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THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY.

THE CASE OF SECOND YEAR MIDDLE SCHOOL PUPILS

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Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Aiza Wafiya.

Kabli Nassima.

Hadj Alim Abla.

DEDICATION

To my great father El-Hadj, I'm super proud to be your daughter. No words written can express my love.

To my mother Amina. I will always be grateful to you for showing me the beauty of the world when I was feeling down and discouraged. I love you with all my heart .

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Abstract

One of the aspects of learning any language is the acquisition of vocabulary. Taking the English language as an example, among the effective ways of teaching vocabulary to young learners is by using games. Accordingly, the present study "The Effectiveness of Using Games in Teaching Vocabulary" aims at drawing the relationship between language games and vocabulary improvements and also to show the importance of relaxed atmosphere in EFL classes. To set up the research, a mixed-method approach is used and collected data from research instruments is examined both qualitatively and quantitatively. The data was gathered by a questionnaire designed for second year English students at Amir AbdelKader middle school "Bousmail Tipaza" and an interview addressed to EFL teachers at the same school. The findings significantly reveal that language games in English language lessons, specifically focusing on vocabulary acquisition, helped to increase learners' motivation to learn vocabulary. Thus, using language games is effective during lessons as the games attracted them to the learning process.

Keywords: effectiveness, language games, vocabulary, young learners

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Résumé

L'un des aspects de l'apprentissage de la langue cible pour les apprenants de langue anglaise est l'acquisition du vocabulaire. L'utilisation de jeux est l'un des moyens efficaces d'enseigner le vocabulaire aux jeunes apprenants. En conséquence, la présente étude "L'efficacité de l'utilisation des jeux dans l'enseignement du vocabulaire" vise à établir la relation entre les jeux de langage et les améliorations du vocabulaire et également à montrer l'importance d'une atmosphère détendue dans les cours d'EFL. Pour mettre en place la recherche, une approche à méthodes mixtes est utilisée et les données collectées à partir d'instruments de recherche sont examinées à la fois qualitativement et quantitativement. Les données ont été recueillies par un questionnaire destiné aux élèves de deuxième année d'anglais du collège Amir AbdelKader « Bousmail Tipaza » et un entretien adressé aux enseignants EFL de la même école. Les résultats révèlent de manière significative que les jeux linguistiques dans les cours d'anglais, axés spécifiquement sur l'acquisition de vocabulaire, ont contribué à accroître la motivation des apprenants à apprendre le vocabulaire. Ainsi, l'utilisation de jeux de langage est efficace pendant les cours car les jeux les ont attirés dans le processus d'apprentissage.

Mots-clés : jeunes apprenants, jeux de langage, motivation, vocabulaire

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ملخص

أحد جوانب تعلم اللغة المستهدفة لمتعلمي اللغة الإنجليزية هو اكتساب المفردات. من بين الطرق الفعالة لتعليم المفردات للمتعلمين الصغار استخدام الألعاب. وعليه ، فإن الدراسة الحالية "فعالية استخدام الألعاب في تدريس المفردات" تهدف إلى رسم العلاقة بين الألعاب اللغوية وتحسين المفردات وأيضًا إظهار أهمية الجو المريح في فصول اللغة الإنجليزية كلغة أجنبية. لإعداد البحث ، يتم استخدام نهج مختلط ويتم فحص البيانات التي تم جمعها من أدوات البحث من حيث النوعية والكمية. تم جمع البيانات من خلال استبيان مصمم لطلاب السنة الثانية من اللغة الإنجليزية في مدرسة أمير عبد القادر الإعدادية "بواسماعيل تيبازة" ومقابلة موجهة إلى معلمي اللغة الإنجليزية كلغة أجنبية في نفس المدرسة. تكشف النتائج بشكل كبير أن الألعاب اللغوية في دروس اللغة الإنجليزية ، التي تركز بشكل خاص على اكتساب المفردات ، ساعدت في زيادة حافز المتعلمين لتعلم المفردات. وبالتالي ، فإن استخدام الألعاب اللغوية فعال أثناء الدروس حيث أن الألعاب جذبتهم إلى عملية التعلم

الكلمات المفتاحية : الألعاب اللغوية ، التحفيز, المتعلمين الصغار, المفردات

List of Acronyms

EFL : English as a foreign language

ELT : English Language Teaching

FLC : Foreign Language Class

VLSs : Vocabulary Learning Strategies

L1 : First language

L2 : Second language

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General Introduction

English has become the worldwide second language for all the nations around the world. EFL students in Algeria receive seven years of formal English language instruction; four years in middle schools and three years in the secondary schools. However, they usually feel bored and tired from passing hours and hours trying to learn new vocabulary without changing their passive learning habits such as using dictionaries, or learning by heart lists of words and their meanings in Arabic without even knowing what they really mean. As a result, they face serious problems in terms of remembering and using the words.

In fact, there are many components in English learning such as; listening, speaking, reading, writing, grammar, vocabulary, etc. But, Vocabulary is one of the important aspects in language teaching and learning. Therefore, it is crucial for learner of English to know a sufficient amount of words and how to use them. This increasing importance in learning English led people to design and apply new techniques in teaching. That is why teachers are constantly looking for new motivational methods or techniques to implement in their classes in order to facilitate learning for learners. One method that can be very useful for improving vocabulary which is using games.

Using games in the process of language teaching-learning is not restricted for any language level; it helps all students to feel comfortable and more confident in acquiring a new language. However, this technique is much more applicable and beneficent with young learners. Using games in teaching vocabulary increase the motivation of EFL learners to learn the language. Using games may put the learners in situations of practicing and exploring language.

Chapter One:

Introduction

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1.1. Introduction

This research was conducted in order to determine the Effectiveness of Using Language Games in Teaching Vocabulary, for second year middle school pupils in Algeria. This introductory chapter will present the background of the study, the statement of the problems, the aim of the study, the rationale of the study, the research questions, the hypothesis, the research methodology and tools, the definitions of the key terminology and the structure of the study.

1.2. Background of the Study

As many countries in the world, Algeria has been programming the English language Education at formal institutions because it seems to be a key to get into international technology and other developments. Nowadays, English plays an important role over the world. But in fact, the students are still unable to use it. However, English learners understand structure and grammar very much but they are not able to use it in their life, since they know it by heart.

The Teaching failure is caused by many factors, such as the lack of communication between students and teachers, and the student's lack the spirit and motivation to learn English. So, it is the time for the teacher to change the methods and techniques on English teaching.

There are many components in English learning such as; listening, speaking, reading, writing, grammar, vocabulary, etc. Vocabulary is one of the important aspects in language teaching and learning, besides grammar and pronunciation.

Learning vocabulary is so essential to learn a language. In the teaching – learning process, English as a Foreign Language (EFL) students need to learn as much vocabulary as they can in order to be able to communicate easily. The importance that vocabulary has in improving a language makes researchers look for the easiest ways to enrich learners" vocabulary. In this case, by trying to overcome the problems in teaching and learning vocabulary one method that can be very useful for improving vocabulary which is using games.

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Games are able to put vocabulary in practice because they are fun, and all learners like playing, also games enrich students' motivation in learning new vocabulary. Games are suggested and agreed on by many researchers as one effective method to be implemented in vocabulary lessons since it makes the lesson more interesting.

1.3.Statement of the Problem

Teaching vocabulary plays an important role in language acquisition because it is one of the components of language skills: speaking, listening, reading and writing.

Middle school teachers use some methods and strategies in teaching vocabulary such as repetition and memorization which are traditional techniques that make learners get bored and lose focus easily, thus teachers are seeking to adopt new motivational techniques in order to facilitate teaching and learning vocabulary like: songs and games, this later has a special role in language learning particularly for young learners. More and more, teachers know that teaching English vocabulary through games grasps the learners' attention and bring joy to the classroom, but they should know how to use them in a productive way. As many teachers, Algerian instructors attempt to use this technique, so to which extent can they apply it in middle school? What are the problems which can face them? And how can teachers overcome these problems?

1.4.Rationale of the Study

Many studies have been conducted on teaching the different aspects of language especially grammar. A little concern was given to vocabulary teaching strategies and techniques such as using language games particularly in Algeria. The major reason of this study is to shed light on the effectiveness of the implementation of this tool in teaching vocabulary for Algerian middle school pupils. Despite its importance, many teachers are reluctant to apply it for many reasons such as crowded classrooms , time limit and the lack of such activities in the adopted curriculum.

1.5. Aim of the Study

This study aims at:

- Drawing the relationship between language games and vocabulary improvement.

- Showing the importance of relaxed atmosphere in EFL classes.

1.6. Research Questions

- How can a language game be more than just fun?

- To what extent language games affect middle school learners' vocabulary learning?

1.7. Hypotheses

In the light of the research questions, it is hypothesized that:

- Using games in teaching vocabulary increase the motivation of the EFL learners to learn the language.

- Using games may put the learners in situations of practicing and exploring language.

1.8. Research Methodology and Tools

In this dissertation, we adopt the mixed method approach. It combines both qualitative and quantitative methods for data collection and data analysis, the data are gathered using three main instruments: a questionnaire, a test (pre-test and post-test) Second year Middle School pupils and an interview with the teachers .

- The questionnaire reached to the pupils' opinions about the use of games and whether it helps them to learn vocabulary.

- The test (pre-test and post-test) is managed with pupils to show the impact of using language games in learning vocabulary.

- The interview conducted with teachers aims at investigating whether they believe that using games is an effective strategy for teaching English vocabulary.

Qualitative data is obtained through the use of interviews while quantitative data comes from the questionnaire, the pre-test and the post-test.

To conclude, this mixture of methods approach helps in facilitating data and assuring the validity of the research.

1.9.Definition of Key Terminology

EFL: English as a Foreign Language. A term used to describe the study of English by non-native speakers who live in non-English speaking countries.

ELT :**English Language Teaching**, refers to teaching English to non-native speakers.

FLC :**Foreign Language Class**, the term defines the learning of a non-native language

which is learned largely in a classroom.

L1 : First language , this term refers to the native language.

L2 :**Second language**. This term refers to any language that is learned after the native

language .

VLSs: Vocabulary Learning Strategies. The term "vocabulary learning strategies" refers" any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one's knowledge of vocabulary" (Intaraprasert 2004, p. 53)

1.10.Structure of the Study

This research is divided into four chapters: Introduction, Literature Review, Research Design and Methodology, and Analysis and Interpretation of Data. The first one presents general introduction which includes; background of the study, statement of the problem, the aim of the study, research questions, hypothesis, research methodology and tools and the structure of the study. The second chapter deals with the theoretical part of this research work. It defines vocabulary identifying this skill in EFL classes and introducing some steps for learning vocabulary and strategies for teaching this skill. Then, it introduces games and identify some types and advantages of games, also how to use games and when. The third chapter presents the design methodology of the study, data collection tools and procedure, the study context, participants, and data analysis. And the fourth one deals with analyzing and interpreting the data collected

from pupils' questionnaire, test and teachers' interview. Finally, the last chapter includes the key findings,

overall findings, the research limitations and suggests some recommendations for further research and a

conclusion.

Chapter Two:

Literature Review

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2.1.Introduction

Vocabulary has an essential role in the learning of any foreign language. It is considered as an important element in order to deal with the four skills; listening, speaking, reading and writing. The more vocabularies students acquire the most proficient speakers they become. It is a key feature for the individual to communicate with others appropriately. Wilkins (1972) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(pp.111- 112). That is to say even if someone has good grammar, it will be useless if he/she lacks a large vocabulary.

This chapter discusses the way how students learn and acquire unfamiliar words and how teachers and instructors teach them by using games to improve vocabulary learning in a relaxed atmosphere in EFL classes.

2.2.Definition of Vocabulary

Vocabulary is the most important aspect of learning any language. Richard and Renandya (2002) stated "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write" (p. 255). In other words vocabulary is very important to acquire and use the four skills appropriately. They also mentioned "Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential" That is to say, learners with poor vocabulary have difficulties in learning language skills and may be discouraged to communicate and use this language. Whereas these skills are easy to learn for those who have mastered vocabulary.

According to Hornby (1995) vocabulary is "the total number of words in a language; vocabulary is a list of words with their meanings" (p.133). As a consequence, vocabulary knowledge is crucial for the speaker to communicate and for learners to master and comprehend language skills.

Additionally, Suardi(2000) said that vocabulary is: "a list of words, sometimes phrases, usually arranged in alphabetical order and defined, a dictionary, glossary or lexicon", (b)"All the words of language", "All the words used by a person, class, profession, etc."(p. 7). In other words, vocabulary is every meaningful word or sentence that can be used by individual or people to convey messages.

Likewise, Merriam-Webster Dictionary(2003), vocabulary is : (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) **a:** a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge, **b:** a list or collection of terms or codes available for use (as in an indexing system), (3) a supply of expressive techniques or devices (as of an art from)(p. 1400).Therefore, vocabulary refers to a set of alphabetized and defined words known by individual or people which can be used by them in their daily life or the different fields of study or activity.

Moreover, Jackson (2002) claimed "Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity. "Vocabulary can be defined as the words we teach in the foreign language."(P. 202) In other words, it is set of terms known and employed by people; it is also the words being taught to foreign learners.

Vocabulary can relate or differentiate from its meaning. In other words, the meaning of one item relates to the meaning of others. These are some examples about the various meaning relationships and aspects mentioned by Jackson (2002) as follows:

(a) Synonym refers to a relationship of 'sameness of meaning' between two words. On one side, synonym lists consist of flashcards with one or more words or phrases. On the other side, synonyms for those words in the same language. Examples: begin and start are synonyms, speak and talk are synonyms, clarify and explain are synonyms and so on.

(b) Antonym is meaning relation which is based on oppositeness. Antonym list consist of flashcards with one or more words or phrases on one side, and asame language opposite for those words on the other side. Examples: big and small are antonyms, birth and death are antonyms, sad and happy are antonym and so on.

(c) Hyponym refers to a hierarchical relationship between 'group members', for instance, the words pigeon, crow, eagle, and seagull are all hyponyms of bird. A word used in linguistics to indicate a member of a class. For example, cats and dogs are   hyponym of animal.

(d) Metonym refers to a 'whole-part' semantic relationship in which one part constitutes or holds all of the meanings of the other. The semantic relationship of metonym was also accurately expressed in certain

analytical definitions, such as abdomen, 'the part of the body' containing the stomach, bowels, reproductive, and organs.' A metonym refers to a component or a part of something. Since toes are a component of a foot, 'toes ' is a metonym of 'hand'.

Based on the above mentioned definitions, vocabulary has been seen as the entire amount of words used to communicate and interact in all aspects of human relationships, or it is the word that contains the meaning and function of language.

2.3.Types of Vocabulary

Several types of vocabulary have been explored and discussed. Active and passive vocabulary are different types of vocabulary. These categories of vocabulary were identified by Gruneberg and Sykes (1991). The first one is the type that was taught to the learners and which they were supposed to be able to employ. But, the second one refers to terms that students will understand when they meet, but will most likely be unable to pronounce. Hatch and Brown (1995)proposed two alternative types of vocabulary: receptive vocabulary and productive vocabulary.

Two essential terms are crucial to understand vocabulary learning vocabulary learning" receptive and productive". On one hand receptive vocabulary, refers to the ability to comprehend the meaning of a word met in written or spoken language. On the other hand, productive vocabulary is the set of words available for production within a student's interlanguage. These concepts have been developed and extended by Laufer and Goldstein.(2004) who classified vocabulary to four levels. The first level is active recall which refers to the ability of using the word correctly. While the second one is passive recall which has to do with the comprehension of the target word's meaning. The third level is active recognition which refers to recognizing the word when given its meaning. Finally, passive recognition is the ability to recognize meaning when given options. Moreover, they argue that passive recall is the vocabulary level most associated with L2 classroom achievement, which might be a possible target for teaching vocabulary. However, it can be asserted that this success is a result of the classroom practice reliance on passive or receptive skills like reading and listening, (Webb, 2005)**.**

Increasing active vocabulary for non-native speakers may be a very recommended purpose in enhancing fluency, accuracy, and complexity. Which it could include activating terms that are already recognized but are unlikely to be put in effect because of a lack of the word's explicit awareness or a lack of confidence in using more advanced vocabulary. Because high-frequency language is encountered more regularly in input, it is more likely to be used. Unlike to low frequency vocabulary, these words have a tendency to have expansive definitions, (Laufer, 2005)**.**Vocabulary types are represented in the following chart.
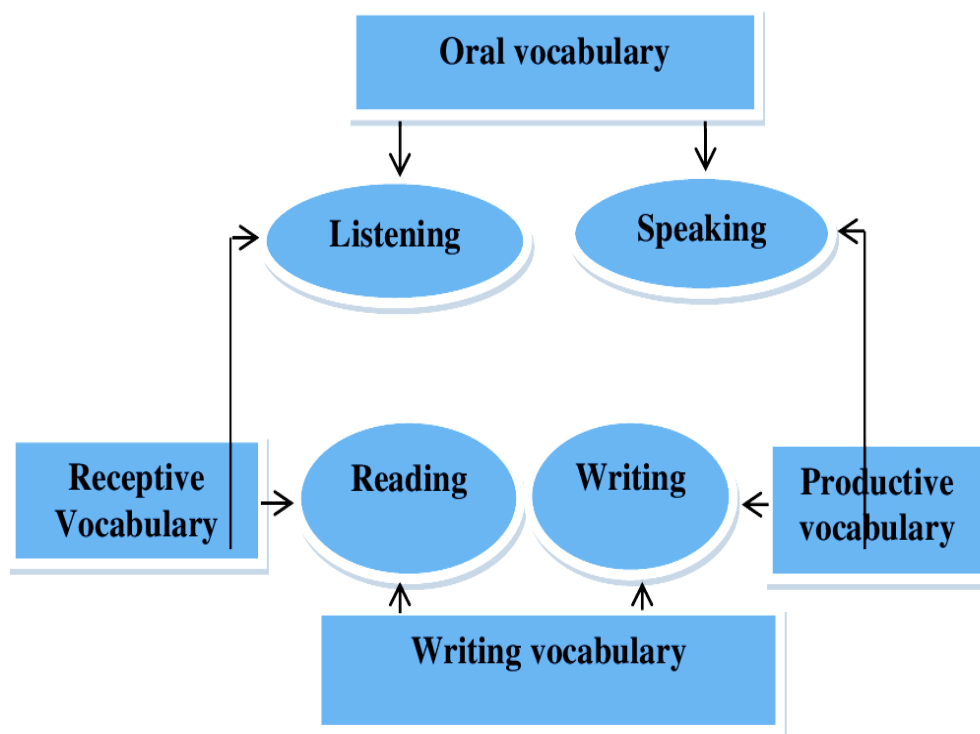
Figure 2.1: Vocabulary Types

2.4. Vocabulary Learning Strategies (VLSs)

Language learners use vocabulary learning strategies (VLSs) to acquire new English terms. A wide range of several vocabulary learning strategies as shown and established by the classifications of vocabulary learning strategies presented by various researchers (Stoffer, 1995; Nation, 2001; Gu, 2003).Several researches and studies have generated taxonomies of vocabulary learning strategies (Schmitt & Schmitt 1993; Gu& Johnson, 1996; Schmitt, 1997; Nation, 2001; Fan, 2003). First, Schmitt, N., & Schmitt, D. (1993)divided learning vocabulary into remembering a word and learning a new word. Secondly, Gu and Johnson (1996) categorized vocabulary learning strategies of second language (L2) into four types as

follows: cognitive, metacognitive, memory and activation strategies. Moreover, Nation (2001)claimed "Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies"(p. 217) from this scope VLSs have been extremely helpful in acquiring and learning new terms. Furthermore, Fan (2003) who refined Gu and Johnson (1996)'s classification, classified vocabulary learning strategies into a "primary category" which includes dictionary strategies and guessing strategies and the "remembering category" which contains repetition, association, grouping, analysis and known words strategies. Finally, Schmitt, N. (1997) enhanced Oxford-based vocabulary learning strategies (1990) by dividing them into three categories: determination strategies (i.e. not seeking another person's expertise), social (seeking another person's expertise) and remembering category comprises social, memorization, cognitive and metacognitive strategies.

2.4.a.Vocabulary Strategies According to Schmitt (1997)

A wide list of comprehensive inventory of vocabulary learning strategies was developed by Schmitt in 1997. Furthermore, a variety of definitions of the vocabulary learning strategies have been proposed, Schmitt definition (1997)divided these strategies into two main groups

2.4.a.1.Discovery strategies

2.4.a.1.1.Determination strategies (DET)

They are individual learning strategies (Schmitt 1997, 2000).Students figure out the meaning of the word autonomously by guessing through context or using dictionaries.

2.4.a.1.2.Social strategies (SOC)

These strategies involve learners' interaction with other people such as friends, family… to define the meaning of new words or L1 translation(Schmitt 1997, 2000).

2.4.a.2.Consolidation Strategies

2.4.a.2.1.Social strategies (SOC)

They deal with the students' involvement in team work, seeking correction by teachers and communicating with native speakers to improve their language. (Schmitt, 1997).

2.4.a.2.2.Memory strategies (MEM)

They are strategies, where learners make connection of the new word to be acquired and memorized with their previous knowledge by the help of their imaginary. (Schmitt,1997).

2.4.a.2.3.Cognitive strategies (COG)

Schmitt (1997) mentioned that strategies in this category resemble the ones of the memory group. He claimed that even though word lists and word cards can facilitate the initial meeting of a word, they can also be used to later continue reviewing. In this taxonomy, it is also possible to learn the target words from the labels attached to the physical objects. According to Hedge (2000)cognitive strategies can be "thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways"(p.77) which involve repetition, note taking, and inferencing. Popular strategies for this category are written and verbal repetition, word lists, flash cards, taking notes and glossaries in textbooks.

1.3.a.2.4.Metacognitive strategies (MET):

They are strategies used by learners to manage and assess their own learning progress through vocabulary test(Schmitt, 1997).

Schmitt (1997) Taxonomy of L2 Vocabulary Learning Strategies is represented in the following chart.
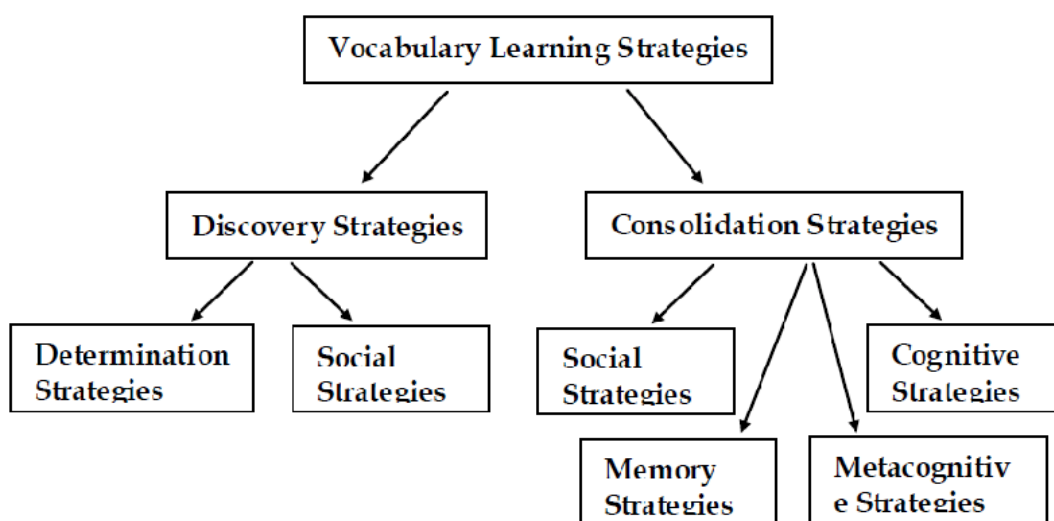
Figure2.2: Schmitt (1997) Taxonomy of L2 Vocabulary Learning Strategies

2.5. Vocabulary Teaching Strategies

Harmer (1991) said that teaching vocabulary is more than just presenting and describing new words. Since learners are supposed to come across unfamiliar words while learning the language, teachers have to adopt various strategies and techniques to deal successfully with new words. Seal (1991), for example, classified vocabulary teaching strategies as planned and unplanned activities in classrooms.

2.5.a. Unplanned Vocabulary Teaching

The unplanned strategies refer to the need of student to know the meaning of unfamiliar words during the lesson, these words may be learned incidentally and accidentally, or when the teacher realizes that it is important to clarify and explain these words. Moreover, he proposed a three **C's** method to deal with such spontaneous situations, which may be as the following:

2.5.a.1. In the first stage, the teacher tries to convey the meaning by giving synonyms and opposites, telling an anecdote, translating, drawing, or using gestures and mimes.

2.5.a.2. In the second stage, the teacher checks the meanings to verify that learners grasp the concept of the word which has been conveyed.

2.5.a.3. In the final stage, the meanings can be consolidated using them in contexts.

2.5.b. Planned Vocabulary Teaching

Planned vocabulary teaching   refers to the advance planning and preparation of the target words and unknown vocabularies that the teacher has paid attention that his students may not understand their meanings. In this respect, different techniques and methods that can be adopted by teachers in order to teach vocabulary successfully taking into consideration the different levels and learning styles of the learners.

2.6. Teaching Vocabulary Techniques

There is a wide range of techniques that can be used when teaching vocabulary, these are the three main ways or procedures mostly used in presenting items which are visual techniques, verbal techniques and the use of dictionary.

2.6.a.Visual Techniques

Gairns and Redman(1986) as cited by Marla, et al (1999) said that "there are three form visual techniques; "realia, pictures, and mime or gestures."(P. 12). Realia means using a variety of real-object brought by the students in the classroom. Moreover, Klippel (1994) implied that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. By adopting these techniques vocabulary learning becomes more attractive and motivating.

2.6.b. Verbal techniques:

These techniques provide student with an explanation about the target word by using, synonyms, opposites, or full definition. In this scope, Marla, et al. (1990) divided verbal techniques into four parts. The first part, the teacher introduces the word by using definition and illustration sentences. Secondly, he/she uses synonyms and antonyms of the unknown word which are already known by the learner. Thirdly, the use of scale which includes the presentation of related words in scales that combine both verbal and visual techniques, for example, in term 30° Fahrenheit, the degree sign is visual. Finally, explanation in which the teacher clarifies and explains the meaning of the target word in the same language. The forth part is one of the most used verbal techniques.

2.6.c.The Use of Dictionary

Furthermore, using dictionaries such as bilingual, monolingual, pictorial, and thesaurus is another technique used to find out the meaning of unknown words. Allen (1993) states that using dictionaries is "passport to independence and use them is one the students-centered learning activities." (p. 83) Whereas, Gerald and Laura (1989) suggested that "dictionaries are more easily used to determine word meaning."(p. 120)In other words, using dictionaries is an easy way to look up and define the meaning of any words that you do not understand. Additionally, Readence (1995) claimed that "the dictionary definition is shared with a discussion when the words are presented both in isolated form and in the context" (p.35) through examples. To conclude with, using dictionaries is an effective way in vocabulary learning.

2.7.Games

There are numerous strategies and techniques to make the English teaching learning process entertaining and exciting. One of them is using games. In this respect, Gerlach and Ely (1980) stated that a game is simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events Whereas, Hadfield (1995) defined a game as an activity with rules, a goal, and an element of fun. A game may help students and facilitate the language learning task. It provides students with delightful and comfortable learning environment. Uberman(1998) suggested that after learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. During the game, the learners' focus is on the message rather than on the language form and structure. The majority of the participants will do their entire efforts to win. This can relieve the students anxiety of negative evaluation in public, which is concerned one of the main obstacles inhibiting language learners to communicate with others in the target language (Horwitz, Horwitz and Cope, 1986).In a game-oriented situation, anxiety is decreased and speaking fluency is increased leading to the communicative competence which is the main purpose of the language learning. Games are also motivating since they are both entertaining and challenging. They create a competitive aspect into language-learning exercises and activities. This gives an important impetus for purposeful language usage (Prasad, 2003). In other words, these activities provide a meaningful context for language use. The competitive atmosphere also encourages and motivates learners to concentrate and reflect extensively during the learning process, improving implicit input acquisition. The majority of learners who took part in game-based activities have positive perceptions about them. (Uberman, 1998). According to Huyen and Nga (2003)'s action research, Students loved the calming atmosphere, competition, and motivation that games offered to the classroom. On the effectiveness of games, They added that in a stress-free and pleasant climate, learners tend to learn more rapidly and recall the learning materials better.

2.8. Types of Games

Different techniques and strategies are adopted and used to play games. There are two types of games: competitive games and cooperative games. In Competitive games players or teams compete to be the first to achieve the goal. While in Co-operative games players or teams collaborate to attain a common objective.

Hadfield (1990) mentioned some gaming activities such as guessing, matching, information gap, board games, puzzle, combining, collecting, exchanging, role plays and simulation. The list of games such as crossword puzzle, scrabble, bingo, guessing games, Simon says and scramble letter are among the games available.

William and Herd (1994) stated that games can be played in the classroom individually, in pairs, or in small groups. Games can help the teacher to create more engaging classroom activities. Depending on the sort of the activity and the size of the class, he/she can pick how the games are played.

Additionally, Brewster and Ellis (2004) claimed that there are various types of games which can be categorized based on the language or learning focus they have and the materials, tools, classroom management, and planning they demand. However, according to Paul (1996), many games are repeated in order to provide such practice until the kids "turn into unthinking parrots." In order to be more mentally engaged, he proposed encouraging children to discover numerous new terms and structures while playing games.

2.9. The Advantages of Language Games:

Oxford and Crookall (1990) mentioned the following reasons for the implementation of games in the lesson:

a. Games highlight the communicative method; they enable the active participation of the entire person (intellectual, physical, social and emotional).

b. Games encourage the students to be more active in their own learning by shifting their roles and relations.

This has the following effects:

1. It gives students a large number of opportunities to communicate in the target language.

2. It offers students more responsibility to direct their own learning.

3. The game gives language quantities of input that can be comprehended thanks to the activity's relevant and entertaining context.

4. The game allows for both content and language form to be considered.

5. Extra benefits are provided by games, such as anxiety which is decreased in positive feelings, and self-confidence is increased.

6. Game can stimulate participants to communicate even if their knowledge and competence in the language is less than would desirable.

7. Games are specifically designed to support learners to identify with the target culture more closely.

8. The game motivates adolescents and adults to play once more using symbols.

As a result of the recent explanation, language games are a fun activity that can be employed as a crucial component of the teacher's media in the English teaching and learning process.

2.10. When to Use Language Games

Lee (1979) observed that a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do."(p. 3) There are multiple circumstances in which adopting a language game brings the previously stated advantages:

In cases of monotony and lack of interest, a language game can serve as a basis for the serious language practice. It is quite difficult for a student to perform at his/her best in the case of tiredness and boredom. However, when there is a poor coordination between students, a language game has a great ability to bring people together since they may relax and interact more effectively, this game can be played to occupy the time remaining, motivating students to finish their work earlier in order to take part in an entertaining activity when all of the intended work has been completed. Furthermore, language games enable learners remembering information in an enjoyable way when they review the previous acquisitions. Another reason is the lack of students' sufficient vocabulary knowledge for the game. Additionally, when there is a limited

amount of time left as this could bring tension if it must be finished quickly.   Moreover, if learners are misbehaving, they must settle down in order to complete the game and attain its objectives and if they show unwillingness to cooperate with the teacher too.

2.11. How to Use a Language Games

Since games can be played in many different roles, and might be ideal for one instructor or a certain pupils in the classroom it can be also terrible for another teacher or group of students, teachers need to take into consideration which games to use and how they benefit students in different ways, paying attention to the students' level and needs, according to Jones (1998), as mentioned in Sigriour (2010).

2.11.1.Choosing the Game

An extra care should be taken by teachers when they select a game that connects his students' skills and preexisting knowledge based on their number, level, and background.

Despite that one game may be ideal for one educator or group of learners; it might not for another leaning environment (Ingvar Sigurgeirsson, 1995**).** For this reason, the teacher must assess the individuals who will take part in the game, and he or she must then create a common objective for the group that game's goal should direct to (Jones, 1998).Teachers should take into consideration when selecting a game that a recipe for a good educational game is one that balances both fun and challenge (Steve Sugar, 1998). In addition to that, they must ensure that the game is related to the subject and that it is appropriate for their learners depending on their age and levels.

2.11.2.Adapting the Game

In this respect, two strategies are suggested by Wright (2006) to employ games in the classroom, as mentioned in Zemmit (2015):

2.11.2.a.Pair work

Working together in groups of two is considered as one essential reason to motivate learners to use English, the students are working in pairs to solve comprehension questions. It can also allow them to compare their answers and collaborate to overcome difficulties. In addition to that ,it gives each student time

and chance to practise the target language as mentioned by Harmer (2001) "It dramatically increases the amount of speaking time anyone student gets in the class "(p.116)

2.11.2.b. Group work

Teachers frequently adopt games that involve four to six pupils. Therefore, team work is important. In group work student are supposed to work together on tasks or activities. The teacher may split the class in two or learners in threes or more. Group work provides more opportunity for all students to speak. They can communicate in the target language and learn from each other. Ur (1981) argued that the advantage of groups in "the chance for students who are shy of saying something in front of the whole class, or to the teacher."(p. 7)

2.11.3. During the Game

Paul (1996) discussed the concept of dividing a lesson into "studying" and "fun" segments. However, teachers should take into account that not all lessons are suitable for gaming integration. Students sometimes reject playing games because "no one should be forced to play games." (McCallum, 1980 p.12) As a consequence, he should take into consideration their reactions and the classroom environment. A game should be properly planned, with the rules discussed in detail and plain directions. The teacher may offer help without breaking the game's flow. A follow-up activity after the game is fantastic for their reflection.

2.12. Language Games and the Four Skills

Game provides excitement and interest to subjects that students find uninteresting. Learning a language requires a long-term commitment and engagement, and staying interest requires perseverance. This is commonly hard, especially for young students. Designing a learning exercise in the style of a game is crucial, since it attracts the interest of students who see it as distinct activity from what they usually do in class. Games can also be applied with any language skill. They can be modified to emphasize on specific skills such as listening, speaking, reading, and writing. A variety of skills can be used in the same game. As a consequence, language games are valuable and effective tools to attract learners with a variety of learning styles at the same time.

2.12.1. Listening

By including a game in listening practice the task be more fun and interactive. The focus of the class would be on learner-centered. Since the learners are involved in the activity, using them as dictators would make the class more dynamic. According to Sigurardóttir (2010), teachers can minimize learners from being bored by integrating games in listening. Teachers will succeed if they can attract the students' attention. One of the good listening games' example they can supply is the well-known game "Simon Says," in which one student performs Simon and gives other students order.

2.12.2 Speaking

To improve oral production in English class by employing cooperative learning methods, **Prieto (2007)**believed speaking to be a crucial skill and associated it to group work in order to improve meaningful language and enhancing learners' confidence and establishing a stimulating atmosphere .By using a variety of language games and activities, such as Jigsaw, Think-Pair-Share, and Round Robin Brainstorming.

2.12.3 Reading

Considering the significance of reading skills, it is expected that foreign language teachers would exert extra effort to keep students engaged in the classes. Sigurardóttir (2010) argued that language learning games will not only bring variety, but will also preserve the subjects excitement and interest. Furthermore, game-based learning activities offer interactive learning models that encourage students to participate in the learning process.

2.12.4 Writing

Even in native language, writing is a skill that must be learned instead of being acquired. This may clarify why writing in the target language is sometimes considered difficult or even tedious. Another possibility is that it is commonly assigned as homework and students hate assignments. Games can help to avoid this since they offer the writer with a reason to write, and it is known that writing becomes simpler when there is a clear reason to write and not because the teacher has said so. Another advantage of games for writers is that they can provide an audience. Other learners will adopt the role of the reader in numerous activities, providing the writer with the essential feedback that writing often lacks.(Hadfield and Hadfield,

1990,pp. v-vi).For instance brainstorming can be used as a pre-writing activity to reveal prior knowledge before studying (Buehl, 2001).Students will be able to develop their knowledge in a fun way, such as through the use of pictures in games, scrabble, word games, and so on. Even during game activities, it is expected that students would follow the pattern in writing, which will improve skill development.

2.13. Some Examples of Language Games

Recently, teachers are increasingly using games in the classroom. In this respect, many books have been published. The most popular are those that emphasize on grammar and spoken communication. Few games books are available that focus on pronunciation, listening, and writing skills. Different categories of language games are employed in the classroom based on the students' need and level. The games listed below are suggested by Thornbury (2004).

2.13.1. *Word-clap*

Students might sit or stand in a circle. They must follow the teacher's direction by clapping their hands on their thighs three times (one-two-three) and then both hands together four. Every fourth beat, each student shouts out a new word from a pre-selected lexical group (clothing, fruit, vegetables, etc.). They swap clockwise. Players that repeat a word, violate the rhythm, or keep silent are eliminated first from game. When only one player remains, the game is ended.

2.13.2. *Back to board*

One student sits facing his/her classmates, back to the board, and the teacher reveals a word card with one word from the vocabulary being taught; without showing it to the student who asks his mates yes/no questions to guess the term. When the student has accurately guessed the word, another student takes his or her position.

2.13.3. *Pictionary*

Students work in groups, the members take turns as the "artist." If there are three teams, the delegates, take role of artists, walk to the front of the class, where the teacher gives a card with a word from the vocabulary being taught. The artists are asked to draw the word on a piece of paper and try to get their mates to guess the word. The first team to predict correctly earns a point, and the three artists are given another

word to guess. These images can be employed as memory aids to memorize and write down the word, and students can use them to write sentences.

2.13.4. *Word race*

The class is divided into groups, with each team standing in line and getting a grade. The teacher divided the board into sections according to the teams' number. Then the teacher or a student says a word in their native language, and the first student who successfully translate it into English scores a point for his or her group.

2.13.5. *Matching cards*

In small groups, different cards are handed to students (picture and word cards separately or target language word cards and mother language word cards). They match the picture to the word they learned in the vocabulary lesson or the target language word card to its native language interpretation.

2.13.6. *Puzzle*

Teams are created, students from each team line up, in front of them there is a box filled with picture pieces. Students try to place the pieces on the board one by one until the image is completed, and then the last student adds the word for the picture. Students can work together in their groups to form a complete picture and then describe what the picture shows.

2.13.7.*Teacher (Simon) says*

The common game "Simon Says" in this game the learner or the player is given instructions so that he/she can perform the action. When the teacher gives the order without mentioning "teacher says...", the students must not perform the action. When a learner performs the action without being mentioned "teacher says," he or she is asked to sit. The winner is the one who stays standing till the end.

In addition, Hadfiled (1984)divided games into two categories, the first to achieve good and cooperative games in which all learners work together to achieve a common objective; whereas the second kind consists of the several categories such as: the information gap games, guessing games , search games , matching

games ,watching up games , exchanging and collecting games ,combining activities and role play. A short description for those categories is as follows:

2.13.8.Information gap games

An information gap game is a game in which students are missing information they need to accomplish a task and communicate with one of his mates to find it. For instance, student "A" has a biography of a well-known person that is missing some information like date, place ,job … while, learner" B" has the same biography but the missing information are available, so they can finish the text by asking each other questions.

2.13.9. Guessing games

The goal of this game is to guess anything, such as a word, a phrase, a title, or the location of an object... Many of the games are designed to be cooperative. Some players know the answer but are unable to share it with others; instead, they must assist them in guessing the answer.

2.13.10. Searching games

Searching games know as word find games, are useful for teaching pupils how to recognize words. Students are likely to read and memorize words in a manner which they enjoy and that helps them learn the words and their spelling when searching for words. This kind of games can be played online or build a print table word search.

2.13.11. Matching games

In this game participants have to find a match for a word, picture, or card, as the name implies. Students, for example, set thirty word cards; each one consists of fifteen pairs, face down in a random order. Each player turns over two cards at a time, with the goal of matching pairs by memory.

2.13.12. Matching up games

Each student in the classroom has a list of preferences or options, only one of which is shared by other students. During discussion, the class decides on a common preference in order to reach an agreement.

2.13.13. *Exchanging and collecting games*

Students have specific articles, cards, or ideas that they are willing to swap with others in order to finish a set. The goal of these games is to create a satisfactory transaction for both parties.

2.13.14. *Combining games*

Students must act on action information in order to build groups identical to families living in the same area.

2.13.15. *Role playing*

Students can participate in role play by pretending to be someone they are not in real life, such as a doctor. While simulations can incorporate students playing roles that they currently play or may play in the future, such as a shop clothes customer.

2.14.Conclusion

As it is seen above, using games become a necessary tool in the field of ELT. According to the previous descriptions, games contain many elements and components in common like: using rules, encouraging and promoting teamwork and collaboration, making learning enjoyable and entertaining. Additionally, many advantages and benefits are offered to the teacher and learners when they employ language games in the FLC when employed appropriately .

 To sum up, no one can ignore or deny the pedagogical value of games both in teaching and learning a foreign language EFL. The following chapter sheds light on the use of this tool in an Algerian middle school EFL class, showing the relationship between language games and vocabulary improvement and the importance of a relaxed atmosphere in this class.

Chapter Three:

Research Design and

Methodology

THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY
THE CASE OF SECOND YEAR MIDDLE SCHOOL PUPILS

3.1.Introduction

The present chapter attempts to provide an overview on the methodological design of the present study which is based on the effectiveness of using language games in teaching vocabulary. More deeply, it is devoted to present the methodology and procedures of the study, data collection tools, the study context and participants. It also portrays the research design through the description of the population addressed and their answers through a questionnaire and a test for pupils and an interview for teachers.

3.2. Research Design

MacMillan and Schumacher (2001:166) define it as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further indicate that the goal of a sound research design is to provide results that are judged to be credible. For Durrheim (2004:29), research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy.

3.3. Research Methodology

Schwardt (2007:195) defines research methodology as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry. According to Schwardt (2007), Creswell and Tashakkori (2007), and Teddlie and Tashakkori (2007), methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data.

This research is an attempt to study the effect of using games as a new technique to acquire vocabulary. To understand this educational phenomenon; an educational research is used. According to Ary, Jacobs and Sorensen, "educational research is the application of the scientific approach to the study of educational

problem" (Ary& al, 2009, p.19). Thus, Educational research is used to solve an educational problem in systematic and scientific manner to understand and control human behavior.

3.3.1 Research Methods

The researcher followed the mixed methods Approach to conduct the inquiry. Creswell (2013) states that mixed methods involves combining or integrating of qualitative and quantitative research and data in a research study. This means it is a procedure for collecting, analyzing and mixing both qualitative and quantitative approaches in a single study to understand a research problem. The reason for choosing the Mixed Methods Approach lies behind the idea that it helps the researcher to obtain more detailed information to collect both numeric data and text data; and it also provides a more complete understanding than either an approach alone. The quantitative method is used through a questionnaire and a test for pupils and a qualitative method is used through an interview addressed for teachers to answer the previous hypothesis about The Effectiveness of using Language Games in Teaching Vocabulary.

3.3.1.a. Qualitative Method

According to Creswell (2013), qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Thus, the process of research relies on the participants' views, general questions and collecting data consisting largely of words from participants' setting, analysis data inductively from particulars to general themes, and conducts the inquiry in a subjective and biased manner. An interview is used in qualitative method to indicate that Language games are effective in teaching vocabulary.

3.3.1.b. Quantitative Method

Quantitative research is an approach for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2013). as well as,they are characterized by the collection of

data which can be analyzed numerically to beinterpreted using statistics, tables, and graphs. Speaking of the present research, quantitative research methods which are a questionnaire and a test are opted to see whether language games are a useful tool in teaching vocabulary.

3.3.2. Population and Samples

According to researchers, a population is a group of people or objects that are the focus and interest of research, from which samples can be obtained. On the other hand, a sample is a portion of a population that represents the characteristics of the population (Kabir, 2016). In other words, a sample is a group of people participating in a study and should be representative of the entire population.

In this study, researchers must determine the population before selecting a sample. Tipaza District - Amir Abdelkader Middle School pupils and teachers in Bouismail were the study participants. This level was chosen because of the specificity of its syllabus, which constitutes more vocabulary.

As for samples, the study was conducted on fifty three Second year Middle School pupils randomly selected out of two hundred pupils. In addition, twenty pupils from the above fifty three pupils were chosen to do the test.

Also, three teachers from the same school Amir Abdelkader Middle School who teach MS2 Level participated in the interview. Two of them havetaught English for seven years whereas, one ofthe teachers have taught English for more than twenty years.

3.3.3. Research Instruments

Teachers and learners are the ones that provide the information for this study. As a result, three instruments were used. The first one is a questionnaire. The second one is a test (pre-test and post-test) and the third one is an interview. The questionnaire is addressed for 53 MS2 pupils, the test is used with twenty

pupils from the previous ones who deal with the questionnaire whereas a semi-structured interview is addressed for the teachers of Amir Abdelkader Middle School Bouismail Tipaza.

3.3.3.a. Pupils' Questionnaire

In this study, a questionnaire have been used in this research to find to what extent language games are effective in learning vocabulary in the classroom.

It is directed to 53 pupils in the second grade of Amir Abdelkader Bouismail Tipaza Middle School. Researchers use closed-ended questions. Closed-ended questions usually limit answers in some way, sometimes requiring different reasoning answers. The questions in this questionnaire are designed to collect pupils' responses, concerns and views on the subjects. This questionnaire consists of seven questions to better understand some points (Appendix01).The questionnaire consists of three sections. The first one aim to know the importance of vocabulary in learning English and if there are any problems in learning new words. The second section objective is to show the application of language games at schools. The last section aims to know the point of view of pupils toward language game tool.

3.3.3.b. Pupils' Test

A test is given to pupils to show the effectiveness of language games in teaching vocabulary. It is divided into two parts, a pre-test and a post-test.

3.3.3.b.1.Pupils' Pre-Test

At this stages of the process, a pre-test was administered for twenty pupils randomly selected from the previous fifty three pupils in order to determine their actual level of vocabulary before starting the treatment. The pre-test was done after dealing with the questionnaire to have good results. In the pre-test, the teacher provided her pupils with worksheets and asked them to classify words and complete a shopping list (words

that have already been studied). These words are related to MS2 Syllabus sequence two "Me and my Shopping". (fruits, vegetables, groceries ,dairy products) (Appendix 02)

The worksheets were collected and graded out of 10 by the teacher. For each accurate answer, one point was provided. The teacher divided the pupils' grades into three groups: those who received less than five out of ten, those who received the average (five), and those who received more than five out of ten.

3.3.3.b.2. Language Game

The pupils in this phase received a treatment consists of a vocabulary game which is a Board Game (Name three) (Appendix 03). It was presented in class with the same pupils who participated in the pre-test. The teacher prints the board game on tick paper or a cardboard. Find tokens for each group. Provide dice. Divide the class into groups of 5 pupils. Give each group a token (or bean, coin, button, etc.). to start the game, The groups put their tokens on the first cloud (start). The first group throws the die and moves his token ahead the corresponding number of squares. The pupils name three things following the instructions. Example (according to vocabulary related to the syllabus of MS2 Sequence 2 Me and my Shopping) name three fruits : Banana, Orange and Apple .If the answer is correct, the group stays, if the answer is incorrect, they have to go back to the previous cloud where they came from. If the pupils comes to a cloud with go back on start, 03 clouds forward or go back two clouds the groups apply it. The first group who places his token on "FINISH" or surpasses is the winner.

3.3.3.b.3. Pupils' Post-Test

The post-test is conducted after playing the language game. An activity is given for pupils (Appendix 04) after being taught vocabulary using the language game to determine the changes that may occur after pupils have been taught via language games. All of the data will be analyzed to ensure that teaching vocabulary using language games will help pupils learn more effectively.

3.3.3.c. Teachers' Interview

The interview, which is regarded one of the most essential methods of collecting data in the qualitative approach, is the third research tool employed to gain information in this study.

Jacobs and Sorensen (2006) highlight the term interview as follow, "Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words" (p. 438).The researchers opted for semi-structured interview. The following type offers a compromise between the two extremes: Although there is a set pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issue raised in an exploratory manner (Dörnyei, 2007).

The interview questions are geared toward English language teachers at Tipaza's Amir Abdelkader Middle School.03 teachers will be chosen to participate in order to gather data on the effectiveness of using language games in teaching vocabulary. There are seven questions in the interview (Appendix 05) . The aim of this interview is to know to what language games are applied in their classes and its effectiveness in learning new vocabulary.

3.3.4. Procedure

The goal of this research is to collect both quantitative and qualitative data. A pre- and post-test as well as a questionnaire were used to collect quantitative data, while an interview was undertaken to gain qualitative data.

1	Knowing the pupils
2	Giving away the questionnaire to the pupils
3	Conducting a pre-test with the pupils
4	Process of marking the papers and finding the way to improve their knowledge
5	Conducting post-test with the pupils
6	Conducting an interview with the teachers
7	Marking and collecting data

Figure 3.1: Procedure of the Study

This research was conducted at Bouismail Tipaza's Amir Abdelkader Middle School. The questionnaire (Appendix 01) was given to Second-year pupils who were chosen at random for this study 53 students. This took more than three sessions to be filled in because pupils are from various classes in order to obtain the necessary information. The questionnaires were distributed in the classroom. the teacher read the questions and explains it well even by using L1. After that, he gives them all the time they need to fill in the questionnaire.

In the second phase, The teacher as chosen twenty pupils randomly from the previous 53 pupils to do the pre-test and post-test .In the pre-test phase, the teacher gave worksheets of an activity (Appendix 02) to work on it and classify the words in the shopping list. The teacher has done a language game (Board game, Name Three) (Appendix 03) with the same 20 pupils .The game was played in classroom. The pupils were divided into 4 groups. Each group consists of five . All the conditions were good. After two sessions . The teacher do a post-test which is an activity (Appendix 04) to complete a short passage with words related to shopping from their own vocabulary.

At the end, a semi-structured interview (Appendix 05) was conducted with 03 teachers. It was presented during the school year.

3.4. Conclusion

The most important phase in conducting a research study is framing a research design. In actuality, the research questions helped in precisely defining the appropriateness of the chosen methods, research design, sample, research instruments, and data collection procedures. This chapter presented a detailed image and description of how the researcher proceeded about doing this investigation, paving the way for the data analysis.

Chapter Four:

Findings and Discussion

4.2. Introduction:

This chapter focuses on the results analysis and interpretation. Three different data collection procedures were employed to gather answers to the research questions: a questionnaire, pre and post-tests with pupils and teachers interview. The information was gathered, analyzed, and interpreted and discussed in this part. The first step was to present and assess a questionnaire. Graphs are used to present the findings. Second, pre- and post-test results were given and analyzed. The acquired data is presented in simple tables that are numbered, entitled, and accompanied by the appropriate analysis. Finally, to determine the efficiency of language games in expanding pupils' vocabulary, the interview with teachers is interpreted and analyzed.

4.2. Data Analysis

4.2.a. Pupils' Questionnaire

1- As a pupil, do you think vocabulary is important in learning English Language?

This question aims to know the pupils' point of view about the importance of vocabulary in learning EFL. Their responses are manifested in the following figure.
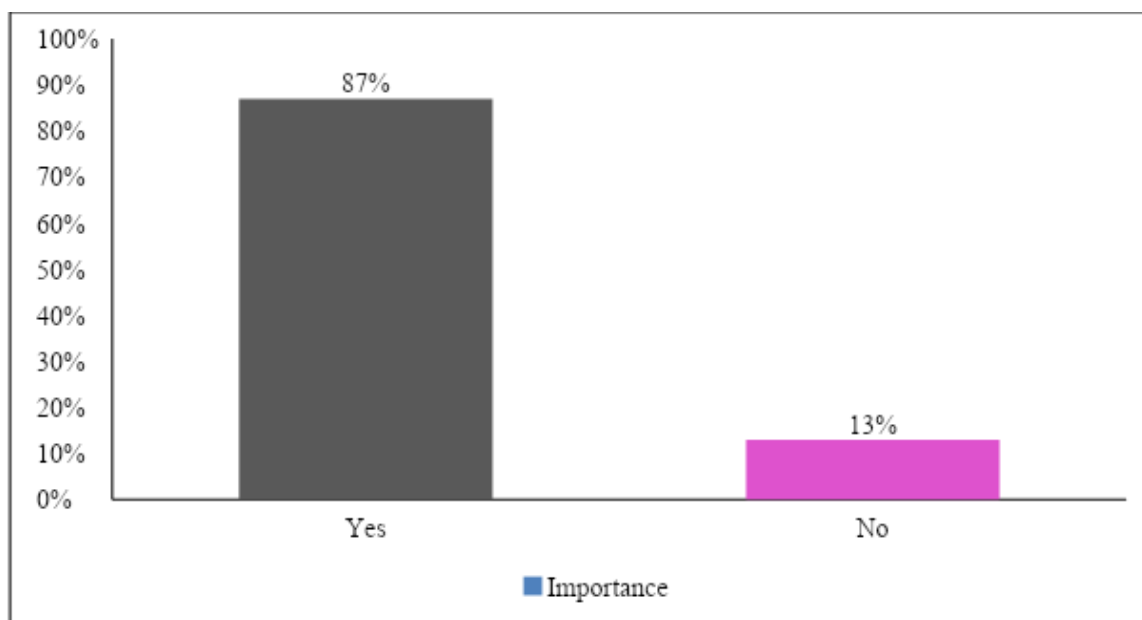

Figure 4.1: The Importance of Vocabulary in Learning English

According to the figure, 87% of pupils believe that vocabulary is crucial for learning English. In other words, they consider it vital since they may acquire new words and expand their vocabulary on a daily basis. Aside from that, 7 students (13%) disagreed that vocabulary is important in learning English.

2- Do you face any problems in learning new vocabulary?

The question objective is to know if the pupils have difficulties in dealing with new vocabulary .
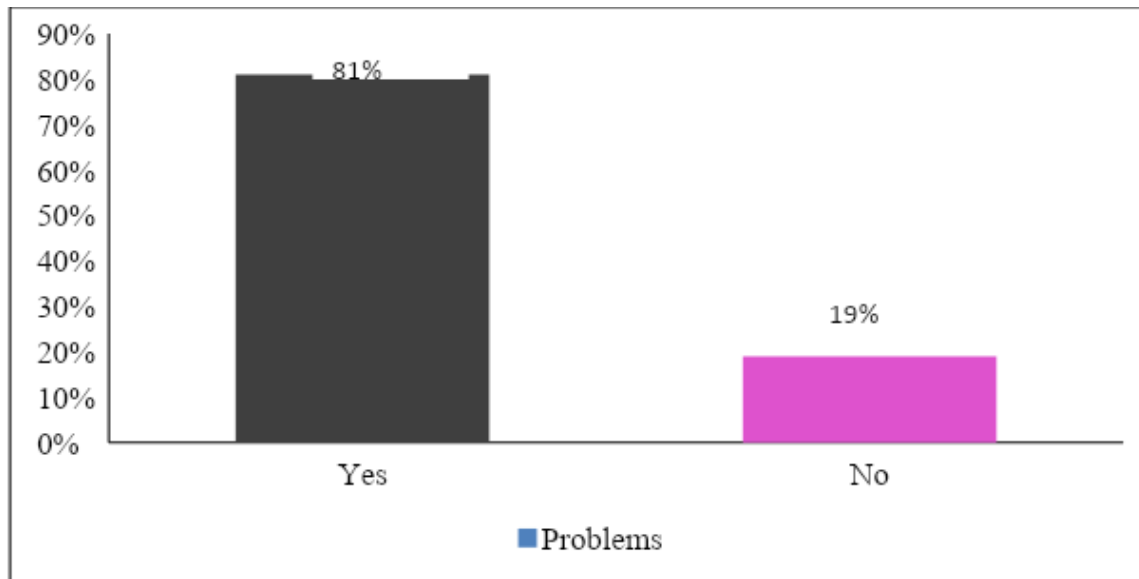
Figure 4.2: The Problems of Learning New Vocabulary

Based on figure 2, 81% contend that they face obstacles in understanding new terms .They had faced problems in knowing new words. However, 19% claim that they don't have any problem in learning new vocabulary. They had not faced any problems in learning new vocabulary.

3-Do you like games?

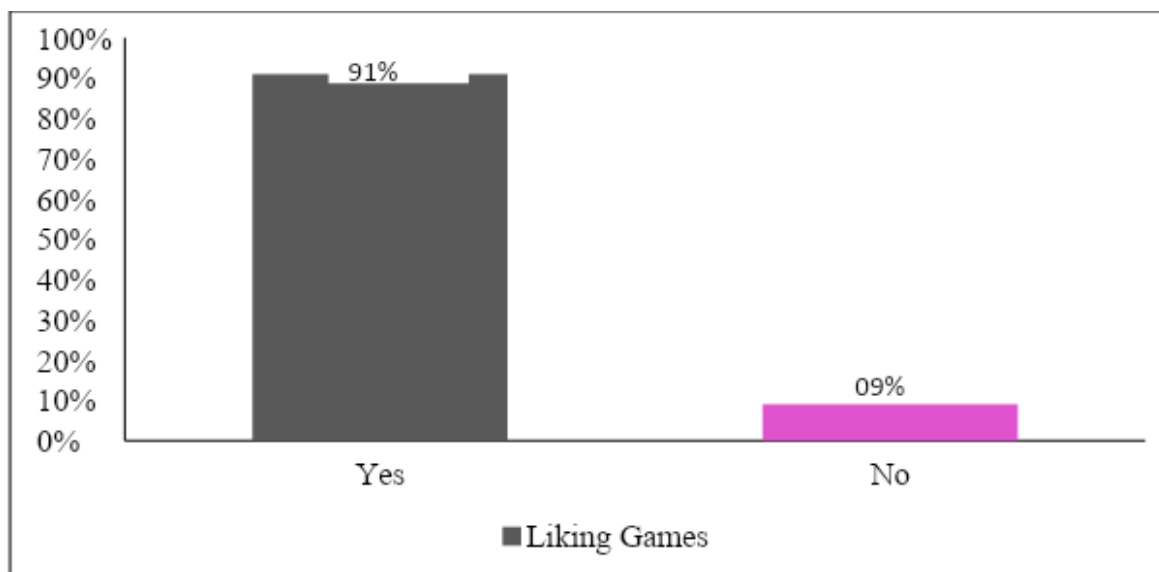This question seeks to know if the pupils like playing games or not.

Figure 4.3: The Love of Games

According to figure 3, the majority of pupils (91%) agreed that they enjoy gaming. Furthermore, there were just five pupils (9 %) who did not enjoy playing games.

3- Do you like to learn using language games?

The aim of this question is to know pupils' opinion about learning using language games.
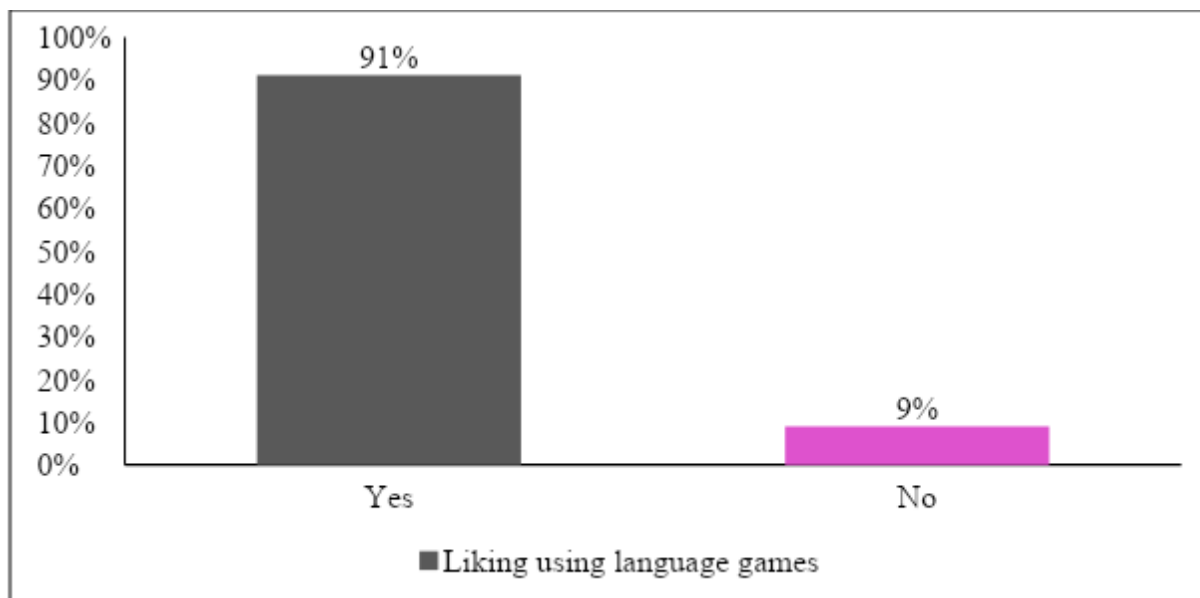
Figure 4.4: The Use of Language Games

According to figure 4, 91 percent of pupils answered yes, they do enjoy learning through language games. They enjoy playing language games to gain vocabulary. Only five pupils 9 percent did not prefer to study using language games.

4- Do you play language games in class?

This question seeks to know if the pupils play language games in class. All the pupils 100% had answered "Yes", they play language games during the lesson at classroom.

5- Do you participate in games presented in classroom?

The aim behind this question is to know about the frequency of pupils' participation in language games. This question is to know how often pupil play games in the class because the more they play the more they shows how they like games .
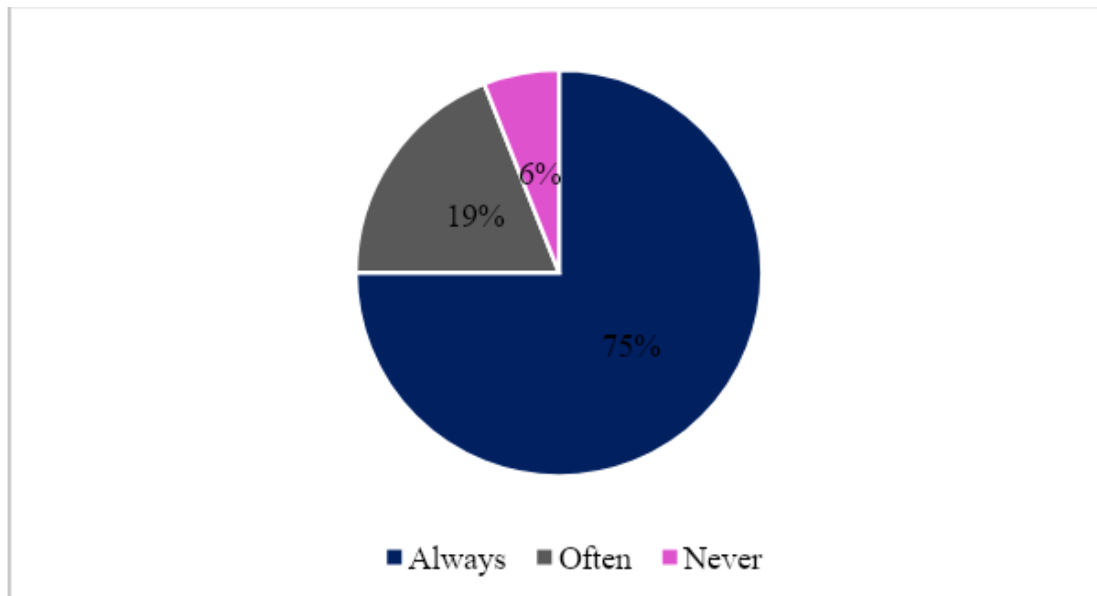
Figure 4.5: Language Games Participation

According to figure 5, 75 percent of pupils contend that they enjoy playing language games in the classroom. Furthermore, only three pupils (6%) claimed that they did not prefer to play a language game. Aside from that, 19 percent of pupils stated that they prefer to play language games. Some pupils enjoy playing in the classroom, while others dislike it.

6- Do you want the technique of language games to be applied in teaching vocabulary?

The question endeavors to draw out pupils' view about the application of language games in teaching vocabulary.

Figure4.6: The Application of Language Games.

According to figure7, 94% of pupils have answered yes, they want that the technique of language games be applied in class. Only three pupils 6 percent did not prefer to study using language games.

4.2.b. Pupils' Test

4.2.b.1. Analysis of the Pre-Test

The pre-test is addressed for 20 pupils before applying the language game.

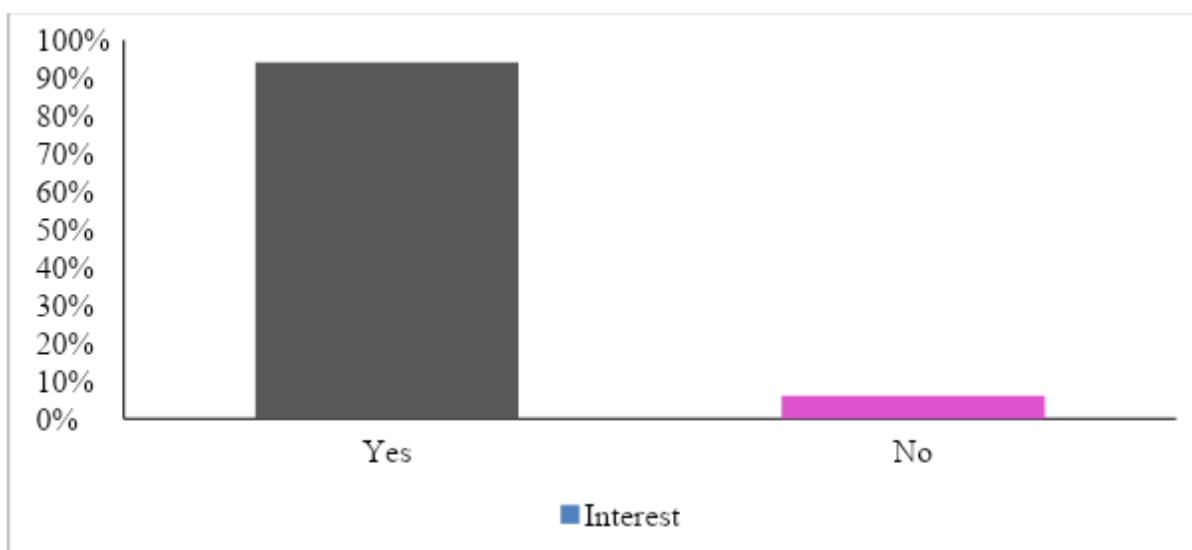| Scores	Average<5	Average =5	More than>5	Total
Number of pupils	08	04	08	20
Total (%)	40	20	40	100%

Table 1: Scores of the Pupils' Pre-Test

As shown in table 1 and figure 1 , the results of the pre-test show that 08 pupils (who represent 40%) got less than 5 in the pre-test and only 4 of them (who reflect 20 %) got the average i-e 5 out of 10 ;whereas, 08 pupils(representing 40 %) got more than 5. Despite the fact that 12 students out of a total of 20 scored higher than the average, over half of the students scored lower than the average, which is approximated by 08 students, indicating that they have difficulty in memorizing and understanding words.

4.2.b.2. While Applying the Game

The language game (Name Three) is played in classroom with 20 pupils divided into 4 groups. The pupils are very exciting and happy while playing the game. There is a strong competition between the groups to finish the board game clouds and win. The teacher offers rewards to the winners.

4.2.b.3. Analysis of the post-test

Mark	Average <5	Average =5	More than >5	Total
NP	04	04	12	20
Total (%)	20	20	60	100%

Table 2: Scores of the Pupils' Post –Test

There is a significant difference in results between the pre and post tests, as seen in Table 2. The number of pupils obtaining less than the average has fallen to 04 from 08, while those receiving more than 5 has increased to 12 from 08 previously. The pupils who have 5 out of ten stay the same. The results of the post-test indicate that after learning vocabulary using language games, pupils were able to remember the meanings of the words, recall them, and classify them appropriately.

4.2.b.3.a. Holistic Comparison

The results of the pre-test and post-test were compared for a holistic comparison. In table3, the comparison is shown as follows:

Scores	Pre-Test	Post-Test
<5	08	04
=5	04	04
>5	08	12

Table 3: Holistic Comparison of the Findings of Pre and Post Tests

Table 3 illustrates the findings of pre and post-tests of pupils. After comparing the scores obtained by them in the pre-test, it has been identified that pupils were exposed to the same traditional teaching methods in learning vocabulary such as translation and repetition .This may evidently explain the scores in pre-test.

Moving to the post-test results, it is seen that there is a statistically meaningful difference between the scores of pre-test and post-test. Statistically speaking, the number of pupils who scored less than the average in the post-test has reduced from 08 to 04 while the number of pupils who got more than the average has increasingly shifted from 08 to 12. These findings were found because pupils were taught through language games whereas in pre-test were taught through the regular and traditional methods. Therefore, these tests reveal that the use of language games is effective for teaching vocabulary.

4.2.c. Teachers' Interviews Analysis

The interview (semi-structured) aims at identifying the role of language games in learning new vocabulary. Before shedding light on the analysis of teachers' answers to the research interview, it is worth mentioning that the participant teachers were most helpful in conducting this interview.

Question 01 :How long have you been teaching English ?

The purpose of question one is to determine the number of years that teachers have been teaching English in order to determine the length of experience that they have gained via teaching. The results show that the participant has enough experience teaching English as a Foreign Language based on the data collection and the instructors' interview responses. Their years of experience range from seven to twenty-five. Two of them have seven years of experience teaching English. However, one of them has 20 years of experience.

Question 02 :Do you think pupils are motivated in the usage of language games in the learning process of Vocabulary? Why?

Pupils love learning vocabulary through language games, according to all the teachers, because it is interesting and pupils enjoy playing games during class. Pupils will not be bored, and there will be plenty of excitement.

Question 03 :Do you deliver new words in your lesson? How?

All the teachers deliver new words in their lesson, all of them by using pictures, realia, synonyms and sometimes they use fun activities to reinforce each new words' meaning like: connect four, Bingo, TPR (Total Physical Response) and board games.

Question 04 : What kind of problems do pupils face when learning new vocabulary words without using language games?

Pupils feels bored when learning the new words. They don't know the meaning of the word and they even can't use it in a context. Also, the spelling problem.

Question 05 : Do you agree that pupils should learn vocabulary using language games? Why?

All the three teachers agreed that pupils should learn by using language games because language games are amusing and helpful to remember the vocabulary.

Question 06 : How often do you use language games in your class ?

All the teachers use language games in their teaching process 2 times in a sequence. Because it takes some time and also the lack of materials.

Question 07 : Are language games an attractive teaching tool that improves motivation and learning?

According to all of the teachers, language games can increase pupils' interest in class and in learning new words by allowing them to learn and memorize more new words while also developing values like cooperation and teamwork. T hey added that language games are a source of motivation.

4.3. Discussions of Findings

Based on the data gathered and analyzed from the pupils' questionnaire, pre-test and post-test and the teachers' interview. The results are discussed in the foregoing parts:

4.3.a. Discussion of the Pupil's Questionnaire

The present study focuses on playing pupils language games to reinforce their vocabulary. Participant pupils confirm that language games are useful tools in learning the new words. As the results shown that students like to learn English vocabulary, but they find difficulties in understanding the meaning. Based on this questionnaire we conclude that the majority of pupils have a positive attitude towards language games. Their response in learning through games was very welcoming. They were very interested in this tool.

4.3.b. Discussion of the Pupils' Test

The pupils achieved what they set out to do: they learned new terms and were able to complete the exercise given to them using those words. Pupils are better at learning new words and understanding their meaning. However, their findings reveal that there are significant changes in the pupils' performance during the post-test phase. They had developed a tool of acquiring vocabulary through language games.

The effectiveness appears in the language skills, especially vocabulary knowledge. The obtained results confirmed that learners are highly aware about the importance of vocabulary in learning English language ..

Unfortunately, the majority have difficulties with traditional technique of learning, for that reason they considered games as an enjoyable techniques which create a good atmosphere for learning. Only language games can provide the learners what they need to learn vocabulary successfully.

Vocabulary words are not something that can be learned in a day; they must be practiced on a daily basis so that pupils can utilize the terms and understand how to use them.

4.3.c. Discussion of the Teachers' Interview

The analysis of teachers' interview revealed that teachers do agree that language games are necessary and helpful in teaching vocabulary .the teachers are trying to enhance their pupils' English level through the use of different language games.

Teachers were innovative in incorporating vocabulary-learning games into their lesson plans, however it took some time for them to adjust to the new methodology. However, once applied, the response was generally positive. The time management of textbook instruction with a vocabulary game in one 45-minute lesson was first difficult for the teachers, but they progressively overcame the difficulties. The effort to clarify vocabulary items in a pupil-friendly manner was successful, and time management was suitable. Despite the continuation of the previous teaching style, some teachers insisted on multilingual definitions of the vocabulary. However, the games made a difference. The pupils were excited about the new activity's presentation and gave it a very favorable response.

4.4. Conclusion

The results of the analysis and interpretation lead us to conclude that language games improve vocabulary development. It supports the first hypothesis, which asserts that language games increase a learner's vocabulary stock, stating that these activities aid in the development of a learner's vocabulary. Language games also have a significant impact on learners' vocabulary development and memorization, as well as their psychological motivation. Also, it approves the second hypothesis that say that using language games may put the pupil in situation of practising and exploring language. When using a game the teacher integrates the pupils with using the vocabulary in the real life and in classroom. It demonstrated to be an

excellent strategy for consolidating new lexical elements and using them that is appropriate for both the

teacher and the class.

Chapter Five:

General Conclusion

THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY
THE CASE OF SECOND YEAR MIDDLE SCHOOL PUPILS

5.1.Introduction

Considering that vocabulary is a basic skill in English language, especially for new learners who try their best to know as much as possible of foreign words, games are also seen as a time-filling activity in most English classrooms. The teacher may use all his background to teach this skill by using differents and new motivational techniques. Many studies agreed that language games, as a teaching technique, have a great effect on the learners" vocabulary improvement as well as on his psychological side .

Additionally, from this study we established that learners are demanding a new techniques of teaching vocabulary, and they themselves are in search of a new way of learning this subject as well. So, Learning through language games could actually enhance the students' ability to learn the vocabulary, as the students need to develop the learning skills in a way where they could enjoy the learning process.

The present research was conducted at drawing the relationship between language games and vocabulary improvement. And showing the importance of motivation and relaxed atmospheres in EFL classes: to what extent language games affect middle school learners' vocabulary learning and how can be more fun.

For this aim, two hypotheses were raised: in the first, using games in teaching vocabulary increase the motivation of EFL learners to learn the language. The second one hypothesized that using games may put the learners in situations of practising and exploring language.

5.2.Key findings

The data collected from the present study indicate that using games as teachers' resources in order to improve English vocabulary learning among second year students had a good effect on their vocabulary proficiency. The research work carried out with these students shows that a notable change has been occur on students' knowledge vocabulary acquisition after the implementation of games in the lesson. The strategy suggested in the current study may facilitate student's vocabulary learning. The findings obtained from the tests, questionnaires and interview indicate the progress students attain.

The strategy proposed in this research, worked well and played an important role on involving students in the English vocabulary learning. The use of games helped to provide motivation, reduce students' stress,

and gave them the opportunity to develop their language skills within a satisfactory way. Furthermore, it was a pleasurable way to attract their attention and interest.

The conclusion that can be drawn from these facts is that this work gave the researchers a big opportunity to get an experience in the teaching field. We achieved the main goal that was helping students to improve their vocabulary. It also allowed us to improve our skills in planning, elaborating tests, observing students' progress, assessment, and organizing classes better. For all these reasons it would be fair to conclude that; Action Research is an interesting and innovative design in which students work collaboratively with the others in order to improve the English language learning.

5.3.Overall Findings

Vocabulary is a basic skill in English language, especially for new learners who tried their best to know as much as possible of foreign words, games are also seen as a time-filling activity in most English classrooms. The teacher may use all his background to teach this skill by using differents and new motivational techniques. Many studies agreed that language games, as a teaching technique, had a great effect on the learners' vocabulary improvement as well as on his psychological side .It aims at drawing the relationship between language games and vocabulary improvement. And showing the importance of motivation and relaxed atmospheres in EFL classes: to what extent language games affect middle school learners' vocabulary learning and how can be more fun. We believed that in addition to the variety they added to the class, language games may be an entertaining technique that helped learners to be acquainted with new words, consolidating lexical items and memorizing them. In this respect, a descriptive study was conducted; it was based first on a questionnaire and a test (pre-test and post-test) to middle school pupils to have their opinions after having participated in a language game inside the classroom. It was based also on an interview to EFL teachers to examine their attitudes towards vocabulary and their concerns about language games as a technique to teach vocabulary. This research also applied a mixed-method approach used and collected data from research instruments examined both qualitatively and quantitatively. The main aim was to see to what extent language games were helpful for learning new methods and using them. The

results showed the effectiveness of this method in improving EFL middle school students' vocabulary knowledge. Thus, we realized that the effectiveness of Using games in improving middle school learners' vocabulary is proved.

5.4.Recommendations

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

In the light of our study's results, we first recommend that teachers of English as a second language should include games into their oral expression sessions. Furthermore, all EFL teachers should promote student awareness of the importance of games activities by providing appropriate games activities that meet the needs of the students.

In addition, According to this study, it is strongly suggested that syllabus and textbook designers reconsider the benefit of integrating some excellent vocabulary games within textbooks. Educational institutions should also provide the necessary materials for game play. Such reforms and improvements may make it easier for teachers to present and review vocabulary words while also pushing students to study in a joyful environment.

Moreover, Inspectors should create workshops and training courses for both experienced and novice teachers to teach them how to shift from traditional to creative teaching techniques and how to incorporate language games into their classes.

5.5.Limitations of the Study

Acknowledging a study's limitation is crucial .Our study had a number of limitations and shortcomings that need to be considered.

First, the sample was limited in several ways. The present study has only investigated the case of second year middle school learners.

Second, Games can be a source of distraction. When applying language games some pupils consider it as a game to waste time not to learn new vocabulary .

Third , timing might represent a strong limitation for studies. In this study, the treatment period lasted for two weeks only due to time constraints. Learners had only two sessions per week which was insufficient.

5.6.Recommendations for Further Researches

- The population of the study. It may be possible to go further the same population limitations and the larger population, the more information you have.

- The research should be done with the other skills such as listening, speaking or reading for the individual result.

- Further research and studies can be carried out for other grades.

5.7.Conclusion

Language games lead students to be more self-confident and achieve better results. The role of language games in teaching vocabulary cannot be denied; they bring real world context into their classrooms. They can keep their minds active through playing with words and letters what help also developing their communicative competence.

In conclusion, the obtained data showed that games are useful and effective tools that should be applied in vocabulary classes. After the analysis, we resulted that the learner can learn effectively while having fun and enjoying himself. Thus, we realize that the two hypotheses are confirmed and the effectiveness of Using games in improving middle school learners' vocabulary is proved.

THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY
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Appendix 01

Questionnaire

Hello,
I would be grateful if you can answer my questions that will help me to collect some information to accomplish a research work on the effectiveness of using language games in teaching vocabulary with 2MS students:

1. As a pupil, do you think vocabulary is important in learning English Language?

- ☐ Yes
- ☐ No

2. Do you face any problems in learning new vocabulary?

- ☐ Yes
- ☐ No

3. Do you like games?

- ☐ Yes
- ☐ No

4. Do you like to learn using language games?

- ☐ Yes
- ☐ No

5. Do you play language games in class?

- ☐ Yes
- ☐ No

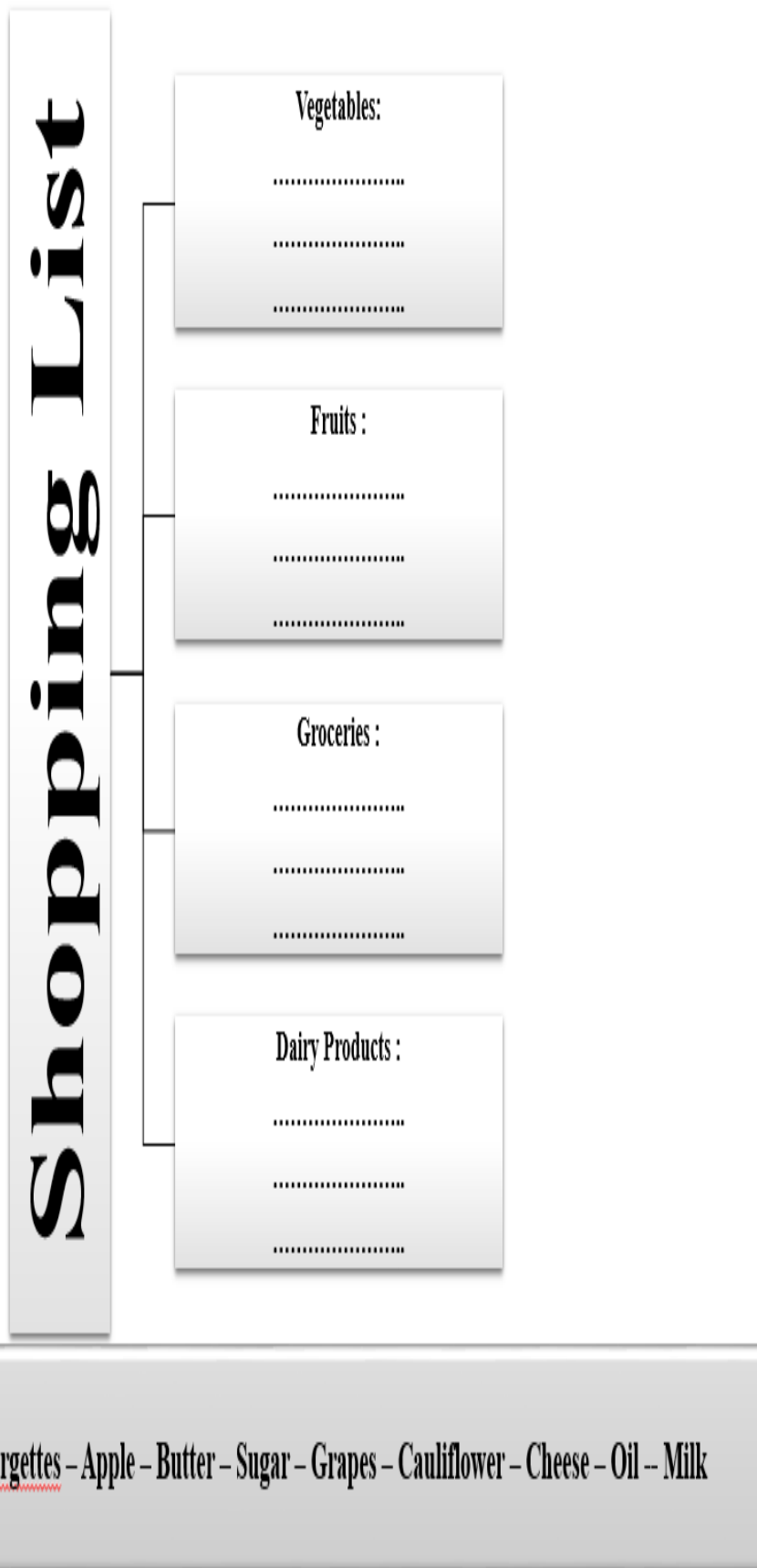**6.** Do you participate in games that been held in classroom?

- ☐ Yes
- ☐ No

7. Do you want the technique of language games to be applied in teaching vocabulary?

- ☐ Yes
- ☐ No

Appendix 02

Activity: I classify the items in the Shopping List:

Shopping List

Vegetables:

....

....

....

Fruits :

....

....

....

Groceries :

....

....

....

Dairy Products :

....

....

....

Strawberies – Courgettes – Apple – Butter – Sugar – Grapes – Cauliflower – Cheese – Oil – Milk

Appendix 03

Appendix 04

Activity : I read the passage and I complete it with the right words :

Hello, my name is Ayla. I live in Tipaza. It is a very city full of shopping centers. I'm going to tell you about my favourite place where I do shopping.

Every weekend, my mother sends me to El-Manar center. It is a very big and wonderful place to shop where you can find everything you need. I usually take a shopping list with me. I always start by buying groceries like : …………………. , ……………….. and ………………… then I go to the dairy shop and buy some ……………………. and ……………………… .After that, I go directly to the greengrocer where I buy some vegetables like : …………………… and …………………… . Also , some fruits like : ………………….. , ………………… and ………………….. . I love this   market too much. It is so attractive.

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Appendix 05

Interview Questions

Hello,
I would be grateful if you can answer my questions that will help me to collect some information to accomplish a research work on the effectiveness of using language games in teaching vocabulary with 2MS students

1. How long have you been teaching English?

2. How do you think pupils are motivated in the usage of language games in the learning process of vocabulary? Why?

3. Do you deliver new words in your lesson? Yes/ No , How?

4. What kind of problems does the pupils faced when learning new vocabulary words without using language games?

5. Do you agree that pupils should learn vocabulary using language games?

6. How often do you use language games in your class?

7. Are language games an attractive teaching tool that improve motivation and learning?