ومقابلات مع الأساتذة. وبعد تحليل البيانات المتحصل عليها أظهرت النتائج أن استخدام الألعاب التعليمية يساهم بشكل كبير في تعزيز وتطوير قدرة الطلبة على اكتساب مصطلحات إنجليزية.

Key Words:

Educational games: الألعاب التعليمية

Vocabulary : المصطلحات

Foreign language : لغة أجنبية

Promote : تطوير

Cross words : كلمات متقاطعة