

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research



Djillali Bounaama University, Khemis Miliana

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Educational Group Games in English vocabulary acquisition
The case study of first year secondary school pupils in Khemis Miliana,
Algeria

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD

Master in English Language and Communication

Candidate:

Lahcene AHMED BENSOLTANE

Assala MOHAMMED BELKEBIR

Abdelhalim BOUKERA ABACI

Board of Examiners:

- Mr. B. Habbich

- Mr. H. Cherifi

Supervisor:

Mrs. F. ZAHHAF

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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.

Lahcene AHMED BENSOLTANE

Assala MOHAMED BELKBIR

Abdelhalim BOUKERRA ABBACI

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

DEDICATION

To my great parents and family I cannot express my love, I mean it.

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.

To all my friends, my English faculty classmates, my “classmates” group, my 2016 class friends and all amazing people and “dragons” I had the pleasure to know from and out of Tizi Ouzou, and my randomly acquainted friends outside of English contexts, to my friends and family abroad, to everyone else whom I thought of as I type these words yet cant mention all nor categorize the great divers population I have as friends, thank you for adding value to my social life and thank you for everything that I learned from you.

And last but not least, special thanks to all the staff of my university in general, and Mr. Ben Anaya my dear teachers in particular, whom I consider a part of my journey into maturing and growing up as a person and as a researcher, I appreciate every one of you and I only wish best for you and that only the best moment shall join us in the future. I am sincerely grateful for all your patience, your assist in and out of classroom, your involvement, your integrity, and your endless kindness regardless of how immature my classmates and I can be sometimes.

Thanks you.

Lahcene Ahmed Bebsoltane

I would like to start by thanking Allah for giving me all the strength needed to pursue this degree in the first place, As these past couple of years haven't been kind to us. I am also immensely grateful for everyone He has given me the opportunity of knowing and befriending during the course of my studies, a huge thank you to my teachers whom have taught me nothing less than everything, allowed me to be spontaneously and unapologetically

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

myself, and have been extremely kind and generous to me and all of my classmates, providing us with all the academic and emotional help needed since the very beginning. And my classmates who have made these years as fun as possible. (saving the best for last) I would like to thank my friends and family for always encouraging me and supporting me, particularly my sister who only positive pressures me into doing my work instead stressing me even more, I could never explain how grateful I am for having you by my side.

Mohammed Belkebir Assala.

To my dear father I want you and everyone else to know that I have been gifted with the most amazing dad in the world. To my lovely mom you have always given me your support. If today I am successful because of you.

First and foremost I would like to start by thanking my beloved lovely parents for all the support all my life along my educational journey, that's why I dedicate this work to them and special thanks to the amazing teachers and staff members and classmates I personally had the pleasure of meeting and I say thank you for all the kinds of help I received from you.

Abdelhalim Boukera Abaci

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Acknowledgement:

Endless thanks to Allah for empowering us with both the physical and mental strength to pursue this dissertation. Without The Almighty, we would not have been able to do it. We wish to express our sincere gratitude to our supervisor Dr, Fatma Zohra Zahhaf for her guidance, generosity and patience, as well as her valuable support throughout the writing of our dissertation. Without her thoughtful comments and encouragements, this work would have never been completed. We would like to thank in advance the board of examiners Mr Benyoucef Habbich and MR. Hamza Cherifi for accepting to examine our modest work. And finally we would like to express our deepest gratitude to our families, friends, and classmates for all of the emotional support, and academic help they provided us with.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Abstract

Vocabulary acquisition and control is one critical aspect of learning and improving English and similarly any other language. With continuous research in education and pedagogy, new methods and techniques of teaching surface to outdate the one before, one of which is the theory of applying educational games in classroom to effectively teach vocabulary to young learners. This study will aim at highlighting the kind effect that integrating these games have on learners' vocabulary acquisition and how can friendly classroom atmosphere reflect on EFL students' performance. To meet the aimed results, Mixed-method is used in which data is collected from First year secondary school Scientific stream pupils of Amir Abdelkader Secondary school, Khemis Miliana, Ain Defla and examined qualitatively and quantitatively through a questionnaire, a test, and a teachers' interview.

Results Show Positive effect of educational group games particularly on vocabulary acquisition, therefore, the integration of such games in classroom is recommended.

Keywords: effect, education, educational games, vocabulary acquisition, young learners

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Résumé

L'acquisition et le contrôle du vocabulaire sont un aspect essentiel qui fait partie de l'apprentissage et de l'amélioration de l'anglais et de toute autre langue. Avec une recherche continue en éducation et en pédagogie, de nouvelles méthodes et techniques d'enseignement font surface afin de dépasser les précédentes, dont l'une est la théorie de l'application de jeux éducatifs en classe pour enseigner efficacement le vocabulaire aux jeunes apprenants. Cette étude visera à mettre en évidence l'effet positif que l'intégration de ces jeux a sur l'acquisition du vocabulaire des apprenants et comment une atmosphère de classe conviviale peut se refléter sur les performances des étudiants EFL. Pour atteindre les résultats visés, une méthode mixte est utilisée dans laquelle les données sont collectées auprès des élèves de première année du secondaire de la filière scientifique de l'école secondaire Amir Abdelkader, Khemis Miliana, Ain Defla et examinées qualitativement et quantitativement à travers un questionnaire, un test et une interview avec des enseignants. Les résultats montrent l'effet positif des jeux éducatifs collectifs, surtout sur l'acquisition du vocabulaire, par conséquent, l'intégration de ces jeux en classe est recommandée.

Mots clés : effet, éducation, jeux éducatifs, acquisition de vocabulaire, jeunes apprenants

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 وأيضاً 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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

List of Tables

Table 1: Scores of the Pupils' Pre-Test.....38

Table2: Scores of the Pupils' Post –Test.....38

Table 3: Holistic Comparison of the Findings of Pre and Post Tests.....39

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

List of Figures

Figure 2.1: Vocabulary Types.....	11
Figure 2.2: Schmitt (1997) Taxonomy of L2 Vocabulary Learning Strategies.....	13
Figure 3.1 : Procedure of the Study.....	31
Figure 4.1: The Importance of Vocabulary in Learning English.....	34
Figure 4.2: The Problems of Learning New Vocabulary.....	35
Figure 4.3: The Love of Games	35
Figure 4.4: The Use of Language Games.....	36
Figure 4.5: Language Games Participation.....	37
Figure 4.6: The Application of Language Games.....	37

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Table of Contents

Declaration.....	I
Dedications.....	II
Acknowledgements.....	III
Abstract.....	IV
Résumé.....	V
المخلص.....	VI
List of Acronyms.....	VII
List of Tables.....	VIII
List of Figures.....	IX
General Introduction.....	1
Chapter one: Introduction.....	2
1.1. Introduction.....	3
1.2. Background of the Study.....	3
1.3. Statement of the Problem.....	4
1.4. Rationale of the Study:.....	4
1.5. Aims of the Study	5
1.6. Research Questions	5
1.7. Hypotheses	5
1.8. Research Methodology and Tools.....	5
1.9. Definition of Key Terminology	6
1.10. Structure of the Study.....	6
Chapter two: Literature Review	8
2.1. Introduction.....	9
2.2. Definition of Vocabulary.....	9

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.3. Types of Vocabulary	11
2.4. Vocabulary Learning Strategies (VLSs).....	12
2.4. a. Vocabulary Strategies according to Schmitt (1997).....	13
2.4. a. 1 Discovery strategies.....	13
2.4. a. 2 Consolidation strategies.....	13
2.5. Vocabulary Teaching Strategies.....	15
2.5. a. Unplanned Vocabulary Teaching.....	15
2.5. b. Planned Vocabulary Teaching.....	15
2.6. Teaching Vocabulary Techniques.....	15
2.6. a. Visual Techniques	16
2.6. b. Verbal techniques.....	16
2.6. c. The Use of Dictionary.....	16
2.7. Games.....	17
2.7.1. Types of Games.....	18
2.8. The Advantages of Language Games.....	18
2.9. When to Use Language Games.....	19
2.10. How to Use Language Games.....	20
2.10.1. Choosing the Game.....	20
2.10.2. Adapting the Game.....	20
2.10.3. During the Game.....	21
2.11. Language Games and the Four Skills.....	21
2.11.1. Listening.....	22
2.11.2. Speaking.....	22
2.11.3. Reading.....	22
2.11.4 Writing.....	22

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.12. Some Examples of Language Games.....	23
2.13. Conclusion.....	26
Chapter three: Research Design and Methodology	27
3.1. Introduction.....	28
3.2. Research Design.....	28
3.3. Research Methodology.....	28
3.3.1 Research Methods.....	29
3.3.1. a. Qualitative Method.....	29
3.3.1. b. Quantitative Method.....	29
3.3.2. Population and Samples.....	30
3.3.3. Research Instruments.....	30
3.3.3. a. Pupils' Questionnaire.....	31
3.3.3. b. Pupils' Test.....	31
3.3.3. b. 1. Pupils' Pre-Test.....	31
3.3.3. b. 2. Language Game	32
3.3.3. b. 3. Pupils' Post-Test.....	32
3.3.3. c. Teachers' Interview.....	33
3.3.4. Procedure.....	33
3.4. Conclusion.....	35
Chapter four: Analysis and Interpretation Date.....	36
4.1. Introduction.....;	37
4.2. Data Analysis... ..	37
4.2. a. Pupils' Questionnaire	37
4.2. b. Pupils' Test.....	41
4.2. b. 1. Analysis of the Pre-Test.....	41

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

4.2. b. 2. While Applying the Game.....	41
4.2. b. 3. Analysis of the Post-Test	41
4.2. b. 3. a. Holistic Comparison.....	42
4.2. c. Teachers’ Interviews Analysis.....	43
4.3. Discussions of Findings	44
4.3. a. Discussion of the Pupil’s Questionnaire	44
4.3.b. Discussion of the Pupils’ Test.....	44
4.3. c. Discussion of the Teachers’ Interview.....	45
4.4. Conclusion	45
Chapter five: Conclusion and Recommendations.....	47
5.1. Introduction.....	48
5.2. Key Findings.....	48
5.3. Overall Findings.....	49
5.4. Recommendations	51
5.5. Limitation of the Study.....	51
5.6. Recommendations for Further Research	52
5.7. General Conclusion.....	52
References.....	53
Appendix 01: Pupils’ Questionnaire	57
Appendix 02: Pre-Test Activity	58
Appendix 03: Language Game	59
Appendix 04: Post-Test Activity	60
Appendix 05: Teachers’ Interview	61

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

General Introduction

Ever since English became the primary language of global communication and of research and science, several countries opted to adopt it as second language for all the nations around the world. Although Algeria is not one of these countries, with its second language still being French, mainly due to historical and cultural reasons, it still provides seven years of formal education of English starting from middle school. Yet, many learners, parents and even teachers do not completely trust or agree with how English is being taught and delivered in schools. Learners, despite the time they devote for learning and the efforts of teachers, still find it boring, tiring, and repetitive. The lack or absence of motivation resulted here might be one chief reason pupils are mostly passive during the learning process, where they rely a lot on the teacher to always instruct, other classmates' help, dictionaries, etc.

In learning languages in general, and English in particular, there are many aspects or parts to work on which are equally important in order to attain any desired level of comprehension and/or production, like: speaking, grammar, vocabulary etc. Furthermore, it is believed that one significantly crucial aspect in learning for beginners is vocabulary. Beginners in EFL often struggle to because they need motivation and constant guidance by someone proficient at the language, because they keep getting a sense of not knowing what to do, whether they are going in the right way, or whether they are improving or not. Therefore, teachers, when dealing with beginners, suggest a list of vocabulary for the student to memorize to be able to use in practicing speaking, grammar, etc. The increasing demand for English teaching led teachers and researchers in education to design and implement new innovative techniques and motivational methods in order to facilitate learning and improve its quality. Amongst these modern techniques and approaches is one in which games are used to make the process of learning a much more enjoyable and diverse experience. Using games

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

has been proven in many countries and educational establishments to help young, but not only young, learners in feeling more confidence and ease, communicate and interact more freely with the teacher and classmates, and have more open and positive attitude towards what is being taught; Whether the games are central to the lesson or are done for sake of distraction as a break from the actual lesson, like ice breaker, extracurricular games, and energizers.

Chapter One:

Introduction

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

1.1.Introduction

The research in hand was conducted in an attempt to examine the effect of Utilizing educational Games in classroom on Vocabulary learning and retention, specifically in Algerian first year secondary school English classes. The first chapter will introduce the topic in general, the background, the research problems, the purpose, the research questions, the hypothesis, the methodology, the key definitions and the general structure of the research paper.

1.2.Background

Like many other countries are doing ever since the English language became the global communication language, Algeria is working towards substituting French language with English as second language for many similar reasons as the other countries, like being able to maintain pace with the global technological development and economical races. Moreover, English is not only essential nowadays on the country level, but also on the social and individual level. Learners of English in the Algerian society still struggle to apply what they learn even when they are well educated on structural and grammatical aspects of the language.

The learning failure can be consequent to numerous factors, like the lack of communication and students' motivation. Therefore, it is high time teacher adopt more suitable methods and techniques in teaching.

In English as a Foreign Language (EFL), students must acquire as much vocabulary as they possible in order to be able to have more options of words to use when communicating and to have better reciprocity with whom they communicate with especially if this latter is of more advanced level in English. The importance of vocabulary in improving English compels research to experiment on better methods to enhance learners' vocabulary acquisition and retention. One modern solution is to implement fun educational games into learning. Games can be useful in raising interaction and motivation amongst learners, in addition to

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

strengthening the relationships within the classroom between the learners and the teachers; another benefit of learning using games is that it distracts the learner from the main objective which learning and make learners attain it or achieve it subconsciously.

1.3. Problem Statement

Teaching vocabulary is of a huge role in language learning and secondary school teachers have always used certain methods and techniques in teaching it like activities and exercises based on memorization and repetition which are traditional techniques that cause learners boredom and poor motivation, therefore teachers are trying to adopt new motivational methods and activities in order to facilitate learning vocabulary such as songs and games, which can have positive impact in learning language especially for younger learners. Teachers are increasingly aware that teaching English vocabulary with games can get learners' attention and better animate the classroom, but they must be applied effectively. Nowadays, Algerian teachers are more eager to use this new approach in their classroom; but is it unachievable without proper training and prior experience with the games? And to which extent can they applied in Algerian secondary school? What are the challenges facing this leap in Algerian education? And how can these problems be overcome?

1.3. Rationale

A great deal of research have been done to improve learning of English grammar and speaking through activities and games, yet only a little concerned our specific area of interest in learning which is learning vocabulary through games, especially in Algeria. This paper primarily aims at isolating the vocabulary learning part in teaching/learning process when educational games are put into practice specifically in first year secondary school English classes. It is also worth mentioning that some teachers are still hesitant to try it in their classes

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

although its effectiveness have been proven in similar contexts in different countries, this can be due to lack of experience of the teacher, crowded room, overcharged curriculum etc.

1.5. Study objectives

This study aims at:

- Shedding light at the importance of raising students motivation to interact.
- Highlighting the relationship between educational games and improved vocabulary acquisition.
- Proving the significance of students being comfortable and relaxed in classroom.

1.6. Research Questions

- What can make English learning more enjoyable for learners?
- To what degree do educational games and class enjoyment contribute to better vocabulary learning and retention?

1.7. Hypotheses

Our hypotheses are as follows:

- Using educational games in teaching vocabulary increases EFL learners' motivation and engagement in class.
- Using educational games can create a situation where language is used to discuss things not discussed in and of itself, and can create a situation where English language is practiced, often unconsciously.

1.8. Research Methodology and Tools

The mixed method approach is adopted in this research paper, where both qualitative method and quantitative method are merged to the end of collecting and analysing data, three main instruments were used for data collecting: a questionnaire, a test First year Secondary School pupils and an interview with the teachers.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

- The questionnaire is designed to collect pupils' opinions about whether the applications of games in classroom improved the leaning experience in general and vocabulary learning and retention in particular.
- The test was done both before and after class to have a degree of measurement of the effectiveness and impact of these games on their performance and impression about the class.
- The teachers' interview was done for sake of getting the teachers' perspective on the improvement of the learners' motivation and performance after using educational games and whether it will be an effective decision to add these games to the official educational curriculum.

The interview is mainly for collection of qualitative data while the questionnaire and the tests provide the quantitative data. This combination of methods guarantees facilitating data, more accuracy and validity of results.

1.9. Key Definition

English as a Foreign Language (EFL): The teaching or learning of English by non-native speakers who live in non-English speaking countries.

English Language Teaching (ELT): teaching English to non-native speakers.

Foreign Language Classes (FLC): the learning/ teaching of a non-native language in a classroom.

First language (L1): this refers to the native language, first language, or mother tongue.

Second language (L2): This refers to any language which is learned after the native Language, Or used as common secondary language in a community.

Vocabulary Learning Strategies (VLSs): refers to “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 paper consists of four chapters: Introduction, Literature Review, Methodology, and Data Analysis. Chapter One represents a general introduction that includes the background, the problems, the objectives, research questions, hypothesis, methodology and the paper structure. Chapter Two discusses the theoretical framework and the related research in this area of research. It explains vocabulary, identifies the skills and elements required in learning English, and suggests techniques for learning vocabulary and strategies for better teaching it. Moreover, it selects types of games fun activities and identifies their advantages, in addition to how and when to best implement them. Chapter Three presents the methodology adopted in this study; data collection instruments and procedure; the study context; participants; and data analysis. Finally, Chapter Four will be analyzing the collected data from questionnaire, tests and interviews. Finally, this chapter contains the overall findings, the limitations, recommendations for the next researchers, and the conclusion.

Chapter Two:

Literature Review

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.1. Introduction:

Vocabulary is a central factor in foreign language learning, the acquisition of an extensive store of words to express meanings or concepts is crucial for an efficient second language use and effective communication. It is considered as an important element in order to deal with the four skills; listening, speaking, reading and writing. Wilkins (1972) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(pp.111- 112). Particularly meaning that, someone’s neat grammar would be considered futile if they lacked in addition to it a wide-ranging vocabulary.

This chapter tackles the techniques with which students can learn new words and how games are employed to enrich learners’ vocabulary and increase their motivation to participate in EFL classes

2.2. Definition of Vocabulary

Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings”. In other words, vocabulary is every meaningful word or sentence that can be used by individual or people to convey messages.

Furthermore (Cameron, 2001) stated “Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language”. Additionally, “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 conclusion, Vocabulary can be defined as the entirety of words used to transmit ideas and express the communicator's meaning and sayings, and it is indispensable to master the use of the four skills competently. 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 who have developed a more in depth word knowledge find less

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

difficulties in learning language skills and express their ideas precisely, than those with limited vocabulary, who may be too intimidated to participate in conversations, or transmit their ideas to the other speakers. As a consequence, vocabulary knowledge is crucial for learners to master and comprehend language skills.

The most effective method to detect the relationship between words is through word comparison. Comparing between the two words (more precisely their meanings) shows us whether those words are antonyms, synonyms, hyponyms or else.

These are some definitions of the different meaning relationships and aspects mentioned by Jackson (2002) as a case in point:

- **(a) Synonyms** are words that are equivalents of each other in meaning; they have different spelling and pronunciation but hold the same signification. These words are commonly in the same language,
E.g: Small and little. Show and demonstrate. Talk and speak. Each pair of the previous are synonyms of each other.
- **(b) Antonym's** meaning relation is based on oppositeness. They are the words that are exact opposites of each other. This relationship of words can be used to describe the meaning of a certain word or a contrast between two entities. E.g. 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 varieties of vocabulary have been examined and elaborated. Active and passive vocabularies are different types. These categories of vocabulary were designated by Gruneberg and Sykes (1991). The first type is the one that was taught to the learners and which they were presumably able to employ; But, the second type deals with terms that learners will understand when they meet, but will very likely be unable to pronounce. Hatch and Brown (1995) proposed two alternative categories of vocabulary: receptive vocabulary and productive vocabulary.

Two main points are necessary to comprehend vocabulary learning “receptive and productive”. On one hand receptive vocabulary, refers to the capacity to comprehend the meaning of a word found in written or spoken form. Moreover, productive vocabulary is the set of words acquirable for production within a student's interlanguage. These concepts have been elaborated and extended by Laufer and Goldstein.(2004) who categorized vocabulary to four levels. The first being active recalls which refers to the ability of using the word accurately. Whereas the second one is passive recall which deals 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 diverse options. Moreover, they dispute that passive recall is

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

the vocabulary level most associated with L2 classroom achievement, which might be a potential 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:

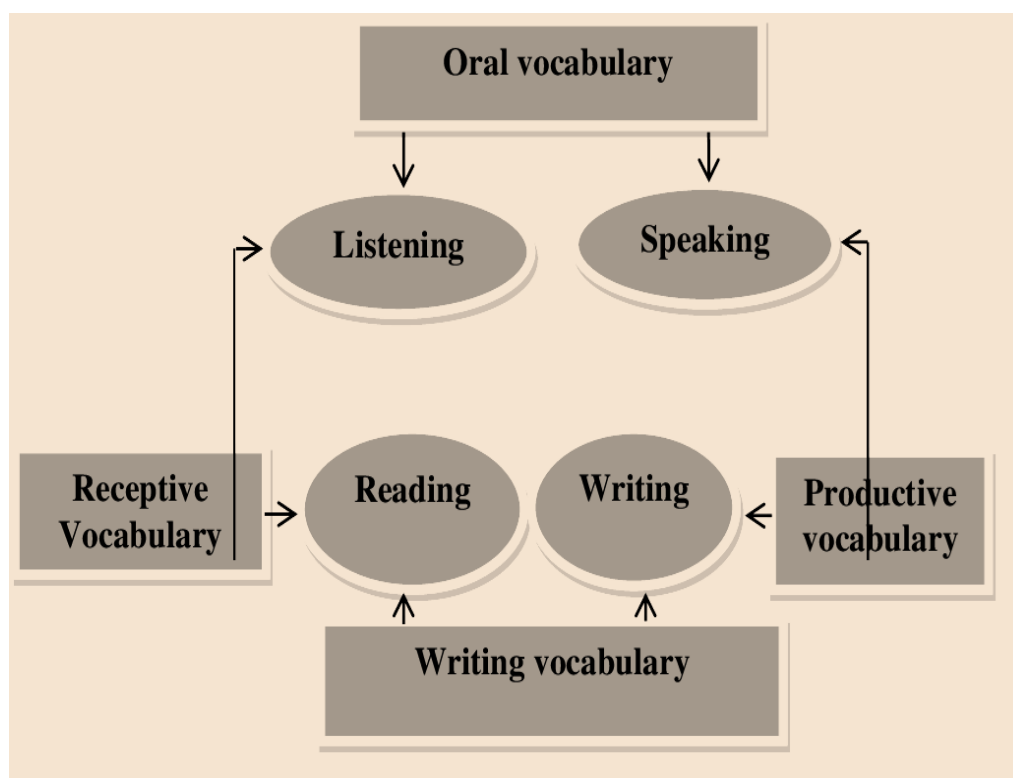


Figure 2.1: Types of Vocabulary

2.4. Vocabulary Learning Strategies (VLSs)

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Language learners employ vocabulary learning strategies (VLSs) to acquire new English terms. Plenty diverse vocabulary learning strategies as displayed 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 memorizing a word and learning a new word. Secondly, Gu and Johnson (1996) categorized vocabulary learning strategies of second language (L2) into four types as following: 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. Lastly, Schmitt, N. (1997) enhanced Oxford-based vocabulary learning strategies (1990) by splitting 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)

An extensive list of comprehensive inventory of vocabulary learning strategies was generated by Schmitt in 1997. Furthermore, a variation of definitions of the vocabulary learning strategies have been suggested, Schmitt definition (1997) divided these strategies into two leading groups

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.4.a.1. Discovery strategies

2.4.a.1.1. Determination strategies (DET)

Which are individual learning strategies (Schmitt 1997, 2000) where Students find a word's meaning autonomously by predicting it through context or using dictionaries.

2.4.a.1.2. Social strategies (SOC)

Strategies as such include learners' interaction with other people such as friends, family...etc. to determine 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)

This is where students' involvement in team work is highlighted, as well as seeking correction by teachers and communicating with native speakers to ameliorate their language. (Schmitt, 1997)

2.4.a.2.2. Memory strategies (MEM)

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

2.4.a.2.3. Cognitive strategies (COG)

It was mentioned by Shmitt (1997) that strategies in this category resemble those of the memory group. He claimed that even though word lists and word cards can simplify the initial encounter with a word, they can also be used to later continue reviewing. In this taxonomy, it is also possible to learn the target word from the labels attached to its physical intangible form. 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 inference. Popular strategies for this category are written and verbal repetition, word lists, flash cards, taking notes and glossaries in textbooks.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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

Strategies which are used by learners to supervise and evaluate their own learning progress through vocabulary test (Schmitt, 1997).

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

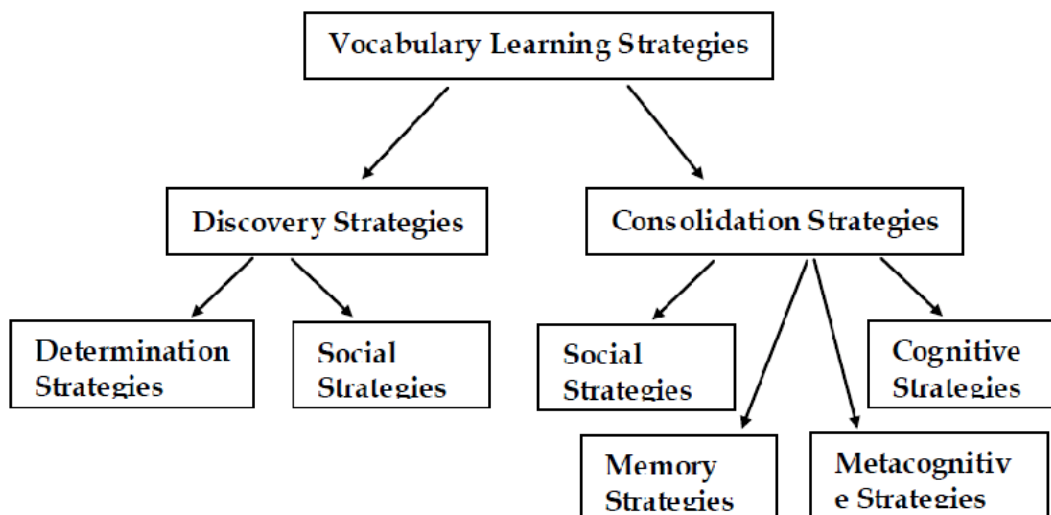


Figure2.2: Schmitt (1997) Taxonomy of L2 Vocabulary Learning Strategies

2.5. Vocabulary Teaching Strategies

Harmer (1991) declared that vocabulary teaching exceeds the process of simply presenting and describing new words. Since learners are supposed to come across unfamiliar words while learning the language, teachers have to adopt numerous strategies and techniques to handle new words successfully. Seal (1991), for example, sorted vocabulary teaching strategies as planned and unplanned activities in classrooms.

2.5.a. Unplanned Vocabulary Teaching

The unplanned strategies involve explicating an unfamiliar word to the students mid-lesson, these words may be learned incidentally and accidentally, or when the teacher notices

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

a need 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 involves pre-planning the target words and unknown vocabularies that the students have been formerly noticed not to understand. 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 are numerous techniques that can be used when teaching vocabulary; these are the key ones, 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 designate the meaning of a word found in a reading passage, but also in speaking activity as it emphasizes mostly on communication. By employing these techniques vocabulary learning becomes more interesting and motivating.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.6.b. Verbal techniques:

Techniques as such present an explanation to the learners about the target word using, synonyms, opposites, or full definition. In this scope, Marla, et al. (1990) divided verbal techniques into four parts. The first being where the teacher introduces the word using description 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 put together both verbal and visual techniques, for example, in term 30° Fahrenheit, the degree sign is visual. Finally, an 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. Dictionary Use

Furthermore, another technique which helps in acquiring new and unfamiliar words is using dictionaries such as bilingual, monolingual, pictorial, and thesaurus.

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 the help of dictionaries is an efficient way to gain more vocabulary.

2.7. Games

There are several strategies and techniques to make the English teaching learning process entertaining and more relaxed. One of them is through games. In this respect, Gerlach and Ely (1980) stated that a game is simplified, operational model of the real life situation that

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

provides students with vicarious participation in a variety of 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 a pleasant and enjoyable 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 on delivering the information rather than on the language's form and structure. The majority of the participants will put in 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 feature 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 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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:

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 used as an essential element 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 dullness and lack of interest, a language game can serve as a basis for the serious language practice. It is somewhat difficult for a student to perform at his/her best in a state 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 students are misbehaving, they must settle down in order to complete the game and achieve its objectives and if they show unwillingness to cooperate with the teacher too.

2.11. How to employ 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 opt for a game that connects their students' skills and antecedent 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). When selecting a game, teachers should take into consideration 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.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.11.2. Adapting the Games

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 commonly decide on games that require the participation of four to six pupils. Therefore, team work is embraced. In group work student are supposed to collaborate 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 using merely 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 on 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 maintaining students' interest requires perseverance. This is frequently a difficult quest, especially for young students. Designing a learning exercise in the style of a game is highly important, since it attracts the attentiveness 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

The task would be more enjoyable and prosperous when including a game in listening, and the focus of the class would be 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 probability 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 decided as such. 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.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

2.13. Some Examples of Language Games

The use of games as a teaching method has recently been increasing. In this respect, many books have been published. The most popular ones are those that stress 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 do not answer are eliminated first from the game. And the game is ended when only one player remains.

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 in attempt to guess the term. When the student has correctly 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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*

The teacher divides the students into several teams, 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.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

In addition, Hadfield (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 lacking information they need to conclude a task and communicate with one of their 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 objective 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 known 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

down in a random order. Each player flips over two cards at a time, in hopes 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 else 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

From what can be seen above, using games in the field of ELT has become a necessary implement in. According to the previous descriptions, games carry many aspects and components in common such as: using rules, encouraging and promoting teamwork and collaboration, making learning pleasant and entertaining. Additionally, many advantages and benefits are given to the teacher and learners when they employ language games in the FLC when used appropriately.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

To conclude with, the pedagogical value of games both in teaching and learning a foreign language cannot be disregarded, for it is highly effective. The following chapter sheds light on the use of this tool in an Algerian middle school EFL class, displaying the relationship between language games, vocabulary improvement, and the great significance of creating a relaxed environment.

Chapter Three:

Research Design and

Methodology

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

3.1. Introduction

This chapter provides an general view of the methodology of this research that attacks the usefulness of using educational games in learning vocabulary. More intensely it presents the procedures of the research, data gathering tools, the studied context and the participants. It also organizes and identifies the sample population and their answers in the course of a questionnaire, test for pupils, and an interview for teachers.

3.2. Research Design

Research design is a plan that assists in subjects selection, research websites, and data gathering procedures to meet the objectives of the research and its question(s) (MacMillan and Schumacher; 2001:166). They later point out that the goal of an effective research design is to grant credible results. For Durrheim (2004:29), it is a strategic action framework that links between research questions and objectives, and the application of the research strategies.

3.3. Research Methodology

Research methodology is a theory of how an investigation proceeds. It includes analysis of the suppositions, theories, and procedures in a particular approach (Schwardt;2007:195). Schwardt (2007), Creswell and Tashakkori (2007), and Teddlie and Tashakkori (2007) agree that methodologies identify and clear out the problems that must be investigated; what makes a problem worth research; hypotheses that is testable; the procedure in how problem can be frames to be best investigated using certain designs and methods; and how to select and coin suitable ways of gathering data.

This paper is done to study the effect of using fun educational games as a new technique to enhance vocabulary acquisition. And since this is an educational phenomenon, we are going to use educational research. Jacobs and Sorensen believe that “educational research is

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

the application of the scientific approach to the study of educational problem” (Ary& al, 2009, p.19). Educational research is used to investigate educational issues in systematic and scientific ways to understand and learn from human conduct.

3.3.1 Research Methods

We followed a mixture of methods to conduct this study. Creswell (2013) stresses that the mixed method consist in the integration of both quantitative and qualitative methods data. Where collecting, analyzing and mixing both qualitative and quantitative approaches is done in a single work to investigate and hopefully solve a research problem. The decision of choosing a Mixed Methods Approach is that it is most useful for the researcher to attain the greatest amount of specific information through collecting numeric and textual data. Moreover, it provides a more sophisticated and accurate idea than when only one of the approaches is used. The quantitative aspects of our data collection consist in using the questionnaire and the tests for the pupils, whereas the qualitative aspects consist in the teachers’ interview about the efficacy of using educational Games in Vocabulary Teaching.

3.3.1.a. Qualitative Method

Creswell (2013) states that qualitative research approach is an approach for understanding the individuals or groups ascribe to a social problem. Therefore, the process of research relies on the participants’ views, and questions, and data collecting consist largely in of answers from participants’ contexts, analyzing data inductively from specific to general, and conducts the inquiry in a subjective and context-related manner. An interview is used in qualitative method to indicate that Language games are effective in teaching vocabulary.

3.3.1.b. Quantitative Method

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Quantitative research approach is for examining theories by examining the relationship between variables. These variables can be measured on instruments in order for the numerical data to be analyzed using statistical procedures (Creswell, 2013). Furthermore, they feature collection of data which can be numerically analyzed and be interpreted using graphics, diagrams, tables, and statistics. In this research, a questionnaire and a test are quantitative research methods which are opted to see whether educational games are effective in learning vocabulary.

3.3.2. Population and Samples

According to prior related research, a population is a group of people or individuals that are the interest of the research, from which we can obtain samples; whereas, a sample is a segment of a population that is meant to represent the population characteristics (Kabir, 2016). In general, a sample is a group of people participating in a study and should be representative of the whole population.

In this study, we must first determine the population before selecting a sample. Amir Abdelkader secondary School First year pupils and teachers in Khemis Miliana- Ain Defla were the participants in our study. We chose this grade in high school in particular because of the inclusion of basic intermediate English content needed to succeed in secondary school English classes, in which vocabulary is crucial.

As for samples, the study was conducted on Forty First year Secondary School pupils who were selected randomly out of about 130 scientific stream pupils. Twenty pupils from these forty pupils were selected to do the test.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Three teachers of the subject school were willing to participate in our research and answer the interview questions, all of which teach a portion of the sample pupils.

3.3.3. Research Instruments

Data resources for this study are teachers and pupils of Amir Abdelkader Secondary school in Khemis Miliana. Where there instruments are used: questionnaire, which concerns forty First year secondary school pupils; test, which concerns only twenty of the pupils from the first population; and the interview, which concerns the three teachers of Amir Abdelkader Secondary School Khemis Miliana.

3.3.3.a. Pupils' Questionnaire

The questionnaire we assigned for this study have been used in to find to what degree do educational games effect pupils vocabulary learning and retention in the classroom.

It is directed to forty first year scientific stream pupils of Amir Abdelkader Khemis Miliana Ain Defla Secondary School and uses closed-ended questions which typically tend to limit the options of answers. These questions are aimed to collect pupils' answers, concerns and views on the topics. This questionnaire includes seven questions to better understand certain points about pupils themselves (Appendix01). The questionnaire consists of three main segments. The first aim to find the importance of vocabulary in learning English and if there are any problems in learning new terms. The second section aims to show the application of educational games at classroom. The last section aims to know the point of view of pupils toward language game tool.

3.3.3.b. Pupils' Test

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

This test is given to pupils to measure the effectiveness of educational games in teaching vocabulary before and after these games were applied. It includes two tests, a pre-test and a post-test.

3.3.3.b.1. Pupils' Pre-Test

During this process, a pre-test was done to twenty pupils randomly selected from the previous forty 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 ordered them to classify words and complete a list of vocabulary relative to the sequence (words that have already been studied). These words are related to First year Secondary school Syllabus sequence two "Back to nature". (plants, animals, etc) (Appendix 02)

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

3.3.3.b.2. Educational Game

Pupils in this phase received a treatment consists of a vocabulary game which is a Board Game (Name three) . 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, 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 the chosen Sequence 2 Back To Nature) name three

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Farm animals : Cow, Sheep, Duck .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 02) 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

Jacobs and Sorensen (2006) defining interview say “Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words” (p. 438). We chose semi-structured interview. The following type offers a middle ground between the two extremes, where the format is open-ended and the interviewee is free to elaborate (Dörnyei, 2007).

The interview questions are of seven questions addressed to English language teachers at Ain Defla's Amir Abdelkader Secondary School teachers will be chosen to participate in order to gather data on the efficacy of using educational games in teaching vocabulary (Appendix 03). The purpose of this interview is to identify how educational games are applied in their classes and whether they are effectiveness in learning new vocabulary.

3.3.4. Procedure

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

This research aims to gather quantitative and qualitative information. A pre-test, a post-test, and a questionnaire were used to collect quantitative data, while an interview was used for qualitative data.

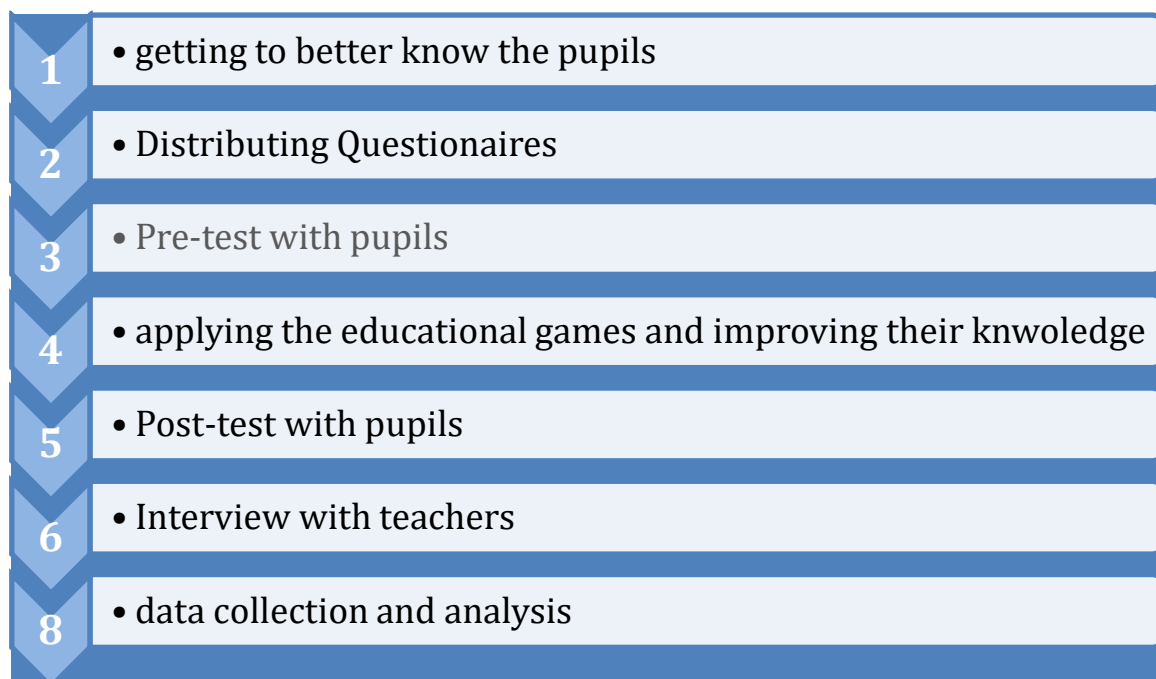
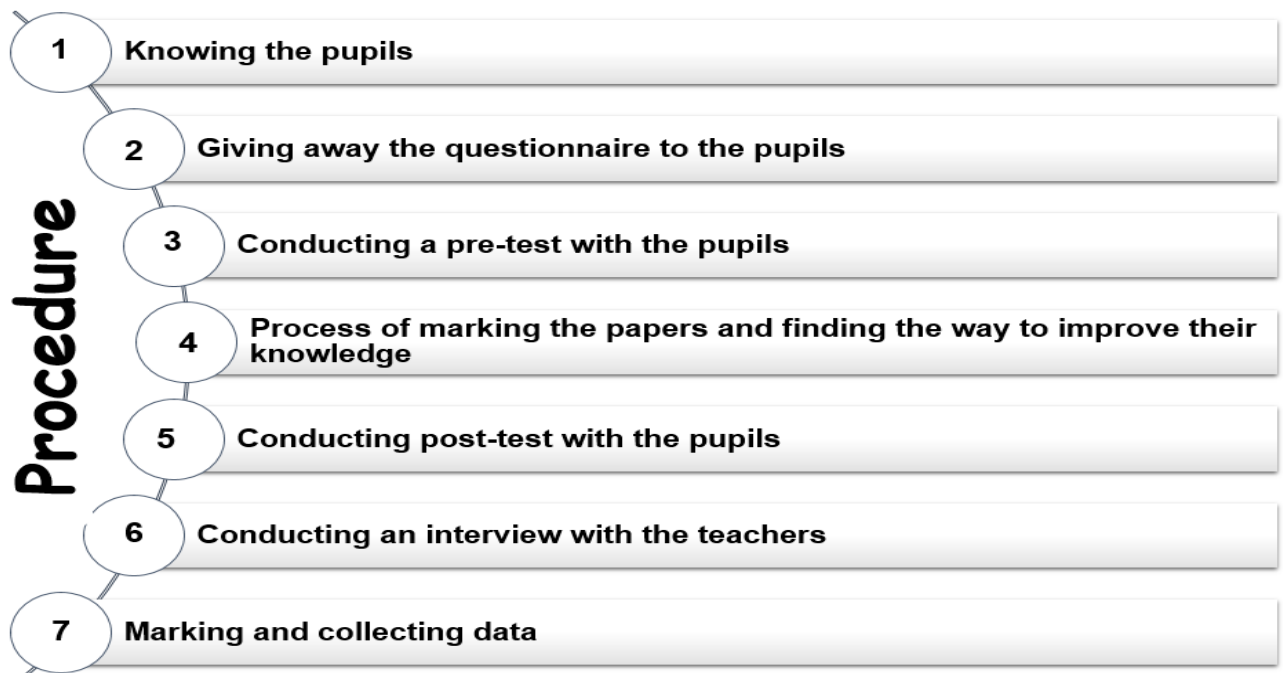


Figure 3.1: Procedure of the Study

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

This research took Place in Amir Abdelkader Secondary School in Khemis Miliana, Ain Defla. The questionnaire (Appendix 01) was addressed to forty randomly selected First-year pupils; It was distributed in the classroom. Using L1, The teacher read and explains the questions well to pupils. After that, they were free to consume all the time they need to fill in the questionnaire in the limits of the current English session.

After this, twenty pupils were randomly chosen from the previous forty pupils to undergo the pre-test and post-test. In the pre-test, worksheets of an activity were given (Appendix 02) to work on and classify the words in the list. The teacher has done a language game (Board game, Name Three) (Appendix 02) with the same twenty pupils .The game was played in classroom where the pupils were divided into four groups of five pupils each. Everything was well organized. After two sessions, the teacher makes a post-test which is an activity to complete a short passage with words related to similar vocabulary to that in the previous activities but from their own vocabulary.

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

3.4. Conclusion

In comparison to similar studies and surveys, we believe that our methods and tools were ideal for the sample in hand and the context. This chapter demonstrated and articulated how exactly was our research conducted and how every phase and step went along, for greater understanding of our sample and to prepare for the data collection and analysis chapter.

Chapter Four:

Findings and Discussion

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

4.2. Introduction:

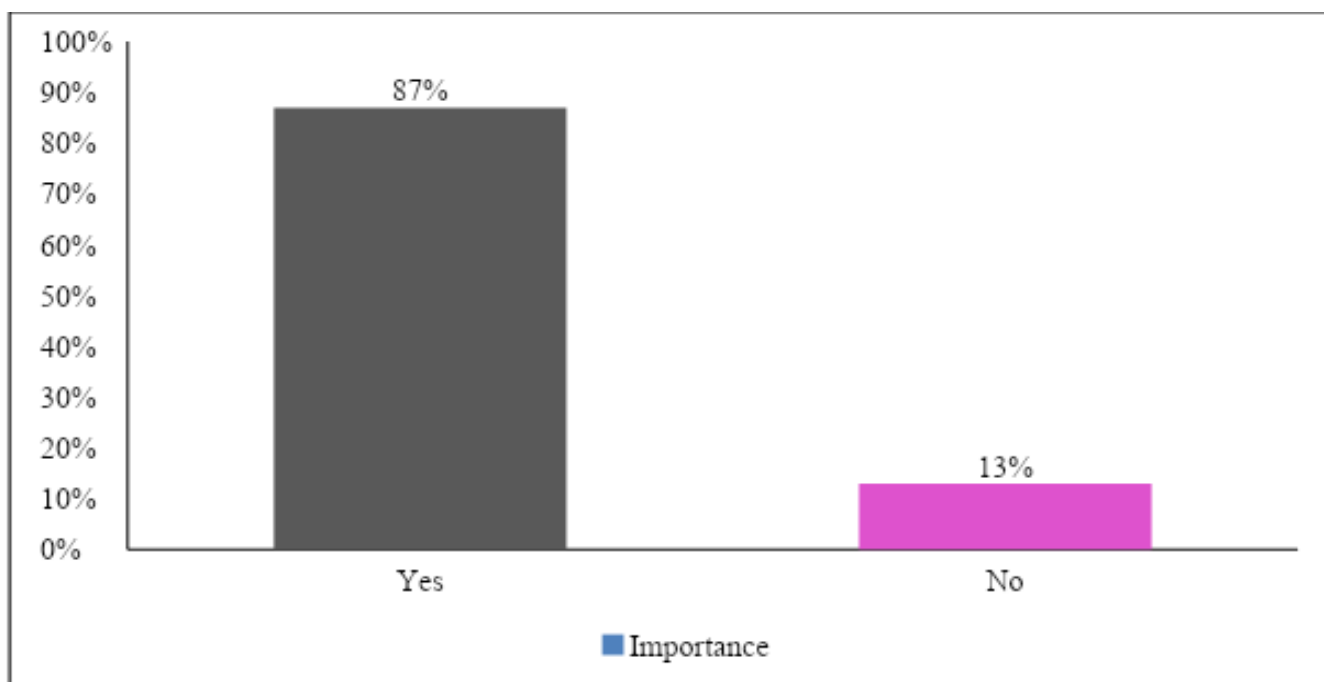
This chapter is an analysis and interpretation of data resulted from the three data collecting tools which were applied (questionnaire, tests, and interview). Data will be assembled and discussed in this chapter to eventually get results of our research, answer our research questions and meet our designed hypothesis. In the way to fully read our data is to first represent it and evaluate it in graphs. Secondly, the data from the tests was illustrated in simplified tables with statistics, titles, and the analysis or comment. Finally, to determine the actual usefulness of educational games in improving pupils performance, retention and motivation in vocabulary learning within the classroom context, data from the teachers interview was organized and analyzed.

4.2. Data Analyses

4.2.a. Pupils' Questionnaire

1- Do you believe vocabulary is crucial in all stages of learning English Language?

The question aims at determining how important vocabulary is in learning English according to participants. Answers are represented as follows in the figure 4.1.



EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Figure 4.1: The Importance of Vocabulary in Learning English

Figure 4.1 shows that 87% of pupils think that vocabulary is critical for learning English; since they may obtain new vocabulary and enlarge their knowledge daily. Besides that, 5 students (roughly 13%) disagreed that vocabulary is important in learning English.

1- Do you encounter issues when learning vocabulary?

This question is to know whether pupils struggle in encountering and learning new vocabulary.

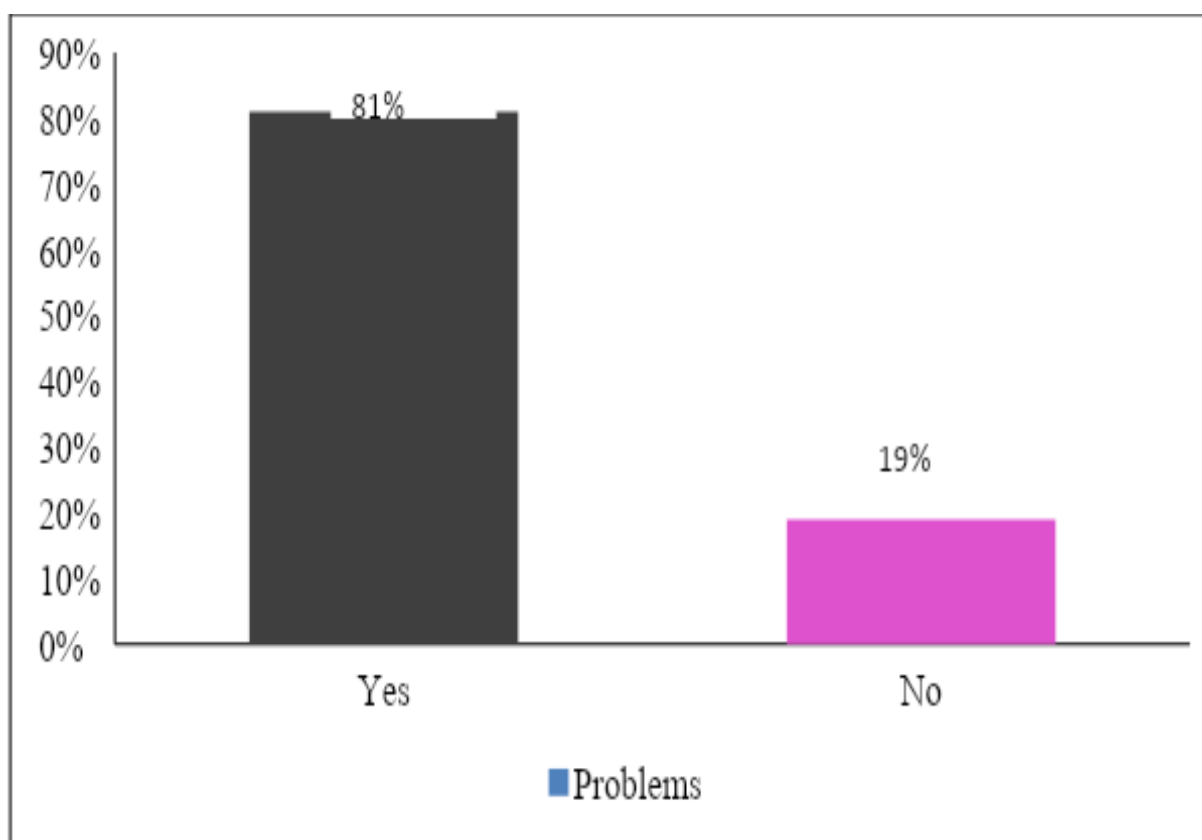


Figure 4.2: Problems in Learning New Vocabulary

From figure 2, we note that 81% of pupils admit that they face difficulties in understanding new words. Whereas 19% say that they do not have any problem in learning new vocabulary.

3-Do you like games and fun activities?

This question is intended to determine whether these pupils do like playing games.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

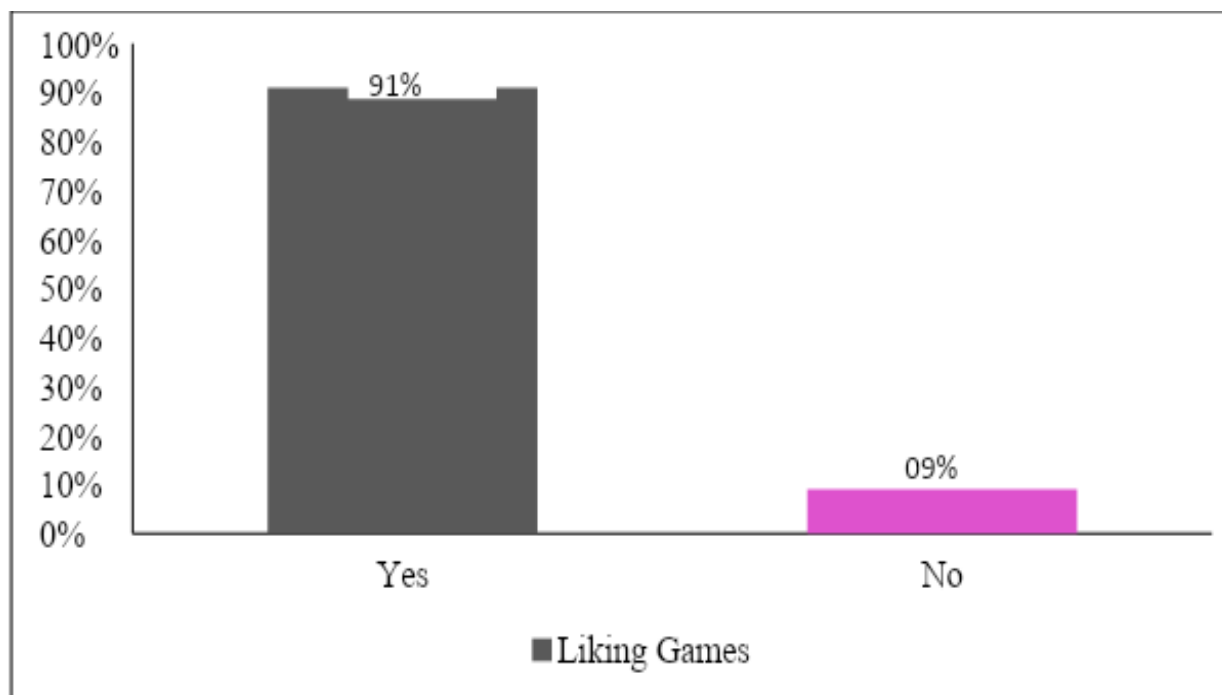


Figure 4.3: Interest in Games

Figure 4.3 shows that the dominant majority of pupils (91%) enjoy playing games, and there were only four pupils (9 %) who did not enjoy playing games.

2- Do you like practicing educational games to learn?

The purpose of this question is knowing whether pupils are interested in learning languages using educational games.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

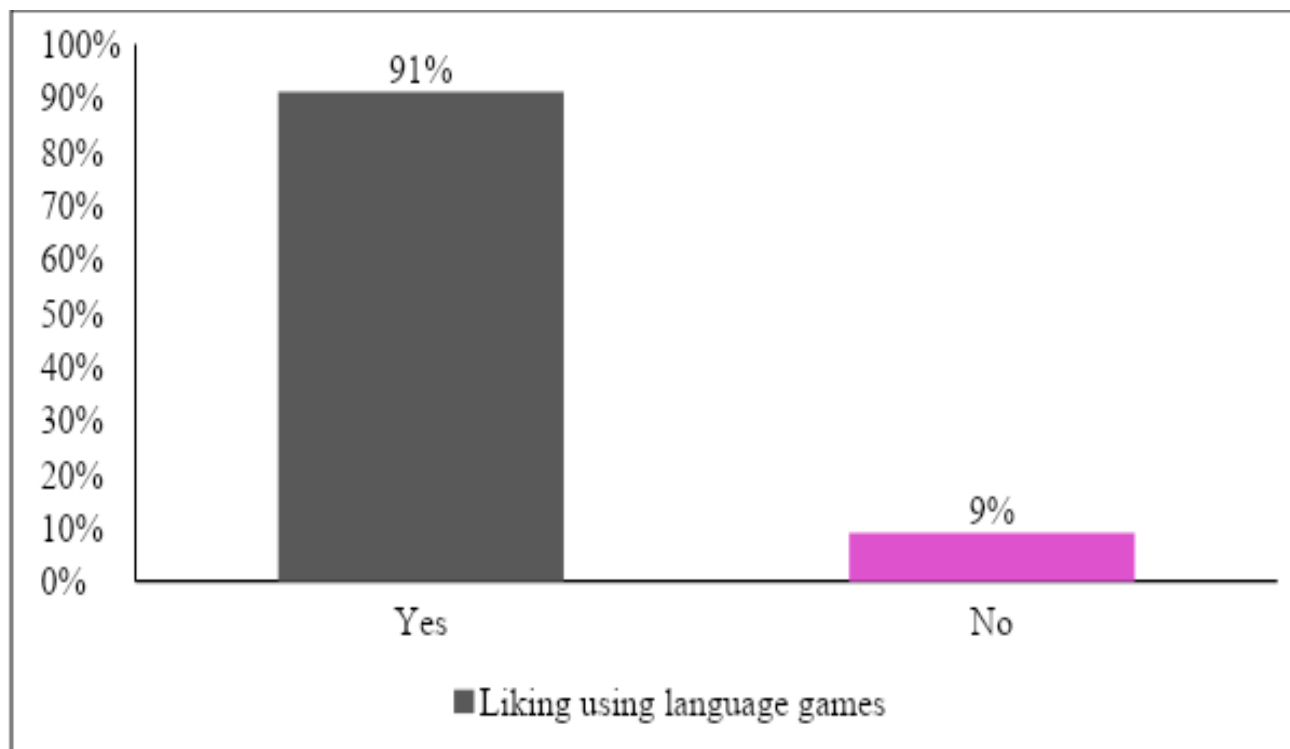


Figure 4.4: Pupils' educational Games

Figure 4.4, 91% answered yes, they enjoy learning with educational games to obtain and practice vocabulary. Four pupils (9 percent) did not prefer learning using educational games.

2- Do you practice educational games during class?

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

3- Do you usually participate in games applied in you classroom?

The Purpose after this question is to tell the frequency of pupils' participation in language games. This question is to know how often pupils play games in the class because the more they play the more they interest they must have in these games.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

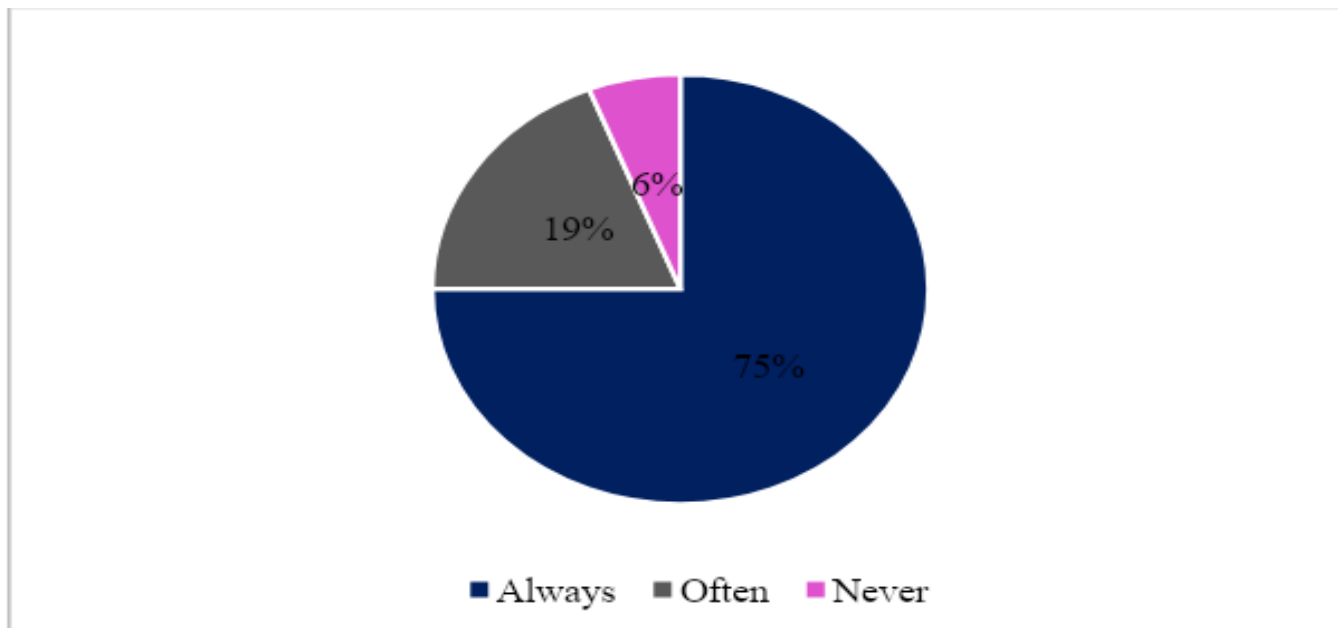


Figure 4.5: Participation in Language Games

According to figure 4.5, 75 percent contend they enjoy playing educational language games in the classroom. In addition, three pupils (6%) claimed that they did not like to play language games. 19 percent of pupils said that they prefer playing language games. Few pupils enjoy playing in the classroom, and others dislike it.

4- Do you advocate the wide application educational games in the teaching of vocabulary?

The question seeks to find pupils' views about the application of language games in vocabulary teaching.

**EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS**

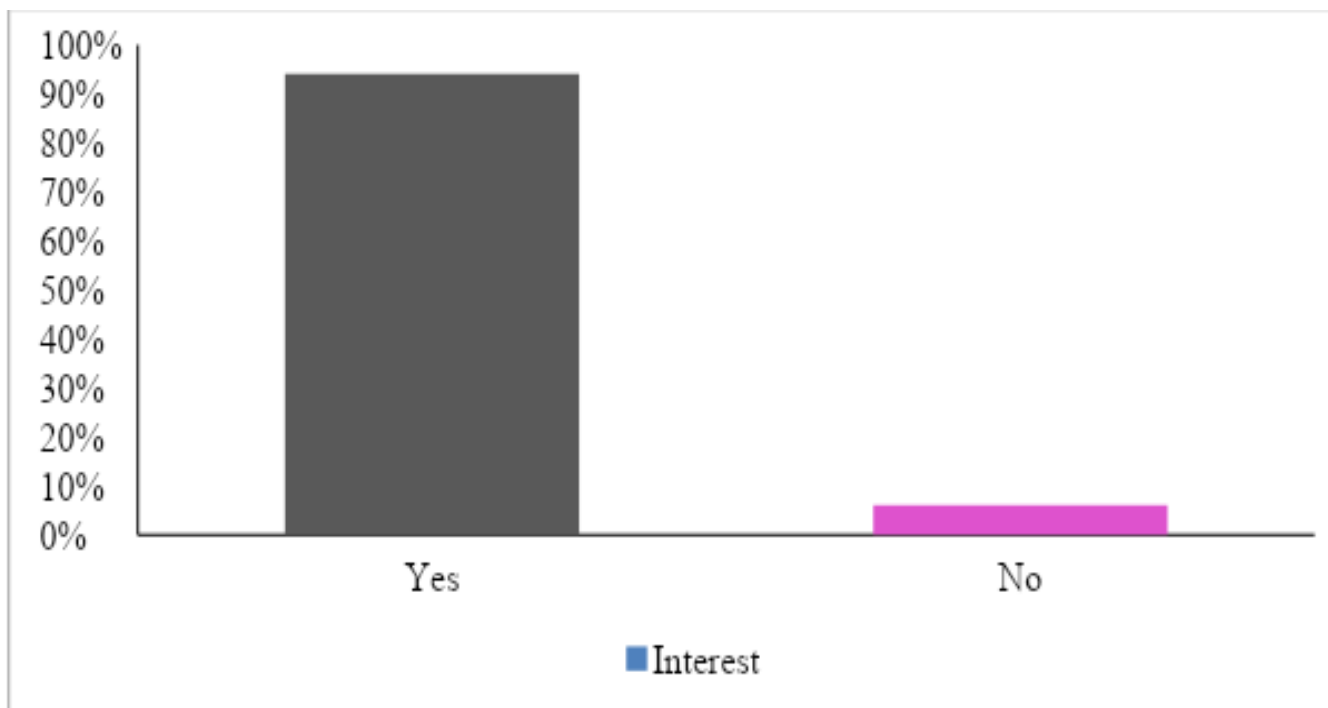


Figure4.6: The wide Application of educational Games in classroom vocabulary teaching.

According to figure 4.6, 92% of pupils answered yes, they refer if methods that include educational games will be applied in classroom. Only three pupils (8%) did not agree with studying using such games.

4.2.b. Pupils’ Test

4.2.b.1. Pre-Test Analysis

The pre-test is addressed to 20 pupils before applying the games.

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

Table 1: Pupils' Scores on the Pre-Test

As table 1 and figure 1 show, the pre-test results show that 08 pupils (40%) had a score under than 5 in the pre-test and only 4 of them (20 %) had the average 5 out of 10; whereas,

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

08 pupils (40 %) had a greater score than 5. Regardless of the fact that 12 students out of a 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 educational game (Name Three) is played in classroom with 20 pupils and 4 groups of 5 pupils each. The pupils seemed excited, motivated and very competitive when playing the game.

4.2.b.3. post-test scores Analysis

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

Table 2: Pupils' Scores on the Post-Test

Table 2 shows great difference in performance and results between the pre-test and the post-test. The number of pupils with a score of less than the average fell to 04 as opposed to 8, while the ones who had more than 5 of a score on the pre-test increased to 12 as opposed to 08, previously; while The pupils who have 5 out of ten stay the same. The post-test results specify that after learning vocabulary using the games, pupils could better remember the meanings of the words.

4.2.b.3.a. Holistic Comparison

Pre-test results and post-test results were later compared holistically as follows In table 3:

Scores	Pre-Test	Post-Test
Under 5	08	04

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Average 5	04	04
Above 5	08	12

Table 3: Holistic Comparison of Pre-test and Post-Tests results

Table 3 shows the results of pupils' pre-test and post-tests. After comparing the scores collected from them in the pre-test, it was identified that pupils were familiar with similar traditional teaching methods in teaching vocabulary such as translation and repetition. This may evidently explain the scores in pre-test.

Concerning the post-test results, it is noticeable that there is a statistical meaningful difference between the pre-test and post-test scores. The number of pupils who scored less than the average in the post-test 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. So, these tests reveal that the use of language games is effective with the majority of pupils for teaching vocabulary.

4.2.c. Teachers' Interviews Analysis

This semi structured interview is done to investigate more deeply to what extent are the suggested games effective in acquiring and remembering vocabulary.

Question 01: For How long have you been teaching English ?

The purpose of this first question is to find out the number of years of English teaching experience that the participant teachers have. The questionnaire shows that the participants have enough experience teaching English as a Foreign Language based on the data collection and the instructors' interview responses. Their years of experience range from two years to twenty.

-

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

- **Do you believe that pupils are more motivated when enjoyable games are used in the lesson to learn vocabulary? Why?**

According to all the participant teachers, pupils enjoy learning vocabulary with educational games, because it renders learning more interesting, exciting, and less boring.

Question 03: Do you teach new words in every lesson? How?

All the participants here affirmed that they regularly teach new words in their lesson, whether using pictures, synonyms, or fun activities to support and clarify new words' meanings like: Total Physical Response and certain team work games.

Question 04 : what are major obstacles pupils encounter when learning new vocabulary without the application of games?

Often times, pupils during class suffer boredom especially when learning the new terms as they are more demanding since they are unsure or even sometimes clueless about the meaning of the word and can't even spell it or practice it in a context.

Question 05: Do you believe that educational games are necessary for pupils in order to learn vocabulary? Elaborate if possible?

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 educational games in your class ?

All participant teachers state that they use educational games in their classroom at least twice during each a sequence, which is less than they would want due to unavailability of material, and time shortage.

Question 07: Are educational games interesting and motivating for pupils in learning?

According to all of participants, educational classroom games can make pupils more interested in studying, interacting, engaging, socializing, and learning new words in classroom

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

by enabling them to better learn and memorize more new vocabulary while still developing other skills and values like leadership and teamwork.

4.3. Discussions

Based on the gathered data and analyzed and pupils' questionnaire, pre-test and post-test and the interview. The results are discussed as follows:

4.3.a. Discussion of the Pupil's Questionnaire

This study is about applying educational languages games with first year secondary school pupils to enrich their vocabulary. Participants confirm that these games are useful in learning words. As the results show, 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 accomplished what they were expected to do: they learned the new terms and were able to complete the given exercise. Pupils prove to be better at learning and understanding their meaning; yet, findings reveal that there are significant changes in the pupils' performance during the post-test phase. They developed skills of acquiring vocabulary through games.

Effectiveness of these games can be illustrated in the language skills gained or developed especially vocabulary knowledge. Results show the high awareness that pupils have about the importance of learning vocabulary in improving English. Still, the majority struggle with traditional learning technique, for that, they considered games as an enjoyable way which creates a better learning atmosphere.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Since vocabulary cannot be learned overnight; it needs to be practiced regularly for best understanding and memorization.

4.3.c. Interview Discussion

Analysis of teachers' interview exposed that teachers agree that these games are significantly helpful in teaching vocabulary. Teachers try to improve their pupils' English through the use of different educational fun games.

Teachers were creative in integrating vocabulary-learning games into their lessons; but it time consuming for them to adjust to this new approach, nevertheless, Once in application, the responses were generally positive. Time management of textbook with a vocabulary game in one 90-minute lesson was first difficult for the teachers to manage, but they overcame the difficulties. The attempt to clarify vocabulary in a friendly manner and approach pupils not as a teacher but as a team mate or game instructor were successful, and time management was eventually suitable. The games made a difference and the pupils were now excited about the new content of lesson.

4.4. Chapter Conclusion

The results and the analysis lead us to conclude that educational games can in fact improve vocabulary development; there it supports our first hypothesis, which says that educational language games increase a learner's vocabulary. Language games also have a significant positive effect on vocabulary development and memorization, as well as motivation. In addition, it supports the second hypothesis that asserts that using educational games can create a situation where language is used to discuss things not to be discussed itself, and can create a situation where English language is practiced, often unconsciously. When using a game, the teacher engages pupils with using the vocabulary in the real life and in classroom.

Chapter Five:

General Conclusion

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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 different 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 technique 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 practicing and exploring language.

5.2.Key findings

The collected data from the present study indicate that using games among First year secondary school EFL students has a good effect on their lexical proficiency. This research shows that a distinguished change has occurred on students' knowledge and vocabulary acquisition after the execution of games into the lesson. The strategy suggested here may

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

facilitate student's vocabulary learning. The findings obtained from the tests, interview and questionnaires clearly show the progress that the students attained.

This research's strategy worked well and had an important role in including students in the English vocabulary learning activities. Using games helped motivating, reducing stress, and giving them the chance to develop their skills within an enjoyable setting.

This research provided us with a n important opportunity to get experience in the field of education. Our main goal which was helping learners improve their vocabulary knowledge and learning skills was achieved.

5.3. General Findings

Vocabulary is a vital 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 different 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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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

Based on our findings and what has been learned through our intensive research, we recommend that educators and researchers in the field should consider with greater interest the possibility of applying games into the official educational system curriculum especially when focusing on oral expression. Moreover, we recommend they further promote for this modern method of teaching and of course expand knowledge in this area of education by improving these games and creating new ones as well according to where they are applied.

In addition, we recommend that syllabus designers and decision makers consider integrating more games and activities like these that are more familiar to pupils' age and context.

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.

Finally, courses, trainings and workshops should be specified to train teachers on effective use of these games and similar activities; in order to preparer a gradual shift from traditional outdated methods of teaching into more suitable modern up to date methods.

5.5. Limitations of the Study

First, our sample was restricted to investigate only the case of first year secondary school students.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Second, these games, if and when not applied effectively or not well explained, can be a source of distraction or waste of time to learners.

Third, time period for our research and especially gathering data was very limited since we were not allowed more than two sessions in the subject school.

5.6. Other Recommendations

- A bigger more diverse sample is suggested for more accuracy.
- Integration of different games that target different other skills as well like speaking and listening is suggested.
- Exploration in other educational levels is recommended in addition to a comparison research between interaction of different genders and ages to such games.

5.7. Conclusion

Our research somehow revealed that the role of educational group games in teaching vocabulary is undeniable; they bring classroom into real English speaking or socializing or competition context. During these games, pupils are motivated, active and engaged at almost all times especially when working in teams which develop their communicative competence and team spirit.

In the end, the findings and numbers in this paper advocate that games that are well designed with values and skills to develop are functional and effective and they should be integrated in classes, particularly relative to our research, in vocabulary learning/ teaching. We conclude that learners can learn effectively while still enjoying their time and improving many other skills like team spirit and social skills. Therefore, our two hypotheses are met and the effectiveness of applying educational games in improving secondary school learners' vocabulary confirmed.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

REFERENCES

- Alanna Jones (1998). *Activities that Build: Self esteem, Teamwork, Communication, Anger Management, Self-Discovery and Coping Skills*. United States: Rec Room Publishing, Inc.
- Allen, V.F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2009). *Introduction to Research in Education* (Eighth edition ed.). Wadsworth Cengage Learning.
- Brewster, J, Ellis, G. and Girard, D. W., (2004). *The Primary English Teacher's Guide*. Penguin English Guide.
- Buehl, (2001). *Classroom Strategies for Interactive Learning*. Madison: International Reading Association.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Los Angeles: SAGE Publications.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics :Quantitative , Qualitative and Mixed Methodologies*. Oxford: Oxford University Press.
- Durrheim, K. (2004). *Research Design*. In M. Terre Blanche, & K. Durrheim (Eds.), *Research in Practice: Applied Methods for the Social Sciences*. Cape Town: University of Cape Town.
- Fan, M. (2003). Frequency of use, perceived usefulness and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *The Modern Language Journal*.87 (2): 222- 241.
- Gairns, R. & Redman, S. (1986). *Working with Words: A Guide to Teaching and Learning Vocabulary*. USA Cambridge University .
- Gerald and Laura (1989). *Improving Classroom Reading Instruction*, Random House, Toronto.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Gerlach and Ely, (1980). *Teaching and Media: A Systematic Approach*.(2nd ed).Englewood Cliffs. New Jersey: Arizona State University. Prentice Hall Inc.

Good Dictionary (1959) .Good, Carter Victor. 1959. *The Dictionary of Education* ,New York, Book Company.

Gruneberg, Michael. and Sykes, Robert (1991).Individual differences and attitudes to the keyword method of foreign language learning, *Language Learning Journal* 4(1991), pp. 60-62.

Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643-679. <http://dx.doi.org/10.1111/j.1467-1770.1996.tb01355.x>Gu and Johnson (1996).

Hadfield, J. (1984). *Elementary Communication Games*, London: London, Nelson.

Hadfield, Jill. (1995) *Intermediate Communication*. Harlow: Addison Wesley Longman Ltd.

Hadfield, J. (1990.V) *A Collection of Games and Activities for Low to Mid Intermediate Students of English*.

Intermediate Communication Games. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.

Hadfield, Jill & Hadfield, Charles (1990). *Writing Games*. England: Longman.

Harmer, J. (1991). *Practice of English Language Teaching*. New York: Longman.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed). New York: Pearson Education Limited.

Hatch, Evelyn and Cheryl Brown (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

Hedge, T (2000). *Teaching and Learning in the Language Classroom*, Oxford, England: Oxford University Press.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Hornby, As(1995). *Oxford Advanced Learner Dictionary*. New York: Oxford University Press,1995.

Horwitz, E.K., Horwitz, M.B., and Cope, J.A. (1986). *Foreign Language Classroom Anxiety*.

Huyen, N., &Nga, K. (2003).

Learning vocabulary through games. *Asian EFL Journal*

Ingvar Sigurgeirsson (1995). Ingvar Sigurgeirsson í samvinnuviðnemendum í KennaraháskólaÍslands

(1995).Leikjabankinn. Reykjavík: BóksalanemendafélagsKennaraháskólaÍslands .

Intaraprasert, C. (2004). *EST Students and Vocabulary Learning Strategies: A Preliminary Investigation*.

Unpublished research, Suranaree University of Technology, NakhonRatchasima, Thailand.

Jackson (2002a). Jackson. *Words, Meaning and Vocabulary: An Introduction to Modern Lexicology*, 2002.

Jackson. (2002b). *Words, Meaning and Vocabulary: An Introduction to Modern Lexicology*,2002.

Jacobs, L.C. and Sorensen, C. (2006) *Introduction to Research in Education*. Wadsworth, Belmont.

Klippel, Frederick(1994), *Language Program Evaluation*. Cambridge University Press, Cambridge.

Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer

adaptiveness. *Language Learning*, 54(3), 399-436.

Laufer, B. (2005). *Focus on Form in Second Language Vocabulary Learning*. EUROSLA Yearbook.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

- Lee ,W . R (1979).*Language Teaching Games and Contests*. Oxford: University Press (2 nd ed).
- McMillan, J. H., & Schumacher, S. (2001). *Research in Education. A Conceptual Introduction* (5th ed.).
New York: Longman.
- Mc Callum,G. (1980).*Word Games for Students of English as a Second and Foreign Language*. Oxford
University Press. Oxford United Kingdom. Merriam-Webster Dictionary(2003), *Merriam Webster's Dictionary*.2003.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge, England: Cambridge University Press.
- Oxford, R. (1990). *Language Learning Strategies. What Every Teacher Should Know*. Boston, Heinle: Heinle Publishers.
- Oxford and Crookall (1990) .Vocabulary learning: A critical analysis of techniques.pp.111-113. *TESL Canada Journal*, 7(2):9–30, 1990.
- Paul ,D.(1996).*Songs and Games for Children*. Macmillian Publishers Limited, Oxford.
- Prasad, U. (2003) . Achieving communicative competence in English. *India's National Newspaper*
July,29.2003.<http://www.hindu.com/thehindu/edu/2003/07/29/stories/2003072900010200>.
- Prieto, C. (2007). *Improving Eleventh Graders' Oral Production in English Class Through Cooperative Learning Strategies*. Colombia University.
<http://www.scielo.org.co/scielo.php?pid=S165707902007000100006&>
- P.Suardi(2000) . Suardi, Petter. 1985, *Teaching Vocabulary to ESI Learners*. New York: Prentice Hall.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Readence (1995). *Content: Area Reading*, (2nd Edition).

Richard, & Willy Renandya (2002) *.Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: University Press), 2002.

Seal, Bernard D. (1991). *Vocabulary Learning and Teaching*, in Celce-Murcia, M. (ed.) *Teaching English as a Second or Foreign Language* (2nd ed.), Boston, MA: Heinle&Heinle, 1991.

Schmitt, N., & Schmitt, D. (1993). *Identifying and Assessing Vocabulary Learning Strategies*. Thai TESOL Bulletin,5(4).

Schmitt, N. (1997a). *Vocabulary Learning Strategies*. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary:*

Description, Acquisition and Pedagogy. Cambridge, England: Cambridge University Press.

Schmitt, N. (1997b). *Vocabulary Learning Strategies*. In N. Schmitt and M. McCarthy, *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Schwardt, T.A. (2007). *The SAGE Dictionary of Qualitative Inquiry* (3rd ed.). University of Illinois, Urbana- Champaign.

Sigurðardóttir, S. D. (2010). *The Use of Games in the Language Classroom*.

Steve Sugar.(1998). *Games that Teach*. San Francisco: Jossey- Bass Pfeiffer.

Stoffer, 1995; Nation, 2001; and Gu, 2003. Stoffer, L. N. (1995). University Foreign Language. *Students'*

Choice of Vocabulary Learning Strategies as a Related to Individual Difference Variables. In S. Sahbazian,

Perceived Vocabulary Learning Strategies of Turkish University.Students unpublished doctoral dissertation,

Alabama: University of Albama .

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

- Tashakkori, A. & Creswell, J.W. (2007). Exploring the nature of research questions in mixed methods research. *Journal of Mixed Methods Research*, Vol. 1, 207-211.
- Thornbury, Scott (2002) .*How to Teach Vocabulary*. 2002.
- Thornbury, S (2004). *How to Teach Vocabulary*. Harlow: Longman.
- Uberman, A. (1998). *The Use of Games for Vocabulary Presentation and Revision*. Forum, 36(1).
- Ur ,P.(1981).*Discussions that Work*. Cambridge University Press, Cambridge.
- Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 27(01),33-52.
- William and Herd (1994) *Word Games with English: Teacher's Resource Book*. Heinemann, 1994.
- Wilkins, David A. (1972). *Linguistics in Language Teaching*. Cambridge, MA: MIT Press.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed).Cambridge: Cambridge University Press.

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Appendix 01

Questionnaire

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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

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

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Appendix 02

Activity: I classify the animals in the List:

<p>Animals that fly</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Animals that walk</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Animals categories</p>	
<p>Animals that swim</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Animals that crawl</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

EDUCATIONAL GROUP GAMES IN ENGLISH VOCABULARY ACQUISITION
CASE STUDY OF FIRST YEAR SECONDARY SCHOOL STUDENTS

Appendix 03

Interview Questions

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. For how long have you been teaching English?
2. Do you believe that pupils are more motivated when enjoyable games are used in the lesson to learn vocabulary? Why?
3. Do you teach new words in every lesson? Yes/ No, How?
4. what are major obstacles pupils encounter when learning new vocabulary without the application of games?
5. Do you believe that educational games are necessary for pupils in order to learn vocabulary? Elaborate if possible?
6. How often do you use educational games in your?
7. Are educational games interesting and motivating for pupils in learning?