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**The Use of Educational Games as a Teaching Technique For
Developing Learners' Vocabulary Knowledge**

**Case of Study: 3rd Year EFL Pupils at AL CHAHID ZITOUNI EL
JOUDI Middle School in KASER CHELLALA. Tiaret.**

*A Dissertation submitted in Partial Fulfilment of the Requirement for the Degree of
Master in Didactics.*

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Dedication 1

I dedicate this work to my loving parents Fatma & Khaled who provided me with all what I need by their endless support, patience and encouragement.

To all my family, sisters and brothers

I also dedicate this work to cheerful and dearest friends

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

Nawel



Dedecation 2

In the Name of God, the Merciful, All the Praise is due to him alone.

I would like to dedicate this work to my family first to my parents, to all my sisters, and to my brothers, to my colleges, and all the people who contribute in my success

Boudaoud



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Abstract

Vocabulary learning is considered as an essential and a difficult part in any foreign language learning as the meanings of new words are very often emphasized. That is why English teachers should use useful techniques to keep learners' curiosity and excitement about vocabulary rolling. Therefore, the present research attempted to investigate the Algerian English language teachers' use of educational games in their English classes to develop learners' vocabulary knowledge. In addition it aimed at identifying the effectiveness and the importance of using educational games in EFL classes. The study was carried out with fifty third year learners and three English teachers from "Alchahid zitouni el joudi" middle school, in addition to three more English teachers from another middle school. The investigation was based on the Mixed Methods Research, to collect the necessary information. A questionnaire was addressed to learners and an interview was structured to teachers to examine their attitudes towards the use of educational games in the teaching as well as the learning process. The results indicate that learners have a positive attitude toward this technique since it helps them understand vocabulary easily. Moreover, the findings showed that teachers use this method because they believe that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of developing learners' vocabulary knowledge.

Keywords: Educational games, EFL learning, motivation, vocabulary knowledge.

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List of Abbreviation and acronyms

EFL : English as a foreign language

FL : Foreign language

L1 : Source language

L2 : Target language

RVK: Receptive vocabulary knowledge

PVK : Productive vocabulary knowledge

Q : Question

س : سؤال

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General Introduction

General introduction

Language is defined as a means of communication. Through which we can communicate with others and express our feelings, emotions, and ideas. Therefore, English is considered as the language of the world. It becomes crucial to learn it and teach it because it is useful and it plays an evident role in understanding and developing people's knowledge.

The majority of people use English for international communication and as a source of knowledge, as it is used in Science and Technology. Clearly a solid effort is required to understand, produce and practice any foreign language. Teaching English as a foreign language is sometimes a hard profession to perform because of the number of obstacles that the teacher may encounter, especially when the learners are young ones. The difficulties that teachers meet in EFL contexts are most of the time the lack of motivation of the learners to learn English since they are not exposed to hear and practice it. English is very important to conduct communication everywhere and in anytime.

The English language consists of four skills: listening, speaking, reading and writing. Vocabulary is one component that links those skills. Learners cannot or will face difficulties in expressing their ideas and thoughts if their vocabulary is limited. Additionally, to make language learners able to grasp spoken and written language, one of the main components that they need to learn is vocabulary. It is difficult to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning. Thus, teaching vocabulary earlier is better than teaching it later.

According to Schmitt (2000,p.55) *“Lexical knowledge is central to communicative competence and to the acquisition of a second language.”* In this sense, the way teachers teach vocabulary will help students to enhance the learners' ability in listening speaking, reading, and writing. Vocabulary building is somehow difficult for middle school learners and third year particularly, since they are

newly exposed to the English language and their native language environment does not give them the chances to practice English .

Many Algerian learners learn vocabulary passively due to the habitual methods that they found somehow boring such as :the use of dictionaries or learning by heart new words without actually knowing the real meaning and even the mispronunciation of these words ,That is to say, teachers are teaching monotonously and they bring no innovation or creativity to their classes. Therefore , bringing innovation to language classes becomes priority as new and effective methods and materials are introduced by experts. Motivation is required in any educational setting to make the learning process more effective. Therefore, the EFL teacher should detect these problems and solve them by adopting appropriate methods in teaching vocabulary ,educational games is what our research proposes as a teaching method since they are recommended and suggested by many methodologists and that because they put the learners in situations where they really practice the language ,in addition, they motivate learners and assist them in recalling and retaining new words easily.

Through the present research , we aim at investigating the impact of educational games on vocabulary acquisition .Furthermore ,it seeks to identify the effectiveness of implementing educational games in the EFL classroom at the level of third year middle school learners ,also, showing the importance of motivation and enjoyable atmosphere in vocabulary improvement. .This study is based on the following research questions:

1. What are the English language learning benefits of educational games?
2. How can educational games develop learners' vocabulary knowledge?
3. How can teachers integrate games in writing ,reading, speaking and listening sessions in order to build up learners' vocabulary bulk ?

These research questions are explored on the bases of the following hypotheses:

Educational games can increase learners' motivation and develop their language learning skills.

Different educational games raise opportunities for EFL learners to acquire and practice new and different vocabulary forms and functions.

Educational games can be tailored to listening, speaking, reading, or writing activities. One game may involve a combination of all skills.

In order to test our hypotheses and obtain the data needed to meet our objectives for our research, a descriptive research design is adopted. We have used the mixed method research that combines both qualitative and quantitative method, the data were gathered using two main instruments; a questionnaire and an interview.

The questionnaire handed to third year middle school learners attempts to investigate their opinions about the use of educational games and whether they help them to learn lexical items and increase their motivation. The interview conducted with the teachers aims at investigating whether they believe that educational games are an effective strategies for teaching English vocabulary.

This dissertation entails three main chapters. The first chapter is concerned with the theoretical part, it provides a literature review of the first independent variable which is educational games. Indeed the first chapter is devoted to educational games, it sheds the light on games' definitions, their importance in EFL classes, advantages, when to use educational games, how to select educational games for better feedback. Also, this chapter provides an overall view of games 'types and the link between educational games and the four skills (reading, listening, speaking and writing) finishing with their role in developing learners vocabulary knowledge.

The second chapter is about vocabulary's definitions, its types. Moreover, we shed the light on the importance of vocabulary in EFL learning and teaching, as well as on teaching vocabulary in class, we even highlighted the steps and the techniques for teaching vocabulary.

The third part of this dissertation involves research methodology and data analyses. It includes the research aims, the methods used, the research instruments, also,

the description of the teachers ' interview and the learners' questionnaire , finishing with some suggestions and recommendations.

Chapter One

Educational Games

1.1 Introduction

Learning a foreign language is a hard work, effort and energy are required and must be maintained over a long period of time. As we need meaningfulness in language learning, and authentic use of language is useful to create and follow many various techniques and processes. Through creative procedure we can have an interactive environment which may lead to the development in learning a foreign language. Games and especially educational games are one of the important techniques and processes that the teacher may use in teaching a foreign language.

The idea of using games to connect learners in the procedure of active learning is not new, over the past several years, educators have been increasingly incorporating a variety of games into their teaching syllabus in order to create a fun, attractive, unique and appealing learning environment for learners.

This first chapter is concerned with educational games' definitions, moving to the importance of using educational games in EFL classes, then, when to use educational games, also, how to select educational games, types of games and their advantages, in addition to highlighting the link between games and the four skills and finally the role of educational games in developing learners' vocabulary knowledge.

1.2 Definitions of Games

Many definitions have been given by researchers to clarify the use of games in teaching. Byrne (1995) argues that a game is a form of play governed by rules. They should be enjoyable and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

According to The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, and Platt, 1995, p.89), games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.

ElShamy (2001,p.15) defines a game as a "*competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win.*". This means games comprise rules,competition ,entertainment and learning especially.Rules have to be simple ,well explained sa that learners face no difficulties.They are created in different levels as well as areas that suit a variety of students' levels and needs what make them enjoy all together and achieve the best outcomes.According to Haldfield (1999 cited in Tuan and Doan 2010:68) :"*A game is an activity with rules ,a goal and an element of fun [...] Games should be regarded as integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term*". This definition highly evaluates the importance of games in teaching, it is an important tool that allows teachers to add colors to their classrooms by providing challenge and entertainment.

Moreover, games are generally defined as systemic artefacts when discussed in relation to studies of digital games .Vernon (2006 ,p. 1) claims that as young learners play a game ,they "*focus on the activity and end up absorbing the language subconsciously.*" However, it is essential that teachers decide on which game to use and the time to use the game in their classrooms.

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

Garris et al. (2002) define game play as voluntary, nonproductive, and separate from the real world. According to Hadfield (1998), a game is an activity with rules, a goal and element of fun. Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language.

Lee (1965) mentions the value of fun in language education for an effective teaching process. Especially young learners are eager learners. Games can meet the needs of the learners by making the lessons amusing and attracting the interests of the learners (Bakhsh, 2016). Bringing amusement to the classrooms helps to provide a long-lasting teaching and learning process in an easy and funny way. Offering relaxing and funny ways. Games defeat boredom especially while learning and teaching language (Kim, 1995).

Further, games are also useful to revise vocabulary items (Lengeling & Malarcher, 1997), and they usually have a concept enabling to teach and learn the target vocabulary items in a meaningful context with an unlimited chance for repetition. Games are used to help children to understand and remember vocabularies easier in some topics. During the games, the children do not feel that they learn something through that activity. But in reality they learn a lot of things while playing.

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

1.3 Types of Games

Different writers have different classification of games. Lee (2000)(cited in Tuan and Doan 2010,p. 69), classifies games into ten types: structure games, vocabulary games, spelling games, pronunciation games, number games, listen and do games, read and do games, miming and role play, and discussion games. McCallum (1980,p.74) categorizes games for language learning into seven types: vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics.

From these two writers' division, we have five main types of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each type of game focuses on a language component or a skill, so when selecting games, one of the dimensions that teachers have to take

into consideration is the purpose of the lesson. As mentioned above, the language games selected in this research work must serve the purpose of helping the learners develop vocabulary, Therefore vocabulary games were chosen in this study.

Haldfield (1990, p. 8) argues that games can take one of the following forms:

- a) Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.
- b) Guessing games. The player with the information deliberately withholds it, while others guess what it may be.
- c) Search games. Learners must get all or a huge amount of information available to fill in a questionnaire or to solve a problem.
- d) Matching games. These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.
- e) Matching-up games. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.
- f) Exchanging games. Players have certain thoughts or ideas which they wish to exchange for others. The objective of the game is to make an exchange that is convincing to both sides.
- g) Collecting games. Players need to gather cards in order to complete a set. Combining activities. Players must act on certain information in order to arrange themselves in groups
- h) Arranging games. Players must acquire information and act on it in order to arrange items in a particular order.

The second taxonomy that Hadfield (1999, pp. 102 -104) uses to categorise language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- a) Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at the grocery store and products found at a department store.

- b) Information gap games. In such games, one or more people have information that other people need to complete a task . For instance , one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing.information gap games can involve a one -way information gap such as : the drawing game just described, or a two-way information gap, in which each person has unique information , such as in a spot the difference task , where each person has a slightly different picture , and the task is to identify the differences .
- c) Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions , in which one person thinks of a famous person , place or thing . The other person can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
- d) Searching games. These games are considered as a another variant on two-way information gap games .Students are given a grid , the task is to fill in all the calls .e.g. someone who is thief . Students circulate , everyone is given a clue to find out who the thief is , they ask and answer questions to complete and solve the problem.
- e) Matching games. As the name implies, Learners need to find a match for a word, picture, or card by using their memory .
- f) Labeling games. These are a form of matching, where participants match labels and pictures.
- g) Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games .Many card games fall into this category , such as the children’s card game collecting games.
- h) Board games. Scrabble is one of the most popular board games that specifically highlight language.
- i) Role-play games. Role play can involve students playing roles that they do not play in real life, such as doctors . They may even practice dialogues.

Nonetheless, Greenall (1990, p. 11) classifies games in a different way:

- a) *Do-it-yourself simulation*. It is an activity in which the students play themselves in a situation which he/she has either experienced or can at least relate to in some way .
- b) *Role-play*. Students are required to react in accordance with the identity or the role marked on the card, developing the character with improvised dialogue in either an everyday situation or a clearly defined setting .
- c) *Describing*. This is a simple situation in which one person has a certain item of information which he/she can only reveal by drawing , mime , roundabout description or Yes /No answer to questions put by the others .
- d) *Matching pairs*. This is where words, pictures, lines of dialogue, etc. are divided into more than two parts and then shuffled . One part is given to each of the students who must then find his/her partner.
- e) *Jigsaw*. It is similar to Matching Pairs. It is divided into more than two parts and the students have to work to match them together .
- f) *Logical sequences*. This technique is similar to Jigsaw, but it is used for materials such as strip cartoons, song lyrics or proverbs of which the components can be reconstructed in the correct and logical order .
- g) *Board games*. Teacher thinks of a situation, which involves some sequence of events, and asks students to think of a number of favorable and unfavorable events which might occur as the players proceed.
- h) *Discussion*. Activities can be used as a springboard for discussion or questionnaires.

These above games can be played in pairs, groups, or with the whole class. They can be card games, board games, puzzles , and role -play according to the size of the class or the excitement of the games. Games are diverse and techniques used to carry them are various, they can be used at any stages of a class (Harmer, 1991).

1.4The Advantages of Using Educational Games

Teaching vocabulary is highly structured and has certain goals for learners. Moreover learning vocabulary through games creates a way full of creativity for the teacher and the learners to achieve the goals of the subject. Lee (1979) states that most games make learners use the language instead of thinking about learning the correct

form. Games make the students more relaxed and enjoy the class. Games create a new way of central student language teaching.

Huang (1996,p. 1) comes to a conclusion that *"learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation, and spontaneity, reinforcing learning, improving intonation and building confidence"*. From the statement above, the teacher as the director of the class should know and master the skills of using language games in the class. One of the most important things is that game makes the class more fun.

Games can reduce the anxiety of the student, they can create an interactive class and make the student become more creative and make a lot of new ideas. Hansen (1994) states that they can innovate, and entertain. They can also give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences in a foreign language. Further, Zdybiewska (1994) supports that games can become a good way of practicing language, because they provide a model of what learners will use the language for in real life in the future. In other words, we can say that learning vocabulary for the young learners does not always put them under the pressure of the class, but we can create a relaxing way of teaching and make a class full of fun by using games as the media of teaching vocabulary. Uberman (1998,p.20) states that *"Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming"* .

In other words language students need to be emotionally involved, they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

1.5 When to Use Educational Games

It will be significant for people who like using games as a helping tool, and they should consider when it is appropriate to be used. Hadfield (1990) recommends that games need to be known as a vital part of any language program. Games can create learners' abilities, in the event, that they united into the classroom, expressly when they affirm and introduce a linguistic rule or structure. Besides, learners can use this chance and perform in the real context. In contrast, games sometimes do not work effectively because of different learning styles by learners, and other reason like doing those games in an inappropriate situation, the routine of games, and even the way of the teacher when they are performing the games.

However, games are used in the learning process because of the benefits that they have for learners. Language games avail themselves of classrooms that are very beneficial activities for students 'language skills and using them smartly. Nevertheless, games are significant tools to improve learners' language acquisition, and to create a useful situation for learners to perform their language in class. Therefore, it is repeated by experts that games should be introduced by teachers for students to be motivated and helping them to find their aims. Games mostly used as renewable energy for the learners or when the lesson finished, but still, there is time left.

Lee (1979,p:3) states that *games "Should not be regarded as a marginal activity filling in old moments whenthe teacher and class have nothing better to do."* Games should be the nucleus of the learning second language. Rixon(1992) recommends teachers to get benefit from games in all parts of the lesson but being aware of correctly chosen.

Moreover, games are not just for new experiences ,but they can be an essential method to revise what has been studied before and help the learners to summarize what they learned. It is not possible to create a game that achieves all the criteria of the instructor, games have to be modified to suit the level of students' language, natures, and properties .The primary agent that games have to be used is when it can

offer entertainment and educational sense to learners ;Otherwise, they will be useless and wasteful.

1.6 Selecting Educational Games

The role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most effective results from vocabulary games, it is essential that suitable games are selected. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors should be taken into account .

Teachers should be very careful about selecting games if they want to make them profitable for the learning process. If you want the games to bring desired results you must be sure that they correspond to the student’s level, or age, or to the material that is to be introduced or practiced. Games become difficult when the task or the topic is unsuitable or outside the student’s experience.

One of the factors influencing the choice of a game is its length and the time, necessary for its completion. Many games have a time limit, but according to Siek-Piskozub (1994), the teacher can either allocate more or less time depending on the students’ level, the number of people in a group, or the knowledge of the rules of a game etc. Some teachers suggest that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher’s aims connected with a game may vary:

1. Provide a good model making its meaning clear.
2. Controlled practice. Elicit good imitation of new language and appropriate responses
3. Communicative practice. Give students a chance to use the language.

After the teacher select what items to teach, Haycraft (1978,p.44) suggests following certain guidelines. These include teaching the vocabulary “in spoken form first” to prevent students from pronouncing the words in the form they are written, placing the new items in context, and revising them. A number of techniques can be adopted to present new vocabulary items. The presentation of new vocabulary is classified according to verbal and visual techniques according to Gairn’s and

Redman's classification. Among visual techniques are flashcards, photographs and pictures, wall charts, blackboard drawings, word pictures, realia, mime, and gesture. Students can label pictures or objects or perform an action. Verbal techniques consist of using illustrative situations, descriptions, synonyms and antonyms, scales, and using various forms of definition: definition by demonstration (visual definition), definition by abstraction, contextual definitions, and definition by translation .

Students may have the willingness to play games completely for fun. However, teachers need more reasons for convincing to play games. Teachers have to be very careful about which games should be used, and how to connect them with the syllabus, text book, and how, more particularly, beneficial they are. While selecting and adapting games in the EFL classrooms teachers should be very careful at many points. Constantinescu (2012) expressed that when selecting language games , many points are needed to be considered by teachers :

- Games should have an aim. They are used to motivate students, not only for fun.
- Games should focus on the use of language. By their means students have to learn, practice, or refresh language components .
- The content should be appropriate. It should fit the curriculum, be correct from all points of view and not to promote wrong values (e.g. violence).
- Games should be technically easy to use in the classroom.
- Games should be in accordance with students' age and level of knowledge.
- Games should keep all of the students interested.
- It is advisable to use short games; otherwise students may lose their interest.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should select the game that fits the purposes of that class or the content . Moreover , teachers should consider students' characteristics whether they are old or young , serious -minded or light-hearted , and highly motivated to learn or not . They should also consider when the game should be used.

According to Richard -Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

1.7 Importance of Using Educational Games in EFL Classes

Games are one of the most important techniques in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield (1990; Quoted in Deesri, 2002) describes games as “*an activity with rules, a goal and an element of fun.*” Foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition. Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling.

Games play an important role in the language learning classrooms despite the fact that most of the teachers are not aware of it as a learning strategy. However, it has lots of benefits to the learning process of the learners. Firstly; games prevent the lesson from being ordinary and boring. Conversely, they create a successful and positive classroom environment where students and their learning are central.

Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them (Mei & Yu-Jing, 2000). This increases the motivation of the children because they play as an alternative solution which encourages students to keep their interest in the lesson and continue working. By this way, they reduce the stress of learning another language.

Furthermore, in EFL classrooms, games provide many advantages for promoting learning the target language. One of the advantages associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners assume that they have to be successful in the target language that they do not know. In addition to this, learners feel much anxiety because of being criticized and punished by their teachers when they make mistakes. At this point, games come to the stage since they reduce anxiety, increase positive feelings and improve self-confidence because there is no fear of punishment and criticism for learners when they are practicing the target language freely (Crookal, 1990).

Learners are involved in the games actively, so games are called learner-centered activities. According to Crookall (1990), through games learners' and teachers' roles are changed and teachers encourage learners to participate actively in their learning. As a result, games give a chance to learners to take responsibility for their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, different contexts can be created by teachers that allow learning unconsciously because the attentions of learners are not on the language, on the message. As a result, when their focus is on a game as an activity, learners acquire the target language as they acquire their mother tongue, that is, without being aware of it (Cross,2000). Gaudart (2009) points general benefits of using games:

- Affective :a game encourages the students to be creative, it makes these students use the language spontaneously, and establish communicative competence among learners.
- Cognitive:here the reviews could be reinforced through the game which focuses on the grammar in communicative.
- Class dynamics:through the game the teacher acts only as a facilitator of the game where the student will be centered. The game encourages the participation of the whole class and builds class cohesion. The last advantage which is
- Adaptability:game requires minimum preparation after development and games can utilize the four skills.Games involve many factors such as rules to be

followed by the learners, competition among students, relaxation of the students and the teacher, and learning subjects in particular.

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. That is why it is essential to use games in EFL classes.

1.8 Educational Games and the Four Skills

Teaching English skills to young learners is very essential. We don't teach vocabulary and grammar but also preparing students to master the language skills. As stated by John Haycraft "*Learning a language usually has practical aim to enable students to communicate in that language. Therefore, every minute of every class be directed to equipping students with the language skills they really need*" (John Haycraft, 1997, p.18). Learners need significant, interactive practice in the skills in order to learn to use the language.

As Roger Gower, Diane Phillips and Steve Walter (1995, p. 110) says, "*Many conventional games can be adapted to foreign language teaching, as with any communicative activity the areas of languages produced may be predictable and therefore useful as a guided activity.* In other words that game can help the teacher in teaching foreign language to the students. Meanwhile, John Haycraft says "*games are an agreeable way of getting a class to use its initiative in English. As they are gently competitive, they increase motivation*". (John Haycraft, 1997, p.94). Besides, game is a fun activity; game can motivate students in joining teaching-learning process. It can attract the students' attention.

1.8.1 Speaking

Speaking is sharing information or saying something about feelings, perceptions to other people. Speaking is an important skill for the students to interact with each other in the learning context as well as outside of the school. Through speaking students can express themselves with concepts and ideas so that they can be triggered to acquire the new vocabulary and develop their utterance (Nguyen &

Pham,2018).Speaking is the most crucial element that make students socialise themselves in society and express their views.

Cameron(2001) says that speaking is the active use of language to express meanings so that other people could make sense of them. That is to say that communication is the key to express oneself's view points ,opinions and ideas. Constantinescu(2012) claims that learners can improve their understanding of written and spoken English via games.Games help learners learn words structures in a context using correct pronunciation and spelling.

Educational games not only develop learners' vocabulary but also encourage and motivate students to practice speaking in the classroom .Using games as means of instruction is one of the best ways to motivate students to speak and communicate (Nguyen & Pham,2018) which means students compete with each other in the competition so they can practice their speaking skills naturally .

All games emphasises the practice of the language ,through these games the learner is acquiring vocabularies and at the same time practicing how to say them. As mentioned before- types of games (Hadfield, 1984)- linguistic games focus on speaking correctly as well as on fluency. For e.g. shouting dictations game where any pair works dictations are far away from each other so that they have to speak loudly to make themselves heard above their classmates who will also be speaking loudly.

1.8.2 Writing

Writing is a skill that, even in the native language, is learnt and not acquired. It is often considered to be difficult, or even boring in the target language.Writing activity is not as simply as putting words into sentences or arranging sentences into paragraph. Learning to write effectively involves many different areas of knowledge and skills.Talking about writing, it is one of difficult skills to be taught by many teachers in the classroom.

A teacher does not only prepare the techniques and the material to teach but also involve in the activity as well. Therefore, using educational games in writing

activities is an effective technique not just to prevent these problems but also increase the chances of the learners in achieving their goals.

Thornbury (2002,p:25) has observed that “*The more decisions the learners make about a word, and the more cognitively demanding these decisions, the better the word is remembered*” . Accordingly, it appears that using games enhances students’ ability to memorize the words, that is to say storing these words and using them in writing .

Games can be an effective tool to prevent learners’ loathing of writing because, in addition of being enjoyable , they give them a motive to write instead of just writing because the teacher said so.Games also help the teacher to create contexts in which the language is useful and meaningful.The teacher can easily create a writing game . For e.g. ask his learners to rearrange words or sentences to make a formal paragraph or letter.

1.8.3Listening

Using games in the process of language teaching-learning is not limited for any language skill, it helps all students to feel relaxed and more confident in a new language acquisition. Azriel et al (2005, p.9) says that “*regardless of age or economic, ethnic, or social background, people understand the language of play*”. Games offer a chance for students to explore and interrogate information in a funny and interactive way.

Listening activities might an effective means of training and practicing this skill,by integrating listening with games ,the teacher will be able to create comfortable environment and making all students interested in the learning process . For e.g. the teacher says a word throwing a pen, a randomly chosen student must catch the pen and say a word beginning with the last letter of the word the teacher has said, then he throws the pen to a classmate...etc until all the class is participating.

Or making the learners listen to vocal records ,by doing so the learner is practicing his listening skill and the same time acquiring new vocabulary.

1.8.4 Reading

Writing is the production of communication, linking ideas, and information development, or giving arguments to a particular reader or a group of readers (Hedge, 2005). Reading is the source of writing, that is to say reading enables learners to produce and develop their writing skills. Because of its importance, it is crucial that teachers seek different techniques to make their students involved and interested. Educational games then can provide selection and help keep subjects enjoyable, attractive and interesting. For e.g. ask every learner to read a part from a funny story.

1.9 Role of Games in Developing Learners' Vocabulary

The approval for using games in a foreign language classroom can be seen in the fact that learners provide a lot of benefits through games. It was ensured by many experienced writers that games are educationally valuable. Using games in language learning gives much contribution to the acquisition of new language. Lewis and Bedson (1999, p:5) states that "*Through games children experiment, discover and interact with their environment.*", this means that the game can be a great solution for the teacher who wants to make the students become more active in the classroom. Games make learning new words easy and using them later interesting and fun. Even the repetition of words becomes interesting and ensures personal involvement of the learners.

Regarding language teaching and learning process, as Gee (2005), believes, games are understood as conceptual models working across formal and informal learning contexts. In language teaching, according to Warschauer and Healey (1998, as cited in Sørensen & Meyer, 2007), games have often been utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning. They create a fun environment in which learners and even the teacher become more interested in learning and teaching process.

The function of vocabulary games is giving many inputs of vocabulary to the students through learning by playing. They do not need to work hard to memorize some vocabulary without any strategy. The students are able to comprehend many

vocabularies in the time of a game and in an enjoyable atmosphere without being forced.

Tuan (2012) suggests that teachers should recognize that games are also a form of learning stressing their part in learning. He also add that exercises in workbook can help young learners recollect vocabulary to some extent, but it will be more effective if teachers add more games in class to motivate young learners in learning vocabulary.

Perveen et al, (2016) investigates how games encouraged second language (L2) learners in retaining vocabulary because being able to use vocabulary accurately can be more important in many aspects of language fluency than merely achieving grammatical competence. Educational games can help learners acquire vocabulary unconsciously while they are engaged in the game process. Using educational games can also be very facilitating for the language teacher because of the playful atmosphere, which makes the teaching-learning process more facilitating.

According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Educational games help students acquire huge vocabulary in a short period of time, due to the enjoyable and challenging environment that can create.

Methodologists agree that games can help students review vocabulary effectively.

According to Schmitt (2000, p. 116), amount of exposure can affect second language vocabulary acquisition, in other words, learners should participate in different task-based activities in their classroom and such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

1.10 Conclusion

Besides creating necessary diversity in the classroom and being a good method for teaching, we must not forget that games are fun and that helps get students active

in their learning. We can all agree on the fact that no matter what teaching method is being used, learning does not take place without the student participation in the learning process. Educational Games are not used just to motivate and entertain students but also help them learn in a way which aids the retention and retrieval of the material.

Recently, using games has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Games should be an integral part of a lesson, thanks to what it provides from a relaxing atmosphere in addition to self confidence while at the same time immensely enjoyable for both students and teachers. Therefore, we tried in this chapter to shed the light on games' definitions, types, when to use them, how to select them, their relation with the four skills, their role in developing vocabulary storage and most importantly, we tried to highlight the advantages of educational games in the learning process.

Chapter Two

**Vocabulary Knowledge,
Vocabulary Teaching and
Learning**

2.1 Introduction

One thing that students, teachers, materials writers, and researchers all agree on is that vocabulary acquisition is an essential part of mastering a second language. Rich vocabulary is a cornerstone skill of a proficient learner, it's that one element that links the four skills reading, listening, speaking and writing all together, it is a very important means to express our thoughts and feeling, either in spoken or written form. It is a basic part in language as well as one of the components of language skills.

Vocabulary is also central to language teaching and is of paramount importance to a language learner. In order to communicate well in a foreign language, learners should acquire an adequate number of words and should know how to use them accurately, especially foreign language learners. However, the best means of achieving vocabulary learning is still unclear, partly because it depends on a wide variety of factors. In this chapter we highlight the definition of vocabulary, it's types (perceptive, productive) also the importance of it. Therefore, we mentioned the strategies for teaching vocabulary as well as it's types.

2.2 Definitions of Vocabulary

Vocabulary is one of the primary keys for successful communication in language, some English teachers even realizing the significance of vocabulary knowledge do not reflect about how successfully vocabulary can be approached. It is the all language and words either used or comprehend by an individual or a group of people. Also, a list or combination of words and phrases usually alphabetically classified and clarified or defined. So, *What is vocabulary?*

Cambridge Advanced Learner's Dictionary (2008) clarifies vocabulary as all the words a specific individual knows and utilizes, and all the words in a particular subject or language. According to Hatch and Brown (1995) supply to some extent a similar definition, saying vocabulary is the particular set of words a person is familiar with and can use in a language. These definitions may make it seem that vocabulary is a clear and uncomplicated term but this conception will not last long when one takes into consideration the fact that vocabulary is much more than just celibate words, that

is, vocabulary includes not only celibrate words but also various words, sentences, idioms, and even phrases.

Abundant authors have similar definitions about vocabulary. Diamond & Gutlohn (2006) propose that vocabulary is the knowledge of words and their meanings. This signify that without promoting a strong vocabulary foundation first, comprehension and use of a language will not be accomplished. Moreover, the student should be able to acknowledge words, and know their concepts as well. Thence, when a student is efficiently able to submit and utilize a word in various contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

According to Hubbard (1983) vocabulary can be defined as a powerful carrier of meaning. Furthermore, some authors indicate more complex definitions about vocabulary. Nation (2001) said that vocabulary knowledge reveals knowing a word in the spoken form of the word and the spoken form can be apprehend and understood it in and out of context rather than guessed at.

On the other hand, Henriksen (1996) clarifies that vocabulary knowledge is often defined as accurate comprehension which is operationalized as the capacity to translate the lexical elements into (L1), the ability to manage the right definition in a multiple-choice task, or the ability to provide a target language paraphrase.

That is to say that vocabulary knowledge requires the ability to interact words that students do not need to think about. The words just come into students' minds to be used in an efficient and natural way. Even in a various choice task student react to the multiple definitions of words and they know precisely the meaning of the words to be translated. When students have knowledge of a word, they do not need much time to think about the word, they just have to utilize the word naturally and appropriately.

Not only but also Longman dictionary (1995) vocabulary is explained as all the words that someone knows, learns or utilizes. Moreover, the Oxford Dictionary (2002) defines vocabulary as the body of words used in a certain language or in a particular sphere.

According to Todd (1987) disputes that there is an orthographic, morphological, lexical and semantic side of the word. The orthographic word has a space on both sides of it. A morphological word considers the shape only. A lexical word considers all the forms a word can take and which are visibly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but vary in meaning.

Hornby (1995) clarifies vocabulary as "*The total number of International Journal of Teaching and Education Vol. III, No. 3 / 2015 24 words in a language vocabulary is a list of words with their meanings*". While Ur (1998) declared Vocabulary can be defined, almost as the words we teach in the foreign language. While a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but indicate a single idea. A useful convention is to cover all the cases by talking about vocabulary elements rather than words. Moreover, Burns (1972) defines vocabulary as "the stock of words which is used by a person, profession or a class.

According to Zimmerman cited in Coady and Huckin (1998) vocabulary is a major to language and of critical significance to the typical language learning. It can be added that vocabulary is the overall number of words that are required to communicate thoughts and express the speakers meaning.

In a Longman dictionary of contemporary English vocabulary is explicated as all the words that someone realizes or utilizes in a target language (2003, p.1843). Regarding Schmitt, Hedge and Nation ,vocabulary is the definition carrier of a language that the student and the speaker of the language require to understand and prevail in the four skills of the language (speaking, listening, reading, writing and) Schmitt, (2004), Hedge, (2000), Nation, (2001).

On the other hand Lehr, Osborn and Hiebert define vocabulary as knowledge of words and word meanings that they have two shape of oral and print. Oral words are those vocabulary words that the learner acknowledge and use in speaking and listening. Print vocabulary words assimilate those vocabulary elements that the learner understand and deploy in reading and writing (2004, p.5).

The locution vocabulary has various meanings. To accompany, there are some instructors use this term to mean sight-word vocabularies, that means learners' instant recognition of written words. However, some other teachers suffuse the vocabulary term as meaning vocabularies as the student understanding of the words. Listening vocabularies is another meaning of the term of vocabulary that is use by a further group of teachers that signalizes the students' understanding of vocabulary units that they hear in the spoken language. Content teachers engage the term academic vocabulary to relate it to content-specific words (Antonacci & O'Callaghan, 2012).

2.3 Types of Vocabulary

The term vocabulary has two different types, and researchers often theorize two types, the receptive vocabulary knowledge and the productive vocabulary knowledge.

2.3.1 Receptive Vocabulary Knowledge

Receptive vocabulary knowledge defines as the capacity to understand a word when a student hear or see it. According to Nagy, Anderson & Herman (1987), Webb, (2005) receptive vocabulary knowledge is known and comprehended its meaning by learners when listening to the text or reading the text. Learners aware and recognize the meaning of words that reasoned them to understand the text they have read but not utilized to speak and write. Learning the receptive vocabulary usually in the form in which the teacher will usually give the definition of the word, using the word in a sentence, however just ask the learners to pronounce and spell only.

2.3.2 Productive Vocabulary Knowledge

The productive vocabulary knowledge means to manufacture a word when the student can utilize it in their speech or writing.

Productive vocabulary knowledge supposed as the words that are recognized and can be pronounced by learners. In fact, learners can utilize these words in speaking and writing as well. Therefore, productive vocabulary can be considered as a process of active word because learners can produce words to accurate their thoughts and feelings which understood by others Webb ,(2005). Productive vocabulary knowledge

is regarded as the ability to recuperate the structure and meaning Laufer (2004), Webb (2008). or to proceed on the word as in the authentic learners' language Webb, (2009).

2.3.3 Receptive Vocabulary Knowledge VS Productive Vocabulary Knowledge

The most researchers in this field concurred to separate, known vocabulary knowledge within the extent of its use in either the skills of, reading, listening, writing and speaking. Thus, they split vocabulary knowledge into productive and receptive vocabulary Laufer, (1998), Laufer & Paribakht, (1998), Henriksen, (1999), Nation, (2001), Read, (2000), Schmitt, (2014).

While Harmer (2001) defined knowledge of vocabulary to the active vocabulary, which learners can utilize and call it orally. However, a passive vocabulary of words renowned by learners meanwhile acknowledgement but they cannot call and constructed through writing

Apportionment of this definition appears to limit the knowledge of vocabulary receptive and productive just to function, definition and word structure. Nevertheless, it should be investigated to what range both sides have a relationship or not in learning a second language and foreign language.

Henriksen (1999) divided the knowledge of vocabulary into three dimensions,

- a) A partial trend towards the right dimensions that reflect the level of meaning and understanding;
- b) The depth dimension, such as the construction of the system showing the relationship between words,
- c) Receptive-productive dimension that demonstrates the learner control and entrance to knowledge about the word.

These dimensions may escort light to guide researchers in determining features of vocabulary to squeeze in their study.

Nation (2001) has intended on the construction of vocabulary knowledge in a wider perspective by joining form (spelling, pronunciation, and the words), meaning (structure or meaning of words, ideas and preferences, a combination of words) and use (collocation, syntax, constraints in use). Nation as well as saw in detail all aspects

of vocabulary knowledge which can work for as guidelines in the structure of measurement instruments and explain vocabulary teaching strategies.

2.3.4 Relations between RVK and PVK

Several hypotheses about the nature of receptive vocabulary knowledge and productive vocabulary knowledge which formerly subsisted between them.

Also, despite the fact that there a differ responses the researchers gave, this could only be true if we look over at each aspect of vocabulary knowledge in broader perspective. For example, the ability to identify spelling in written form will precede the ability to spell correctly, or the ability to identify and recognize the written form may precede the ability to convey meaning and use it in the right words.

Not only but also, it is probably to spell the word correctly (productive vocabulary knowledge in written aspect) or utilizing the right words with grammar (productive vocabulary grammatical function). Before the meaning of the word is understood (receptive vocabulary knowledge in shape and meaning).

Therefore, to study and understand the productive vocabulary knowledge, it is necessary to distinguish between receptive and productive knowledge in every aspect of vocabulary knowledge. It should be noted also the main goal is to bring learning vocabulary, in the form of communicative either orally or written .

According to Webb (2013) study of the word receptively only gives impact at the meaning in receptive. However, learning vocabulary in productive way, the results calculated for receptive and productive knowledge. Both turned out to have a powerful relationship and mutual in the progress of the vocabulary, especially in improving the learners' language adequacy Consequently, teaching and learning vocabulary may optimize and benefit both sides (teachers and learners) when the features of vocabulary knowledge and its process being understood .

2.4 The Importance of Vocabulary in EFL Learning and Teaching

Vocabulary symbolizes one of the most essential skills that are substantial for teaching and learning a foreign language. It is the foundation for the development of all the other skills such as speaking, writing, reading comprehension, listening comprehension, pronunciation and spelling.

The educators and researchers of first (L1) and second (L2) language jointly agree that mastering vocabulary is of the great significant in one's becoming perfected language user.

Vocabulary knowledge is often seen as crucial elements for second language learners due to a limited vocabulary in a second language handicaps successful communication. Emphasizing the importance of vocabulary acquisition, Schmitt (2000) stated that '*Lexical knowledge is central to communicative competence and to the acquisition of a second language*, (p.55) .In another word's vocabulary is the core of any communication process and a crucial part to acquire any language.

Besides according to Nation (2001) explains that the relationship between vocabulary knowledge and language use as integrative: knowledge of vocabulary qualifies language use and on the contrary, language use drives to an increase in vocabulary language.

Researchers like Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), and Nation (2001) and others have recognized that the acquisition of vocabulary is a vital for successful second language use and plays an important role in the formation of full spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays essential role in all languages skills (i.e. listening, speaking, reading, and writing .Nation (2001).

Research has shown that second language readers depend steadily on vocabulary knowledge and the shortage of that knowledge is the main and the hugest barrier for (L2) readers to overcome, Huckin (1995). Furthermore, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. '*When students travel, they don't carry grammar books, they carry dictionaries*' Krashen, (1993,p.25) .That is to say students need communication, vocabulary in their daily life more than grammar .

Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. According to Wilkins (1972) states that there is not much

value in being able to output grammatical sentences if one has not gained the vocabulary that is needed to convey what one wishes to say While without grammar very little can be conveyed, without vocabulary nothing can be nothing can be conveyed.

Not only but also, vocabulary has been conceded as(L2) learners' largest single source of problems Meara, (1980). This suspension may possibly reflect that the open-endedness of a vocabulary system is tangible to be a cause of difficulty by learners. Another possible reason is that, different from syntax and phonology, vocabulary does not have rules that the learners may pursue to acquire and develop their awareness. In another words, it is not clear in (L2) vocabulary learning what rules apply or which vocabulary sections should be learned first.

Oxford (1990) appeals that vocabulary is by far the most sizeable and uncontrollable motif in the learning of any language, whether a foreign language or a mother tongue, since of tens of thousands of several meanings. Despite these awkwardness that language learners face in L2 vocabulary, they still have to address with it in their examinations as *“vocabulary has traditionally been one of the language components measured in language tests”* Schmitt,(1999,p. 189). In another, a lot of learners consider the second language acquisition as a vital case of learning vocabulary and one of the most important ingredients in using language.

Learning vocabulary is not a soft work. New words run fast out of mind if they are stocked without any use. Professionals and applied linguists have always been trying to not only confirm the importance of vocabulary learning but also suggest a way for effective learning of new vocabulary elements.

On the other hand, Oxford (1990) invokes the critical role of language learning strategies and defines them as actions, behaviors, and mechanisms that students stratify to ameliorate their advance in producing and comprehending L2. Learning the strategies makes learning quicker and better. Further researchers like, Schmitt (1997) applied their knowledge of language learning strategies into vocabulary learning and they supplied a sub category of language learning strategies called *“Vocabulary Learning Strategies”* (VLS). Language learners must study (VLS) for superior

learning of vocabularies due to this knowledge progresses their process of acquisition. If students are conscious of vocabulary learning strategies can be an influential method for teaching vocabularies. Many researchers emphasized the importance of vocabulary learning strategy use from different perspectives.

Oxford (1990) states that language learners must be supported to utilize strategies in their process of learning. Also, she affixes that knowing vocabulary learning strategies makes learners independents and helps them in taking responsibility of their own learning.

In addition, Benson (2001) thinks that distinct teaching of vocabulary learning strategies increases the level of independency in EFL/ESL learners. Nation (1990) believes that recognizing and utilizing vocabulary learning strategies is the most essential way for learning language.

According to Schmitt and Schmitt (1995), vocabulary learning strategies knowledge is very significant. The knowledge of vocabulary learning strategies must be in educational programs and syllabuses. Including the prominence of strategies of learning for language learning and the importance of learning enhancing vocabulary elements and enriching vocabulary knowledge foundation.

Noor and Amir (2009) in their research presented that there are various strategies used by EFL learners to learn vocabulary. The results of data viewed that the strategies most frequently used by the (EFL) learners in this study were memorization, dictionary strategies and linguistic proofs.

However, the least utilized strategy revealed is note taking strategies. The suggestions of these findings submit that EFL learners would need to seize more strategies to better their learning and memory of the vocabulary. Though the subjects in this study were located to have knowledge of proven strategies, hereafter they failed to apply what they have learned. It is substantial to make students conscious that learning does not only include having knowledge of a particular strategy (competence), but by preference it will become boosted when we make use of that knowledge.

Vocabulary plays a principle role in oral language progress and early literacy (Hill, 2012). Also, Paris (2005) characterizes vocabulary as one of the unconstrained skills, meaning that it is a skill that we keep to flourish over our life extension. Konza (2016) notes the importance of explicit teaching of vocabulary to corroborate students to become confident in a word's meaning and employ it in context so that it will become part of their own repertoire.

2.5 Teaching Vocabulary

Intentionally, teaching vocabulary is one of the slightly effective ways of progressing learners vocabulary knowledge but nonetheless it is a significant part of a well- equiponderant vocabulary program. The major problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for huge amounts of separate listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misunderstand it.

Calculating words is a sever work. Firstly, what do we mean by a word? Look at these members of the word family RUN: run, runs, ran, running, runner, and runners. Should we count these as one “word” or six? How do we count different uses of the same word? For example, is the verb run the same in run a marathon as in run a company? Is it the same as the noun a run? How do we deal with idiomatic uses like run out of gas, feel run down, or a run of bad luck? And, of course, new words are being supplemented to the language all the time, the Internet particularly has given us lots of new words like podcast, and blog, also new meanings such as surf as in surf the web.

Regardless of such difficulties, researchers as Goulden, Nation, and Read (1990) have tried to evaluate how many words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 11,000 and 20,000 depending on their level of education. One estimate is that a native

speaker university graduate knows about 20,000-word families, not including phrases and expressions.

Current learners' dictionaries such as the Cambridge Dictionary of American English include "more than 40,000 frequently utilized words and phrases. This large number of items submits a challenge that would be impossible for most English language learners, and even for many native speakers. Opportunely it is possible to get along in English with fewer than 20,000 words. Another way of discounting the number of words learners need is to calculate how many different words are used in an average written or spoken text. Since some high-frequency words are repeated, it is said that learners can understand a large proportion of texts with a relatively small vocabulary.

According to Francis and Kucera (1982), learners who know the most frequent 2,000 words should be able to understand almost 80 percent of the words in an average text, and a knowledge of 5,000 words increases learners' understanding to 88.7 percent for spoken language, the news is even better since about 1,800 words make up over 80 percent of the spoken corpus McCarthy (2004) .

2.5.1 What Do We Need to Teach about Vocabulary?

In the first part we have seen that learning vocabulary is a challenge for learners, partially due to of the size of the task, and partly because of the various of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.

Nation (2001) stated that the several things learners need to know about a word before we can say that they have learned it. These incorporate: The meaning(s) of the word, its spoken and written forms, also what "word sides" it has (e.g., any suffix, prefix ,and "root" shape) .Further its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in) , its collocations , if its register , What associations it has (e.g., words that are similar or opposite in meaning) , What connotations it has , its frequency.

Moreover, Nation (2001) added that we could supplement whether a word has a strategic utilize and if it has any specific uses that are various in registers such as discussion or academic writing. Therefore, we can already see how essential it is to use a corpus in order to give our learners all the right information they might need to master a word or phrase.

It would be impractical to teach everything there is to realize about a word the first time it is presented to students, and any such endeavor would make for some very monotonous lessons. Certainly, we need to make choices about how much we teach on a first presentation. For instance, with the word like, besides its sound and spelling we might select to teach only one of its meanings (to enjoy, find something to be pleasant), with one grammatical design (I like + singular or plural noun) and some correlated vocabulary (I like football, cartoons, I can't stand game shows).

In another date, we can add other meanings like to be similar to (I have a car like that) or add more grammatical patterns such as like + to + verb (I like to play tennis). The choices we make Lessons for the Classroom are affected by factors such as frequency, usefulness for the classroom, and how easy the item is to learn and teach.

According to Schmitt (2000), we can also take each type of knowledge from the list above and make students aware of its importance and usefulness in building up their knowledge of a word. For example, we can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly. Giving students practice in manipulating these different areas of knowledge teaches useful learning strategies they can apply to learning other vocabulary.

We should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously “learned” to add more information about it, such as other meanings, or how to create an opposite meaning using a prefix. Schmitt (2000).

Melka (1997) said that another matter to contemplate is which vocabulary we want students to be capable to use when they speak and write (their active or productive vocabulary) and which we want them to be able to realize and comprehend but not necessarily produce (their passive or receptive vocabulary).

Students frequently feel frustrated that they can understand more than they can produce, but illustrating this matter of active versus passive knowledge as a normal part of learning can be reassessing. When you assign vocabulary lists to learn, why not consider some passive vocabulary elements and discuss with students' which elements they need to learn for understanding and which they require to learn really well so that they can utilize them. But be sure that in practice or testing tasks, students are required to recollect and use only the active vocabulary productively.

In the other hand, Sökmen (1997) explains that even from the primary level, it is essential to mention in vocabulary lectures not just single words, but also larger "chunks" such as collocations, phrases, or expressions, even whole sentences, also strategic vocabulary. By building up a stock of expressions as well as single words, learners can compile the language they need to communicate more fluently.

2.5.2 Teaching Vocabulary in Class

O'Dell (1997) illustrates that give vocabulary elevation profile in the syllabus and the classroom so that students can see its significance and recognize that learning a language isn't just about learning grammar. It may be worth teaching students an effortless formulation. Moreover Wilkins's (1972) see that without grammar very little can be transmitted, without vocabulary nothing can be transmitted.

A substantial vocabulary acquisition strategy which Nation (2001) names (noticing) is seeing a word as something to be learned. In this view, recognizing what to learn is essential prerequisite to learning. Teachers can assist learners get into the habit of noticing by making clear in classroom construction and homework assignments in which elements should be learned, what each element is (a single word, a collocation, a phrase, etc.) and for what purpose (active use or passive recognition). In addition, materials can help teachers in this in the following formats: first Providing clearly marked vocabulary lectures and making the objective vocabulary set stand out,

including focused practice and regular review. Secondly giving lists of vocabulary to be learned for the lesson. Thirdly structured vocabulary notebook activities which are prepared to make learners concentrate on a specific vocabulary set or advantage are a good way of advancing this noticing strategy.

What is more, Tomlinson (1998) proposed that a number of principles for progressing successful materials?

The primary of these is that “Materials should achieve impact.” He proposes that this can be done with unusual and requesting content, attractive presentations, and variety. Teachers can use several ways to present vocabulary including, different text types, pictures and sounds with which students lectures for the classroom, as well as can identify: stories, conversations, web pages, news reports, questionnaires, etc. In each of these contexts, topics should be applicable to students’ interests. Likewise, practice exercises should be differing and engage students at distinct levels.

By the same token, Tomlinson (1998) added that these should range from simple listen-and-replicate type of practice meanwhile controlled practice to occasions to utilize the vocabulary in meaningful, personalized ways. Providing variety also means catering to diverse learning styles, and as Tomlinson registers, some students might utilize different learning styles for different types of language or in different learning situations. As well this means providing activities that sometimes require to learners who are more “stadial” and “analytic” (those who need to analyze the language and to be precise in their use of it) likewise learners who are “experiential” and “global” (those who are less concerned with accuracy as with learning whole chunks of language) and catering to students who favor to learn either by seeing, hearing or doing something.

According to Nation (1990), Rott (1999), Ghadirian (2002) learning vocabulary is largely about remembering, and students usually need to say, see, and write recently learned words plentiful times before they can be said to have learned them. As well as some researchers have indicated various numbers of encounters with a word for learning to take place, ranging from five to up to twenty.

Furthermore, some researchers as Sökmen (1997). that an impressive amount of learning can take place when students learn lists of paired items (English word and translation equivalents), while others suggest that this method of learning does not help deeper understanding of the words or help develop fluency. Although, most agree that repetition is a substantial help to learning and that having to actively request or “retrieve” a word is a more efficient way of learning than simple exposure or just seeing a word over and over.

Researchers also agree that repeating words aloud aids students memorize words better than repeating them silently. Another area of research is how long students can remember words after first learning them, and again researchers agree that forgetting particularly happens instantly after we first learn something, and that the average of forgetting slows down afterward (Gu,2003). The modulations for the vocabulary classroom are self-evident, review vocabulary as often as possible in tasks that have students actively recall words and construct them rather than purely see or hear them.

Organizing vocabulary in meaningful ways makes it easier to learn according to Schmitt (1997), Sökmen (1997). Textbooks often present new vocabulary in thematic sets as a help to memory, but there are other types of regulation and these can be described under three wide headings such as: real-world groups, language-based groups, and personalized groups, like the examples below : Real-world groups occur in the real world, as the countries within each continent, parts of the body, the foods in each food type (carbohydrate, fats, protein, etc.), exercises that take place for a celebration (example at a wedding), expressions people typically use in everyday situations (e.g., when someone passes an examination, has bad luck, etc.).

In addition, students can draw on their general knowledge to group English vocabulary according to concepts with which they are already familiar. Also language-based groups draw on linguistic criteria as ways of grouping, for example, the different parts of speech of a word family, words that have the same prefix or suffix, or the same sound, verbs and dependent prepositions, collocations of various types (verb + noun, adjective + noun, etc.). Moreover, personalized groups utilize students’ own preferences and experiences as the basis for the groups. It may

incorporate grouping vocabulary according to likes and dislikes, personal history or personal habits, for example, foods that you like and don't like, or eat often, sometimes, rarely, or that you ate for breakfast, lunch, and dinner yesterday. Making vocabulary personal assists to make it more memorable.

There are many various ways of practicing recently presented vocabulary in class, from repeating the words, monitored practice, or interacting to the content in some way, to utilizing the vocabulary to say true things about oneself. For instance, in learning the vocabulary of countries, students can , identify the countries they know in English, and add new ones ,then listen to the names of countries and repeat them , say which languages people speak in different countries , also say which countries are near their own, or which they have

Not only but also, materials should provide occasions for students to utilize the vocabulary meaningfully, to say and write right things about themselves and their lives. Students should be motivated to add vocabulary they want to learn, too. And if the experience of learning is also enjoyable, so much the better! One note of warning is that personalization may be more suitable for some students than others. In a large study of vocabulary learning strategies used by students at various ages, Schmitt (1997) announces that younger students realized that personalization was less helpful to them than the older students in university and adult classes.

According to Laufer (1997), another essential point is not to overcharge students. There are limits to how much vocabulary anyone can ingest for productive use in one lesson and this will be affected by how “difficult” the words are and how much students are required to acknowledge about them on the concept of difficulty. If vocabulary sets ever seems too daunting for students, permit them to select which element they want to prioritize.

2.5.3 Steps for Teaching Vocabulary

The importance of vocabulary knowledge to reading and general literacy has been known for decades. Moreover, research and theory have provided rather clear guidance about direct construction in vocabulary terms. Most of this research has been described and interpreted (Marzano,2004).

Briefly, the research and theory signify instructional tasks that help students understand new vocabulary terms that are taught directly and also remember what they have learned at a later date. According to Marzano (2004) those instructional activities can be constructed into six instructional steps. The first three steps are utilized to introduce a new term to students.

A/ Step 1: *Explain—Provide a Description, Explanation, or Example of the New Term:* A teacher should provide students with information about the novel term. There are a number of several ways that teachers can aid students build their initial understanding of the term.

B/ Step 2: *Restate—Ask students to restate the description, explanation, or example in their own words:* Throughout the second step, the teacher requests students to restate the meaning of the term in their own words. It is critical that alternatively of simply copying what the teacher has said, the students “own” the new terms by instructing their own descriptions, examples or explanations. Their constructions need not be comprehensive; however, efforts should be made to ensure they do not consist major errors.

C/ Step 3: *Show—Ask students to construct a picture, symbol, or graphic representation of the term:* In this step, students are requested to construct a picture, graphic or symbol representation of a term, this forces them to think of the term in a completely different way. Written or oral descriptions demand students to process information in linguistic ways. Pictures, symbols, and graphic representations require students to process information in non-linguistic ways.

D/ Step 4: *Discuss—Engage Students in Discussion Activities that Help them Add to their Knowledge of the Terms in their Vocabulary Notebooks :* Through the fourth step, students are involved in activities resolved to help them discuss and review the terms in their vocabulary notebooks. These activities include having students compare and contrast terms, classify terms, identify antonyms and synonyms, and create analogies and metaphors utilizing the terms. Within this time, students should be

provided with opportunities to supplement or revise the entries in their vocabulary notebooks.

E/ Step 5: Refine and Reflect—Ask Students to Return to their Notebooks to Discuss and Refine Entries: Both common sense and research proposed that reacting with other people about what we are learning deepens the understanding of everyone included, especially when we are learning new terms. Further through the step 5, students check the entries in their vocabulary notebooks to make changes, deletions, and additions. The teacher might ask learners to do this in pairs or small groups.

E/ Step 6: Apply in Learning Games—Involve Students in Games that Allow them to Play with Terms: Games might be one of the most underused instructional tools in education. Several types of games can help teachers keep new terms in the forefront of students' thinking and permit students to retest their understanding of terms. It is substantial to set aside blocks of time each week to play games in order to stimulate students and direct them in the review and use of necessary terms.

2.5.4 Strategies for Teaching Vocabulary

The significant decisions teachers make, as they plan meaningful vocabulary instruction for struggling learners. The considerations contain choosing vocabulary and determining convenient objectives for instruction of specific terms. Moreover, general guidelines for teaching vocabulary and diversity of instructional strategies are given.

Students who struggle to obtain new vocabulary may have generalized linguistic deficiencies, memory shortfall, poor word learning strategies, or any collection of the three Baker, Simmons, & Kameenui, (1995). These students typically demand more apparent instruction and intensive practice in order to master key vocabulary. Efficient strategies for learning vocabulary assist students understand and learn new words, make sense of new vocabulary by combining it with what they already know, and remember the meaning of words when encountered at a later date or in new material. This packet provides specific strategies for teaching and learning vocabulary.

2.5.4.1 Selecting Vocabulary

Recognizing the nature of vocabulary is significant to the process of selecting suitable instructional strategies that authorize students to master the vocabulary they need to read to learn and to learn to read. Vocabulary contains of function words and content words. Function words are mutual words, such as, that, and, to Content words comprise verbs, nouns, adjectives, and adverbs, like bloom, eat, I, and sadly, beautiful. Further, content words are encompassing of both concrete and abstract words. Concrete words, like automobile, can be taught utilizing an object or showing a picture.

While abstract words, like harmony, are more easily taught using examples and non-examples. Lastly, words may be considered to belong to either general vocabulary or technical vocabulary. General vocabulary indicates to words, such as huge, that are not directly connected with a certain content district, while technical vocabulary, like mitosis, is associated with a peculiar content area, subject, or topic. The first step in planning for vocabulary instruction is to distinguish the words students will learn. Suggestions to guide teachers in this decision-making process are enumerated below.

- ***Select words that are common or generally useful for students to know:*** Marinak, Moore, Henk, & Keepers, (1997). Stated that Select words that students will complete frequently, and that subsequently, represent common knowledge.
- ***Choose terms that are strategic to academic success and are not typically acquired independently:*** Baker (1995). Intensify terms critical to the student’s understanding of the reading passage or unit of study, like terms characterized as “*essential knowledge*” in Virginia’s Standards of Learning teacher resource guides.
- ***Identify words that are essential for understanding a reading selection:*** Ask, if readers did not recognize the meaning of this word, if they still be able to comprehend the passage, If the answer is Yes, the word is probably not necessary to understanding the selection’s major notions or ideas” Marinak, (1997, p. 1).

- **Pick textbook vocabulary that addresses key concepts or ideas:** Every chapter of a subject area text may contain a list of 15-20 vocabulary words. Frequently, only four or five of these terms declaim critical meanings of the chapter Ellis & Farmer, (1996-2000).

2.5.4.2 Selecting Goals for Vocabulary Instruction

According to Baker (1995), the second procedure in planning for vocabulary instruction is to locate the depth to which learners will be demanded to understand each term you have chosen. Some words authorize only a minimum level of knowledge, that is, a standard of understanding that calls upon students to support a new word with a definition, context, or synonyms. Nevertheless, if comprehension of the term is required, the teacher must select instructional strategies that qualify students to categorize words, integral sentences, or generate multiple meanings for words.

Finally, when academic demands require a deep level of understanding of terms, it is significant that students could to create authentic sentences utilizing the words, make connections between new and previous knowledge, and apply word meanings across contexts.

2.5.5 General Guidelines for Teaching Vocabulary

It is beneficial to keep in mind various general principles that smooth the acquisition of new vocabulary. According to Ellis & Farmer, (1996- 2000) teach new words in the context of a meaningful subject-matter lesson and facilitate student conversation that requires students to utilize the new word. Further guarantee that learners hear the correct pronunciation of the word and practice saying it aloud, Hearing the syllable construct and stress pattern of the word facilitates its storage in memory (Fay & Culter, 1977).

Jones (1999) teaches word aspects, base words, root words, prefixes, and suffixes that students will encounter frequently. Also teach words in connect clusters to help students recognize how words are connected and interrelated (Marinak,,1997). Distinguish examples, applications and non-examples, on-applications related to the

meaning of the new word Ellis & Farmer, (1996-2000). Further Ellis & Farmer (1996-2000) added that help students connect new vocabulary to something with which they are previously familiar.

Moreover, according to Ellis & Farmer (1996-2000) produce opportunities for students to paraphrase the definition of a new concept so that they can identify the prime idea associated with the term and acknowledge specific bits of information that illustrate its broader, more general root idea. Offer students the occasion to realize new vocabulary using a several of learning modalities or formats that actively captivate them in the learning process.

2.5.6 Activities for Teaching Vocabulary

After you have strategically chosen vocabulary words for construction and determined the adequate pedagogical objectives for chosen terms, it is time to identify instructional strategies that line up with these goals. The activities proposed below employ a diversity of formats to address the goals of vocabulary instruction.

- ***Goals of Vocabulary Instruction:*** According to Marinak (1997) stated that explain to students that each school subject consists a technical vocabulary words and specialized words. Technical words are those that usually have only one meaning and are discussed in only one subject. For instance, English verb, gerund biology, mitosis mathematics, rhombus. Not only but also he added that tell students that specialized vocabulary words are those that are utilized in several subjects and usually have distinct meanings in each subject. Like, the word division could be used differently in mathematics, history, and science classes. Furthermore, examine if students identify and debate other specialized vocabulary words. Create a class list that can be added to orderly as new words are discussed and encountered.
- ***Vocabulary Self-Collection Strategy:*** Haggard (1982) ask students to distinguish two words they believe everyone should learn that are connected to specific topics the group is studying, and if students write their words on the board. Also ask learners to present their words to the group by determining them, explaining why the group should learn them, and informing where the words were found. Besides

moderate a conversation through which the class minimize the list to a predetermined number of most vital words by excluding words already recognized by many. The final list becomes the focus of vocabulary activities for the next few days.

- **Scavenger Hunt:** Pages (2000) explain that give students a list of fundamental vocabulary they must realize for a unit they are studying. As well as organize students into small groups, usually three or four students per group, and provide student groups with time to search for the new words utilizing source books, magazines, websites, newspapers and other suitable resources at school and at home. Instruct students to collect examples of the words, copy sentences that use the words, collect or sketch pictures of the words, and build samples or examples of the words. Assign point values for each of these methods of explaining the vocabulary words.

Furthermore, permit groups to make contact each day for a few minutes to plan a strategy for collecting the representations of their words and evaluate how they are advancing in their collection efforts. Also, tell groups to remain their progress and findings secret, they are contesting with the other groups for points. Besides create posters on which vocabulary words are written (one word per poster). On the day that the items, examples are due, give groups a few minutes to construct their objects in piles by the words written on the posters.

Therefore, present each word poster and have students, group by group, share what they have brought to represent that word. Briefly record their ideas on each word poster, post these posters on the wall also next, have groups arrange their items by type. For example, put books about the topics in one pile, pictures in another pile, and models in yet another pile. As well as the unit is taught, students can point to the posters to review these essential vocabulary words. The teacher can also ask students to utilize the list of scavenger hunt words to write a outline of the unit.

- **Keyword Method:** In this method Baumann & Kameenui, (1991) stated that using the keyword method, the student is taught to instruct a visual image that relates the vocabulary word being taught with a familiar, concrete word that is comparable

auditory and shares some mutual feature, give students a new vocabulary word and share its meaning with them. For example, the word carlin which means (old woman).

Ask them to identify a familiar word that is acoustically similar to carlin, the keyword “car”. Have students visualize or sketch the image of an old woman driving a car. When asked to recall the meaning of carlin, the student will retrieve car because of its acoustic similarity to carlin, and then remember the visual image of the meaning of carlin.

- **Semantic Feature Analysis:** According to Pittelman, Heimlich, Berglund, & French, (1991) Semantic advantage analysis aids students see the relationship between words within categories. It explains how words are both similar and various and confirms the uniqueness of each word.

Also select a category topic, start with a category familiar to learners, like animals. Second prepare a list of concepts or objects concerned to the category, such as eagle, cat, shark, and cow. Third determine the list of features students will discover, such as number of legs, hands, eyes, fur and wings. Forth guide students through the process of completing a matrix of the information provided, using plus or minus signs to indicate whether each object possesses each feature. Fifth encourage students to add objects and features to the matrix.

- **Word Map:** Schwartz & Raphael (1985) the word map technique is beneficial for helping students progress a general notion of definition. It concentrate on three questions, What is it? , What is it like?, and What are some examples?, to make students conscious of the types of information that make up a “definition” and how that information is organized.
- **Word Web:** Marinak (1997) said that before reading a passage, share a list of words that learners will fulfill in their reading. Further record these words in the center rectangles of word webs similar in number to the words on the list, pronounce each word. support students to share what they think each word means. As well as complete the word webs during reading. As students encounter a word that has been placed in the center of a word web, they record on one of the circles

around each center circle words or phrases that will aids them memorize the meanings of the words.

- **Semantic Word Map:** Tierney, Readence, & Dishner,(1995) adapted that a semantic word map is a diagram of relationships between concepts and connected ideas. A lot of a student's knowledge of words and concepts can be thought of as being stocked in word maps in the brain. First determine a target concept that is an example of major concepts. In the first explanation below, the key vocabulary term is pet , secondly ask students to register the word for a larger group into which the word pet fits, in this case animals, connect the two words.

What is more instruct students to write several words around the objective term that are examples of it and draw a line from the key vocabulary term to every of these connected words. The words recorded in the explanation below are dog and cat. Tell students to write associated words around each of the words that they have just register and draw connecting lines, as suitable. In the example below students have recorded and connected three words – bite, bark, and collie – that they have a relation with dog. They have recorded and connected one word, meow, which they associate with cat. Permit students to keep in this manner as long as time or their skills allow.

- **Framer Model:** According to Hildroth (1997), this organizer helps students choose and organize information concerning to a key concept by concentrate their attention on relevant details.

Also, students learn to differentiate between essential and non-essential characteristics, as well as identify examples and non-examples of the concept. Firstly instruct students to put a key vocabulary word in the center box. Also ask students to list essential characteristics of the word in the upper left-hand box. Therefore have students list non-essential characteristics of the word in the upper right-hand box, and tell students to list examples of the word in the lower left-hand box, finally, motivate students to enumerate non-examples of the word in the lower right hand box.

2.6 Conclusion

At the end, this chapter shed light on the second variable of our study which is vocabulary. Therefore we tended to give a general definition of the term vocabulary in

order to clarify it, all along with its main types (perceptive , productive) including its importance and how teaching vocabulary. Besides, we added its teaching steps and finally we dealt with its strategies.

Chapter Three

Research Methodology And Data Analysis

3.1 Introduction

The first two chapters of this dissertation were the theoretical parts that shed light generally on the importance of educational games as well as vocabulary in EFL classes ,types of both vocabulary and educational games in addition to the role of games in developing learners' vocabulary knowledge.

This chapter is considered as a practical part of this research work that links all the important points together. It attempts to investigate the impact of using educational games as a teaching technique for developing learners' vocabulary knowledge .In this part we are going to analyse students' questionnaire and teachers' interview to collect data about their attitude towards vocabulary acquisition and their concerns of educational games .

This chapter includes the research aims ,the methods used ,the research instruments ,also the description of the teachers ' interview and the learners' questionnaire ,data analysis ,results discussion finishing with suggestions and recommendations.

3.2 Research Aim

No knowledge can be transmitted from one generation to another and developed from one stage to another without savoring and improving the art of teaching and learning. Accordingly, the more quantitative and qualitatively the teacher expands his knowledge of the sea of education, the greater his success in understanding the secrets and mysteries of the science of education.

A creative teacher is the one who attempts to adopt various techniques and methods to help his/her students solve the problems they face and improve their knowledge of foreign vocabulary items .Our research aims at investigating teachers and students ' perception towards the use of educational games as a teaching technique in EFL classes for the purpose of improving and developing learners vocabulary knowledge .

Since this study is concerned with problems they face third year middle school learners in acquiring vocabulary , it aims also at identifying the effectiveness of educational games in the students' achievements of the English vocabulary and

therefore motivating them to learn by creating an attractive and an enjoyable atmosphere.

3.3 Research Methodology

This research is an attempt to study the effects of using educational games in vocabulary acquisition. Our research is based on a descriptive research design, which is the suitable design for the discussed issue in which ,qualitative and quantitative methods were used

Generally middle school learners are the ones who face difficulties in acquainting new words and remembering them,therefore we decided to choose third year "Alchahid zitouni el Joudi " middle school pupils as a case of study in order to see to what extent teachers are concerned in implementing educational games in their classes considering that learners need more motivation and variation.

In this respect, a formal questionnaire is addressed to third year middle school learners to know their opinions about educational games and an interview is conducted for some EFL teachers to examin their concern about vocabulary and the use of games to teach it.

3.3.1 Sample Population

Polit (2001) declares that *“Sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study.”*

This work has been investigated with the third year learners at "Alchahid zitouni el joudi" middle school .hence,a sample of fifty learners from one hundred and twenty was randomly selected by the random selection of two classes out of four classes.

Although the difficulty of enrolling learners due to strike, we have been able to collect the required data. The majority of participants expressed interest in helping us and filling out the questionnaire .

For the interview ,the participants were six teachers ,three from the same middle school "Alchahid zitouni el joudi" (one male ,two females) in addition to three others from another middle school(three females) who were selected randomly as

well and were interviewed to make the research work more valid and verifiable and to obtain the data required to meet our objectives. This sample was chosen to serve the purpose of this research work .

3.3.2 Research Instruments

The present study relies on both qualitative and quantitative data collection techniques as follows:

- i. .A close ended questionnaire for third year middle school learners.
- ii. .A semi structured interview for third year middle school teachers .

These two instruments have been employed as research tools in this research work to serve as factors of investigation to explore the importance of educational games in learning english vocabulary and to identify thier effectiveness in motivating and assisting EFL middle school learners.

3.3.2.1 Learners' Questionnaire

One of the instruments that we have used in collecting data is the questionnaire. The latter is a valuable research tool for gathering both quantitative and qualitative data.

Questionnaires are defined by Seliger and Shohamy (1989, p.33) as *"printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously"*. The researchers have chosen questionnaires because they are easy to administer and to be answered and understood by the participants.

The aim of embracing this data collection tool is to investigate and explore the impact of using educational games on the vocabulary presentation for the third year middle school ,also it seeks to investigate their opinions and impressions about the relationship between games and vocabulary .

Fifty questionnaires composed of fifteen questions were distributed to students from almost the same age (age of thirteen) and who were kindly requested to tick the appropriate box and make statements whenever required,It was also explained that they could ask any question in the language of their choice whenever they do not

understand a question and they were collected one hour later. The questionnaire was translated into Arabic considering their level.

3.3.2.2 Teachers' Interview

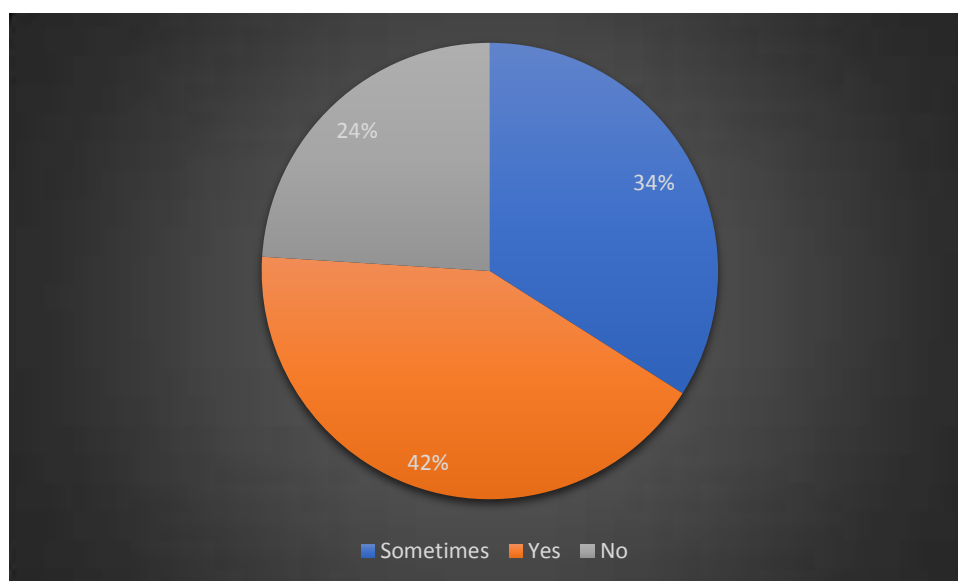
The second instrument that has been used in our study is the interview. The interview is a conversation between two persons where questions are asked by the interviewer to obtain information from the interviewee with a purpose. Moreover it is administered to collect different views.

The interview was conducted with six middle school teachers, three from 'Alchahid Zitouni el joudi' school (2 experienced, 1 novice) and three others from another middle school (1 experienced, 3 novice) in order to support our hypotheses.

Through this interview which consists of nine(9) questions varied between open-ended and closed-ended, we aimed to know teachers' perception about vocabulary as an essential component of language learning and their attitudes towards the use of educational games to teach that skill in addition to their effectiveness in improving learners' rates of learning and retention.

3.4 Analysis of Learners' Questionnaire

Q1 : Do you use Educational games in the learning process ?



Graph 3.1 Students' attitudes towards the use of games in the learning process

Twenty-one (42%) students state that they use games in the learning process because they think that games can be used as a sport tool to achieve specific objects such as

enhancing student's critical thinking and help them to remember new learned items or skills. Twelve (24%) claim that they don't use games in the learner process because they think that games take too much time and may lead to not cover the syllabus of the program , seventeen (34%) students declare that they sometimes use games in the learning process when there is a new unit in order to acquire new words related to the new unit.

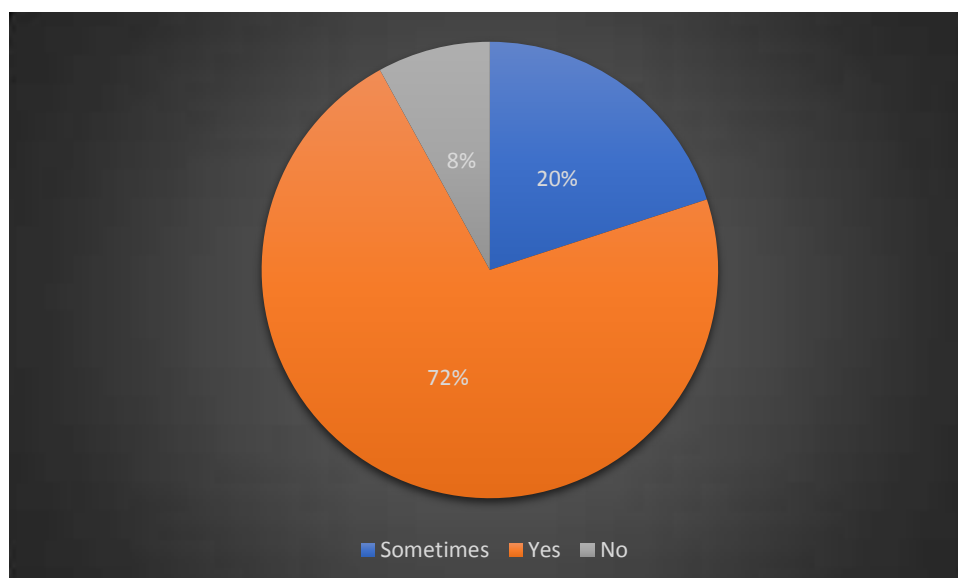
Q2 : Do you like educational games ?

	Sometimes	Yes	No
Number	4	38	8
percentage	8%	76%	16%

Table 3.1 Students' attitudes towards educational games

Thirty-eight (76%) students say that they like educational Games because they feel comfortable , motivated and at Ease to learn new competencies . eight (16%) students claim that they don't like educational Games because they think that games do not help them a lot in memorizing new words since it's not contextualized .Four (8%) students declare that they sometimes like educational games because of the motivation that is conveyed in each game especially when they feel tired.

Q3 : Do you think that Educational games promote your interest ?



Graph 3.2 Students' attitudes towards the effect of games in promoting interest

Thirty-six (72%) students state that games can increase their interest because according to them , a lesson which is in a form of games would instigate their interest towards what is going to be learned and when it is going to be performed while four (8%) see that games don't promote their interest due to many factors such as noise and the huge number in the classroom which may not help them to be interested in the game . Ten (20%) students declare that sometimes games can promote their interest because of its excitement especially when games are shaped in the appropriate way.

Q4: Do games offer you a chance to learn?

	Sometimes	Yes	No
Number	<i>13</i>	<i>34</i>	<i>3</i>
Percentage	<i>26%</i>	<i>68%</i>	<i>6%</i>

Table 3.2 Students' attitudes towards the effects of Educational games in offering learning opportunities.

Thirty-four (68%) students state that they learn a lot by games because of its positive effects psychologically and cognitively. By contrast three (6%) students declare that they don't learn by games because they like to be taught by traditional techniques . Thirteen (26%) students claim that they sometimes learn by games due to the positive energy that is conveyed by each game.

Q5: Do games promote your focus?

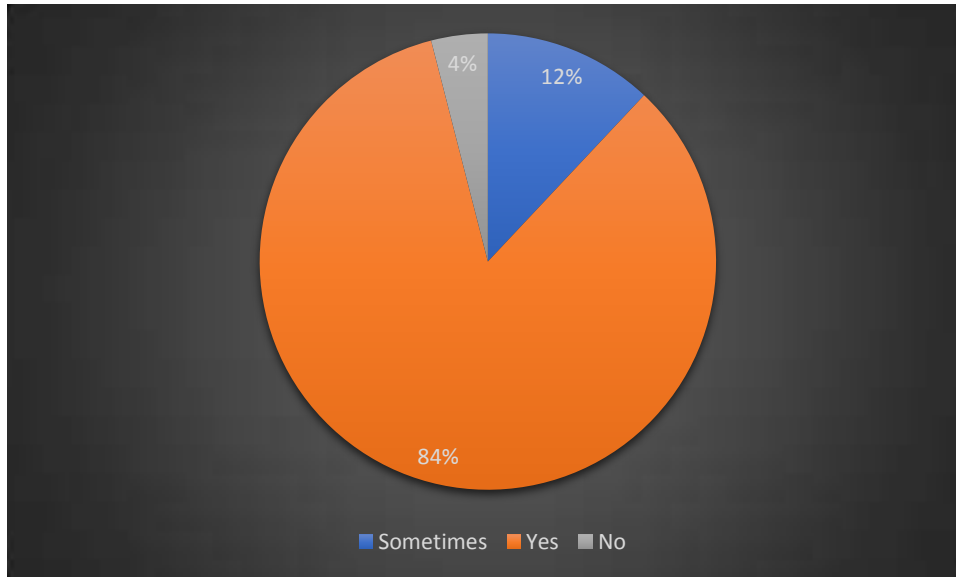
	Sometimes	Yes	No
Number	<i>6</i>	<i>37</i>	<i>7</i>
percentage	<i>12%</i>	<i>74%</i>	<i>14%</i>

Table 3.3 Learners' attitudes towards the influence of games in promoting focus

Thirty-seven (74%) learners state that games increase their focus because of the desire of winning the game and bring the attention of the teacher while Seven (14%) learners disagree and say that they don't focus on games due to the difficulty of

understanding the rules of the game and the noise of their mates .Six (12%) learners claim that they sometimes focus on games because they like to be winners.

Q6: Do you think that games are motivating and entertaining in learning?



Graph 3.3 Learners' opinion games as an entertaining and motivating technique

Forty two (84%) students claim that games are entertaining and motivating because it gives them a positive feeling of energy and excitement while two (4%) students declare that games are not entertaining based on the idea that gaming for them is worthless and it is just to kill time .six (12%) students state that games motivate and entertain them especially when the teacher select games that suit their level and interest.

Q7: Do you think that games give a chance to timid students to express themselves?

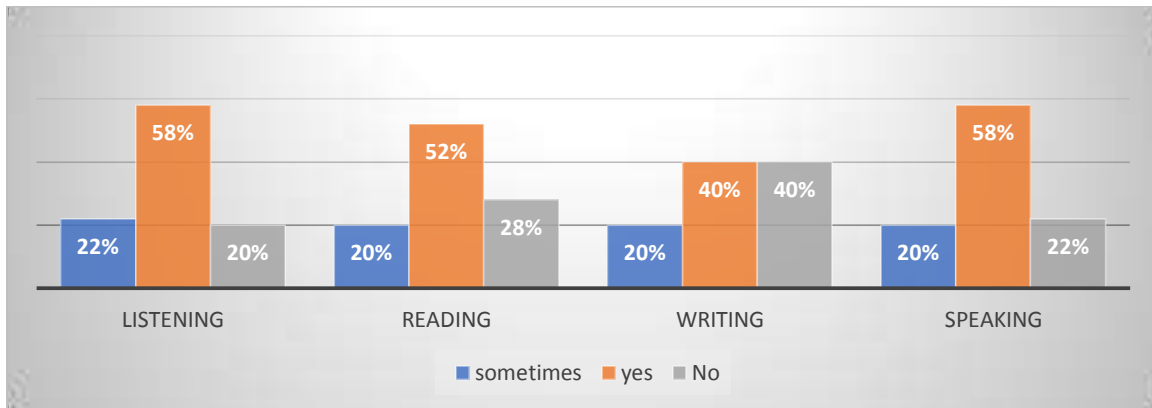
	Sometimes	Yes	No
Number	7	35	8
percentage	14%	70%	16%

Table 3.4 Students' opinion about the influence of games on timid students in expressing themselves.

Thirty-five (70%) students state that games help timid students to express themselves where they feel happy especially when their teacher and their mates give them a sort of responsibility before gaming while eight (16%) declare that timid students would

feel uncomfortable, unsafe and demotivated when playing games. Seven (14%) say that sometimes games help them to express their skills when being motivated by their mates.

Q8 Do games provide Language practice in the various skills : Listening , reading , writing , speaking ?



Graph 3.4 : Students' attitudes towards the importance of using games to in practicing the four skills.

Listening skill: twenty-nine (58%) students state that games give them an opportunity to practice their listening skill while playing because they listen to each other and to the teacher too, they hear game instructions from both teacher and learners Which lead them to hear new words and learn them in the future . Ten (20%) students say that they don't appreciate games as a good technique to enhance their listening skill based on the idea that they don't understand game instructions which means that since they don't understand new words they wouldn't be able to learn them , another factor would be the lack of space and time to perform the game because of the domination of their partners . Eleven (22%) claim that sometimes games provide them a chance to listen to more words in English through gaming and when they don't know how to play or don't understand the instructions, they don't perform their English and sometimes they don't feel motivated to listen or to speak.

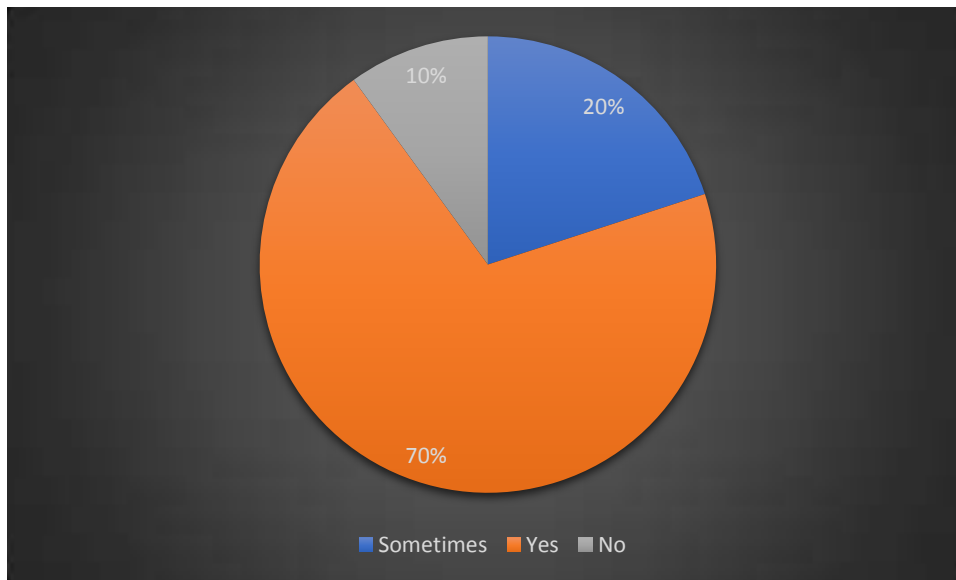
Reading skill: twenty-six (52%) students state that they read the Questions and the game rules before and while gaming so here they are using their reading skill to do well in the game, enjoy it and be able to read in the future. Fourteen (28%) students

claim that they aren't really use their reading skill since they depend on each other in reading and translating the Questions and game rules. When students depend on each other they are going to be passive students. 10(20%) students see that they sometimes use Dictionaries to look for the meaning of some new words before playing the game in order to understand how to play and how to perform well in it .

Writing skill: twenty (40%) Students claim that games give them a chance to practice their writing skill since they try to take notes or write game rules before playing .And writing on a paper the translation of words . twenty (40%) students disagree and say that they don't practice their writing skill because they think that when they play a game they don't have feel comfortable when they write that's why they stick to perform in the game using their Brain and their senses , they believe that writing reduce the pleasure in gaming .ten (20%) students state that they use their writing skills only for writing the answers at the end of the game .

Speaking skill: twenty-nine (58%) state that they practice their speaking skill based on the idea that they speak to each other and give roles to each other while gaming. And at the End each one is going to give answers using the spoken language. Eleven (22%) students see that they don't really practice speaking skill since they most of the times keep silent because they don't know how speak some words. They tell that that they always listen to students who are dominant and know how to speak. ten (20%) students claim that they sometimes practice speaking skill only for asking what to do and how to do some instructions.

Q9: Do games make learners able to work in groups ?



Graph 3.5 Games' effectiveness in cooperative learning.

Thirty-five (70%) students claim that the use of games help them to work in groups , according to them games needs at least three or more participants to feel the excitement of the game and help each one another to understand and win the game while five (10%) State that the use of games don't give them a chance to work in games because they like to win the game without being in group with other students .ten (20%) students declare that they sometimes think that they are obliged to work in groups when they face a tough game or don't understand the task given .

Q10: Do games help you to learn by yourself?

	Sometimes	Yes	No
Number	<i>12</i>	<i>30</i>	<i>8</i>
Percentage	<i>24%</i>	<i>60%</i>	<i>16%</i>

Table 3.5 Students' attitudes toward games as tool to learn by themselves

Thirty (60%) students claim that games help them.to learn by themselves especially when it comes to learning new words, it becomes easy for them when they play because for them. Games can increase self-reliance and motivation to learn by themselves while Eight (16%) say that they need the depend on the teacher in learning. According to them games are not sufficient and don't fulfill their needs. Twelve (24%) students state that games give them a chance to learn by themselves in

memorizing and acquiring new words but they sometimes need their teacher and peers to understand taught games.

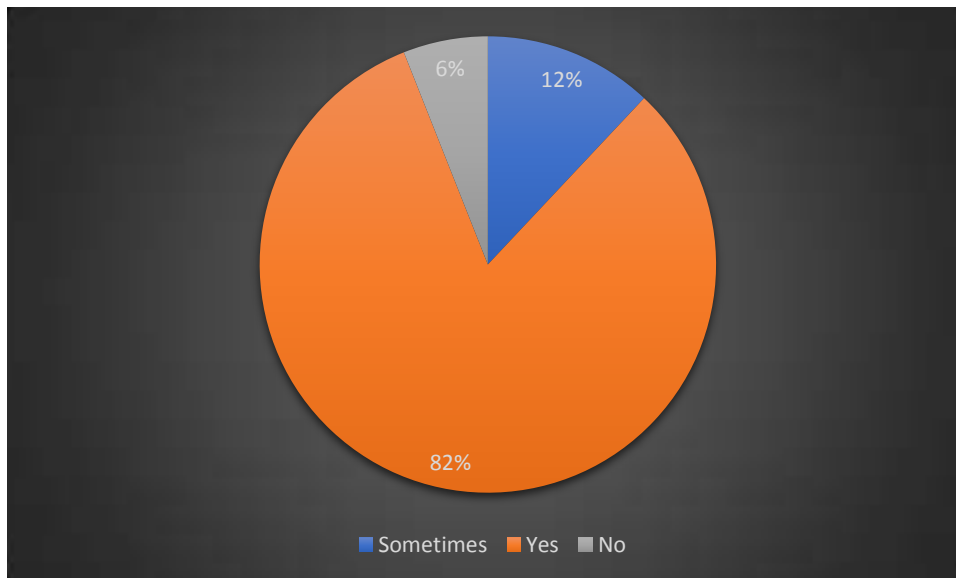
Q11: Do you have difficulties with Vocabulary in English language?

	Sometimes	Yes	No
Number	13	27	10
Percentage	26%	54%	20%

Table 3.6Students' opinions about the difficulty of Vocabulary

Twenty-seven (54%) students declare that they face problems in English language Vocabulary due to the lack of practice and the usage of traditional techniques in teaching Vocabulary while ten (20%) disagree and say that they don't have difficulties with Vocabulary because they use their Dictionaries and play video games in their houses. Thirteen (26%) State that they have problems with Vocabulary especially in ambiguous topics that exceed their level .

Q12 : Do games play a very important role in acquiring new English vocabulary ?



Graph 3.6 Students' attitudes toward the role of games in the acquisition of vocabulary

Forty one (62%) students declare that they learn new words when they play games and remember because they believe that games are motivating and encouraging in

learning new words while three (6%) students claim that when playing games , they don't feel that they are learning because for them the purpose of playing is winning the game only not learning .six (12%) students state that when gaming they encounter new words and they feel obliged to search for the meaning of the word so they can win . For them new words are important while gaming.

Q13:Do games help to remember the acquired words faster and better?

	Sometimes	Yes	No
Number	<i>10</i>	<i>31</i>	<i>9</i>
Percentage	<i>20%</i>	<i>62%</i>	<i>18%</i>

Table 3.7 Students' opinions.... about games' role in remembering new words

Thirty-one (62%) students state that games help them a lot in remembering new words faster because they learn it in a good mood and much focus while nine (18%) of them say they don't remember new words based on the idea that they need other tools along with games to remember words faster and better .Then(20%) students claim that games are really helpful in remembering new words faster because they make efforts while gaming by asking one another about the meaning of words and that will insure remembering words faster and better .

Q14: Do you acquire new words from your classmates and partners who play games with you?

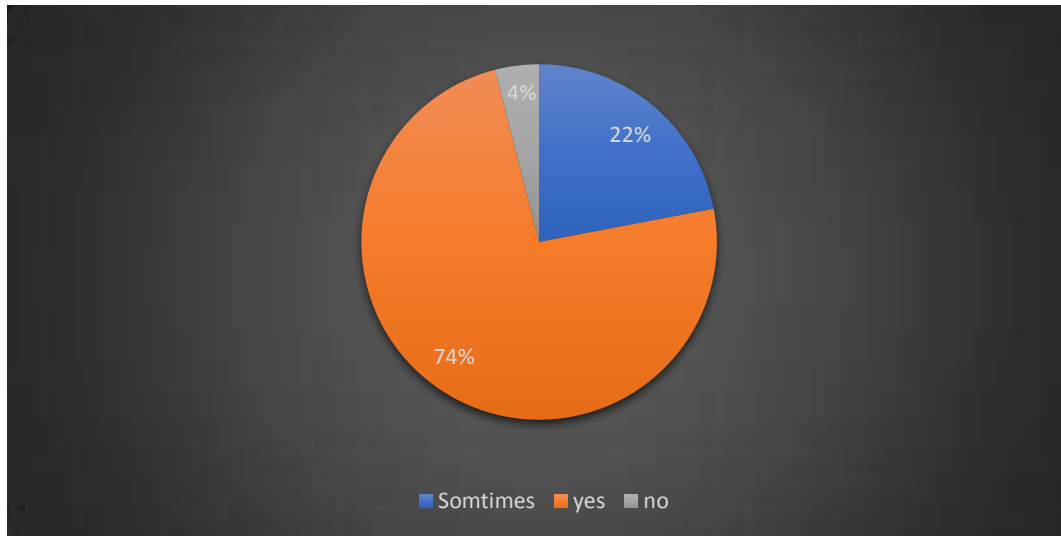
	Sometimes	Yes	No
Number	<i>11</i>	<i>32</i>	<i>7</i>
Percentage	<i>22%</i>	<i>64%</i>	<i>14%</i>

Table 3.8 Students' opinion about games' effectiveness on the acquisition of words in cooperative learning

Thirty two (64%) students declare that they learn more words while working in groups, according to them playing with partners give them a chance to learn from one another because of the interaction while playing by contrast seven (14%) students state that they don't learn from their partners. According to them playing with partners don't give them a chance to learn because of the domination and the noise of their

partners. Eleven (22%) students claim that playing with friends is beneficial in learning new words and make learning more entertaining.

Q15 : Do your teacher use games in the classroom :



Graph 3.7 Students' attitudes toward the use of games in the classroom by their teachers

Thirty-seven (74%) students state that their teacher uses games in classroom especially in warm up activities, introduction to a new unit or before reading sequence. The teacher believes that when he set games, his students would become more motivated and excited to learn. Two (4%) students claim that their teacher doesn't use games. Two reasons their teacher don't use games could be the lack of time to cover all syllabus of the program and the fact that there are few students who can't play games especially those who belong to special needs .while Eleven (22%) students declare that there teacher use games only in warm up activities or to play when their teacher feel that his learners are not in the right mood .

3.5 Analysis of Teachers' Interview

Throughout our research journey ,we have adopted the interview as a research instrument through which we wanted to know specific information.

We interviewed six teachers, three experienced teachers and three novices. They have been asked nine questions varied between open-ended and closed-ended about the use of games in the teaching process ,and their influence on english learning especially vocabulary.

Q.1. Do you use educational games in your EFL instruction ?If yes ,which type of games do you use and when?



Graph 3.8 Teachers ‘ use of educational games in thier EFL instruction

All the interviewed teachers answered "yes" they implement and use educational games in their teaching process ,they use different games such as : cross word ,tongue twisters, board race,bingo,guessing games,run to the board ;the selection of games should be related to the objectives of the lesson.

One teacher stated that he uses games throughout the whole session, while the five others claimed that games should be used during warmers /lead in and tutorials , or at the end of the lesson. This implies that they consider the value of implementing educational games between lessons either to teach vocabulary or to recall those vocabularies.

Q.2. What are the advantages of using games in EFL learning?

The interviewed teachers gave some common advantages: They are

- Games are a great source of motivation for learners;they help them learn through fun.
- Games get all learners engaged not just quick finishers but also slow learners, they decrease anxiety and allow learners to study in a relaxed and enjoyable atmosphere.

- Also, they provide encouragement to create interaction and communication between learners. They help learners to be more motivated to learn.
- Educational games usually involve friendly competition and bring real word context into the classroom.
- Learners feel free and happy while practising the game
- Using games in EFL learning gets the learners motivated and involved since they are kids and they enjoy playing games.
- Games help students to make and sustain the effort of learning.
- They are used to introduce new ideas,so by the relaxed atmosphere which is created by using games, students will be able to remember things faster and better.
- Games provide a beneficial combination that touches the four skills, They are therefore a great tool for appealing to different types of learners at the same time.

One of the teachers said that educational games are a pillar for teachers to build new acquisition ,that is to say if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teachers' repertoire.

Q.3. Do you think that games can play significant roles in increasing learners vocabulary storage how ?

Games can play significant roles in increasing learners vocabulary storage	Yes	No
Repondents	6	0
Percentage	100%	0%

Table 3.9 significant roles that games can play in increasing vocabulary storage

All teachers agree that educational games play significant role in developing learners ‘vocabulary, in the way that they help learners memorize words quickly and they are a great way to gain and retain new information .

Learners will try to learn vocabularies through personal attempts and by doing so they will stuck in their minds and there is no way to be forgotten.

Q.4. Are your learners motivated to learn through educational games? Why?

According to the six teachers all learners are highly motivated and encouraged to learn through educational games, all their answers are interpreted in the advantages of games question.

The teachers' answers were as follows:

- Because it's fun for them and they like that.
- Because they get hyper active when practicing the game.
- Because they can develop and improve their skills without losing motivation.
- Because they prefer to deal with information in an easy and a joyful way and to change the routine.

Two teachers stated that they see the excitement and enthusiasm in my learners' eyes when playing, they totally forget that we are studying as they feel that they are in a real competition and they liked that challenge.

The use of educational games in the EFL instruction not just motivat learners ,but also break the ice between the learner and the teacher in a way that make the teaching process more effective,since they help reduce the problems seen in a forgein language.

Q.5. Do you introduce new vocabularies in every session, yes or no and in which session?

	Yes	No
Repondents	<i>6</i>	<i>0</i>
Percentage	<i>100%</i>	<i>0%</i>

Table3.10 Teachers' presentation of new vocabularies in every session

All teachers said that they present new vocabularies in every session ,they have answered this questions by 'Yes,I do' and 'Sure'.

Some teachers emphasized their answers by using some special expressions such as ' it is evident , 'Automatically' , 'Of course ' .

They agreed that vocabulary is the cornerstone of any foreign language, new words should be introduced before reading /listening and more in the post reading/listening stage, they can also be introduced when practicing and using grammar activities.

A teacher pointed out that vocabulary links the four skills all together so it must be presented in (grammar ,reading, writing, listening, practice and pronounce) sessions. This refers to the importance that EFL teacher give to vocabulary.

Q.6. What kind of obstacles do your learners encounter in learning or using new words?

The teachers' answers were as follows:

- The limited environment to practise because as we know practise makes perfect.
- The difficulty of grammar for learners.
- Most learners depend on me (teacher) instead of trying.
- Hesitation in speaking.
- Abstract words may create an ambiguity for learners .
- Phrasal verbs and compound words can take more time and difficult to use them fluently or in a meaningful context.
- The vocabulary of written English, particularly the "literate" English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational.
- Using these new words in real context.

When analyzing the teachers' answers, we find that they state that learners face some difficulties while learning English vocabulary , since learners have different levels , backgrounds and time assimilation. In addition they may encounter obstacles in practicing new words in real context or in a correct form.

Q.7. How can games be integrated in writing, reading, listening and speaking session ?

The first interviewed teacher said that games can be integrated according to the aim game and the skill it targets ,he adds that there are games that can take the whole session ,and others might take only a phase of the session.

The second teacher stated that she can integrate them in pre-listening, pre-reading or pre-writing phase .

Another teacher gave us examples about how she integrated a game in some sessions ,in reading session she uses a cross word game ,for writing she uses journalist game to gather information for writing .

The other three teachers identify the importance of integrating educational games in reading ,writing, speaking and listening sessions, but they noticed that speaking and writing are the the most effected skills .This may be explained by the fact that those teachers see results of using educational games in the productive side of their learners.

Q.8. How can you make your learners acquire and practice new vocabulary through games?

The majority of teachers stated that learners can acquire and practice new words through games by repetition and by using them in a context related to the lesson.

One of the teachers provided us with an example of games used in here classroom and she do it to here children as well,which is called ‘word ballon ‘ where the teacher write a word related to the course on a ballon and in each time a learner hold that ballon he/she should pronounce and say that word out loud.

Through this enjoyable activity the learner will be able to speak and express whatever comes to his mind,especially shy learners, it will give them the opportunity to engage in the classroom setting, also it helps acquire those new words by personal attempts which leads to easy and faster acquisition .Moreover, it gives the teacher a chance to correct his learners without embarrassment, and provide them with the appropriate pronunciation as well as the correct written form.

In other words, shaping a learning task in the form of a game often piques the interest of learners who see it as something different to what they normally do in class.

Q.9. In your opinion, do you think that games must be introduced in EFL textbooks why ?

	Yes	No
Repondents	<i>6</i>	<i>0</i>
Percentage	<i>100%</i>	<i>0%</i>

Table 3.11 Introduction of games in The EFL textbooks

All the answers were ' yes' they back up their answers by the following arguments:

- Because they are useful and effective tools to gain vocabulary in an enjoyable way away from stress and anxiety.
- Because our textbook is not rich enough that is why teachers work a lot ;searching and creating useful games and interesting activities which suits different needs and levels.
- Because they keep the learners motivated and involved ,especially beginners
- It is an easy way to learn the language.

This confirms the positive attitude of teachers towards the use of games in the teaching process ,the teachers express a bige desire in introducing educational games in The EFL textbooks by syllabus designers thanks to what they provide as help and encouragement for learners to learn seeing beauty in a language which is not their mother tongue.

3.6 Results Discussion

Vocabulary plays a pivotal role in language learning. The magnitude of vocabulary teaching and learning is never too far to be highlighted. This subject remains one of the issues that face middle schools pupils whether in private or public ones. Third year EFL middle school learners are not ready enough to practice and use the English language considering their level and the domination of French language in the Algerian society, they are usually unable to express themselves. By the causes given by their teachers ,we understood that they see only issues in a language which is not their mother tongue or they learn it passively due to their consideration that the teachers' explanation for meaning or definition, pronunciation, spelling and

grammatical functions is boring . The main and the most useful techniques are, ranked from the mostly to the necessarily used: synonymy/ antonymy, definition and translation in addition to dictionary, examples and mimes. However, because learners have different levels, capacities and needs and considering that each technique fits only a particular group, the teacher has to use all of them to fit the target; this is very tiring and time consuming .It is for this reason, the duty is on their instructors to get rid of those problems by creating and adopting helpful ,efficient and motivating methods.

The goal of this work is to gather data that prove the usefulness of educational games in the learning process and to examine learners attitude towards the use of this technique. Therefore learners' questionnaire included, in its first part some questions that tried to elicit information about the influence of using educational games in EFL classes and in acquiring second language ,whether they use games in the learning process or not and if their teachers encourage them to learn through games or not .In addition to their consciousness about learning while playing . In the second part , the questionnaire tended to know whether learners have problems with new lexical items and if they think this skill is important or not .Moreover , it attempted to know the learners ' opinion about using educational games and their effects in learning English vocabulary .

In the first part of the questionnaire ,all respondents declared that they use games in their learning process, they stated that these games are usually used as a warming up , in the middle or at the end of the lesson . Indeed their teachers encourage them to learn through games.

In addition , the questionnaire tended to know whether educational games improve their focus and interest . Their answers revealed that games raise their concentration because the game itself requires the learners to be focused . This fact may lead us to say that use of games make the learners all engaged and involved in the lesson as they increase their focus, while also having a little fun. This means that games can foster whole class participation and build class cohesion.

Besides, in order to know to what extent the learners are engaged in any game they practice, question six was its purpose to discover if learners tried to be the winners in gaming. In this respect, all learners indicated that they do their best to be the winners and that because the winner feel something special .Also , the questionnaire tried to discover whether games give shy students chances to express themselves , the respondents' answers showed that games can give shy students more opportunities to express their opinions and feelings . That is to say , games are an effective tool to lower anxiety .They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. The second part of the questionnaire was devoted to vocabulary learning in general and the effects of games on learning that skill.

All the respondents learners have problems with vocabulary learning. In fact , the common problems encountered by learners are using words in their correct forms or in their real context and memorizing new items, because learners do not use and practice words in all situations. However, they are aware about the importance of vocabulary as they help them understand, communicate, and read .Also , all participants emphasize that they like educational games .

Moreover, within the second part of the questionnaire, we tried to know whether they find complexity in playing educational games, over a half of the respondents declared that games are so easy as they require simple words and rules , few respondents stated that they face difficulties while playing and that because games need high level of intelligence . Therefore, to implement games in English class, it is necessary to take numerous factors into consideration . One is choosing appropriate games to a group of learners which depend on number of students in class, level of age, level of language proficiency, duration and the content, and difficulties of language.

To enrich the findings of this study and to clarify any misunderstanding, an interview was conducted with six middle school teachers .The interview is composed of nine questions ,in the beginning , some questions were asked to gather data about whether they use educational games in their EFL instruction or not ,which type and

when , the advantages of using games in thier classes and whether they think that games can increase learners ' vocabulary storage . In the middle of the interview , the questions tended to elicit information about whether they present new vocabularies in every session , aslo to explore the difficulties that the learners encounter in learning or using new words, it even tried to discover how teachers can integrate games in writing, listening, reading or speaking sessions. At the end of the interview, teachers were asked if educational games must be introduced in EFL textbooks .

All the interviewees agreed that they use educational games in their instruction, also, they declared that games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Games usually involve friendly competition, and they keep learners interested. They are highly motivating and they give students more opportunity to express their opinions and feelings.

In addition, nearly all participants reported that games play significant role in increasing learners ‘ vocabulary storage , they believe that vocabulary games bring real word context into the classroom, game do not only boost learners ’ motivation to memorize and understand the meaning of vocabulary, but also influence them to be the problem solvers, to be active and independent learners, and helps them to be creative thinking learners. They could also learn from each other, and form good interaction with classmates.

Besides , the interview tired to know whether English teachers present new lexical items in every session , all the interviewees responded that they present new vocabularies in every session . This is due to the fact that teachers gives a lot of interest and a big importance to vocabulary learning since they are aware that this skill must be mastered by EFL learners . Moreover, all participants emphasise that their learners face some kind of obstacles in learning or using new words ; memorizing the new acquired word, the correct use of the new acquired word, knowing the primary meaning of the word and ignoring the other functions are generally the comun obstacles encounterd by middle school learners .

At the end, the interviewees declared their strong belief that educational games must be introduced in EFL textbooks . English teachers are aware of the great role motivation plays in successful language learning as they consider both the linguistic and the psychological side of the learner.

To sum up these views , teachers believe that educational games are a beneficial methods in learning a foreign language; all of them see that games are both educating and entertaining methods. The interviewed teachers were sure about the positive results from using games considering that learners were learning unconsciously from games forgetting the strict atmosphere of traditional teaching methods.

Actually, games create a fun learning environment, add motivation when students' motivation decrease , and improve team learning and collaborative skills. Being motivated by the relaxed and the attractive environment , young learners are willing and having the desire to take part in the learning process. Hence, they will love any sequence they deal with to be able to learn it ,and for sure no one will oblige them especially the mature to learn something they do not like. Educational games emotionally involve them in the process of learning and gives them a positive perspective of a FL. Therefore, the interview confirmed the results of the questionnaire as it confirmed our research questions and hypothesis.

3.7 Suggestions and Recommendations

The EFL textbook is considered as a guide and a source of knowledge for teachers, thus,it is highly recommended for syllabus designers to introduce educational games in more than one file for EFL learners ,beginners should be their focus by providing them with a motivating atmosphere which attracts their interest and encourage them to learn this new language and see its beautiful side.

Language teaching can be an interesting and a rewarding process when teachers take the effort to explore methodology through a variety of approaches. Teachers have to discover the issues that face students during learning vocabulary, they should adopt various methods in order to achieve better results. Games can add an enjoyable touch through which learners will learn and have fun at the same time.

When using educational games, teachers should take certain limitations into consideration . To carry out games in class requires time and in most language syllabuses, time is a constraining factor. Games can have duration of a one- period lesson of thirty minutes or may need two periods or two weeks. Again, the objective(s) of each game should be taken into account. In addition, some criteria will have to be set before selecting the appropriate activity. Factors to be considered include the level and the abilities of the learners, their relevance to the pupils and other reasons.

The teacher has to act as a controller ,guider and facilitator . Once the activity begins, the teacher should not interfere but must give pupils the freedom to conduct the game, he/she should not punish the learners because of mistakes, they will then be able to benefit from the playing of language games.

● **Some Examples of Educational Games**

Word Association: requires students to name all the words they know associated with any lexical category. One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category health, for example, the game might begin this Way:

Student1:Illness

Student2:Catch a cold

Student3:Sneeze

Student4:Cough

Student 5: Remedy

Anyone who can't think of a word immediately has to drop out of the game.

❖ *Bingo* : According to Pavicic (2008:23),Bingo is an excellent activity to use in language teaching, for instance, the teacher writes ten words on the board and every learner chooses five words and writes them down, after that the teacher selects one word randomly without saying it and gives to the learners its definition or synonym. If the learners guess the right word, he or she should shout “BINGO” and wins the round.

- ❖ *Memory Challenge*: The teacher puts his students in small groups and asks them to write as many words as they can from the last lesson.
- ❖ *To tell a story*: The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it, then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences . This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.
- ❖ *Lips Reading*: the teacher tells his students to what category the word is related, and then they are asked to read his lips and say it aloud.
- ❖ *Crossword Puzzles*: are drawn puzzles that are usually in the shape of a square or rectangle. The puzzle is filled with black and white squares. The goal of a crossword puzzle is to fill the white boxes with the answers to a series of questions. Most crosswords include numbers in the white squares so the player can match each question with a specific answer location. The shaded squares are used to separate the answers.
- ❖ *Word Balloon Game*: This is a good game to teach the concept of spellings to children by taking a balloon and write one word on each balloon with a marker. Make the children sit in a circle, start the game by giving a balloon to a child and asking him/her to spell the word out loud. Keep passing on the balloon, until every child has spelt the word out loud. Once everyone has got a chance, keep the balloon in the centre and repeat the same sequence with other balloons.
- ❖ *Today's Question*: the teacher has already written the question on the board, when students arrive the first one to answer correctly has a reward.
- ❖ *Word Missing Letters Game*: In this game learners must fill in missing letters to spell the words correctly according to its accompanying picture. Or the teacher can write his vocabulary words on the board , each word is missing some letters , then he asks the learners to complete the words with the missing letters . The teacher can make it harder by limiting the time the learners has to guess.

3.8 Conclusion

To conclude, the present chapter attempted at analysing and discussing the data obtained from the questionnaire and the interview in order to answer the main research questions: "What are the English language benefits of educational games?", "How can educational games develop learners' vocabulary knowledge?", and "How can teachers integrate games in writing ,reading, speaking and listening sessions in order to build up learners'vocabulary bulk ?" and to confirm the main hypothesis .

After data analysis, it has been noticed that most of the participants in this research, whether teachers or students, hold largely similar beliefs about educational games as a teaching technique for teaching vocabulary and its effectiveness .

In addition, these findings demonstrate that educational games are helpful for both teachers and learners , they have a positive effect on developing English language vocabulary by highlighting different factors, such as memorization, creativity and motivation.

General Conclusion

General Conclusion

Due to the indispensable role that English language plays worldwide nowadays, it becomes necessary to learn it in order to be able to use it in the spoken or written speeches. Whether to communicate, to express ideas and thoughts or to understand others' people sayings, learners should acquire an adequate number of vocabulary and should know how to use them accurately. However vocabulary learning can be considered as one of the challenges that EFL learners faces due to several reasons mentioned before especially for beginners.

Since vocabulary acquisition is very important in learning a language, many researchers and methodologists investigate the possible strategies that may help in facilitating vocabulary learning. Studies have shown that pleasant and motivating atmosphere can greatly contribute in helping learners to develop their vocabulary knowledge. Moreover, one of the techniques that create funny, relaxing and attractive learning situation for young learners is by using educational games. It has been agreed by many studies that educational games have a positive effect on the learners' vocabulary improvement as well as on their physiological side.

The ultimate aim of this present study was to investigate and shed light on the effectiveness of educational games on learners' vocabulary achievements. The case of our study were third year pupils of "Alchahid Zitouni El Joudi" middle school which is located in Ksar chelala in Tiaret.

The selection of this population was based on the idea that middle school learners in particular face difficulties in acquainting and remembering new words. For this aim, we hypothesized that educational games can increase learners' motivation and develop their English learning skills. Also we hypothesized that different educational games raise opportunities for EFL learners to acquire and practice new and different vocabulary forms and functions. As for the last hypothesis we predicted that educational games can be tailored to listening, speaking, reading or writing activities. One game may involve a combination of all skills.

In order to conduct this research, three chapters were drafted .The first and second chapters were the theoretical part ,they shed light on the following themes namely, educational games, their importance in EFL classes, their advantages ,how to select educational games, when to use educational games ,thier types , their relationship with the four skills , their role in developing learners vocabulary knowledge. In addition to defining vocabulary, identifying this skill in EFL classes, its types and introducing some steps for learning vocabulary .

The third chapter is the practical part of our research .It deals with the research aims, research methodology, research participants and instruments .Also, we provided the reader with detailed analyses of the results gathered from the research tools that were used; namely the questionnaire that was administered to fifty learners and an interview which was conducted with six English middle school teachers. By the end recommendations were offered to provide some examples of educational games and to contribute to the improvement of the teaching techniques used by teachers for developing learners vocabulary knowledge .

All in all, after the investigation, it has been found that English Language teachers integrate different games in writing, reading listening or speaking sessions to teach vocabulary . Furthermore, pupils enjoy learning through educational games . The gathered data has proved the effectiveness of educational games in the English classes. Thus, .We can say that the proposed hypotheses are confirmed .The results assert that educational games are effective and helpful techniques to teach English Vocabulary especially for beginners.

Further Research

We would like to highlight the importance of the implementation of educational games as a teaching technique in developing learner's vocabulary knowledge .

Limitation of the study

In the present study some inevitable limitations are as follows:

1. Time management

2. Teachers strike that happened in Algeria
3. The pandemic Covid 19
4. Difficulty of dealing with middle school pupils

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Appendices

Appendix 1

Students' Questionnaire

Hello,

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

مرحبا، سأكون ممتنا لكم إذا أجبتكم على أسئلتني التي ستساعدني في جمع بعض المعلومات بطريقة تربوية لإنجاز عمل بحثي حول تأثير الألعاب التعليمية على مفردات اللغة الإنجليزية.

1. Do you use educational games in learning process?

هل تستعمل الألعاب التعليمية في التعلم؟

نعم لا أحيانا

Yes No Sometimes

2. Do you like educational games?

هل تحب الألعاب التعليمية؟

نعم لا أحيانا

Yes No Sometimes

3. Do you think that educational games promote your interest?

هل تعتقد أن الألعاب التعليمية تعزز اهتمامك؟

نعم لا أحيانا

Yes No Sometimes

4. Do games offer you a chance to learn ?

هل توفر لك الألعاب فرصة للتعلم؟

نعم لا أحيانا

Yes No Sometimes

5. Do games promote you focus?

هل انت على علم أنك تتعلم في وقت اللعب؟

نعم لا أحيانا
Yes No Sometimes

6. Do you think that games are motivating and entertaining in learning?

هل تعتقد ان الالعب مسلية ومحفزة في التعلم؟

نعم لا أحيانا
Yes No Sometimes

7. Do you think that games give a chance to timid students to express themselves?

هل تعتقد ان الالعب تعطي فرصة للتلاميذ الخجولين للتعبير عن أنفسهم؟

نعم لا أحيانا
Yes No Sometimes

8. Do games provide Language practice in the various skills: Listening, reading, writing, speaking?

هل توفر الألعاب ممارسة لغوية في مختلف المهارات: الاستماع والقراءة والكتابة والتحدث ؟

	Listening السمع	Speaking التكلم	Reading القراءة	Writing الكتابة
Yes نعم				
No لا				
Sometimes أحيانا				

9. Do games make learners able to work in groups?

هل الألعاب تجعل المتعلمين قادرين على العمل في مجموعات؟

نعم لا احيانا
Yes No Sometimes

10. Do games help you to learn by yourself?

هل تساعدك الالعاب على الدراسة بدون مساعدة؟

نعم لا احيانا
Yes No Sometimes

11. Do you have difficulties with Vocabulary in English language??

هل لديك صعوبات مع الكلمات الجديدة في اللغة الانجليزية؟

نعم لا أحيانا
Yes no sometimes

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

هل تلعب الألعاب دورًا فعالاً في اكتساب مفردات إنجليزية جديدة؟

نعم لا أحيانا
Yes No Sometimes

13. Do games help you to remember the acquired words faster and better

هل تساعدك الالعاب في تذكر الكلمات بطريقة أسرع و افضل؟

نعم لا احيانا
Yes No Sometimes

14. Do you acquire new words from your classmates and partners who play games with you ?

هل تكتسب كلمات جديدة من زملائك الذين يلعبون معك؟

نعم لا احيانا
Yes No Sometime

Appendix 2

Teachers' interview

Dear teacher,

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

Thank you in advance

1-Do you use educational games in your EFL instruction? If yes, which types of games do you use and when?

2-What are the advantages of using games in EFL learning?

3.Do you think that games can play significant roles in increasing learners' vocabulary storage? How?

4.Are your learners motivated to learn through educational games? Why?

5-Do you present new vocabularies in every session, yes or no and in which session?

6- What kind of obstacles do your learners encounter in learning or using new words?

7- How can games be integrated in writing, reading, listening and speaking sessions?

8. How can you make your learners acquire and practice new vocabulary through games?

9- In your opinion, do you think that educational games must be introduced in EFL textbooks? why?

Resume

Vocabulary learning is considered as an essential and a difficult part in any foreign language learning as the meanings of new words are very often emphasized. That is why English teachers should use useful techniques to keep learners' curiosity and excitement about vocabulary rolling. Therefore, the present research attempted to investigate the Algerian English language teachers' use of educational games in their English classes to develop learners' vocabulary knowledge. In addition it aimed at identifying the effectiveness and the importance of using educational games in EFL classes.

Keywords: Educational games, EFL learning, motivation, vocabulary knowledge.

المخلص

يعتبر تعلم المفردات جزءاً أساسياً وصعباً في تعلم أي لغة أجنبية حيث يتم التأكيد على معاني الكلمات الجديدة في كثير من الأحيان. لهذا السبب يجب على معلمي اللغة الإنجليزية استخدام تقنيات مفيدة للحفاظ على فضول المتعلمين وإثارتهم حول تداول المفردات. لذلك، حاول البحث الحالي التحقيق في استخدام معلمي اللغة الإنجليزية الجزائريين للألعاب التعليمية في فصول اللغة الإنجليزية لديهم لتطوير معرفة المفردات لدى المتعلمين، بالإضافة إلى تحديد فعالية وأهمية استخدام الألعاب التعليمية في فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية / التعلم / ألعاب تعليمية / معرفة المفردات / التحفيز

Résumé

L'apprentissage du vocabulaire est considéré comme une partie essentielle et difficile de tout apprentissage d'une langue étrangère car le sens des nouveaux mots est très souvent mis en avant. C'est pourquoi les professeurs d'anglais doivent utiliser des techniques utiles pour maintenir la curiosité et l'enthousiasme des apprenants pour le vocabulaire. Par conséquent, la présente recherche a tenté d'étudier l'utilisation des jeux éducatifs par les enseignants d'anglais algériens dans leurs cours d'anglais pour développer les connaissances du vocabulaire des apprenants. En outre, elle visait à identifier l'efficacité et l'importance de l'utilisation de jeux éducatifs dans les classes EFL.

Mots clés : ALE apprentissage, jeux éducatifs, connaissance du vocabulaire, motivation.