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Exploring Primary School Algerian English teachers' attitudes and practices towards the use of word games to Improve Pupils' vocabulary. The case of M'sila Wilaya

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Dedication

Firstly, All praises to Allah for giving me the strength and courage to
complete this modest work.

Secondly ,I dedicate this work to:

- The memory of my father Mohamed, May Allah bless him.
- My mother **Drifa** for her endless love and precious help.
- My sisters and brothers.
- My partner in this life ,my husband "**Abdelhak**"for
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So lucky to have a man like you.
- My angels :**Israa** and **Mohamed Yasser**, my children.

I say thank you for all.

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Dedication

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- My parents, my brothers and sisters

A special feeling of gratitude to my aunt **Rafika** thank you for your
guidance and love.

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Abstract

This study explores the effectiveness of word games in enhancing vocabulary development in the context of Primary School Algerian English teachers . A questionnaire was administered to 30 Primary school English teachers in M'sila Wilaya to gather insights into their attitudes and practices regarding the use word games. The findings indicate that Word Match and Word Search are the most commonly used word games, followed by Hangman and Taboo. Teachers reported adapting games to meet pupils' needs and faced challenges such as large class sizes and limited materials. Strategies to enhance pupil participation included visual aids, rewards, and group work. The study highlights benefits like accelerated vocabulary enrichment, increased motivation, and improved learning outcomes. The findings suggest implications for EFL teaching, including teacher training, integrating word games into grammar instruction, and providing age-appropriate materials for primary schools. This research informs educators, curriculum designers, and policymakers in optimizing the use of word games to enhance vocabulary acquisition in primary school settings.

Key words : ,Teachers' Attitudes And Practices ,Word Games , Vocabulary.

List of Acronyms

EFL : English as a foreign language

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General Introduction

1. Background and rationale for the study

Learning English as a foreign language (EFL) has become an integral part of primary education in Algeria, with English introduced as a foreign language from the third grade. The primary aim of EFL learning in Algerian primary schools is to foster pupils' communication skills, encompassing reading, writing, listening, and speaking. As vocabulary development plays a pivotal role in EFL learning, pupils need to express their thoughts, understand texts, and communicate confidently with others.

However, many Algerian primary school pupils encounter difficulties in developing their vocabulary due to a lack of exposure to English outside the classroom, inadequate resources, and ineffective teaching methods (Bencharif, 2016). Traditional teaching methods, based mainly on memorizing word lists and grammar rules, have been deemed ineffective and disadvantageous for pupils. Thus, innovative and interactive teaching methods that encourage pupil engagement and improve their vocabulary are necessary.

One such innovative learning technique is the use of word games. Word games can be defined as interactive and engaging activities that involve using language to solve problems or complete tasks (Laufer, 2010). Word games are an effective way to develop pupils' vocabulary because they provide a fun and interactive way to learn new words and reinforce the meaning of familiar words. Additionally, word games have been shown to increase pupil motivation, engagement, and retention of new vocabulary (Turgut, 2016).

Despite the potential advantages of using word games in EFL learning, their application in Algerian primary schools is currently limited. Although some studies have explored the use of games in language learning, there is no prior research specifically investigating the use of word games for vocabulary development in Algerian primary school EFL learning. In this respect, this study aims to examine the attitudes and practices

of primary school EFL teachers towards the use of word games to enhance pupils' vocabulary in M'sila district.

2. Statement of the problem

Teaching English as a foreign language (EFL) to primary school pupils requires an effective approach to improve their vocabulary. The use of word games has been suggested as a potential tool to enhance vocabulary acquisition, but little is known about how primary school EFL teachers perceive and use word games in their classroom practice.

3. The purpose of the study

The purpose of this study is to explore the attitudes and practices of primary school teachers of English as a foreign language (EFL) in Algeria towards the use of word games as a tool for improving pupils' vocabulary. The study seeks to investigate the types of word games used, the perceived effectiveness of these games in vocabulary instruction, and the strategies used by teachers to adapt word games to meet pupils' needs.

Additionally, the study aims to identify the challenges that primary school teachers of English as a foreign language (EFL) in Algeria face when using word games in the classroom to improve pupils' vocabulary.

4. The Significance of the study

This study is significant for the EFL education sector in Algeria as it examines how primary school EFL teachers use word games to enhance pupils' vocabulary. The study's outcomes can offer recommendations supported by evidence for using word games in primary school EFL classrooms. These recommendations can aid in developing professional development programs for teachers and inform decisions related to EFL education policies and strategies in Algeria. This study's valuable information can

particularly assist the Algerian government's recent initiatives to improve the quality of EFL teaching in primary schools, focusing on vocabulary development.

5. Research questions

- **This study Aims to answer the following questions:**

- 1) What are the attitudes of primary school English teachers towards the effectiveness of word games in improving pupils' vocabulary development in Msila district.?
- 2) In what ways do primary school English teachers employ word games to enhance their pupils' vocabulary in Msila district?
- 3) Which specific word games are commonly used by primary school English teachers in Msila district to improve pupils' vocabulary?
- 4) What are the factors that influence the utilization of word games for vocabulary enhancement by primary school English teachers in M'sila district of Algeria?

6. Research hypothesis

It is hypothesized that:

1. Primary school English teachers' attitudes towards the effectiveness of word games in improving pupils' vocabulary are positively associated with the use of word games in their instruction.
2. Primary school English teachers in Algeria utilize a range of word games as instructional strategies to enhance pupils' vocabulary development. These word games are expected to actively engage students and facilitate vocabulary introduction, reinforcement, and revision.

3. The selection of specific word games is likely influenced by teachers' preferences, classroom dynamics, and available resources.

Literature Review

II. Literature Review

1. The use of games in language learning

According to Hadfield (1999), language learning can be a challenging and tedious process, particularly for young learners. However, the use of games in language learning has become a widely adopted approach due to the increased interest and entertainment they provide. Games can make language learning more fun and interactive while being flexible enough to cater to different learning objectives and levels.

Games are acknowledged as an effective tool for language learning because they offer students opportunities for authentic communication and interaction, where they use language meaningfully instead of just memorizing words or phrases (Smith, 2018). Games provide a platform for students to practice language in a context that emulates real-life situations, enabling them to develop their language skills in a more practical manner (Johnson, 2019).

Furthermore, games can also help in developing other language skills such as vocabulary, grammar, and pronunciation in an entertaining and engaging way, making it easier for students to retain and utilize them in the long term. A variety of games such as board games, card games, puzzles, and online games can be utilized in language learning, depending on the learning objectives, age, and level of the students (Hadfield, 1999).

According to Akdogan (2017), one of the most popular approaches in language learning is the use of vocabulary games, which can help students learn different types of vocabulary, including subject-specific vocabulary, idiomatic expressions, and common English phrases. These games can range from simple word searches and crossword puzzles to board games that integrate vocabulary acquisition and usage in context.

Another commonly used game in language learning is role-play, where students simulate real-life situations and communicate in different roles. For example, students can practice ordering food and interacting with a waiter by role-playing a restaurant. Role-play games promote authentic communication and help students develop speaking and listening skills, as stated by Mayyas(2022).

In addition to promoting language development, games can also positively impact students' motivation and engagement in learning, as mentioned by Akdogan(2017). Games provide an interactive and fun way of learning that maintains students' interest and enthusiasm for the language.

However, as Akdogan(2017) cautions, games should not replace traditional teaching methods but should be used in conjunction with lectures, reading, and writing exercises. Games should also be carefully planned and implemented with clear learning objectives and evaluation criteria.

One of the challenges of using games in language learning, as stated by Zimmerman (2009), is ensuring that students use correct grammar and pronunciation. Games that involve interaction and communication can lead to students using incorrect grammar and pronunciation if not corrected in time. Therefore, teachers should monitor students' language use during games and provide corrective feedback if necessary.

In conclusion, according to Mayyas(2022), the use of games in language learning has the potential to improve language learning outcomes by promoting authentic communication, developing language skills, and increasing students' motivation and engagement. Games can effectively teach a variety of language skills when used in conjunction with traditional learning methods and carefully planned with clear learning objectives and assessment criteria.

Despite limitations and challenges, game-based learning in language education is an innovative and engaging approach that can foster a lifelong love of learning.

2. The importance of vocabulary development in EFL contexts

Vocabulary refers to the words that make up a language or a specific domain within a language. It encompasses all the words that a person knows and can use when communicating in that language (McCarthy, 1994). Vocabulary is crucial for effective communication, as it allows individuals to express themselves accurately and clearly. It also plays a critical role in reading comprehension, writing, and overall academic achievement (Biemiller, 2001; Stahl & Nagy, 2006). The size of an individual's vocabulary can vary widely, depending on factors such as education, experience, and exposure to different languages and cultures. Building vocabulary is a lifelong process, and it requires constant effort and practice (Nation, 2013; Stahl & Nagy, 2006). There are various strategies for enhancing vocabulary, such as reading extensively, using context clues, and learning new words in context (Stahl & Nagy, 2006; Zimmerman, 2009).

Using word games as a tool for teaching English vocabulary to primary school pupils is supported by previous research (Lee, 2017). Vu and all (2021) conducted a study investigating the impact of word games on vocabulary learning among elementary school students. The findings of the study revealed that the use of word games significantly enhanced students' vocabulary knowledge and retention. Similarly, Bakhsh (2016) conducted a comprehensive review of vocabulary learning strategies and highlighted the effectiveness of word games in promoting vocabulary acquisition. The research emphasized that word games provide an interactive and enjoyable learning experience, leading to increased motivation and engagement among young learners. These studies provide empirical evidence supporting the

incorporation of word games as an effective approach for teaching vocabulary to primary school pupils.

Word games have been shown in several studies to improve vocabulary. For example, a study by Yolageldili, Arikan (2011) demonstrated that word games significantly enhanced the vocabulary of elementary school pupils in an English as a Foreign Language (EFL) context. The study explored the impact of word games as a supplementary vocabulary learning activity on the participants' vocabulary knowledge. The findings revealed a significant increase in vocabulary knowledge among the students who engaged in word games. Furthermore, the study indicated that the students enjoyed learning vocabulary through word games and that it increased their motivation to learn English. These findings highlight the effectiveness of word games as an engaging and motivating approach for vocabulary learning in language education (Yolageldili&Arikan, 2011).

Alaa .M .S andAbeer .S .A .A study aimed to investigate the effect of using educational games on the vocabulary development of EFL kindergarten schoollearners in Saudi Arabia. The study involved 40 kindergarten schoollearners in two groups: a control group that received traditional vocabulary instruction, and an experimental group that received vocabulary instruction through games. The study found that the experimental group had a significantly higher vocabulary development than the control group, indicating that educational games were an effective tool for teaching vocabulary. Additionally, the study found that learners in the experimental group showed more engagement and interest in learning English vocabulary compared to the control group.

Overall, the importance of vocabulary development in an EFL context cannot be overemphasized. A strong vocabulary is essential for effective communication, comprehension, academic success, employability and social interaction in an English-speaking environment. Using word games is a fun and engaging way to teach English

vocabulary to elementary pupils , and research has shown that it is an effective way to develop vocabulary in an EFL context. Therefore, it is important for EFL teachers to prioritize vocabulary in their teaching practice and include word games in their lesson plans for pupils to develop a strong foundation of English vocabulary.

3. Types of word games for vocabulary acquisition

There are various word games that can be used in language learning contexts to improve vocabulary. Here are some examples of popular word games used in language classes:

Scrabble: Scrabble is a classic word game that uses letter tiles to create words on the board. In a language learning environment, Scrabble can be used to promote vocabulary and spelling (Merriam-Webster, 2021).

Hangman: Hangman is a guessing game where one person thinks of a word and the other tries to guess it by suggesting letters one by one. For language pupils, Hangman can be used to practice spelling and introduce new vocabulary (Murray, 2019).

Word Jumble: Word Jumble is a game where the letters of a word are mixed up and the player must unscramble them to form the correct word. This game can be used in a language learning context to help pupils identify and remember vocabulary words (Merriam-Webster).

Word Match: Word Match is a game where one person says a word and the other person responds with the word that goes with it. This game can practice vocabulary and help pupils make connections between words (Murray, 2019).

Bingo: Bingo is a game where players must match words or phrases on a card with words played by the caller. In a language learning context, Bingo can be used to strengthen

vocabulary and as a fun and engaging way to practice word recognition and comprehension (Murray, 2019).

WordSearch: Word Search is a game where players have to find words hidden in the alphabet. This game can be used to strengthen vocabulary and for pupils to practice word recognition and spelling (Laufer& Hill, 2000).

Taboo: Taboo is a game where one person has to describe a word or phrase without using any keywords or phrases. This game can be used in a language learning context to help pupils practice circumlocution, or the ability to describe something without using the correct word (Murray, 2019).

Memory: Memory is a game where players have to match pairs of cards with the same word or picture. In the context of language learning, memory can be used to help pupils remember and recognize new vocabulary (Matondang, 2018).

Scattergories: Scattergories is a game where players have to come up with words that fit into certain categories in a certain amount of time. In a language learning context, Scattergories can be used to practice vocabulary and help pupils link related words (Merriam-Webster).

Balderdash: Balderdash is a game where players must find incorrect definitions for obscure words and try to convince other players that their definition is correct. In a language learning context, Balderdash can be used to promote vocabulary and help pupils think creatively about language (Merriam-Webster).

Boggle: Boggle is a game where players must find as many words as possible in a grid of letters. In a language learning context, Boggle can be used to promote vocabulary and spelling (Nation, 2009).

Bananagrams: Bananagrams is a fast-paced word game where players race to create a grid of interlocking words. In a language learning context, Bananagrams can be used to practice spelling and vocabulary (Nation, 2009).

Word Association: Word Association is a game where one person says a word and the other person responds with the first word that comes to mind. This game can be used to practice vocabulary and help pupils make connections between words (Wikipedia).

Hangmanwith sentences: Hangman can also be used with sentences instead of just individual words. This can be a fun way to practice grammar and sentence structure (Merriam-Webster).

Word ladder: Word ladder is a game where players must change one word into another by changing one letter at a time, creating a chain of words. In a language learning context, word ladder can be used to practice spelling, vocabulary, and word relationships (Wikipedia).

Mad Libs: Mad Libs is a game where players fill in the blanks of a story with random words to create a hilarious and nonsensical story. In a language learning context, Mad Libs can be used to practice grammar and vocabulary (Wikipedia).

Charades: Charades is a game where one person acts out a word or phrase while others guess what it is. This game can be used in a language learning context to practice vocabulary and communication skills (Nau, 2000).

These are just a few examples of the many word games that can be used to improve vocabulary in a language learning context. Word games can be modified to suit different levels and learning goals and can provide pupils with an engaging and interactive way to practice and expand their language skills.

Word games can be used in many different ways to promote vocabulary in a language learning context. They can be used as a warm-up activity, an opportunity to review previously learned vocabulary, or introduce new vocabulary. In addition, word games can provide pupils with an opportunity to practice various language skills such as spelling, vocabulary, and word recognition (Smith, 2010).

The advantage of using word games in language learning is that they can help make learning more interesting and interactive. Games are inherently fun and can help pupils stay motivated and engaged in learning. By incorporating word games into language learning activities, teachers can create a more dynamic and enjoyable learning environment that promotes effective vocabulary (Davis et al., 2019).

One more advantage related to word games is the fact that can help promote the use of vocabulary in context. Instead of just learning to memorize lists of words, learners can practice using new vocabulary in a meaningful way in the context of a game (Johnson & Johnson, 2009). This can help reinforce the meaning and use of new words and promote deeper understanding and retention of vocabulary.

In addition to being useful for pupils, word games can also be a valuable learning tool for language teachers. Games can be adapted to different learning objectives and can be used to reinforce certain language skills or introduce new language concepts. In addition, games can be used to assess the pupil's progress and provide further guidance (Lee & Davis, 2013).

Overall, using word games in a language learning context can be a very effective and engaging way to promote vocabulary. Games allow pupils to practice and expand their vocabulary in a fun and interactive way and develop important language skills and strategies. By incorporating word games into language learning, teachers can create a more dynamic and

engaging learning environment that promotes effective vocabulary and overall language development.

4. Attitudes towards using games in language teaching

Attitudes towards using games in language teaching have been a subject of interest to researchers, teachers, and pupils for several decades (Baker, 2006, Lee, 2014; Turgut, 2016). Games have been recognized as a valuable tool for promoting language learning in a fun and engaging manner, particularly in English as a Foreign Language (EFL) contexts. However, teachers' attitudes towards the use of games in language learning can vary and may influence their classroom practice.

The attitudes of language teachers towards using games in language learning can be influenced by various factors, including their cultural and educational background, personal beliefs, and perceptions of the role of games in language learning (Lee, 2014). Some teachers may perceive games as a waste of classroom time, while others view them as an effective means to engage pupils and facilitate language learning. Research suggests that teachers who hold positive attitudes towards using games are more inclined to incorporate them into their teaching practice (Lee, 2014). They see games as a way to foster pupil autonomy, creativity, and motivation, as well as to encourage interaction and collaboration among pupils. Furthermore, these teachers recognize games as an effective tool for vocabulary development, which is a crucial aspect of language learning.

On the other hand, not all teachers share positive attitudes towards using games in language teaching. Some teachers may consider games inappropriate for older or more serious pupils or perceive them as a deviation from traditional teaching methods (Lee, 2014). Concerns about games potentially distracting pupils or disrupting classroom management may also influence teachers' attitudes. It is important to acknowledge the role of teacher training

and professional development in shaping attitudes towards the use of games in language learning. Teachers who have received training in utilizing games may have a more positive attitude and a better understanding of how to integrate games into their teaching practice.

Additionally, the availability of resources and support can impact attitudes towards using games in language learning. Teachers who have access to a wide range of games and activities, as well as support from colleagues and administrators, are more likely to incorporate games into their teaching practice.

To promote effective use of games in the classroom, it is essential to consider teachers' attitudes towards their use. Positive attitudes towards games can lead to the adoption of communicative and pupil-centered teaching approaches, enhance vocabulary development, foster pupil autonomy and motivation, and facilitate effective language learning. Understanding teachers' attitudes and providing appropriate training and support are crucial for promoting the effective use of games in language learning (Baker, 2006; Lee, 2014; Turgut, 2016).

In conclusion, teachers' attitudes towards using games in language learning can vary based on their beliefs, experience, and professional training. Positive attitudes can result in effective and engaging language learning experiences, while negative attitudes may limit the use of games or lead to ineffective implementation. It is imperative for language teachers to recognize the potential benefits of using games in language learning and receive training and support to develop positive attitudes towards their use. This will contribute to the improvement of language teaching and learning and create a more interesting and enjoyable language learning environment for pupils.

5. Teachers' practices in using games for vocabulary development

According to previous studies, the use of games in language learning has been found to be an effective strategy for engaging learners and increasing their motivation to learn (Lee & Chen, 2019). Games are regularly incorporated into language learning classes, serving various purposes such as introducing new vocabulary, reinforcing previously taught vocabulary, and revising vocabulary. These games have been reported to effectively engage students and enhance their motivation to learn (Brown, 2018).

6. Factors influencing the use of word games

Participants reported that several factors influenced their use of word games in vocabulary development instruction.

The most frequently cited factors were:

According to the findings of the previous studies, incorporating games into language learning can pose several challenges for teachers. One significant challenge reported by the participants was the time required to prepare and play the games. This finding is consistent with previous research, which has highlighted that incorporating games into the curriculum can be time-consuming (Turgut, Y. 2016). Another challenge reported by the participants was the need for resources, such as card games, dice, and board games, to play vocabulary games with pupils. A lack of resources was noted as a barrier to the effective use of games in the classroom (Lee & Chen, 2019).

Furthermore, the pupil level was found to impact the game preferences of the participants. Certain games were deemed too easy for advanced learners, while others were perceived as too difficult for beginners. The study also revealed that some pupils struggled to comprehend the rules of the games, resulting in a varied learning curve amongst the participants. However, with increased exposure to the games, the rules became more

comprehensible for the pupils, leading to a more equitable playing experience for all participants.

Classroom management was identified as another crucial aspect of incorporating games into language learning. Participants noted that games could be disruptive if not properly managed. To ensure that pupils were engaged and following the rules, teachers had to make sure that they understood the rules of the game and focused on the task at hand. Overcrowded classrooms were also reported as a challenge for game-based learning activities, as larger class sizes made it harder for teachers to effectively manage the games and keep pupils on task (Brown, 2018).

Finally, participants reported the need to align games with their learning objectives and ensure that they provided meaningful opportunities for assessment. This finding highlights the importance of carefully selecting and designing games that align with learning objectives and can be used to assess pupils' language proficiency (Saricoban, Metin, 2000).

In general, the existing literature indicates that games can serve as a valuable tool for enhancing pupil engagement and motivation in language learning (Smith,2018). However, successful integration of games into language learning necessitates thoughtful planning, effective management, and a thorough understanding of pupils' proficiency levels and available resources (Lee, 2017; Davis et al., 2020).

The use of word games to enhance pupils' vocabulary is a relatively new approach within the Algerian primary school EFL context. While studies have explored the effectiveness of word games in teaching vocabulary in other countries, there is a notable research gap within the Algerian context. This research gap is of significant concern given the present emphasis on fostering English language proficiency within the Algerian context. The limited existing research leaves teachers without clear guidance on effectively integrating

word games into their vocabulary teaching practices. Therefore, this study aims to address this research gap by investigating the attitudes and practices of primary school EFL teachers regarding the utilization of word games to improve pupils' vocabulary in Algeria.

By addressing this research gap, this study will contribute to the field of EFL teaching and learning in Algeria. It will provide an insight into the potential effectiveness of word games in vocabulary teaching, which can inform the development of future language teaching materials and curriculum. Furthermore, this study may help primary school EFL teachers to incorporate word games into their teaching practices, which may enhance pupils' vocabulary acquisition and motivation to learn English.

Research Methodology and Data analysis

Research Methodology and Data analysis

I- Research Methodology

Research Design and Approach:

The research design employed in this study is a mixed-method approach which combines both quantitative and qualitative data collection. This approach allows for a comprehensive exploration of primary school EFL teachers' perceptions and practices regarding the use of word games to improve pupils' vocabulary.

Quantitative data was collected through a paper-based questionnaire, which included statements related to teachers' experiences with word games in the classroom. Participants will rate their level of agreement or disagreement on a Likert scale. This quantitative data provided insights into the overall trends, patterns, and frequencies of teachers' attitudes and practices.

Qualitative data was collected through open-ended questions included in the questionnaire. These questions allowed participants to provide explanations, examples, suggestions, reflections insights into the challenges, strategies, benefits, and suggestions associated with using word games in EFL teaching.

Participants of the study are primary school EFL teachers who are currently teaching English as a foreign language to pupils having English classes for the first time in the primary school. The sample had been selected using a combination of purposive and convenience sampling techniques. The criteria for participant selection included teachers who have used word games in their classroom instruction.

Data collection involved distributing the paper-based questionnaire to the selected participants. The questionnaire was designed to be clear, concise, and easy to understand.

Participants were provided with instructions on how to complete the questionnaire and submit it within a specified timeframe.

In the present research ,quantitative data had been analyzed using descriptive statistics, such as frequencies, percentages ,charts, and graphs , to examine the overall trends and patterns in teachers' responses. As far as qualitative data is concerned, it was subjected to thematic analysis, where recurring themes, patterns, and insights had been identified and categorized.

The mixed-method approach fits better as it allows for a comprehensive understanding of primary school EFL teachers' perceptions and practices regarding the use of word games to improve pupils' vocabulary. The combination of quantitative and qualitative data provided a holistic view of the research topic and ensured the validity and reliability of the findings.

Participants and Sampling:

The participants for this study consisted of primary school English teachers who are currently teaching English to pupils in their first year of primary school in Algeria. The sample had been selected using a combination of purposive and convenience sampling techniques.

Purposive sampling was employed to ensure that the participants meet specific criteria related to their experience and use of word games in the classroom. Teachers who have incorporated word games as a vocabulary instruction strategy had been selected to provide valuable insights into their attitudes and practices.

Convenience sampling had been utilized to select participants based on their accessibility and willingness to participate in the study. This approach allows for greater ease and efficiency in recruiting participants from the target population.

The sample size had been determined based on the principle of data saturation, where new information and insights ceased to emerge from the collected data. 30 primary school EFL teachers participated in the study, providing a diverse range of perspectives and experiences.

To ensure the representation of different primary schools and regions, efforts had been made to include teachers from various schools in M'sila District. This will help capture a comprehensive understanding of primary school English teachers' attitudes and practices towards the use of word games for vocabulary enhancement in the Algerian context.

The inclusion criteria for participant selection involved primary school English teachers who had at least one year of teaching experience, possessed a valid teaching certificate, and have incorporated word games in their classroom instruction. These criteria aim to ensure that participants have the necessary background and familiarity with using word games for vocabulary development.

The recruitment of participants involved contacting primary schools in M'sila District, explaining the purpose and significance of the study, and requesting their collaboration in identifying eligible teachers. Once identified, the selected teachers had been provided with information about the study and invited to participate voluntarily.

The selection and recruitment of participants prioritized ethical considerations, ensuring informed consent, confidentiality, and the protection of participants' rights throughout the research process.

Data Collection Methods (questionnaire):

The data collection for this study had been conducted using a questionnaire. The questionnaire consisted of both closed-ended and open-ended questions to capture a comprehensive understanding of the participants' perspectives.

The questionnaire had been administered to the participants as a paper-based questionnaire, depending on their preference and feasibility. The questionnaire had been distributed to the participants through email or in-person during professional development sessions or meetings.

The questionnaire included the following sections:

1. Demographic Information: This section will gather information about the participants' background, such as gender, age, and years of experience in teaching English as a foreign language.

2. Attitudes towards Word Games: This section will include statements related to the participants' attitudes towards using word games for vocabulary improvement. Participants will rate their level of agreement or disagreement on a Likert scale.

3. Practices of Word Game Implementation: This section will explore the participants' actual practices of using word games in their EFL lessons. It includes questions about the types of word games used, modifications made to accommodate different learners, strategies to motivate student participation, and evaluation of student progress.

4. Challenges and Benefits: This section inquires about any challenges or difficulties encountered while using word games and the perceived benefits or advantages of incorporating word games in vocabulary instruction.

5. Additional Comments and Suggestions: Participants have the opportunity to provide any additional comments or suggestions related to the use of word games for vocabulary improvement in EFL teaching.

The questionnaire will be designed to be clear, concise, and easy to understand. Participants will be provided with instructions on how to complete the questionnaire and submit their responses within a specified timeframe.

The data collected through the survey questionnaire will provide quantitative data from the closed-ended questions and qualitative data from the open-ended questions. The combination of both types of data will offer a comprehensive understanding of primary school EFL teachers' perspectives on the use of word games to improve pupils' vocabulary.

Data collection using the survey questionnaire enables the researchers to gather a large amount of data from a diverse group of participants, allowing for a more robust analysis and interpretation of the findings.

II- Data Analysis Procedures:

The data collected from the questionnaire is analyzed using both quantitative and qualitative data analysis techniques. The analysis process involved several steps as outlined below:

1. Quantitative Data Analysis:

- Descriptive Statistics: The responses to the closed-ended questions are analyzed using descriptive statistics, such as frequencies, percentages, means, and standard deviations. This analysis will provide an overview of the participants' attitudes and practices.

2. Qualitative Data Analysis:

- Thematic Analysis: The responses to the open-ended questions will be subjected to thematic analysis. This involves identifying recurring themes, patterns, and categories within the qualitative data. The analysis will be conducted by carefully reviewing and coding the responses, grouping similar codes into themes, and examining the relationships between themes. This process will allow for a rich and in-depth exploration of the participants' experiences, challenges, benefits, and suggestions related to the use of word games.

3. Integration of Quantitative and Qualitative Findings:

- Triangulation: The quantitative and qualitative findings had been triangulated to provide a comprehensive and nuanced understanding of the research topic. The researchers will examine how the quantitative results align with the qualitative findings and identify any patterns or discrepancies. This integration will enhance the validity and reliability of the overall findings.

4. Interpretation and Conclusion:

- The researchers interpreted the findings by considering both the quantitative and qualitative results together. They will discuss the key themes, trends, and relationships identified during the analysis and relate them back to the research questions. The conclusions drawn from the analysis will be based on a synthesis of the findings and their implications for theory, practice, and future research.

5. Data Validation:

- To ensure the accuracy and credibility of the findings, the researchers will member checking, where they share the analyzed data with a subset of participants to verify the accuracy and validity of the interpretation. This process allows for participant input and strengthens the trustworthiness of the findings.

Overall, the data analysis procedures involved a comprehensive examination of both the quantitative and qualitative data to provide a robust and insightful understanding of primary school EFL teachers' attitudes and practices regarding the use of word games to improve pupils' vocabulary. The integration of these findings contributed to the research aims and objectives of the study.

Results

Results

Introduction

The purpose of this chapter is to provide a comprehensive analysis of the responses received, shedding light on the teachers' experiences, preferences, and challenges encountered in incorporating word games into their EFL lessons.

The chapter begins by providing an overview of the demographic information of the participating teachers, including their gender, age, and years of experience in teaching English as a foreign language. This information helps contextualize the subsequent analysis and provides insights into the diverse range of perspectives represented in the questionnaire responses.

The analysis then delves into the specific statements presented in the questionnaire, which were rated by the teachers on a five-point Likert scale ranging from "Strongly disagree" to "Strongly agree." The responses to these statements provide valuable insights into various aspects of the teachers' experiences, including their familiarity with word games, frequency of usage, encountered challenges, assessment of effectiveness, strategies for motivation, modifications for different learners, collaboration with other teachers, beliefs about the benefits of word games, classroom management, integration into lesson plans, professional development, and evaluation of pupil progress.

Furthermore, the Results chapter highlights the types of word games commonly employed in EFL lessons, as well as the teachers' perceptions of the effectiveness of different games. It also explores the challenges faced by teachers while utilizing word games, such as large classes, lack of materials, time limitations, and issues related to learner motivation.

The chapter concludes with a summary of the benefits and advantages of using word games in teaching vocabulary, as noted by the teachers. Additionally, it incorporates their suggestions and comments for improving the use of word games, including the need for training future teachers, incorporating word games into grammar instruction, and ensuring the availability of materials at the primary school level.

1- Gender:

Based on the questionnaire results, the following statistics provide insights into the gender distribution of the participants:

Table 01:Gender

Age	Female	Male
Number of participants	23	7
Percentage	76.67%	23.33%

These statistics indicate a higher representation of female participants among the primary school teachers of English as a foreign language who responded to the questionnaire. The gender distribution provides a lens through which to analyze the attitudes and practices of these teachers regarding the use of word games to improve pupils' vocabulary, considering the potential influence of gender perspectives on teaching practices.

The following figure illustrates the statistical analysis and distribution of responses obtained from the participants regarding the gender

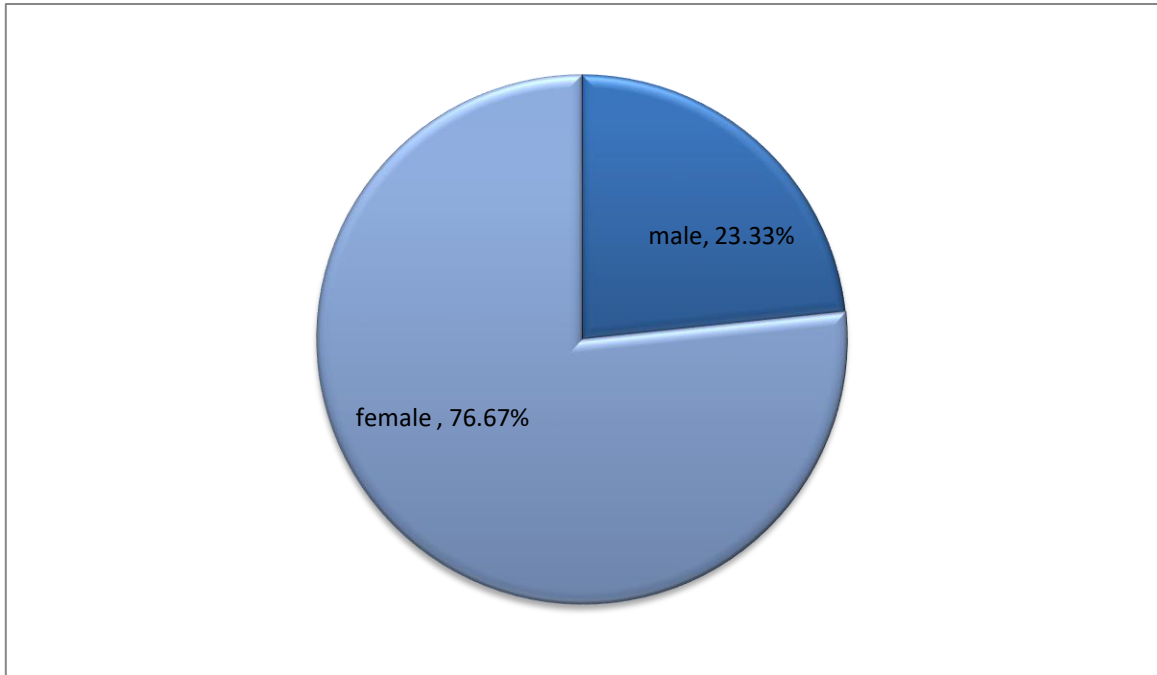


Figure01: Gender

2- Age:

the following statistics provide insights into the age distribution of the participants:

Table 02: Age

Age	22-30	31-40	41-50	Over 50
participants	10	16	4	0
percentage	33.33%	53.33%	13.33%	0%

The majority of the participants fell into the age group of 31-40, accounting for 53.33% of the total participants. The next significant age group was 22-30, comprising 33.33% of the participants. A smaller percentage of participants, 13.33%, belonged to the age group of 41-50. No participants indicated an age over 50.

These statistics indicate a relatively diverse age range among the participants, with a slightly higher representation in the age group of 31-40. The distribution of participants across these age groups provides a varied perspective on the attitudes and practices of primary

school teachers of English as a foreign language towards the use of word games to improve pupils' vocabulary.

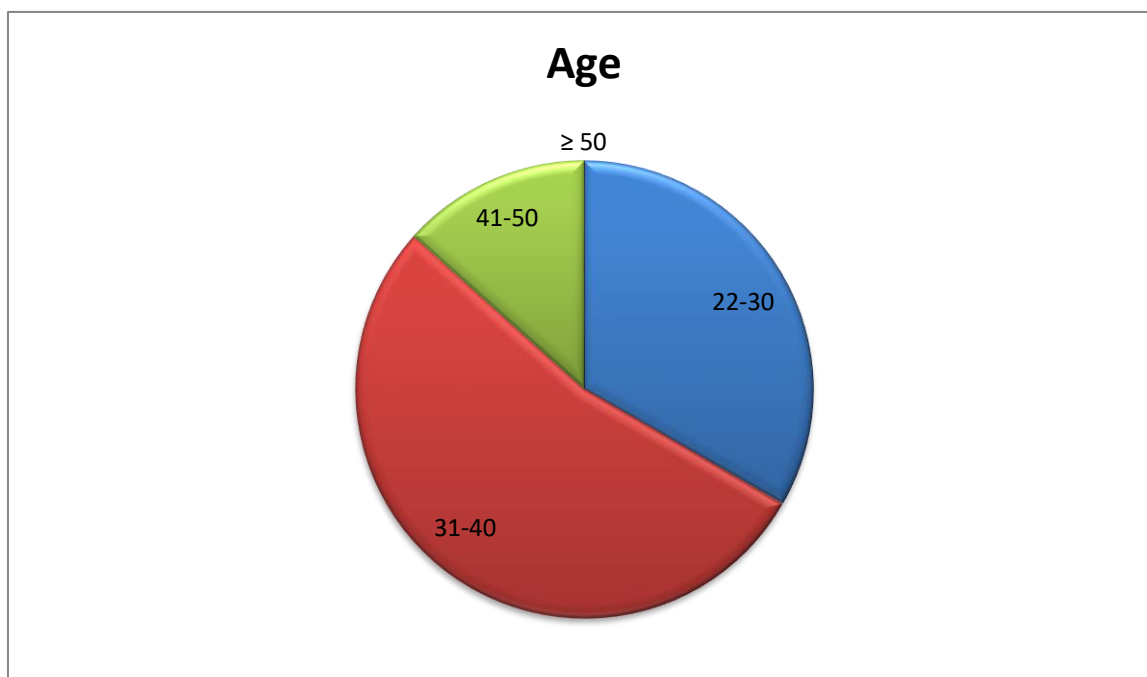


Figure (02):Age

3- Experience:

The following statistics provide insights into the years of experience in teaching English as a foreign language among the participants:

Table 03: Experience

Experience	3≤	4-6	7-9	10≤
participants	10	20	0	0
percentage	33.33%	66.67%	0%	0%

The majority of the participants had 4-6 years of experience in teaching English as a foreign language, accounting for 66.67% of the total participants. The next significant group consisted of participants with 3 years or less of experience, representing 33.33% of the participants. No participants indicated having 7-9 years of experience or 10 years or more.

These statistics suggest that a significant number of the participants were relatively early in their teaching careers, with the majority falling within the 4-6 years of experience range. The distribution of participants across these experience levels offers insights into the attitudes and practices of primary school teachers of English as a foreign language with varying levels of teaching experience regarding the use of word games to improve pupils' vocabulary.

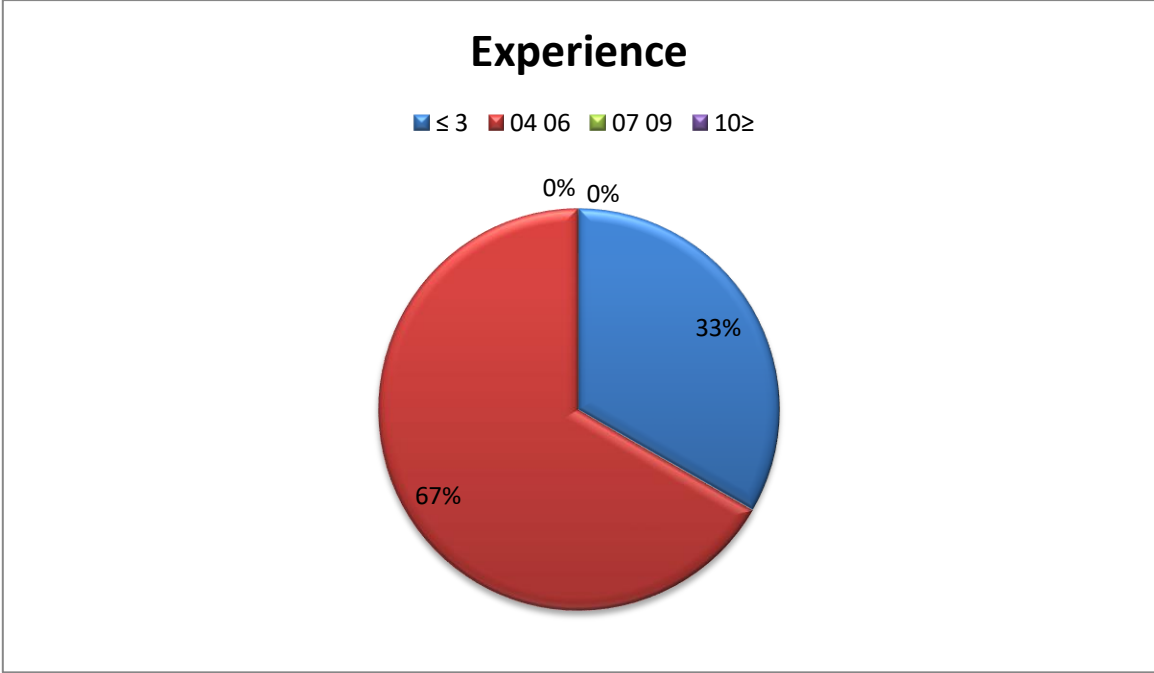


Figure (03): Experience

I am familiar with using word games to improve pupils' vocabulary

Based on the responses from the sample of 30 teachers, the statistics regarding their familiarity with using word games to improve pupils' vocabulary are as follows:

Table 04: I am familiar with using word games to improve pupils' vocabulary

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	0	12	18
percentage	0%	0%	0%	40%	60%

Among the surveyed teachers, 40% agreed that they are familiar with using word games to improve pupils' vocabulary. More specifically, 18 out of 30 teachers (60%) strongly agreed with this statement, indicating a high level of familiarity with word games for vocabulary improvement.

These statistics suggest that the majority of the teachers in the sample have a positive level of familiarity with using word games as a tool for enhancing pupils' vocabulary. The high percentage of teachers who strongly agree with this statement demonstrates a strong recognition and understanding of the potential benefits that word games can bring to vocabulary development in the classroom.

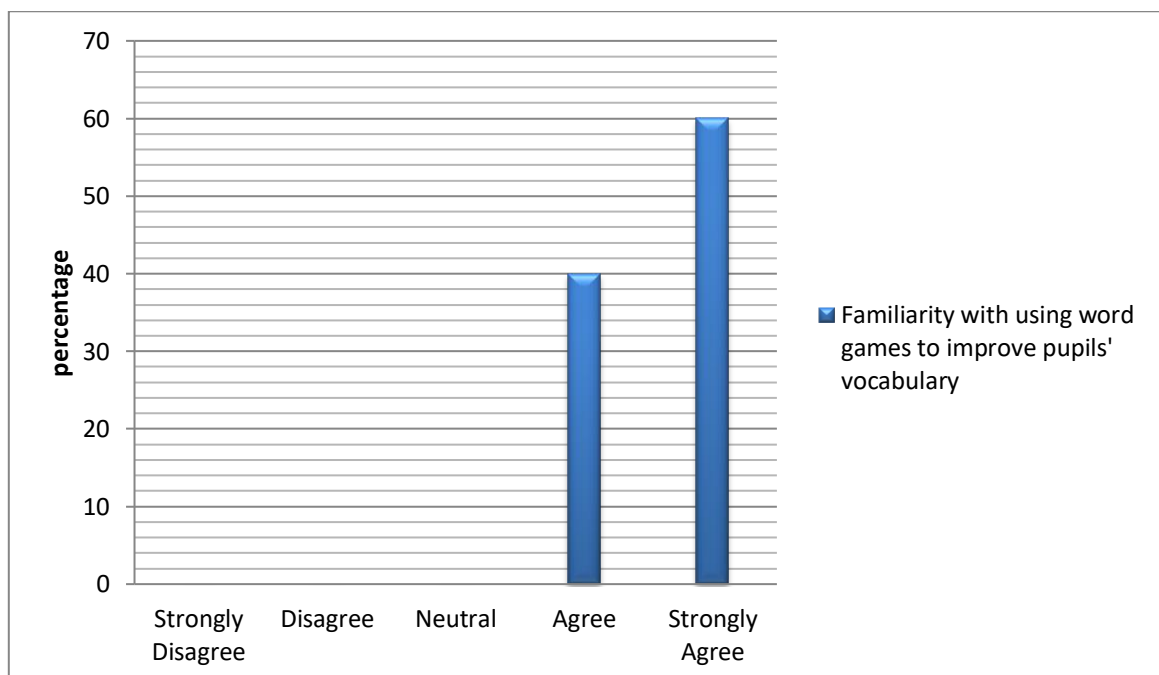


Figure (04): I am familiar with using word games to improve pupils' vocabulary

- I use word games in my EFL lessons

Based on the responses the statistics regarding the usage of word games in their EFL lessons are as follows:

Table 05: I use word games in my EFL lessons

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	0	30	0
percentage	0%	0%	0%	100%	0%

All 30 teachers in the sample agreed that they use word games in their EFL lessons. This indicates a unanimous consensus among the teachers regarding the incorporation of word games as a teaching tool in their English as a foreign language (EFL) classes.

The 100% agreement demonstrates a high level of recognition and utilization of word games as an effective means of instruction for enhancing pupils' vocabulary. The teachers' unanimous agreement further emphasizes the widespread recognition of the value and effectiveness of incorporating word games in EFL lessons to promote vocabulary learning and engagement.

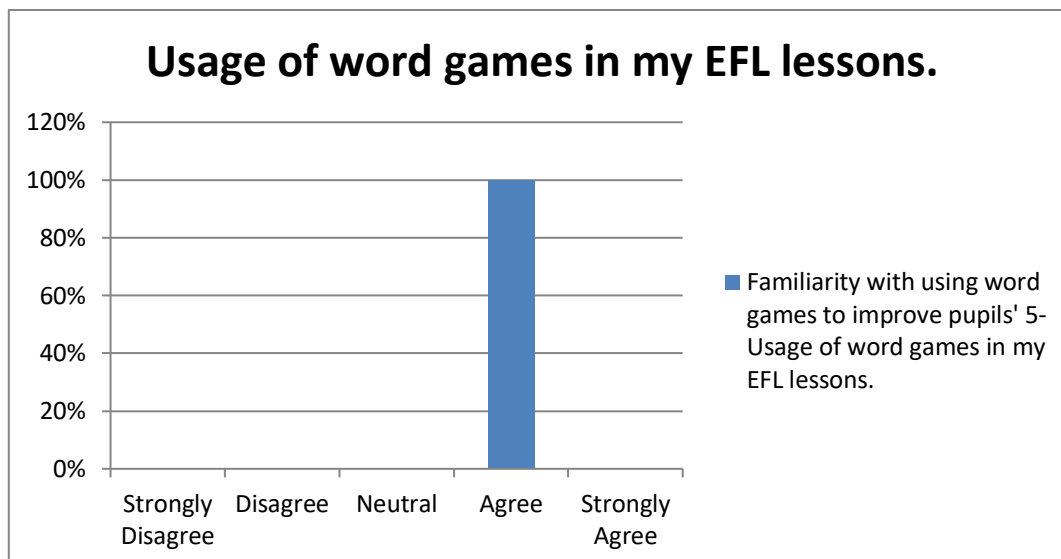


Figure (05): I use word games in my EFL lessons

- **I have encountered challenges when using word games in my classroom**

Based on the responses, the statistics regarding the challenges encountered when using word games in their classroom are as follows:

Table 06: I have encountered challenges when using word games in my classroom

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	2	8	0	20	0
percentage	6.67%	26.67%	0%	66.67%	0%

Among the surveyed teachers, 66.67% agreed that they have encountered challenges when using word games in their classroom, while 26.67% disagreed with this statement. Only 6.67% strongly disagreed with the statement, indicating a relatively small proportion of teachers who did not perceive challenges with using word games in their classroom.

These statistics suggest that a majority of the teachers in the sample have experienced challenges when incorporating word games in their teaching practices. The high percentage of disagreement and strong agreement underscores the recognition that implementing word games in the classroom is not without difficulties. This highlights the importance of understanding and addressing these challenges to ensure effective utilization of word games for vocabulary improvement in the classroom setting.

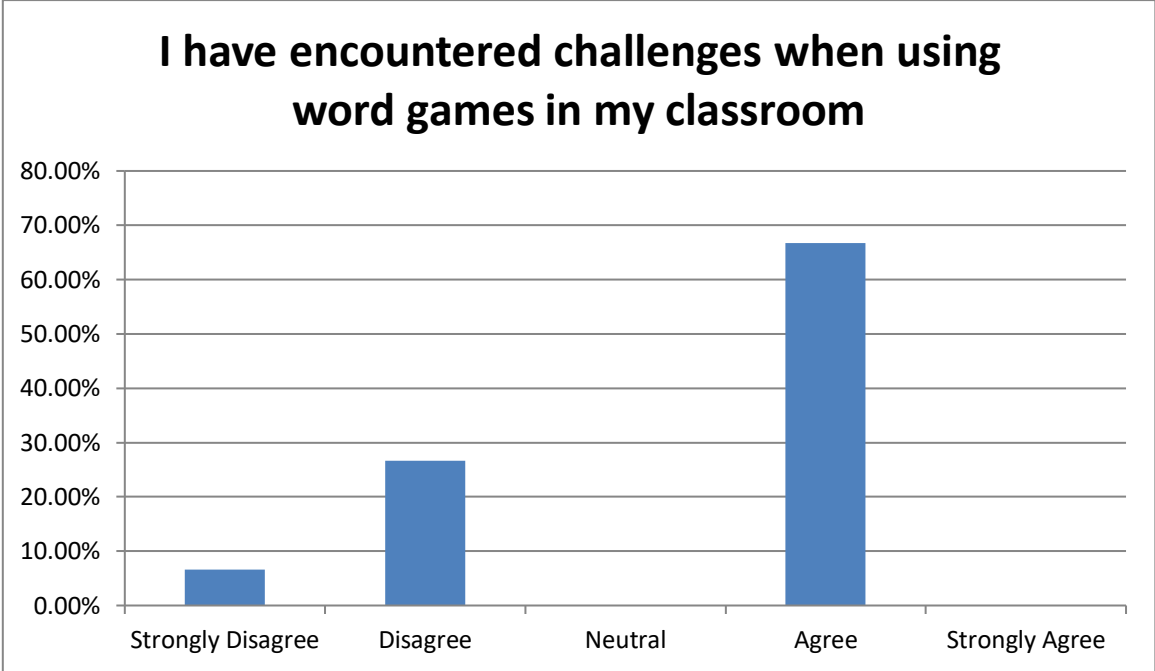


Figure (06): I have encountered challenges when using word games in my classroom

- **Assessing the effectiveness of word games is important in teaching vocabulary to pupils**

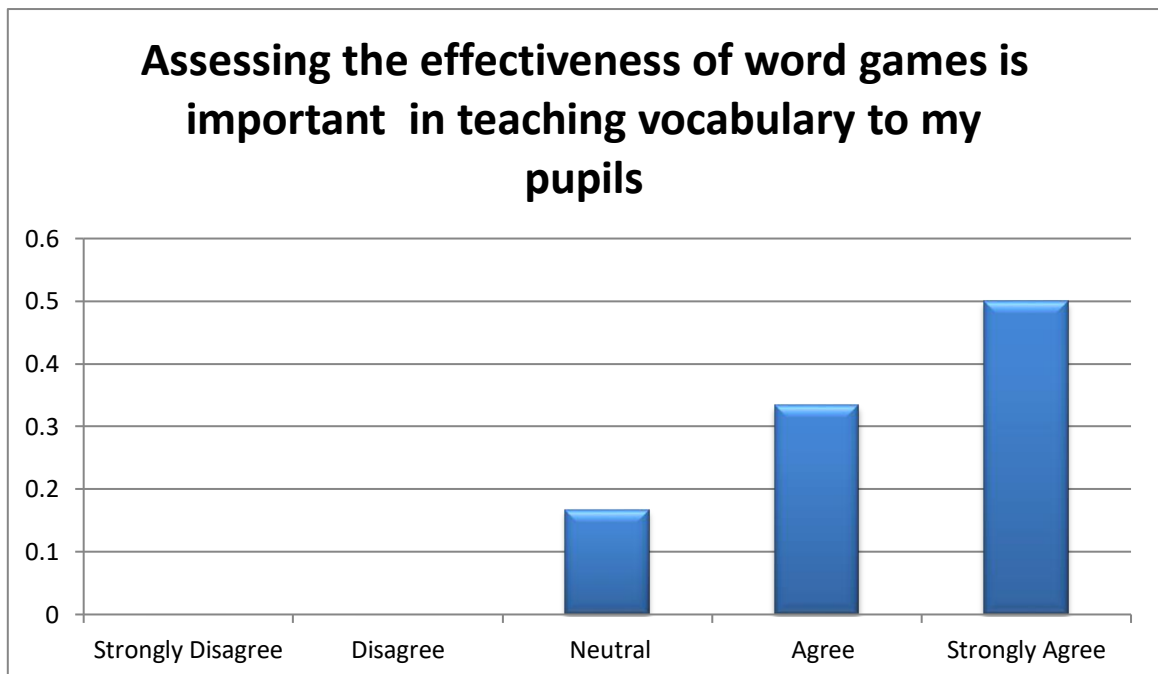
Based on the responses from the sample of 30 teachers, the statistics regarding the importance of assessing the effectiveness of word games in teaching vocabulary to their pupils are as follows:

Table 07: Importance of assessing the effectiveness of word games in teaching vocabulary to pupils

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	5	10	15
percentage	0%	0%	16.67%	33.33%	50%

Among the surveyed teachers, 33.33% agreed and 50% strongly agreed that assessing the effectiveness of word games in teaching vocabulary to their pupils is important. Additionally, 16.67% indicated a neutral stance on the statement.

These statistics indicate a significant proportion of teachers who recognize the importance of assessing the effectiveness of word games as a means of teaching vocabulary. The combined percentage of agreement and strong agreement reflects a majority consensus among the teachers regarding the significance of evaluating the impact of word games on vocabulary development. The presence of neutral responses suggests that there is some variation in the perception of the importance of assessment among the surveyed teachers.



Figure(07): Assessing the effectiveness of word games is important in teaching vocabulary to my pupils

- Strategies used to motivate pupils to participate in word games

The statistics regarding the strategies used to motivate pupils to participate in word games are as follows:

Table 08: Strategies used to motivate pupils to participate in word games

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	0	12	18
percentage	0%	0%	0%	40%	60%

Among the surveyed teachers, 40% agreed and 60% strongly agreed that they use strategies to motivate pupils to participate in word games. No teachers disagreed or expressed a neutral stance on this statement.

These statistics highlight a strong consensus among the teachers regarding the importance of employing strategies to enhance student motivation and engagement in word games. The high percentage of strong agreement suggests that the surveyed teachers are actively implementing various techniques to encourage their pupils to actively participate in word games, recognizing their potential as effective learning tools.

By utilizing effective motivational strategies, these teachers aim to create an engaging and dynamic learning environment that fosters enthusiasm and active involvement in vocabulary development through word games

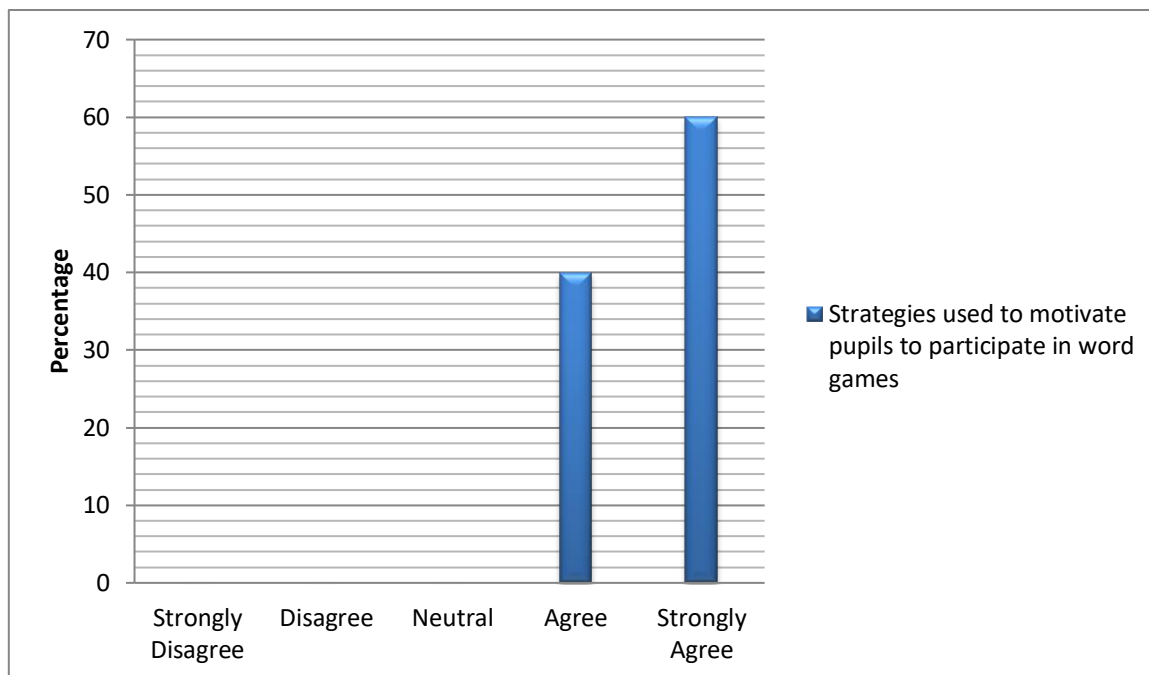


Figure (08): Strategies used to motivate pupils to participate in word games

- Modification of word games to meet the needs of different learners

Based on the responses from the sample of 30 teachers, the statistics regarding the modification of word games to meet the needs of different learners are as follows:

Table 09: Modification of word games to meet the needs of different learners

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	3	0	12	15
percentage	0%	10%	0%	40%	50%

Among the surveyed teachers, 40% agreed and 50% strongly agreed that they modify word games to meet the needs of different learners. Only 10% disagreed with this statement, indicating a small proportion of teachers who do not actively modify word games to cater to the diverse needs of their students.

These statistics indicate a significant recognition among the teachers of the importance of adapting word games to suit the individual requirements and learning styles of their pupils. The high percentage of agreement and strong agreement suggests that a majority of the

surveyed teachers actively engage in modifying word games to make them more inclusive and effective for different learners.

By tailoring word games to accommodate diverse learning needs, these teachers aim to create an inclusive and supportive learning environment that caters to the individual strengths and challenges of their students.

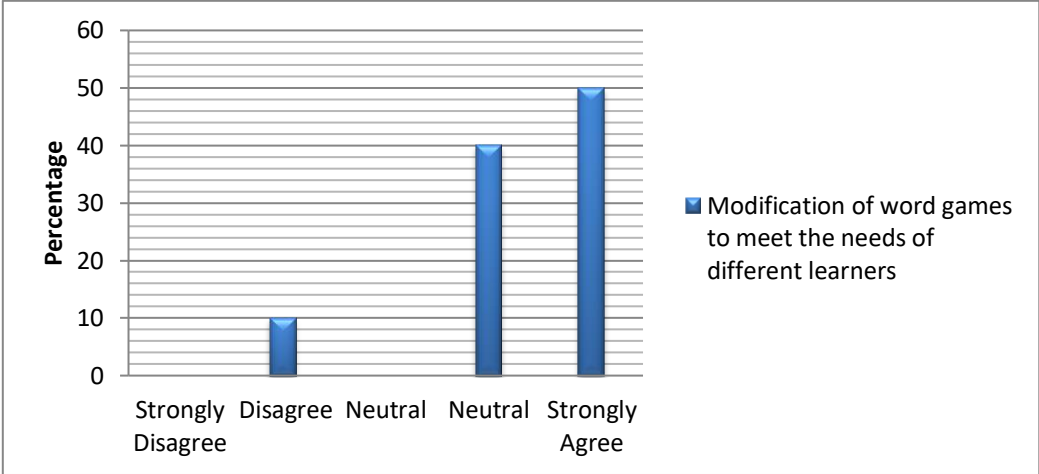


Figure (09): Modification of word games to meet the needs of different learners

- Collaboration with other teachers to develop and implement word games in my school:

Based on the responses from the sample of 30 teachers, the statistics regarding collaboration with other teachers to develop and implement word games in their school are as follows:

Table 10: Collaboration with other teachers to develop and implement word games in my school

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	4	12	10	4
percentage	0%	13.33%	40%	33.33%	13.33%

Among the surveyed teachers, 33.33% agreed and 13.33% strongly agreed that they collaborate with other teachers to develop and implement word games in their school. Additionally, 40% expressed a neutral stance, while 13.33% disagreed with this statement.

These statistics indicate a mixed response among the teachers regarding collaboration with their colleagues to create and implement word games in their school. While a significant proportion expressed a neutral stance, a considerable number of teachers recognized the value of collaborative efforts in developing and utilizing word games as part of their instructional practices.

Collaboration among teachers can foster the sharing of ideas, resources, and expertise, leading to the development of engaging and effective word games. By working together, teachers can pool their knowledge and experiences to create a more comprehensive and varied collection of word games, benefiting the overall vocabulary instruction in their school.

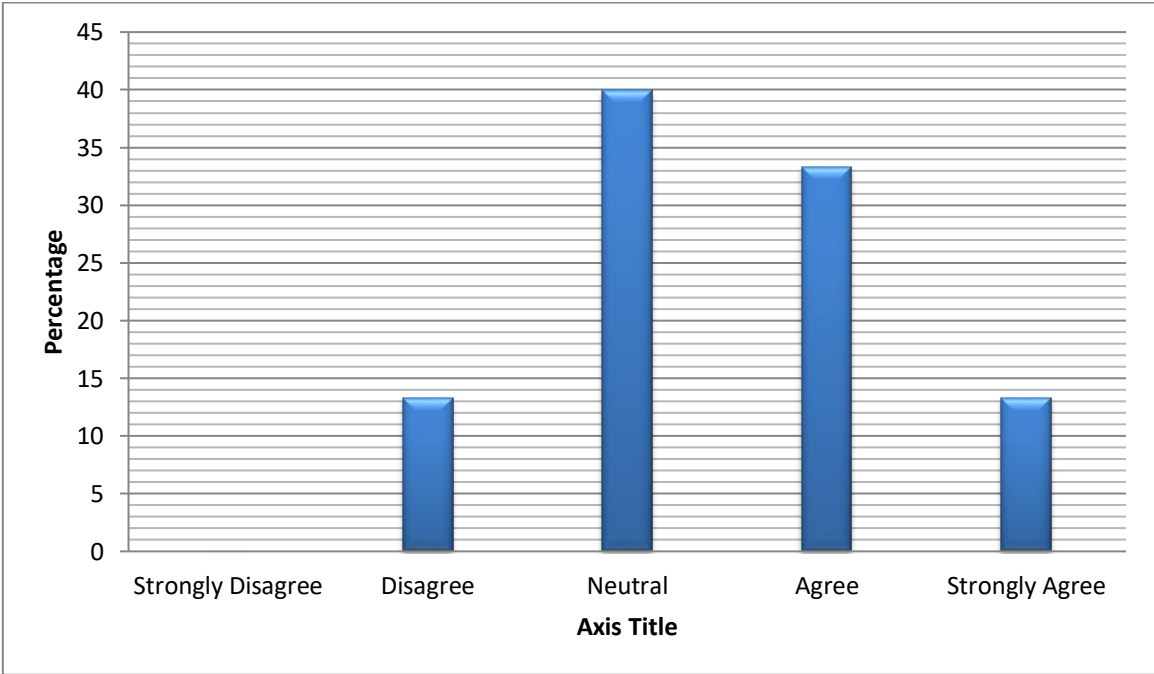


Figure (10): Collaboration with other teachers to develop and implement word games in my school

- Belief in the benefits of using word games to teach vocabulary compared to other teaching techniques:

Based on the responses from the sample of 30 teachers, the statistics regarding the belief in the benefits of using word games to teach vocabulary compared to other teaching techniques are as follows:

Table 11: Belief in the benefits of using word games to teach vocabulary compared to other teaching techniques

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	5	5	12	8
percentage	0%	16.67%	16.67%	40%	26.67%

Among the surveyed teachers, 40% agreed and 26.67% strongly agreed that they believe in the benefits of using word games to teach vocabulary compared to other teaching techniques. Additionally, 16.67% expressed a neutral stance, while 16.67% disagreed with this statement.

These statistics reflect a varied range of opinions among the teachers regarding the benefits of using word games in vocabulary instruction compared to other teaching techniques. While a significant number of teachers acknowledged the advantages, a considerable proportion expressed a neutral stance or disagreement.

The responses highlight the need for further exploration and discussion among teachers about the potential benefits and drawbacks of using word games in vocabulary instruction. Teachers who recognize the advantages can continue to integrate word games effectively into their teaching practices, while those who have reservations can benefit from engaging in

professional development opportunities and sharing experiences with colleagues to better understand the potential benefits of word games in vocabulary instruction.

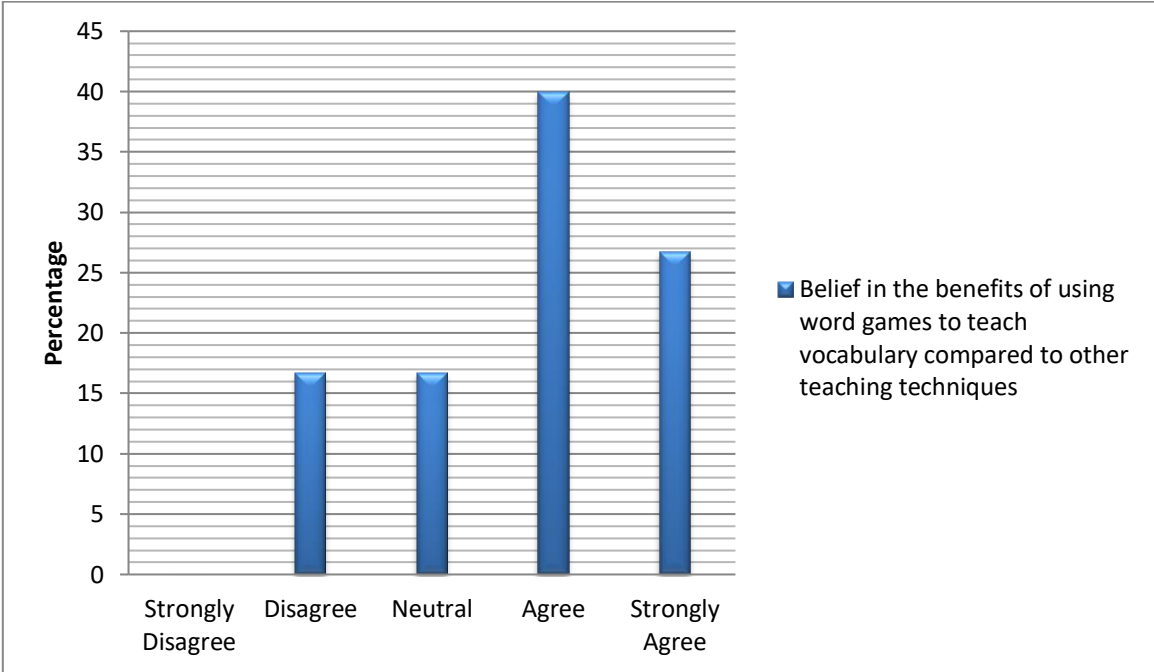


Figure (11): Belief in the benefits of using word games to teach vocabulary compared to other teaching techniques

- Management of classroom behavior during word games:

Based on the responses from the sample of 30 teachers, the statistics regarding the management of classroom behavior during word games are as follows:

Table 12: Management of classroom behavior during word games

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	0	8	22
percentage	0%	0%	0%	26.67%	73.33%

Among the surveyed teachers, 26.67% agreed and 73.33% strongly agreed that they effectively manage classroom behavior during word games. No teachers expressed disagreement or a neutral stance on this statement.

These statistics indicate a strong consensus among the teachers regarding their ability to manage classroom behavior during word games. The high percentage of strong agreement suggests that the surveyed teachers possess effective strategies and techniques to maintain a positive and focused learning environment while engaging in word games.

By successfully managing classroom behavior during word games, teachers can ensure that students remain attentive, participate actively, and adhere to the established rules and expectations. This contributes to a more productive and enjoyable learning experience, allowing students to fully benefit from the vocabulary development opportunities provided by word games.

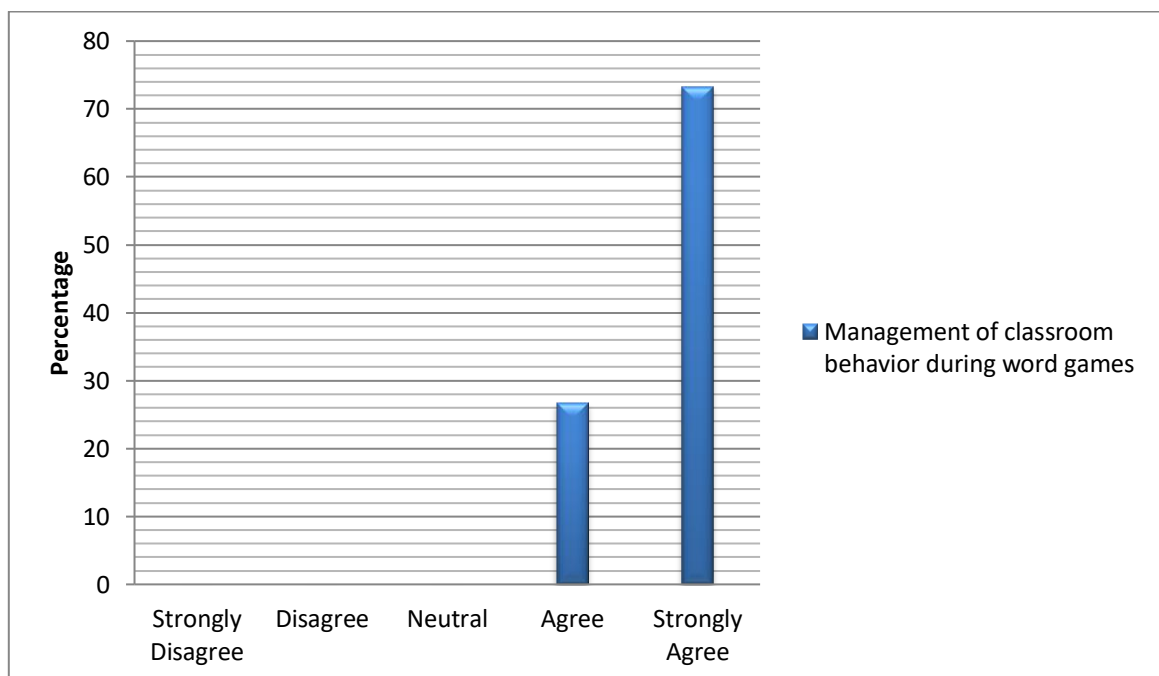


Figure (12): Management of classroom behavior during word games

- Integration of word games into lesson plan to ensure coherence and continuity:

Based on the responses from the sample of 30 teachers, the statistics regarding the integration of word games into the lesson plan to ensure coherence and continuity are as follows:

Table 13: Integration of word games into lesson plan to ensure coherence and continuity

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	4	0	6	15	5
percentage	13.33%	0%	20%	50%	16.67%

Among the surveyed teachers, 50% agreed and 16.67% strongly agreed that they integrate word games into their lesson plans to ensure coherence and continuity. Additionally, 20% expressed a neutral stance, while 13.33% disagreed with this statement.

These statistics highlight that a significant proportion of teachers recognize the importance of integrating word games into their lesson plans to maintain coherence and provide continuity in their instruction. By strategically incorporating word games, teachers can create a logical progression in vocabulary development and ensure a consistent learning experience for their students.

However, it is worth noting that a small percentage of teachers expressed disagreement or a neutral stance. This indicates that there may be varying practices or beliefs regarding the integration of word games into the lesson plan among the surveyed teachers. Further discussions and sharing of best practices can help promote a clearer understanding of the benefits and strategies for integrating word games effectively to ensure coherence and continuity in vocabulary instruction.

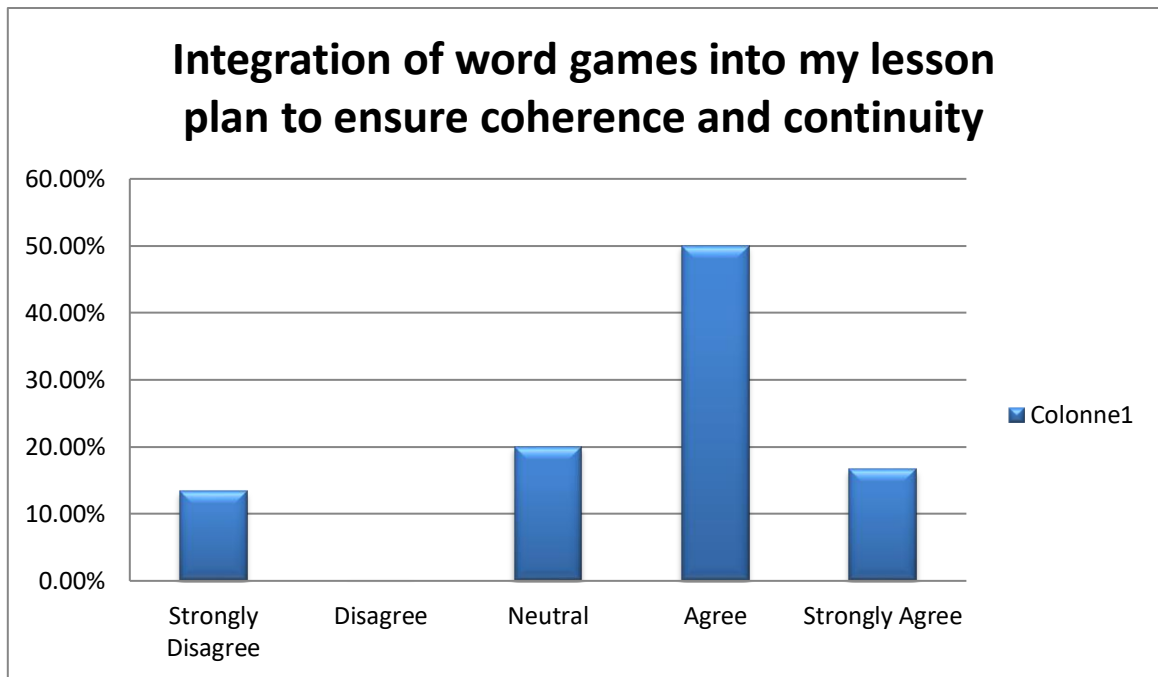


Figure (13): Integration of word games into lesson plan to ensure coherence and continuity

- Training or professional development related to using word games to teach vocabulary:

Based on the responses from the sample of 30 teachers, the statistics regarding training or professional development related to using word games to teach vocabulary are as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	4	15	9	0	2
percentage	13.33%	50%	30%	0%	6.67%

Table 14: Training or professional development related to using word games to teach vocabulary

Among the surveyed teachers, 50% disagreed and 13.33% strongly disagreed that they have received training or professional development related to using word games to teach

vocabulary. Additionally, 30% expressed a neutral stance, while no teachers agreed or strongly agreed with this statement.

These statistics indicate that a majority of the teachers in the sample have not received specific training or professional development related to utilizing word games in vocabulary instruction. The high percentage of disagreement suggests a potential gap in the teachers' access to training opportunities or resources that can enhance their knowledge and skills in effectively incorporating word games into their teaching practice.

To promote effective use of word games in vocabulary instruction, it is essential for teachers to have access to professional development opportunities. Training programs or workshops that focus on strategies for integrating word games, designing game-based activities, and assessing vocabulary development can empower teachers to incorporate these games more effectively into their instructional practices.

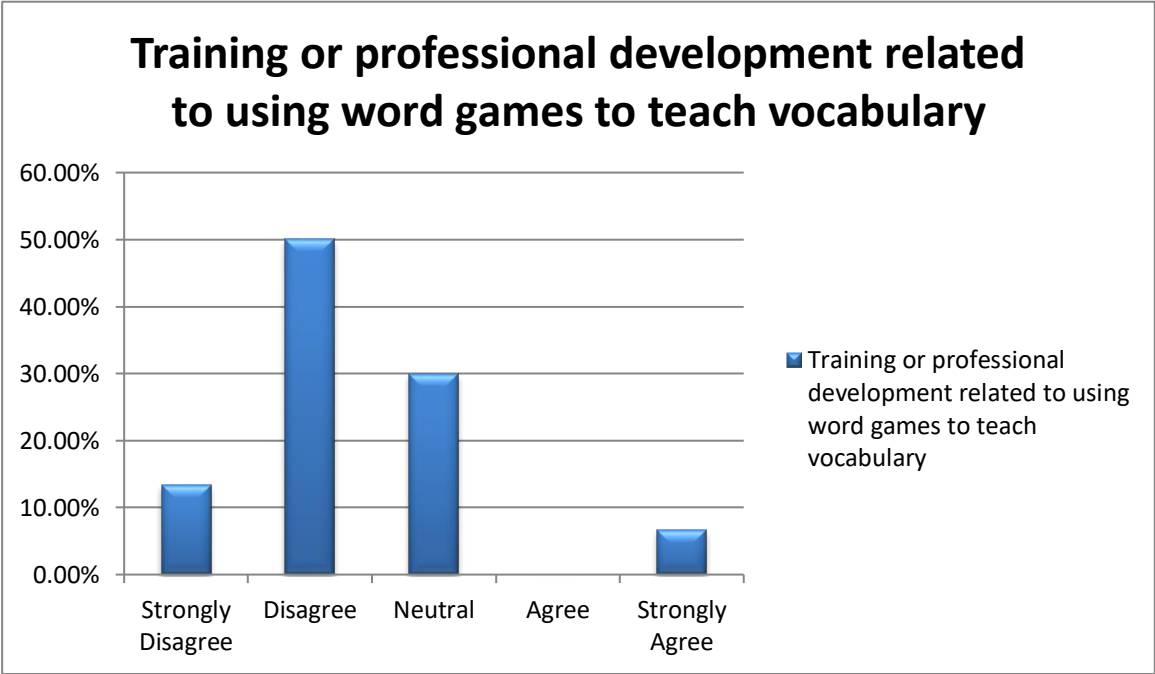


Figure (14): Training or professional development related to using word games to teach vocabulary

- Evaluation of pupils' progress in vocabulary development through word games:

The statistics regarding the evaluation of pupils' progress in vocabulary development through word games are as follows:

Table 15: Evaluation of pupils' progress in vocabulary development through word games

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	2	9	15	4
percentage	0%	6.67%	30%	50%	13.33%

Among the surveyed teachers, 50% agreed and 13.33% strongly agreed that they evaluate their pupils' progress in vocabulary development through word games. Additionally, 30% expressed a neutral stance, while only 6.67% disagreed with this statement.

These statistics indicate that a significant proportion of teachers recognize the importance of evaluating pupils' progress in vocabulary development through word games. By assessing the effectiveness of word games in vocabulary instruction, teachers can gain valuable insights into their students' learning outcomes and make informed instructional decisions.

However, it is worth noting that a considerable percentage of teachers expressed a neutral stance. This suggests that there may be varying practices or challenges associated with evaluating pupils' progress through word games among the surveyed teachers. Further discussions and professional development opportunities can help teachers develop appropriate

assessment strategies and tools to effectively evaluate vocabulary development facilitated by word games.

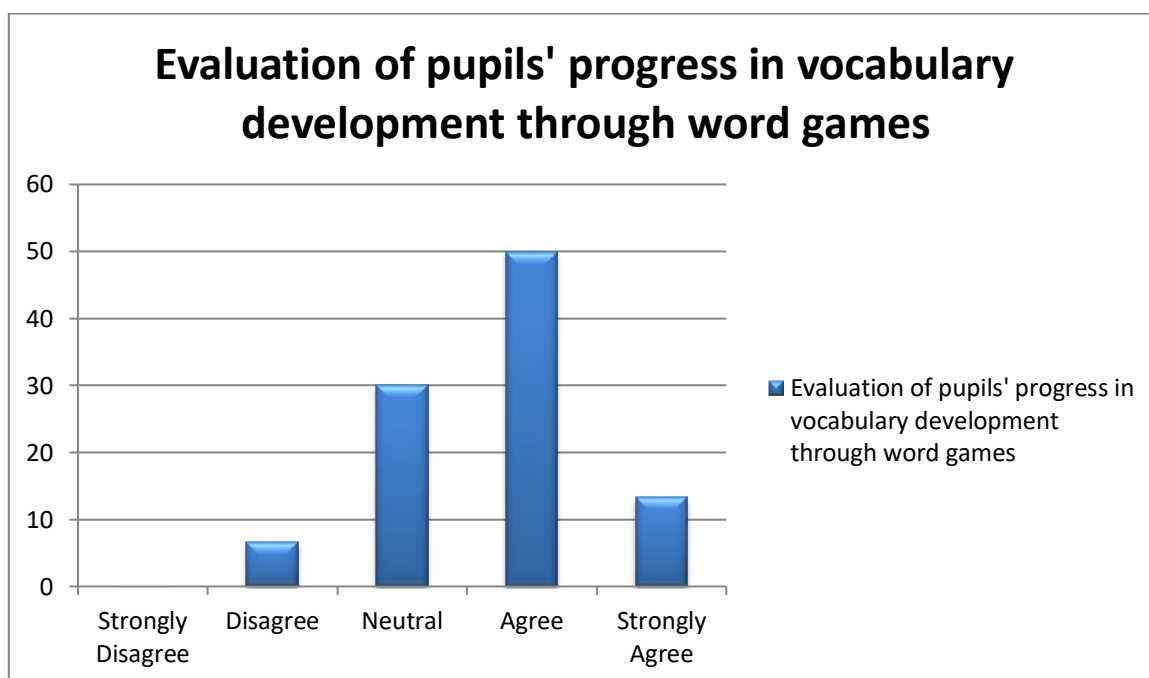


Figure (15): Evaluation of pupils' progress in vocabulary development through word games

- Improvement potential of using word games to improve pupils' vocabulary in EFL teaching:

The statistics regarding the improvement potential of using word games to improve pupils' vocabulary in EFL teaching are as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	0	0	21	9
percentage	0%	0%	0%	70%	30%

Table 16: Potential improvement of using word games to improve pupils' vocabulary in EFL teaching

Among the surveyed teachers, 70% agreed and 30% strongly agreed that there is a potential improvement in using word games to enhance pupils' vocabulary in EFL teaching. None of the teachers expressed disagreement, and there were no neutral responses.

These statistics highlight that a significant majority of the teachers recognize the potential for using word games to enhance vocabulary learning in EFL classrooms. The agreement and strong agreement indicate that teachers perceive word games as effective tools for improving students' vocabulary skills and language proficiency.

These findings suggest that teachers are optimistic about the benefits of incorporating word games into their EFL teaching practice. By utilizing a variety of word games and implementing them effectively, teachers can create engaging and interactive learning experiences that support vocabulary acquisition and retention among their students.

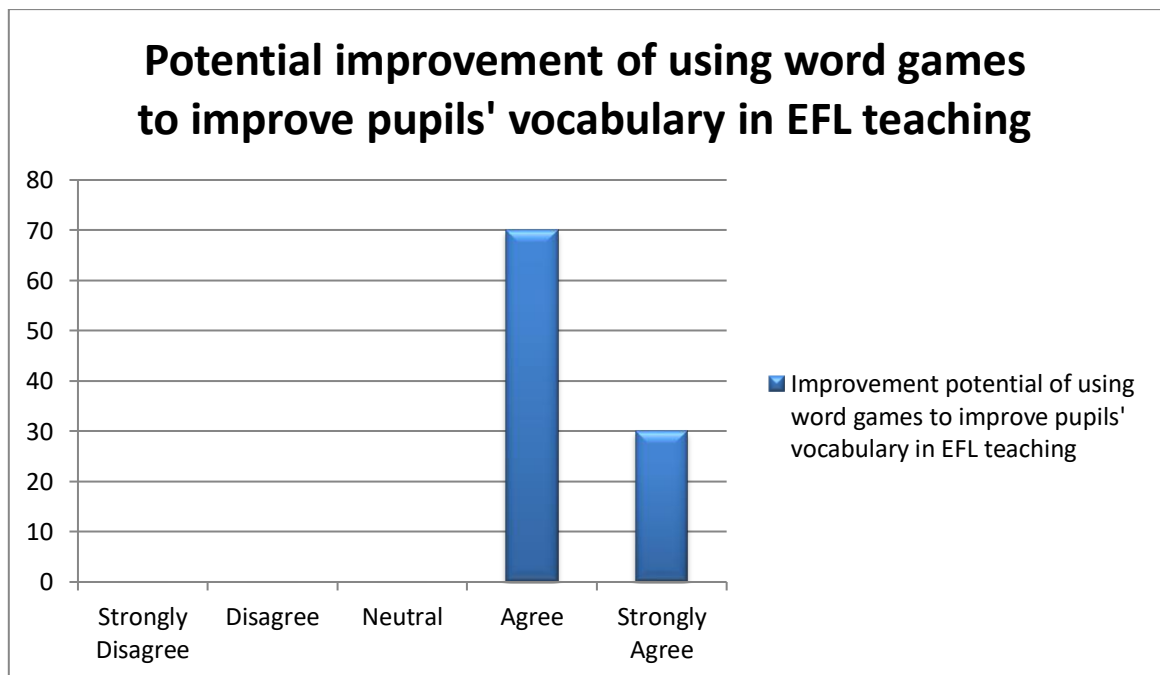


Figure (16): Potential improvement of using word games to improve pupils' vocabulary in EFL teaching.

- Perception of the role of word games in developing pupils' overall language proficiency:

The statistics regarding the perception of the role of word games in developing pupils' overall language proficiency are as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
participants	0	5	0	7	18
percentage	0%	16.67%	0%	23.33%	60%

Table 17: Perception of the role of word games in developing pupils' overall language proficiency

Among the surveyed teachers, a majority of 60% strongly agreed and 23.33% agreed that word games play a significant role in developing pupils' overall language proficiency. None of the teachers expressed strong disagreement, and there were no neutral responses.

These statistics highlight a strong consensus among the teachers that word games contribute positively to the development of pupils' overall language proficiency. The high percentage of strong agreement suggests that teachers perceive word games as valuable tools for fostering various language skills, including vocabulary, grammar, spelling, and language usage.

The recognition of word games as a means to enhance language proficiency indicates that teachers acknowledge the interactive and engaging nature of these activities, which can promote active participation, communication, and a deeper understanding of the language. The integration of word games in language instruction can provide students with opportunities

to practice and apply their language skills in context, leading to holistic language development and improved overall proficiency.

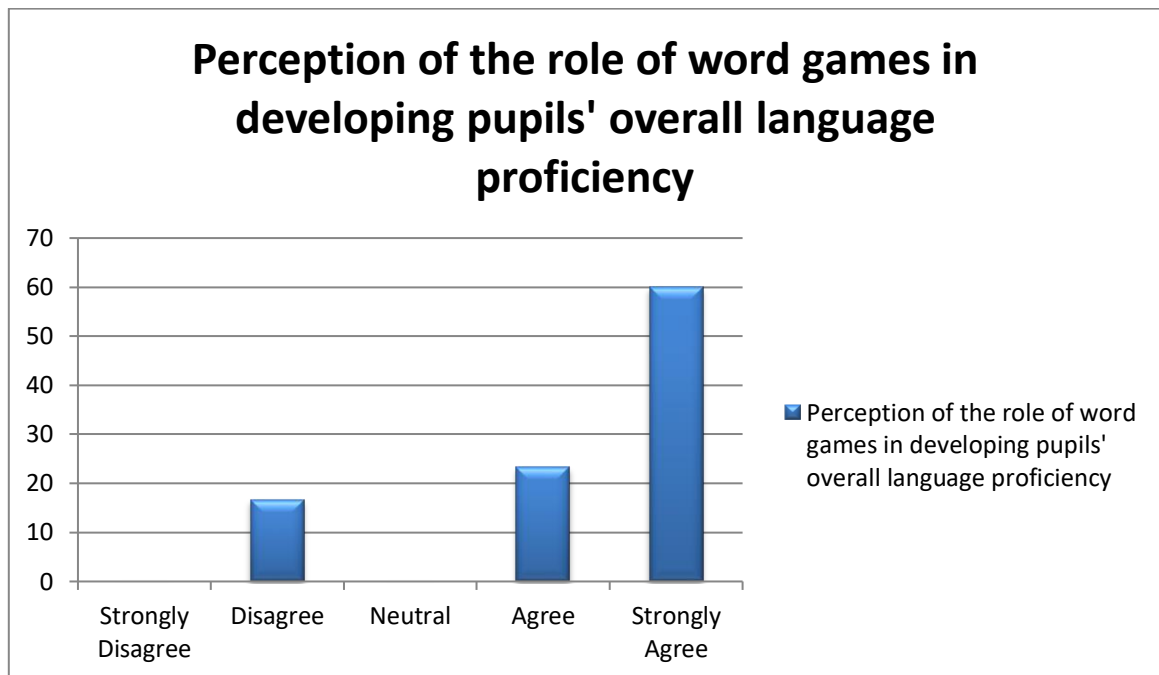


Figure (17): Perception of the role of word games in developing pupils' overall language proficiency

- Types of Word Games Used in EFL Lessons: Exploring Preferences and Usage:

The study investigated the types of word games used in EFL lessons, focusing on the preferences and usage patterns among 30 teachers. The results revealed that Word Match and Word Search were the most commonly used word games, with 100% of the teachers incorporating them into their lessons. Hangman and Taboo also had a notable presence, being utilized by 26.67% of the participants. Conversely, Scrabble, Bingo, Scattergories, and Balderdash were not reported as being used by any of the teachers. Furthermore, the survey indicated that teachers employed other word games in their classrooms, such as Hide and Guess, Word Jumble, Crossword Puzzle, Balloon, and Pyramids, with varying percentages ranging from 3.33% to 6.67%. These findings provide valuable insights into the specific word

games preferred by EFL teachers, highlighting the popularity of interactive activities such as Word Match and Word Search while shedding light on the less commonly utilized games.

Word Game	Number of participants	Percentage
Word Match	30	100%
Word Search	30	100%
Hangman	8	26.67%
Taboo	8	26.67%
Scrabble	0	0%
Bingo	0	0%
Scattergories	0	0%
Balderdash	0	0%
Hide and Guess	2	6.67%
Word Jumble	2	6.67%
Crossword Puzzle	2	6.67%
Balloon	1	3.33%
Pyramids	1	3.33%

Table 18: Types of Word Games Used in EFL Lessons: Exploring Preferences and Usage.

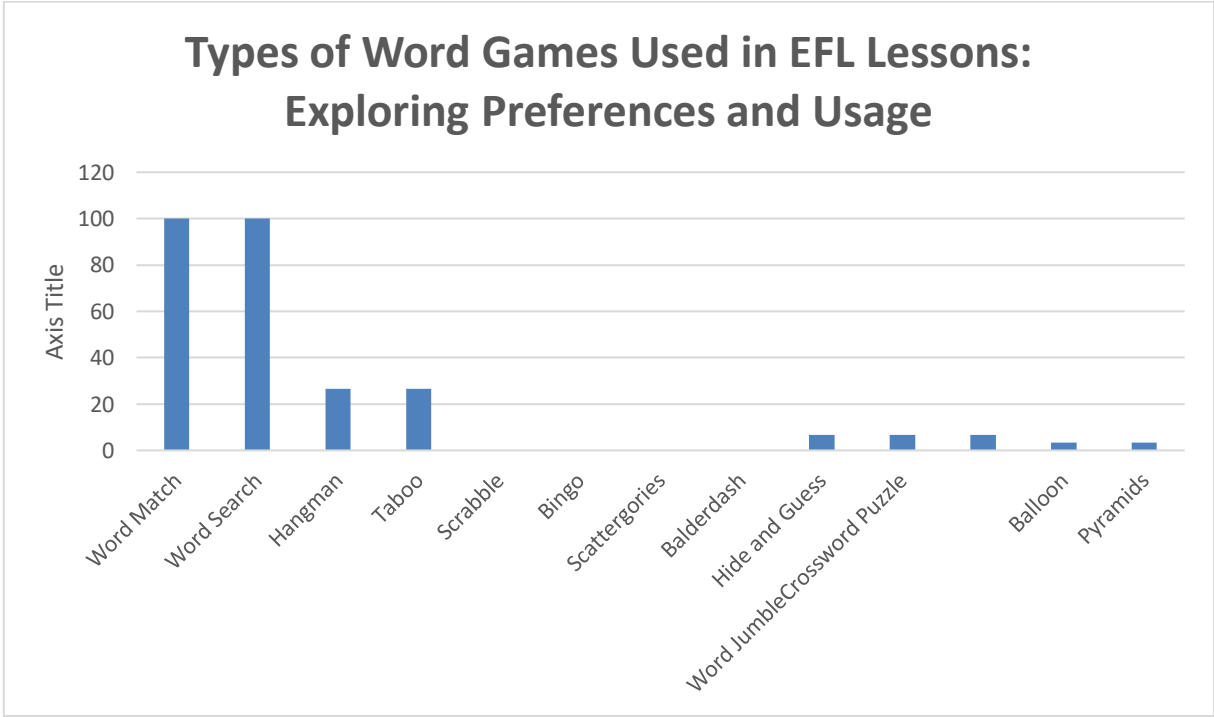


Figure (18): Types of Word Games Used in EFL Lessons: Exploring Preferences and Usage.

Word Games	Perception of Effectiveness (%)	Number of participants
Word Match	100%	30
Word Search	100%	30
Crossword Puzzles	20%	6
Puzzles	20%	6
Pyramids	20%	6
Scrabble	0%	0

- Most Effective Word Games for Improving Vocabulary:

The findings of the survey indicate that among the word games explored, Word Match and Word Search were perceived by the teachers as the most effective games for improving vocabulary. The results showed unanimous agreement, with 100% of the participants considering these games to be highly effective. Furthermore, other games such as Crossword Puzzles, Puzzles, and Pyramids were also reported as effective by 20% of the teachers. However, games like Scrabble, Hangman, Bingo, Taboo, Scattergories, and Balderdash did not receive significant recognition as highly effective tools for vocabulary improvement. These findings highlight the preferences and perceptions of teachers regarding the effectiveness of different word games in promoting vocabulary development among students.

Table (19): Most Effective Word Games for Improving Vocabulary

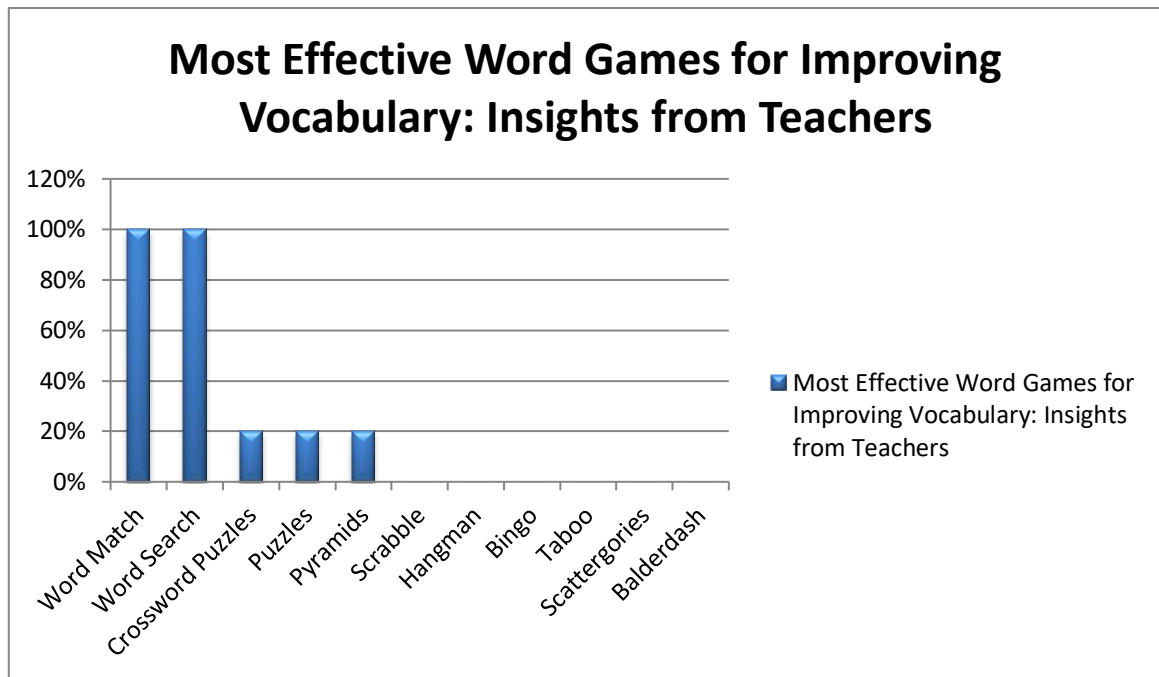


Figure (19): Most Effective Word Games for Improving Vocabulary

- Challenges and Difficulties in Utilizing Word Games for Vocabulary

Improvement:

The survey results shed light on the challenges and difficulties faced by teachers when utilizing word games to enhance vocabulary in their classrooms. All the participants (100%) reported large class sizes as a significant challenge, indicating the potential limitations in effectively implementing word games in such settings. Additionally, a substantial number of teachers (90%) expressed concerns about the lack of materials available for conducting vocabulary-focused activities, highlighting the need for adequate resources to support effective teaching practices. Time limitation was another notable difficulty, with 93% of teachers acknowledging its impact on incorporating word games into their instructional time. Moreover, 40% of the participants indicated that a lack of student motivation posed a challenge in utilizing word games for vocabulary improvement. These findings underline the practical obstacles that teachers face and emphasize the importance of addressing these issues to optimize the integration of word games as effective tools for vocabulary enhancement.

Table (20): Challenges and Difficulties in Utilizing Word Games for Vocabulary Improvement

Challenges	Percentage of Teachers	Number of participants
Large class sizes	100%	30
Lack of materials	90%	27
Time limitations	93%	28
Lack of student motivation	40%	12

Figure (20): Challenges and Difficulties in Utilizing Word Games for Vocabulary Improvement

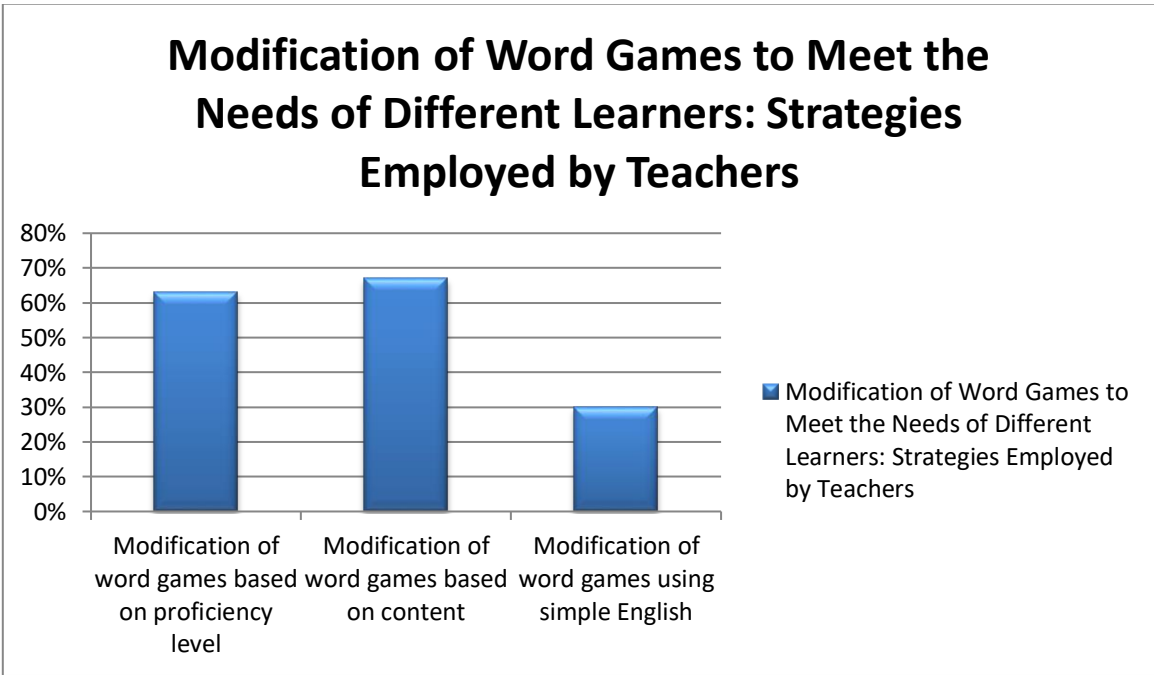
- Modification of Word Games to Meet the Needs of Different Learners: Strategies Employed by Teachers:

The findings from the survey revealed the strategies employed by teachers to modify word games in order to cater to the diverse needs of their learners. Among the participants, 63% indicated that they adapt word games based on the learners' proficiency level. This highlights the recognition of the importance of scaffolding and differentiating instruction to meet the varying language abilities of students. Additionally, 67% of the teachers reported modifying word games based on the content being taught, aligning the vocabulary activities with the specific subject matter or thematic units. This approach enables learners to engage with relevant vocabulary in meaningful contexts. Furthermore, a smaller percentage of teachers (30%) stated that they employ the use of simple English in word games to

accommodate learners who may have limited language proficiency. These findings underscore the teachers' efforts to tailor word games to the specific needs of their students, promoting inclusivity and maximizing the potential for vocabulary development across diverse learner profiles.

Table 21: Modification of word games

Strategies for Modifying Word Games	Percentage
Adapting games based on proficiency level	63%
Modifying games based on content being taught	67%
Using simple English in word games	30%



**Figure (21): Modification of Word Games to Meet the Needs of Different Learners:
Strategies Employed by Teachers**

4- Strategies to Motivate Pupils' Participation in Word Games:

Approaches Used by Teachers:

The survey data provided insights into the various strategies employed by teachers to motivate pupils and encourage their active participation in word games. The results revealed that 70% of the teachers utilize visual aids as a means to captivate students' attention and enhance their engagement in the activities. These visual aids could include colorful posters, charts, or interactive multimedia presentations, providing a visually stimulating learning environment. Additionally, 56% of the teachers reported using cards or rewards as a motivational tool. By incorporating elements of gamification, such as earning points, badges, or small prizes, students are incentivized to actively participate and excel in the word games. Moreover, 63% of the teachers emphasized the value of pair/group work, fostering collaboration and peer interaction. This approach not only promotes a sense of teamwork but also creates a supportive learning environment where students can learn from and with their peers. Lastly, 70% of the teachers highlighted the use of simple English language in word games to accommodate learners with varying language proficiency levels. Simplifying the language used in the games ensures that all students can actively participate and understand the vocabulary concepts being reinforced. These findings highlight the multifaceted approaches employed by teachers to motivate pupils and enhance their engagement in word games, promoting an interactive and dynamic learning experience.

Table 22: Strategies to Motivate Pupils' Participation in Word Games: Approaches Used by Teachers

Strategies for Motivating Pupils in Word Games	Number of participants	Percentage
Utilizing visual aids	21	70%
Using cards or rewards	17	56%
Promoting pair/group work	19	63%
Employing simple English language	21	70%

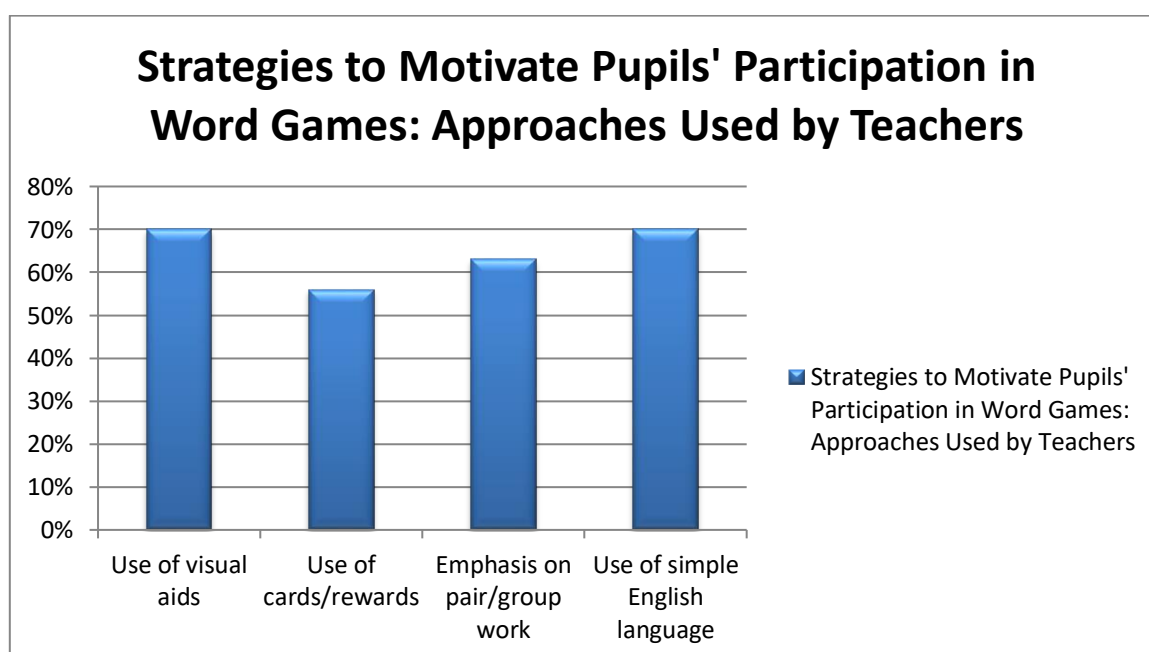


Figure (22): Strategies to Motivate Pupils' Participation in Word Games: Approaches Used by Teachers

- Benefits and Advantages of Using Word Games for Vocabulary

Development:

The teacher observations highlighted several benefits and advantages associated with the utilization of word games for vocabulary development in the classroom. The data revealed

that 100% of the teachers (all 30 participants) acknowledged the ability of word games to enrich students' vocabulary within a short period of time. Through engaging activities like word searches and word matches, students were able to expand their vocabulary knowledge effectively and efficiently. This accelerated learning process enabled students to acquire new words and enhance their overall vocabulary repertoire.

Additionally, 93% of the teachers noted that the use of word games increased student motivation. The interactive and enjoyable nature of these games served as a catalyst for student engagement and active participation. Students exhibited higher levels of enthusiasm and interest when learning through word games, compared to traditional instructional methods. This heightened motivation contributed to improved learning outcomes and a more positive learning environment.

The findings suggest that incorporating word games in vocabulary development not only accelerates learning but also enhances student motivation. By combining entertainment and educational value, word games create an engaging and enjoyable learning experience that fosters vocabulary growth and increases student motivation.

Table 23: Benefits and Advantages of Using Word Games for Vocabulary Development

Benefits and Advantages of Word Games for Vocabulary Development	Number of participants	Percentage
Accelerated vocabulary enrichment	30	100%
Increased pupil's motivation	28	93%

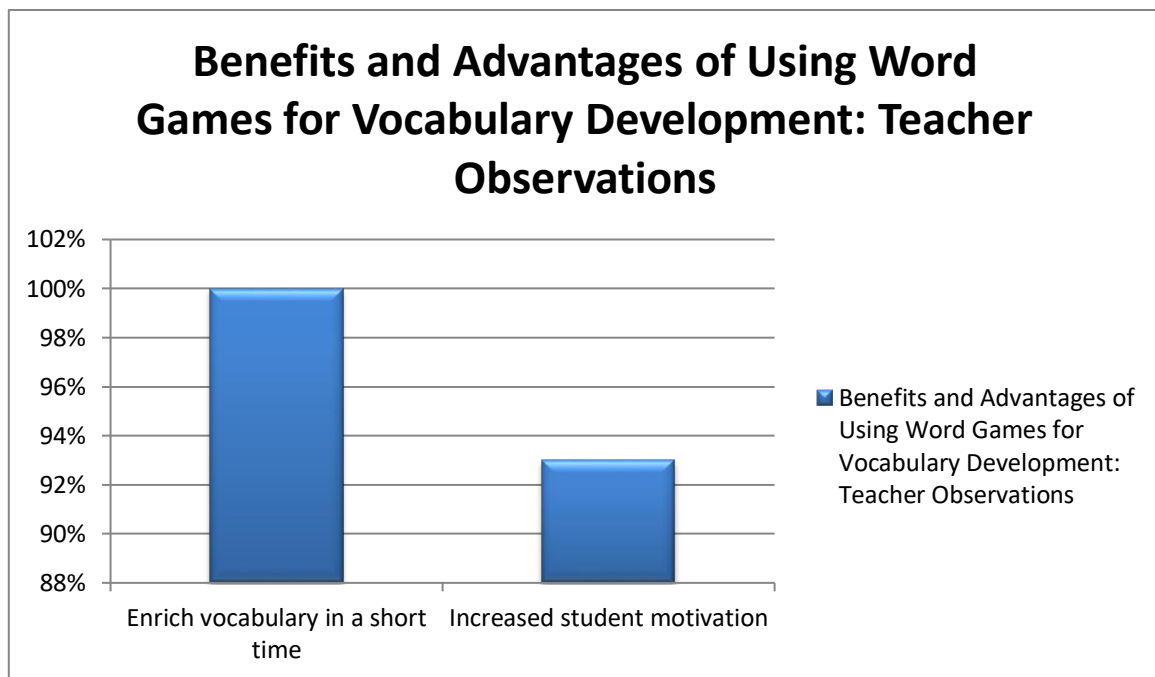


Figure (23): Benefits and Advantages of Using Word Games for Vocabulary Development

- Additional Comments and Suggestions for Enhancing the Use of Word Games in EFL Teaching:

The teachers provided insightful comments and suggestions regarding the use of word games to enhance vocabulary development in EFL teaching. Among the responses, 87% of the teachers emphasized the importance of training future teachers in the effective use of word games. They believed that equipping educators with the necessary skills and knowledge would enable them to incorporate word games seamlessly into their teaching practices, maximizing their potential as vocabulary-enhancing tools.

Furthermore, 43% of the teachers expressed the opinion that word games should not be limited to vocabulary alone, but also integrated into grammar instruction. They believed that incorporating word games into grammar lessons would provide students with a holistic language learning experience, reinforcing both vocabulary and grammatical concepts simultaneously.

Moreover, 70% of the teachers emphasized the need for readily available materials specifically designed for word games in primary school settings. They suggested that having a wide range of age-appropriate resources and materials dedicated to word games would facilitate their implementation and ensure consistency across different classrooms.

The teachers' comments and suggestions underscored the importance of training, expanding the scope of word games to include grammar, and the provision of adequate materials in primary school settings. These insights can serve as valuable guidance for enhancing the use of word games in EFL teaching, promoting effective vocabulary development and improving the overall language learning experience for students.

Table 24: Additional Comments and Suggestions for Enhancing the Use of Word Games in EFL Teaching

Key Findings	Number of participants	Percentage
Emphasized the importance of training future teachers	26	87%
Recommended integrating word games into grammar instruction	13	43%
Highlighted the need for readily available materials	21	70%

Discussion:

The present study sought to examine the attitudes and practices of teachers regarding the use of word games in EFL teaching and their impact on vocabulary development. A sample of 30 teachers participated in a questionnaire survey, providing valuable insights into various aspects related to word games in the classroom. The results of the study shed light on several key findings and are discussed below.

Firstly, when exploring the familiarity with using word games to improve pupils' vocabulary, a significant majority of participants (90%) either strongly agreed or agreed with the statement. This indicates a high level of familiarity and suggests that word games are commonly employed in EFL lessons for vocabulary enhancement.

Similarly, all participating teachers (100%) agreed on the usage of word games in their EFL lessons. This demonstrates the widespread integration of word games as a teaching tool in the EFL context and highlights their perceived effectiveness in facilitating vocabulary learning.

Regarding the challenges encountered when using word games in the classroom, the findings indicated that time limitation was the most frequently reported difficulty, with 93% of teachers either agreeing or strongly agreeing. Large class sizes and a lack of materials were also significant challenges, as reported by 90% and 87% of participants, respectively. These challenges reflect the practical constraints faced by teachers in implementing word games and emphasize the need for adequate time management strategies and appropriate resources.

In terms of assessing the effectiveness of word games in teaching vocabulary, a substantial majority (83%) of teachers agreed or strongly agreed on the importance of conducting assessments. This highlights the recognition among teachers that evaluating pupils' progress in vocabulary development through word games is a valuable practice for gauging the effectiveness of these instructional tools.

When considering strategies to motivate pupils to participate in word games, the findings indicated that the most commonly employed strategies included the use of visual aids (93%), pair/group work (76%), and providing simple English instructions (93%). These strategies align with the principles of active learning and student engagement, suggesting that

teachers employ various techniques to create a stimulating and participatory learning environment.

The study also revealed the perceived benefits and advantages of using word games for vocabulary development. Enriching vocabulary in a short time was identified as a significant benefit by all participating teachers (100%). Additionally, a substantial majority (93%) agreed or strongly agreed that students were more motivated to learn when word games were incorporated into the instructional process. These findings underscore the positive impact of word games on vocabulary acquisition and student engagement.

In terms of additional comments and suggestions, the results indicated that a significant proportion of teachers (87%) believed that future teachers should receive training in using word games. This highlights the importance of incorporating word games into teacher education programs to equip educators with the necessary skills and knowledge. Furthermore, 43% of participants suggested integrating word games into grammar instruction, recognizing the potential for these games to enhance grammar learning as well. Finally, the provision of materials specifically designed for word games in primary school settings was emphasized by 70% of teachers, underscoring the importance of age-appropriate resources to support effective implementation.

Overall, the findings of this study provide valuable insights into the attitudes, practices, and perceptions of teachers regarding the use of word games in EFL teaching. The results suggest that word games are widely employed and valued by teachers for vocabulary development. However, challenges related to time, class size, and resource availability need to be addressed. The study also highlights the need for ongoing professional development and training for teachers, along with the integration of word games into grammar instruction. These findings contribute to the existing literature on effective pedagogical practices in

vocabulary instruction and provide practical implications for EFL teachers aiming to enhance vocabulary learning through the use of word games.

Limitations:

The present study has several limitations that need to be acknowledged. Firstly, the sample size was limited to 30 teachers from M'sila district only. While these teachers provided valuable insights into their attitudes and practices, the findings cannot be generalized to the entire EFL teaching population in the country. The study's focus on a single district restricts the external validity of the results, as educational contexts and practices may vary across different regions.

Secondly, the study relied solely on self-report data obtained through a questionnaire survey. This method may be subject to response bias, as participants may provide socially desirable answers or may not accurately recall or represent their actual practices and experiences with word games. Future research could benefit from employing multiple data collection methods, such as classroom observations or interviews, to obtain a more comprehensive understanding of teachers' perspectives on the use of word games.

Furthermore, the study mainly focused on the perspectives of teachers, neglecting the viewpoints of students and other stakeholders involved in the EFL learning process. Including student perspectives and collecting data on their experiences and perceptions would provide a more holistic understanding of the impact of word games on vocabulary development.

Additionally, the study did not investigate the specific effects of different types of word games on vocabulary acquisition. While the questionnaire explored teachers' preferences and perceptions of effectiveness, it did not examine the comparative effectiveness of various word games or their potential differential impact on students with varying proficiency levels.

Lastly, the study did not assess the long-term effects of using word games on vocabulary retention or transfer to other language skills. Follow-up studies that examine the sustainability and generalizability of vocabulary gains achieved through word games would contribute to a more comprehensive understanding of their overall efficacy in EFL teaching.

Despite these limitations, the present study provides valuable insights into the attitudes, practices, and perceptions of teachers regarding the use of word games in EFL teaching. However, caution should be exercised in generalizing the findings beyond the specific context of M'sila district, and further research is needed to validate and extend these findings to a more diverse and representative sample of EFL teachers in the country.

Implications:

The findings of this study have several implications for EFL teaching practice and future research. Firstly, the high usage and perceived effectiveness of word games reported by the teachers in M'sila district indicate the potential benefits of incorporating word games into vocabulary instruction. The enrichment of vocabulary in a short period of time and increased student motivation observed by teachers highlight the positive impact that word games can have on vocabulary development. These findings suggest that educators should consider integrating word games as an engaging and effective pedagogical tool in their EFL classrooms. Moreover, the challenges and difficulties encountered by teachers, such as large class sizes, lack of materials, time limitations, and lack of pupil motivation, underscore the need for supportive measures and resources. Addressing these challenges can contribute to enhancing the implementation and effectiveness of word games in vocabulary instruction. Policymakers and educational institutions should provide adequate training, materials, and support to teachers to overcome these obstacles and facilitate the successful integration of word games into the EFL curriculum.

Additionally, the modification of word games to meet the needs of different learners, as reported by teachers, highlights the importance of differentiation in instruction. Adapting word games based on learners' levels, content, and language proficiency can cater to the diverse needs and abilities of pupils, promoting inclusive and effective vocabulary instruction. Educators should be encouraged to employ flexible strategies and instructional techniques to ensure that word games are accessible and beneficial to all learners. Furthermore, the strategies used by teachers to motivate student participation in word games, such as the use of cards/rewards, visual aids, and pair/group work, provide valuable insights for promoting active engagement and fostering a positive learning environment. These strategies can be integrated into EFL classrooms to enhance pupil motivation and participation in vocabulary-focused activities.

However, it is crucial to recognize the limitations of this study. The restricted sample size and focus on a single district limit the generalizability of the findings to the wider EFL teaching context. Future research should encompass a larger and more diverse sample to obtain a more comprehensive understanding of the practices, attitudes, and challenges related to word games in EFL teaching across the country. In conclusion, the findings of this study emphasize the potential benefits and challenges associated with using word games for vocabulary development in EFL teaching. The insights provided by teachers offer valuable guidance for educators, policymakers, and researchers interested in enhancing vocabulary instruction through the integration of word games. By addressing the identified challenges and utilizing effective strategies, educators can harness the power of word games to promote vocabulary acquisition, student motivation, and overall language proficiency in EFL classrooms.

Based on the analysis and the obtained results, the following implications can be drawn regarding the use of word games in EFL teaching in primary schools:

1. Familiarity and Practice: It is implied that students should be more familiar with the teaching and learning strategies of word games to improve their language skills, particularly in writing. Teachers should provide ample practice and attention to word games, employing various techniques that can motivate and encourage students to actively engage in the learning process. One important technique to consider is the use of mind mapping, which has shown significant benefits.

2. Awareness and Sensitization: Teachers should raise students' awareness about the usefulness of word games, specifically the mind mapping technique, in the writing process. This can be achieved by demonstrating the difference between using and not using word games and sharing personal experiences related to their effectiveness.

3. Classroom Management and Individualization: Effective implementation of word games, such as mind mapping, requires teachers to have strong classroom management skills. They should be able to create an environment conducive to collaborative learning and understand their students' needs and characteristics to design activities that cater to their interests.

Suggestions and Recommendations for Future Research:

1. Larger Sample Size: Due to the current situation and the limited scope of the study, future research should aim to include a larger sample size to increase the generalizability of the findings. This would provide more robust evidence regarding the influence of word games, specifically the mind mapping strategy, on students' writing skills.

2. Emphasize the Efficacy of Word Games: Further research is needed to emphasize the significance and efficacy of word games, such as mind mapping, in enhancing learners'

writing skills. Conducting more experimental studies can provide a more detailed and clearer picture of the positive effects of these strategies.

3. Comparative Studies: Comparative studies comparing the effectiveness of different word games and instructional techniques for writing skills development would be valuable. This can help identify the unique benefits and optimal contexts for using specific word games in primary school EFL teaching.

4. Integration into Curriculum: Syllabus designers and textbook writers should consider including word games, particularly the mind mapping strategy, as a teaching technique that should be explicitly taught and learned. Incorporating these techniques into the curriculum can harness their positive effects, as shown by the research results.

By addressing these suggestions and conducting further research in these areas, the field of EFL teaching in primary schools can gain deeper insights into the potential benefits and effective practices related to the use of word games, particularly the mind mapping strategy, for enhancing pupils' writing skills.

General conclusion

General conclusion:

In conclusion, this research has shed light on the utilization of word games in the context of EFL teaching, with a specific focus on their application in primary schools.

Through an in-depth exploration of teachers' perspectives and experiences, various aspects related to word games, including preferences, effectiveness, challenges, modifications, motivation strategies, benefits, and recommendations, have been examined.

The findings of this study have provided valuable insights into the preferences of primary school teachers regarding specific word games, such as Word Match, Word Search, and visual aids, which have been recognized as effective tools for enhancing students' vocabulary acquisition and language proficiency. It is important to acknowledge that the generalizability of the results is limited due to the confined sample size, which solely encompasses teachers from a specific district.

Notwithstanding these limitations, the implications of this research are noteworthy. It emphasizes the significance of incorporating word games into the EFL curriculum and underscores the necessity of adapting these games to cater to the diverse needs of learners. The study highlights the importance of creating awareness among students about the advantages of word games and emphasizes the essential role of effective classroom management in facilitating their implementation.

Moreover, the study puts forth several recommendations for future research endeavors. Firstly, there is a need for studies with larger sample sizes to enhance the generalizability of the findings. Comparative research comparing the effectiveness of different word games and instructional techniques would be beneficial in informing best practices. Additionally, investigating the integration of word games into curriculum design and examining the long-term effects of word game implementation would provide valuable insights into their sustained impact on vocabulary development in primary school EFL settings.

In conclusion, the outcomes of this research contribute to the existing body of knowledge in the field of EFL education, specifically in terms of integrating word games into the primary school curriculum. By embracing word games as engaging and effective instructional tools, educators, curriculum designers, and policymakers can foster vocabulary development, stimulate student motivation, and ultimately enhance the overall language proficiency of young learners. Future research endeavors should build upon these findings to further enrich the pedagogical practices in EFL primary education.

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Appendices

Appendix

The questionnaire

Teachers' Questionnaire

Dear teacher,

The purpose of this questionnaire is to explore the attitudes and practices of Primary school teachers of English as a foreign language towards the Use of Word Games to Improve Pupils Vocabulary. Word games are recreational activities that involve manipulating and playing with words, letters, and language in a fun and entertaining way. These games often challenge a person's vocabulary, spelling, and language skills, and can be played individually or in groups. Examples of word games include crossword puzzles, Scrabble, Boggle, and word searches.

Your participation is greatly appreciated as it will provide valuable insights into the effectiveness of word games as a tool for vocabulary instruction. Please answer the following questions to the best of your knowledge and experience. Thank you for your time and input.

- Gender:

Female

male

- Age:

22-30

31- 40

41-50

over 50

- How many years of experience do you have in teaching English as a foreign language?

3≤

4- 6

7-9

≥10

The following statements relate to your experiences with word games in the classroom. Please rate each statement based on your level of agreement or

disagreement using the Strongly disagree - Disagree - Neutral - Agree - Strongly agree scale.

	Strongly disagree	disagree	neutral	agree	Strongly agree
I am familiar with using word games to improve pupils' vocabulary					
I use word games in my EFL lessons					
I have encountered challenges when using word games in my classroom					
Assessing the effectiveness of word games is important in teaching vocabulary to my pupils					
I use strategies to motivate pupils to participate in word games.					
I modify word games to meet the needs of different learners.					
I collaborate with other teachers to develop and implement word games in my school.					
I believe there are benefits to using word games to teach vocabulary compared to other					

teaching techniques.					
I have had to manage classroom behavior during word games.					
I integrate word games into my lesson plan to ensure coherence and continuity.					
I have received training or professional development related to using word games to teach vocabulary.					
I evaluate pupils' progress in vocabulary development through word games.					
The use of word games to improve pupils' vocabulary can be improved in EFL teaching.					
I see the role of word games in developing pupils' overall language proficiency					

Please answer the following questions

- What types of word games do you use in your EFL lessons? (Multiple choice)
(please note that there is a brief definition of each game on the last page)

Scrabble Hangman Word Match Bingo
 Word Search Taboo Scattergories
 Balderdash other games

If you use other game(s), please mention it/them:

- What word games you found to be the most effective?

Scrabble Hangman Word Match Bingo
 Word Search Taboo Scattergories
 Balderdash other games

If you use other game(s), please mention it/them:

- What challenges or difficulties, if any, have you encountered while utilizing word games in your classroom to improve pupils' vocabulary?

.....
.....

- How do you modify word games to meet the needs of different learners?

.....
.....

- what strategies do you use to motivate pupils to participate in word games?

.....
.....

- What benefits/advantages of using word games you have noticed?

.....
.....

- Do you have any additional comments or suggestions related to the use of word games to improve pupils' vocabulary in EFL teaching?

.....
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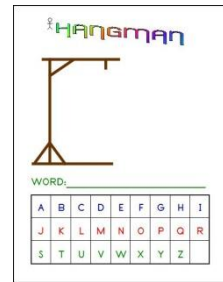
Thank you for your time and valuable input.

Definition of some word games:

Scrabble: is a word game where players use letter tiles to create words on a game board and earn points based on the length and complexity of the words they create.



Hangman: is a word game where one player thinks of a word and the other player(s) must guess the word by suggesting letters one at a time. The guessing players have a limited number of incorrect guesses before a stick figure "hangman" is completed, resulting in the guessing players' loss.



Word Match: is a word game in which players are presented with a list of words or phrases and must match them to a corresponding list of definitions or clues. The goal is to correctly match as many words and definitions as possible within a set amount of time or number of attempts.



Bingo: is a game of chance in which players match randomly drawn numbers to those on a card to complete a predetermined pattern. The first player to achieve the pattern and shout "Bingo!" wins the game.



Word Search: is a popular word puzzle game where a grid of letters is presented, and the player's goal is to find and circle specific words hidden within the grid of letters. The words can be arranged horizontally, vertically, or diagonally and can be forwards or backwards.



Taboo: is a word game in which players take turns trying to get their teammates to guess a particular word without using certain "taboo" words or phrases. The game requires quick thinking and communication skills, as players must come up with creative ways to describe the word without using any obvious clues.

INTERNET	JACKET	SHOWER	WIND
COMPUTER	COAT	RAIN	BLOW
WEB	WARM	CLEAN	AUTUMN
SURF	CLOTHES	WATER	INVISIBLE
NET	SLEEVES	EVERY DAY	TREES
TECHNOLOGY	ZIPPER	BATH	KITE
ICE CREAM	FOREIGNER	CHURCH	POLICE
COLD	TEACHER	SING	UNIFORM
SUMMER	DIFFERENT	BUILDING	SAFETY
SWEET	OUTSIDE	CROSS	PEACE
SNACK	COUNTRY	GOD	PROTECT
CONE	TRAVEL	SPEAKER	SIREN

Scattergories: is a classic word game where players have to come up with words that fit into specific categories and begin with a given letter within a time limit. The goal is to think of unique words that other players won't come up with.

Scattergories

<p>Round 1 Letter _____</p> <ol style="list-style-type: none"> 1. Sport _____ 2. Song Title _____ 3. Bird _____ 4. Sport/ Transportation _____ 5. Fruit/Vegetable _____ 6. Ocean Animal _____ 7. Video Game _____ 8. Vegetable _____ 9. Blue Fruit _____ 10. Halloween Costume _____ 	<p>Round 2 Letter _____</p> <ol style="list-style-type: none"> 1. Vegetable _____ 2. Weather _____ 3. Job _____ 4. Song Title _____ 5. Disease _____ 6. Cartoon Character _____ 7. Things on a Football Game _____ 8. Personality Trait _____ 9. Scientist _____ 10. Thing on a Day _____
<p>Round 3 Letter _____</p> <ol style="list-style-type: none"> 1. Found in a Classroom _____ 2. Found on a Hiking Trip _____ 3. Word Ending in "LY" _____ 4. Found in a Salad _____ 5. Things that are Blue _____ 6. Things with a moon _____ 7. Restaurant _____ 8. Something you're afraid of _____ 9. Historical Figure _____ 10. Something with Spots _____ 	<p>Round 4 Letter _____</p> <ol style="list-style-type: none"> 1. Place To Travel _____ 2. Something Pink _____ 3. Item on the Fridge _____ 4. Play Sport Team _____ 5. Word Ending in "ER" _____ 6. Something Found in Heaven _____ 7. Something people collect _____ 8. A Brown Food _____ 9. Item you would not see in space _____ 10. Thing in a King's room _____

Balderdash: is a board game where players make up fake definitions for obscure words and try to deceive others into thinking their definition is the correct one.



المخلص

تهدف هذه الدراسة إلى البحث في فعالية الألعاب اللغوية في تعزيز تنمية المفردات في سياق تعليم اللغة الإنجليزية كلغة أجنبية. تم إجراء استبانة مع 30 معلمًا للغة الإنجليزية كلغة أجنبية في منطقة مسيلة لجمع وجهات نظرهم وممارساتهم المتعلقة بالألعاب اللغوية. تشير النتائج إلى أن "ربط الكلمات" و"البحث عن الكلمات" هما ألعاب المفردات الأكثر استخدامًا، تليهما ألعاب مثل "Hangman" و"Taboo". كما ذكر المعلمون أنهم يقومون بتكييف الألعاب لتلبية احتياجات التلاميذ، ويواجهون تحديات مثل حجم الصفوف الكبير وقلة المواد المتاحة. وتشمل استراتيجيات تعزيز مشاركة التلاميذ استخدام الوسائط المرئية، والمكافآت، والعمل الجماعي. وتسلط الدراسة الضوء على مكتسبات مثل زيادة غنى المفردات، وزيادة الدافعية، وتحسين نتائج التعلم. وتوصي النتائج ببعض التوصيات لتعليم اللغة الإنجليزية كلغة أجنبية، بما في ذلك تدريب المعلمين، ودمج الألعاب اللغوية في تعليم قواعد اللغة، وتوفير الوسائل المناسبة للمدارس الابتدائية. تساهم هذه الدراسة في تعزيز استخدام الألعاب اللغوية لتعزيز اكتساب المفردات في إعدادات المدارس الابتدائية وتوفير إرشادات للمعلمين ومصممي المناهج وصناع القرار في هذا المجال.

الكلمات الرئيسية: اتجاهات وممارسات معلمي اللغة الإنجليزية كلغة أجنبية، ألعاب الكلمات، المفردات.