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**The Effectiveness of Using Language Games
in Teaching Vocabulary
The Case of Third Year Middle School Learners**

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the master's degree

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Abstract

Vocabulary is the most important and the most difficult skill in any language. That is why teachers should be aware of the techniques they use to help their students, third year middle school in our case, solve the problems they face and enhance their knowledge of foreign vocabulary items. Language games are what our research proposes as an effective method of doing so. It aims at highlighting an examination of the effective vocabulary improvement through entertainment. We believe that in addition to the variety they add to the class, language games may be an entertaining technique that helps learners to be acquainted with new words, consolidating lexical items and memorizing them. In this respect, a descriptive study is conducted; it is based first on a questionnaire devoted to EFL teachers to examine their attitudes towards vocabulary and their concerns about language games as a technique to teach vocabulary. It is based also on an interview to have students' opinions after having participated in a language game inside the classroom. Our research also applies the learner-centered method in which we observe learners in three sessions; before, while and after taking parts in that language game and their teacher is merely a guide. The main aim is to see to what extent language games are helpful for learning new methods and using them. The results showed the effectiveness of this method in improving EFL middle school students' vocabulary knowledge. They proved to have learnt nearly all the unfamiliar words they have seen in the first session. Also, they were highly motivated and interested. Accordingly, it is recommended that language games should be used in teaching vocabulary.

Dedication

In the name of Allah

Firstly and foremost, my unforgettable thanks are to the Almighty Allah for providing me with uncounted blessings.

To the only person with the exception of God nothing is important, the light of my life "mum". To the man who forgots his life between the pages of my life to make my dreams reality "dad". Thank you for giving me nothing but the best.

To my support, my brother "Mourad". To my marvellous sisters "Ismahane", "Sabah", "Halima" and their husbands. To the flower of the family "Amina". Thank you above your love and for your encouragement.

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To my nephews, the light of my eyes "Mouhamed" and "Islam".

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List of abbreviations

- EFL: English as a Foreign Language
- CBA: Competency Based Approach
- CLT: Communicative Language Teaching
- FL: Foreign Language
- N: noun
- V: Verb
- TV: Television
- Q: Question
- س: سؤال

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General Introduction

EFL students in Algeria receive seven years of formal English language instruction; four years in middle schools and three years in the secondary schools. However, they usually feel bored and tired from passing hours and hours trying to learn new vocabulary without changing their passive learning habits such as using dictionaries, or learning by heart lists of words and their meanings in Arabic without even knowing what they really mean. As a result, they face serious problems in terms of remembering and using the words. In fact, the importance of vocabulary in English language imposes greater urgency to the need of more effective means by which language proficiency can be enhanced. Hence, the teacher is responsible to choose the most effective strategies to transfer his knowledge to his students and facilitate the correct use of this knowledge. Scrivener (1994) criticizes a method usually used on the basis of his own learning, saying that “explanation, especially long ones tend to leave me cold: I get bored; I switch off.” (p. 14). Vocabulary, in particular, needs to be presented in context to prevent learners from forgetting. We know that the majority of them leave English once they get outside classes, since their native language world does not give them chances to practice English. Because language games are able to put vocabulary in practice and because they are fun, and all learners like playing, they are suggested and agreed on by many researchers as one effective method to be implemented in vocabulary lessons. This discussion is the attempt of our research in which we try to answer the following questions:

- How can a language game be more than just fun?
- How do language games affect the middle school learners’ vocabulary learning?

In the light of the above raised questions, it is hypothesized that:

- In addition that he enjoys himself at the same time he learns effectively the language, the EFL learner is highly motivated and encouraged to learn seeing a beauty in a language which is not his mother tongue.

- Most language games may put the middle school EFL learners in situations of practicing and using the language and, therefore, realizing what is really meant by a word.

Our study aims at highlighting an examination of the effective vocabulary learning through entertainment i.e. drawing the relation between language games and vocabulary improvement. Also, showing the importance of motivation and relaxed atmospheres in EFL classes.

In order to test our hypotheses and obtain the data required to meet our objectives, a formal questionnaire is addressed to EFL teachers to examine their concerns about vocabulary and the use of language games to teach this skill, a classroom observation is made to observe to what extent can a language game affect the learners' attitudes, and an interview is designed for some learners to know their opinions after taking parts in a language game.

Both EFL teachers and third year middle school are involved in the study. The selected sample is one class from three third year classes. It contains thirty-two students all about the same ages, of mixed gender and abilities. This sample is chosen because they need such methods since they have to learn as much vocabulary as they can.

Three middle school teachers of different ages and experiences are a source of information.

Our research is divided into two main chapters: descriptive and empirical. The first one is going to introduce the educational value of language games in improving vocabulary. It first presents vocabulary teaching-learning process in EFL classes, shedding light on language games as one effective method of teaching this skill. The second one deals with analyzing and interpreting the data collected from teachers' questionnaire, classroom observation and students' interview.



Chapter One

Review of

the Literature



1.1 Introduction

Vocabulary is considered as an important element in language learning. In fact many students feel that vocabulary learning is boring since they have to memorize unfamiliar words and spelling without changing their learning habits, such as writing words on paper, learning by heart or learning passively through the teacher's explanations. The communicative approach, then, encourages students to practice the target language using an infinite range of individual, pair and group work activities. One of these activities is learning through games since it is claimed that it can help students to learn and practice the vocabulary easily and effectively in an amusing classroom atmosphere. This chapter is an attempt to highlight a correlation between effective vocabulary learning and entertainment. We would like first to present vocabulary in EFL classes, steps of learning and some teaching strategies. Then we try to examine the use of language games as one technique of teaching vocabulary, shedding the light on games types, their use with beginners, the advantages of their use, when and how to use them with a clear picture on their influence in the four learning areas, their effectiveness in recalling information, finishing with examples of some useful language games.

1.2 Definition of Vocabulary

Since vocabulary is one element that links the four skills of speaking, listening, reading and writing all together, its definition relates to various views about its nature and its use.

Vocabulary is the total number of words in a language (Hornby, 1995). The Oxford dictionary defines vocabulary as the body of words used in a particular sphere and as the total number of words that make up a language (2007). In Longman Dictionary (1995), vocabulary is defined as all the words that someone knows, learns or uses.

Todd (1987) argues that there are four aspects of the word; the **orthographic** word has a space on both sides of it. A **morphological** word considers the form only. A **lexical** word considers all the forms a word can take and which are clearly related by meaning. A **semantic** word considers the distinction between items that may be morphologically identical but differ in meaning.

Vocabulary comes into **oral** and **print** forms; the former refers to words used and recognized in speaking and listening, and the latter denotes all words recognized in reading and writing.

Also, knowing a word comes into two kinds: **receptive** (listening and reading) and **productive** (speaking and writing).

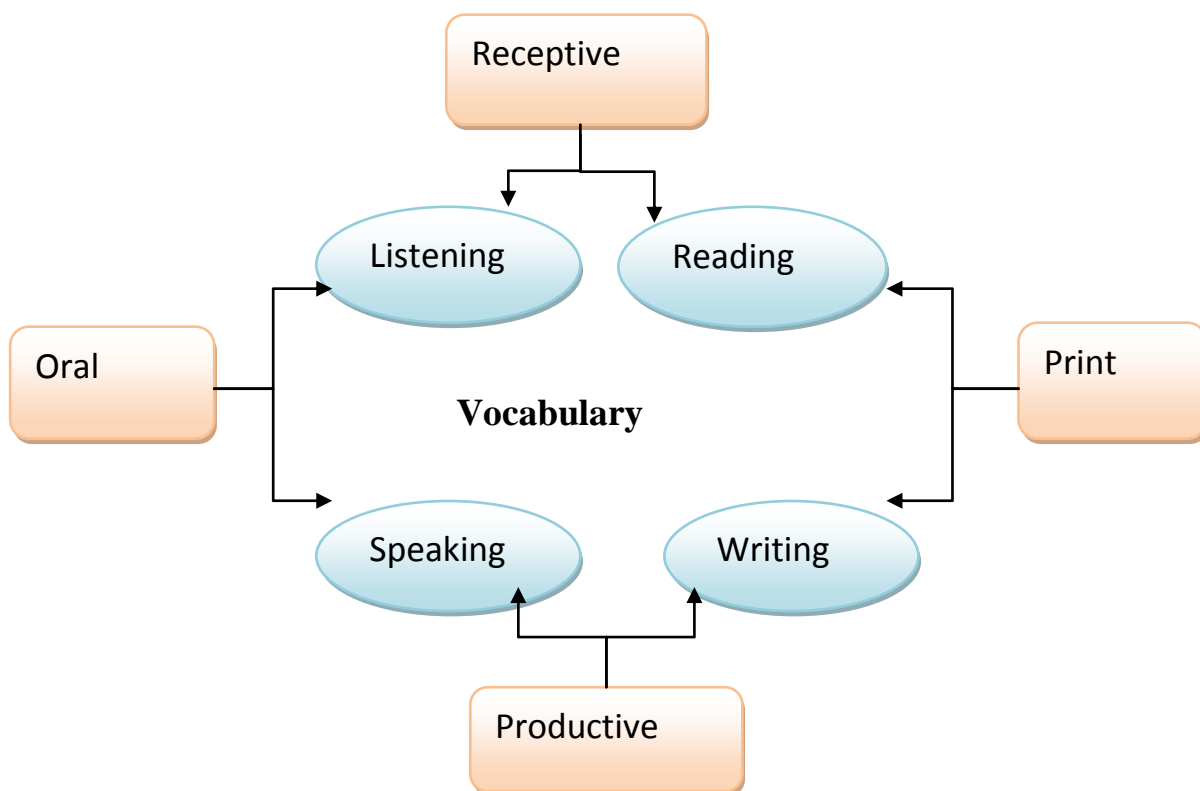


Figure1.1: Vocabulary Forms

1.3Vocabulary in EFL Classes

In traditional methods, vocabulary was not considered as a major subject to be separately and officially taught. Instead of being a particular subject of students to learn, it was included at the margin within lessons of speaking, listening, reading and writing. As a result, few learners realized the importance of vocabulary. Recently, vocabulary teaching and learning process has been developed and gets such an importance in EFL classes especially with the emergence of methods such as CBA and CLT.

There have been an awareness that learning a foreign language requires a strong knowledge of its vocabulary rather than its grammar “you can say very little with grammar, but you can say almost anything with vocabulary”(Wilkins, 1972). Beginners often manage to communicate

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using single words; they can most of the time convey meaning without necessarily having acquired grammar. This is evident that in learning a language, much importance should be given to vocabulary. The student should be highly aware that it is the greatest tool he may have in hand to function in his education and his life as well “without vocabulary nothing can be conveyed” (Wilkins, 1972). It is an essential element of communication as Christopher Fowers (2000) argues that a large vocabulary can help language learners communicate clearly and effectively. So, it is obvious that the more words a student knows, the more he can say and understand the others.

However, infinite number of unfamiliar and literally changed items that he meets during his language learning process can cause problems for his comprehension and knowledge. Knowing a word is more than just knowing its meaning. It is:

- Having the ability to recognize it in its spoken and written forms.
- Knowing its different meanings.
- Knowing its part of speech (V, N).
- Being able to pronounce it properly.
- Being able to use it correctly within a sentence.

Nation (2000, p. 40-41) summarized a number of factors needed in knowing a word in the following table:

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R: receptive knowledge

P: productive knowledge

Form	spoken	R: what does the word sound like?
		P: how is the word pronounced?
	written	R: what does the word look like?
		P: how is the word written?
	Word parts	R: what patterns are recognizable in the word?
		P: what word parts are needed to express the meaning?
meaning	Form and meaning	R: what meaning does this word form signal?
		P: what word can be used to express this meaning?
	Concepts and referents	R: what is included in the concept?

		P: what items can the item refer to?
	Associations	R: what other words does this make us think of?
		P: what other words could we use instead of this one?
use	Grammatical functions	R: in what patterns does the word occur?
		P: what other words could we use instead of this one?
	collocations	R: what words or types of words occur with this one?
		P: what words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R: where, when and how often would we expect to meet this word?
		P: where, when and how would we use this

		word?
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Table 1.1:What is Needed in Knowing a Word

This seems to be hard for a beginner and there are no magical shortcuts to learn words. Most of them have formed the habit of learning lists of words by heart and their translation in the mother tongue without even knowing their real meaning or putting them into practice. The teacher here is responsible to make it much easier for learners to connect a new word with words they already know and remember its meaning. He comes to the class with a background of what vocabulary items to be taught during the course and how. Hatch and Brown (1995: 415) refer to this as ‘intentional vocabulary instruction’. Researchers and authorities suggest that an effective vocabulary instruction should include:

- Definitional and contextual information about a word
- Multiple exposures to a word in different contexts
- Encouragements of students’ active participation in their word learning

1.3 Steps for Learning Vocabulary

1 Encountering new words:

Finding sources forward such as reading books and stories, practicing language games-of interest in the present research- and listening to radio and songs. Learners’ interests (such as vehicles for boys and jewelers for girls), motivation and their needs lead them to focus on learning some words rather than others.

2 Getting the word form

Getting a clear image about the words’ form-spelling and pronunciation. It is considered very important especially when learners are asked to define words.

3 Getting the word meaning

Based mostly on relating new words with already made pictures in mind, using dictionaries, relying on someone’s clarification or putting words in situation.

4 *Consolidating word form and meaning in memory:*

Learning words through their appropriate context in which learners can acquire the word meaning and form at the same time.

5 *Using the word:*

It is essential to test the learner's productive knowledge of collocations, syntactic restriction and register appropriateness.

The learners need all these five steps in order to enrich their vocabulary and have full knowledge of the words they want to learn.

1.5 Strategies for Teaching Vocabulary

- Making meaning: identifying 4-5 words from the text that students need to understand in order to comprehend the text and they will brainstorm what they already know about the vocabulary item.
- Vocabulary cartoons: including the vocabulary term, its phonetic spelling, a brief description, a linking word and a sentence that uses the term is an excellent way to help students visualize new words.
- Word splash: a collection of concepts chosen from a passage the students are about to read what helps them to relate the new word to the main topic of reading.
- Dictionary: gives, in an alphabetical order, the meaning of the word, its spelling, syllables, pronunciation, origin...etc what strengthens the learner's use of words.
- Glossary: a list of technical words and expressions usually found at the end of the reading passage. It is a helpful way of acquiring vocabulary particularly in literature.
- Translation: a valuable means of acquiring vocabulary since it does not require a lot of time and effort, especially in explaining abstract conceptions such as wisdom.

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- Affixation: helps students breakdown new words based on their understanding of prefixes, suffixes and root words.
- Compounding: combining two or more separate words with various meanings in order to create new words completely different in meaning (e.g. become, timetable).
- Synonymy, antonymy and hyponymy: knowing the semantic value of the word may guide the learner in differentiating the match between words and meaning.

1.5.1 Criticism

Most of these techniques are criticized since they follow the traditional methods, the teacher-centered instruction in which the teacher plays the central role in class. Regarding this way of teaching, the teacher is considered as the most active person in the classroom who transfers his knowledge to his learners. This may negatively impact them weakening their capacities in making intelligent guesses and preventing them from wide memorization and correct use. New words, thus, should be introduced in a “memorable way” (Hubband et. al 1983:50). They need to be learnt in context, practiced and revised to prevent students from forgetting.

As far as our research is concerned, we believe that the learner should be the main part of the lessons and the teacher is merely a guide as the saying goes “tell me, I will forget; show me, I will remember; involve me, I will learn”. As vocabulary is something that can be achieved through practice, learners are not expected to sit in rows and wait for their teacher to teach them new words. Language games are one effective way to experience such learning.

1.5.2 Language Games

Before the nineteenth century, games were mainly based on physical activities and were related to specific occasions. Later on, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that

time, games started to construct their “educational instruction”. ‘Mansion of Happiness’ was the first educational game that aimed at teaching the difference between ‘good’ and ‘bad’. After many improvements, games have acquired their significance to be used in teaching and learning.

The idea of using games in teaching does not seem to be widely accepted and implemented although its profitability has been proposed and justified as early in the seventieth century. There has been a misconception that all learning should be serious in nature. In fact, using games is an important tool that allows language teachers to add colors to their classrooms by providing challenge and entertainment. They are particularly valuable for beginners as a source of cognition that helps them adopt sounds and rhythms and comprehend the foreign language

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

El Shamy (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”. Language games comprise many factors such as rules, competition, relaxation and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. They are designed in different levels as well as topics that suit different students’ levels what make them enjoy all together and gain the best results.

1.5.2.1 Types of Language Games

It is difficult to classify games into categories because such categories often overlap. A good teacher has to have several games on hand at all times. Hadfield (1984) explained two ways of classifying language games; linguistic games that focus on accuracy and communicative games that focus on exchanging information. Further, games are classified into more detailed forms composed of both linguistic and communicative games.

- Sorting, ordering or arranging games: for e.g. give students a set of cards with months, and they have to arrange those cards in order.
- Information gap games: the one having information have to exchange it with those who do not have it to complete a task.

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- Guessing games: a student with a flash card must just mime it to others who try to guess the word.
- Searching games: for e.g. everyone is given a clue to find out who the criminal is. They ask and reply to solve the problem.
- Matching games: participants need to find a match for a word, picture or card.
- Labeling games: a form of matching games, the only difference is that they match labels and pictures.
- Exchanging games: students barter cards, objectives or ideas.
- Board games: 'scrabble' is one of the most popular games in this category.
- Role playing games: students play roles that they might not play in real life. They might also practice dialogues.

Language games may be also classified as follows:

- Listening games:

In class, listening is often carried out in a boring and uninteresting way what makes the lesson more stressful. To make students enjoy listening, the teacher needs to bring it closer to them. A good way is the use of listening games to maintain the student's attention and interest.

- Speaking games:

They can be used at any time, especially as a follow-up to the previous listening to re-enforce vocabulary and expressions heard earlier. Their main aim is to make speaking and expressing ideas orally enjoyable and stress free.

- Kinetic games:

They provide refreshment in the class, especially when students are getting tired and find it difficult to concentrate. They need always to be joined with another activity of reading, listening or speaking.

- Experiential games:

Their real aim is not to win or complete a language task but to experience the process and learn from it. They may influence peoples' attitudes and teach them the understanding of themselves and the phenomenon around as well.

1.5.2.2 The Use of Language Games with Beginners

Using games in the process of language teaching-learning is not restricted for any language level; it helps all students to feel comfortable and more confident in acquiring a new language. However, this technique is much more applicable and beneficent with beginners – of interest in the present research-. According to Nalasco and Arthur (1991, p.76), “in addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material”. It is often difficult to maintain their attention for too long as they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. It is true that children like things to be repeated but they do not need only to keep repeating the desired part of the target language. Instead, a short and a simple game can be repeated more than once. Incorporating games, then, in the language teaching-learning process helps building a good relationship with the new language. They do not just relax from serious learning but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a disaster but it succeeds in making a good classroom atmosphere. By time, they realize that language is more than just long lists of words and sets of rules.

1.5.2.3 The Advantages of Using Language Games

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Uberman (1998:20) 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”. S.M Silvers says that real learning takes

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place in a relaxed atmosphere (1982: 29). There are several reasons for why language games should be used.

First, they are both motivating and fun what can help activate students who may have been inactive before.

Second, they encourage students to communicate and interact what helps building relationships through the friendly atmosphere they create among participants who feel all equal.

Third, they give learners a chance to practice the language in the various skills (speaking, listening, reading and writing) in situations from their real life.

Fourth, they break the routine since they add variety to usual classroom activities

Fifth, they allow students to take on more responsibility and acquire new experiences what results an increase in their confidence level.

Sixth, they emotionally involve students what has a positive effect on their learning because while exposed to the target language, they need to feel something such as happiness, excitement, amusement and surprise.

Seventh, they give a good chance for shy and reluctant students and for those with low confidence because the atmosphere is not as serious when playing a game and it is easy to forget shyness. So they can foster whole class participation.

Eighth, they create diversity in classes among students of all ages and levels, and diversity is needed for any school work to be progressive.

Ninth, they help learners acquire vocabulary more quickly and easily by doing actions during playing the game.

Finally, they are valuable for all language learners since they can be easily adjusted for age, level and interests.

1.5.2.4 When to Use Language Games

Lee observes that a game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do.” (1979: 3). There are, then, many situations in which using a language game is of the advantages mentioned before:

- In cases of lack of interest, a language game can be a springboard for the serious language work.
- When tiredness takes place in the student’s repertoire, it is very difficult for him to perform his best. A language game can overcome the crisis and bring educational benefit.
- When there is a lack of co-operation among students, a language game has a great potential bringing them together because they can relax and communicate better.
- When all the planned work has been finished, a short language game may be practiced so as the time remaining is not wasted, and this way motivates students to finish their works earlier in order to have an enjoyable activity.
- While revising, language games help students to recall information in an entertaining way.

There are, in contrast, some situations where a language game does not answer its educational aim

- If students lack the vocabulary knowledge which the game requires.
- When there is not much time available because it may create an anxious feeling if it has to be done in a limited time.
- If students are misbehaving, they need to calm down to reach the game’s purpose.
- If there is no co-operation with the teacher.

1.5.2.5 How to Use a Language Game

Teachers need to take into consideration which games to use and how they benefit students in different ways, according to the class level and needs.

1.5.2.5.1 Choosing the Game

Teachers should be very careful about choosing the appropriate game that links his students' abilities and their prior knowledge according to their number, level and background. A good language game, according to many recent researches, should:

- Be more than just fun
- Correspond the pupils' age, level and the material to be introduced
- Involve friendly competition
- Be suitable for their experiences
- Encourage them to focus on the use of the language rather than on the language itself
- Keep all of them involved and interested
- Include various topics to be practiced
- Give them a chance to entertain, learn and practice a specific language material
- Not be too complicated

1.5.2.5.2 Adapting the Game

Most of the games are designed to be played by a medium size class in which students can participate as individuals, pairs, groups or teams:

- Individuals: its main advantage is that every learner relies on his knowledge. However, they create a missing chance of conversation. Also, a most of individual games are highly competitive which may cause troubles between winners (happiness) and losers (failure).
- Pairs: the most commonly used type of grouping. It helps learners to cooperate and benefit from each other. Their feeling of happiness can be doubled in success as well as they can blame each other in case of failure. The only disadvantage is that teachers cannot keep control and hear what pairs are saying.
- Groups: these games allow weaker students to join the game more easily since each group may include stronger and weaker students. Ur (1981:7) sees the advantage of groups in

“the chance for students who are shy of saying something in front of the whole class, or to the teacher.” The most common disadvantages are discipline and organization’s problems.

➤ Teams: either dividing the class into two big equal groups or the whole class is playing with the teacher as a monitor. This gives them a chance to speak, understand their classmates, hear their mistakes and comfort different opinions.

In cases of large classes, games need to be adapted to be employed. Here, it is necessary to break the class into groups that play parts of individuals. Some games require students to receive handouts for information purposes. For larger classes, to avoid too much paper use, the information may be attached to a wall or written on the board.

A contrary problem is faced with small classes. The teacher should be always careful whether he does not place a high pressure on an individual. For instance, the case when a single student is asked to perform an activity which is in original assigned to a small group. The anxiety here may exceed the relaxation which is a precondition for using a game. In such cases, the teacher is still left with many games which can be played in small groups successfully.

1.5.2.5.3 During the Game

Paul (1996) speaks about the alternative to divide a lesson into ‘studying’ and ‘fun’ sections. However, teacher should have in mind that not all lessons are appropriate for incorporating of the games. Also, students can refuse games from time to time “no one should be forced to play games.” (McCallum, 1980:12) so he should be attentive to their reactions and the class atmosphere.

A game should be carefully prepared and well organized, the rules explained in detail, the exact instructions given and in a clear manner. The teacher tries to set as good timing as possible as he must be ready to help without necessarily interrupting the flow of the game.

After finishing the game, a follow up activity is so good for their reflection.

1.5.2.6 Language Games and the Four Language Skills

❖ *Listening:*

Listening activities might very well be an effective way of training this skill. By combining listening with games, teachers might prevent their students from getting bored and keep them all interested. 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.

❖ *Speaking:*

Teaching communication is very important in knowing the language. So, students must get the chance to practice and not just read conversations. All games call for practice and communication; they emphasize fluency where not much criticism is received what make them communicate without carrying about their errors. As mentioned before- types of language games (Hadfield, 1984)- linguistic games emphasize speaking correctly and playing communicative games focus on fluency. For e.g. shouting dictations game where any pair works dictations can be partner 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.

❖ *Reading:*

To be able to write, it is important to know how to read. Because of its importance, it is crucial that teachers seek different means to keep their students involved and interested. Games then can provide diversity and help keep subjects fun and interesting. For e.g. make everyone reads a part from a funny story.

❖ *Writing:*

Writing is a skill often considered as difficult and boring. It is learnt and not acquired even in the native language. Also, it is often assigned as homework and students hate home works. Another reason is that some teachers unwisely use it as a punishment “Ok, just because of that bobby, tomorrow, I want to see on my desk an essay about nature!” Writing also requires a

completely different language from that used in conversations. Games can be a good way to prevent their loathing of writing because, in addition of being fun, they give them a reason to write instead of just writing because the teacher said so. The teacher can easily create a writing game or simply found it on the internet. For e.g. ask them to rearrange sentences to make a formal letter

1.5.2.6 Language Games and Recalling Words

Learning is remembering. However, students have lot of problems with remembering foreign words. Hence, any vocabulary knowledge transmitted to students should be given in a memorable way. Wright et al, (1984) state in their introduction that if learners are amused, the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and better remembered. Language games have the characteristics of amusing while helping learners consolidating both receptive and productive vocabulary. According to Scrivener (1994: 241), the things involved in remembering an item from meeting it to using it are: putting into storage, keeping into storage and retrieving. Language games then make the learner experience what he is learning what leads him to keep the item in his mind. It facilitates for him recalling the word through a specific action done when meeting the word in its real situation and using it correctly.

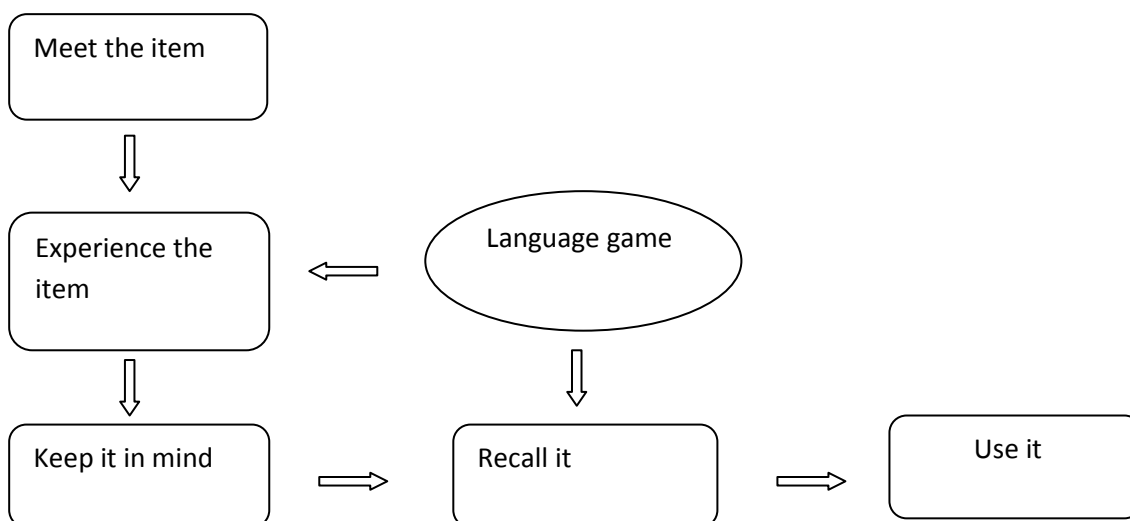


Figure 1.2: Language Games and Recalling Words

1.5.2.8 Some Examples of Language Games

- *Crossword*: the most common one, it takes the form of a square grid of white and shaded squares. The white cells are supposed to be filled with letters whereas the shaded ones are used to separate the letters or words.
- *Scrabble*: each player takes seven separate letters and places them on a board to make a word. Each letter is scored differently. The winner is the one who has the best score.
- *Criss-cross*: played on a piece of card board with letters made of wood. Each player forms words down and across.
- *Taboo*: in this game, one player has to get the others guess a certain word using verbal explanation. A set time period is defined for the person to explain.
- *Make a story*: this game is best suited to small groups where every participant is asked to add a line so they all construct a story. This game highlights the value of listening to others
- *Role-play discussion*: after choosing a topic, the class is divided into two groups. The teacher assigns each group they focus conception on the subject and make arguments.
- *Coded words*: the teacher gives his students an alphabetical code (e.g. a is b, b is c...) and he gives them words and sentences which they have to decode.
- *Crazy eraser*: the teacher rubs the board erasing some words and students have to reconstruct what was written.
- *Today's question*: the question is on the board when students arrive. The first one to answer properly has a reward.
- *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.
- *Word telepathy*: the teacher asks a volunteer to sit at the front with his back to the board and he writes a word on the blackboard. Classmates must say things related to the word to help the volunteer identifying it.

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- *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.
- *Last one standing:* the teacher gives them a topic and asks them to stand up; he claps up a beat followed by a word related to the topic. After the next beat, the first student gives a topic-related word and so it continues. The one cannot think of a word sits down and the winner is the last one standing.

1.6 Conclusion

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



Chapter Two

Experiments and

Data Analysis



2.1 Introduction

This chapter will mainly deal with the practical part of this research work. It is devoted to investigate about the hypotheses presented in the general introduction. To serve the hypotheses needs, the empirical touch will be sustained from: 1) a teachers' questionnaire and a students' interview to collect data about their attitudes towards vocabulary and their concerns of language games, 2) a test made under our observation in three sessions to measure the degree of influence of using language games for the vocabulary acquisition. Firstly, we are going to state the research design used (sample population and the research tools) and then to interpret and analyze the data obtained.

2.2 The Research Design

This research is an attempt to study the impact of using language games in vocabulary acquisition and whether El_Aid Aal-Khalifa middle school English teachers are concerned with implementing this technique in their classes, considering that their learners need more motivation and variation.

2.3 The Teaching Situation

Our research was undertaken in El_Aid Aal-Khalifa Middle School located in Maghnia, wilaya of Tlemcen. It was opened in September 20th, 1983. A number of five hundred and fifty-six are students in this school and thirty-one are teachers, among them three teachers of English and ninety-four students in the third year-the concern of the present research.

2.4 The Method Used

The data collected in our research will be both quantitatively and qualitatively analyzed.

2.5 The Sample Population

Polit et al, (2001) state that “sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study.”

Our study deals with the third year learners at El_Aid Aal-Khalifa middle school. Hence, a sample of thirty-two learners from ninety-four was randomly chosen by the random choice of one class from three classes. This sample corresponds to the students who have been observed and interviewed.

2.6 Research Tools

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

2.6.1 Teachers' Questionnaire

Questionnaires are defined by Seliger and Shohamy (1989:172) as “printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously.”

The aim of our questionnaire was given in the introduction: the impact of using language games on the vocabulary presentation for the third year middle school. Three questionnaires were distributed to teachers from different ages and experiences who were kindly asked to tick the appropriate box and make statements whenever required and they were collected one hour later. The questionnaire consists of thirteen questions divided into two parts:

The first part: (from Q1 to Q7) teachers' perceptions about vocabulary and techniques used to teach it.

The second part: (from Q8 to Q13) investigation of their concerns and attitudes towards the language games.

2.6.2 Classroom Observation

To see to what extent a language game can affect the learners' ability of acquiring new items, remembering and using them, an observation was made in three sessions in the same week:

The first one: because of some external factors, we were present for just the last half of the session 'reading comprehension' whose subject was about a road accident.

The second one: we have proposed for the teacher to give each group a role 'policemen, victims, eyewitnesses, journalists...' and to name this "a game" where every group has to write something according to his job and the winner is the group who can write properly with fewer mistakes.

The third one: they were all asked to write a newspaper article about a road accident. Then, they all participated to write a common article on the board.

2.6.3 Students' Interview

The interview is a conversation between two persons where questions are asked by the interviewer to obtain information from the interviewee.

While writing on their copybooks, we took the opportunity to interview them. For time constrains, we asked only nine learners from thirty-two; three having sits at the front of the class, three in the middle and three at the back. The interview consists of seven questions asked in Arabic, considering their levels, and it seeks to investigate their opinions and impressions about the relationship between language games and learning vocabulary.

2.7 Data Analysis and Interpretation

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

2.7.1 Analysis of the Questionnaire

First part: teachers' perception about vocabulary

Q1: do you think your students are competent to use the language? Why?

	Number	Percentage
Yes	00	00%
No	03	100%

Table 2.1: Teachers' Perception of Students' Competence in Using English Language

The three teachers stated that their students are not competent enough to use the English language. The main reasons stated by them are:

- Students do not like foreign languages and don not care about their learning
- The syllabus is beyond their levels
- Too much school subjects
- Classes are crowded (from thirty-five to forty)

These reasons explain that EFL learners do not see beauty in learning the foreign language, they just feel tired and bored from the problems they face.

Q.2. Do you present new words in every session?

The three teachers said that they present new words in every lesson. This refers to the importance that EFL teachers give to vocabulary.

Q.3. Do your students have problems with the new items you present? Which kind of difficulties they face?

	Number	Percentage
Yes	02	66,66%
Few of them	01	33,33%
No	00	00%

Table 2.2: Students' Problems with the New Items

The two teachers who said “yes” stated that their students have difficulties in memorizing the words (spelling and meaning) and in using them in their correct form. The other teacher said that his learners have problems only in comprehending the word just when they first meet it but all is OK after explaining.

We interpret their difficulties in memorizing and using words by their needs to practice the word in its real situation.

Q.4. When you present a new item you use:

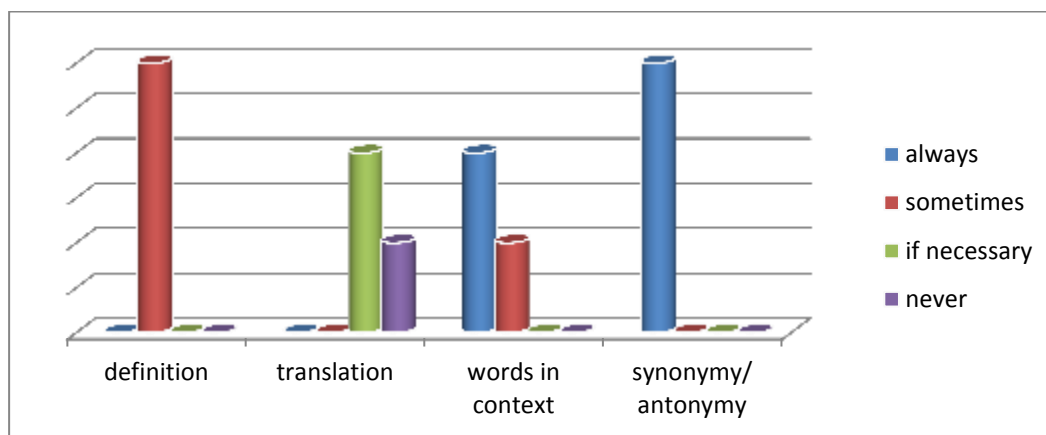


Figure 2.1: Techniques Used by Teachers when Presenting Vocabulary

Synonymy/ Antonymy is the most used technique (3/3 always use it) and putting words in context (2/3 use it), this may be because of their effectiveness in making learners memorize

new words and recalling them. Definition is used sometimes, may be because of the time it requires and its necessity to use other unknown words. One teacher stated that he never uses translation and two others said that it is used if necessary, i.e. when other techniques do not work with them. This may be interpreted by the negative aspect that translation has on the students' intelligence, also the prohibition of using the mother tongue when teaching a FL.

Q.5. How do you see the efficiency of these methods?

The three teachers agree that they are the most useful ones considering their students' levels. However, every technique works with only a specific group so they have to use all of them to achieve the lesson's target what requires lot of time and efforts. These teachers then need a standard method that suits the whole class level.

Q.6. Have you even tried to change the habitual technique? If yes, how?

100% said 'yes' and gave some techniques: giving examples, using dictionary and making mimes and gestures.

Second part: teachers' attitudes towards language games

Q.7. Do you believe in the use of language games for presenting vocabulary? And why?

	number	percentage
yes	02	66,66%
I do not know	01	33,33%
no	00	00%

Table 2.3: Teachers' Beliefs in the Use of Language Games for Presenting Vocabulary

1/3 teachers said that he does not know because he does not use them since they are not included in the syllabus. The other two teachers stated the following reasons for why they believe:

- Games add variety to my class
- Games help my students practice their English
- Games stimulate their thinking
- Games help them acquire vocabulary
- Games improve their familiarity with new words through practice

Q.8. Do you see language games as:

	number	percentage
Entertaining method	00	00%
Educating method	00	00%
Both	03	100%

Table 2.4: Teachers' Perceptions towards Language games

The three teachers consider language games as both entertaining and educating method since they believe that learning while having fun is effective.

Q.9. Considering that vocabulary gathers the four skills, which one is more affected by language games?

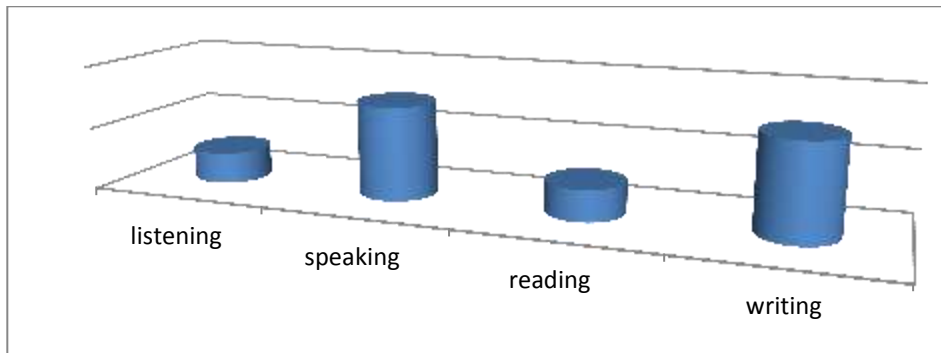


Figure 2.2: The Language Skills the Most Affected by Language Games

One teacher stated that all the four skills are affected by the use of language games while the two other teachers said that speaking and writing are the two most affected skills. This may be explained by the fact that these two teachers see results of using language games in the productive side of their students.

Q.10. how often should a language game be used?

One teacher stated that a language game should be used weekly. The two others stated that a group a language games should be used at least at the end of every file. This implies that they consider the value of implementing language games between lessons either to teach vocabulary or to revise it.

Q.11. Do you think they are helpful to recall information? Explain

100% agreed that language games are helpful to recall information. It was explained by reference to the results they got from the exposure of their students to learn the word in its real context and their necessity to recall all their English background while involved in a language game.

Q.12. what are, according to your experience, the disadvantages of using language games?

The common disadvantages stated by the three teachers are going out control as a result of working in groups, the noise and the time they require.

We think that all these disadvantages can be solved if the class is better guided and adapted.

2.7.2 Classroom Observation

The first session:

We entered the class after they have been learned for about half a session because of some administrative factors. We apologized for the interruption, we presented ourselves and our objective to the teacher and the students, and they all welcomed us.

The reading comprehension lesson was about a road accident tragedy. The teacher was the centered based element and only students at the front (about eight) were participating. The others were totally uninterested; they looked as if they are outside the classroom. We noticed that once they (the participating elements) meet a new word, they ask directly for its equivalent in Arabic, or they interrupt the lesson to check it in the dictionary.

The second session:

Before entering the class, we proposed for the teacher to test the students by grouping them and give each group a role from those involved in the accident article.

By just hearing the word “game”, all the class gave the attention to the teacher as if it were a sweet surprise for them.

The teacher divided the class to small groups and named randomly their jobs ‘the journalist, the victims, the eyewitnesses, the driver, the policemen’ where every group was supposed to write as much sentences as he can, according to his role. The winner is the group who writes many sentences with fewer mistakes and the present would be some extra points. Twenty minutes were given as a time limit.

They were all involved, discussing in the groups, checking their dictionaries and asking the teacher from time to time trying to finish before time. Once finishing, all the class had the chance of talking, even the reluctant ones. Everyone was waiting impatiently for his turn to participate while listening to the others. They were highly motivated, full of challenge and ‘to be the winner’ was the target of all of them.

Fewer mistakes were made as comparison to the previous session and no use of translation.

The third session:

The teacher asked them to write paragraphs ‘you are a journalist; write a newspaper article on a deadly accident.’

Even those noticed as “uninterested” in the first session were writing with concentration, the class looked if they were in exam.

The teacher was really surprised but rather proud of the articles they had written. Very few mistakes were made and some contents were totally without mistakes. They used the new items seen in the previous session in the correct form and place.

Everyone raised his hand to read what he had written, the teacher selected randomly some elements. Then, they have all participated to write a collective paragraph on the board to copy on their copybooks.

At the end of the session, we thanked the teacher and the class for the help wishing them all the success.

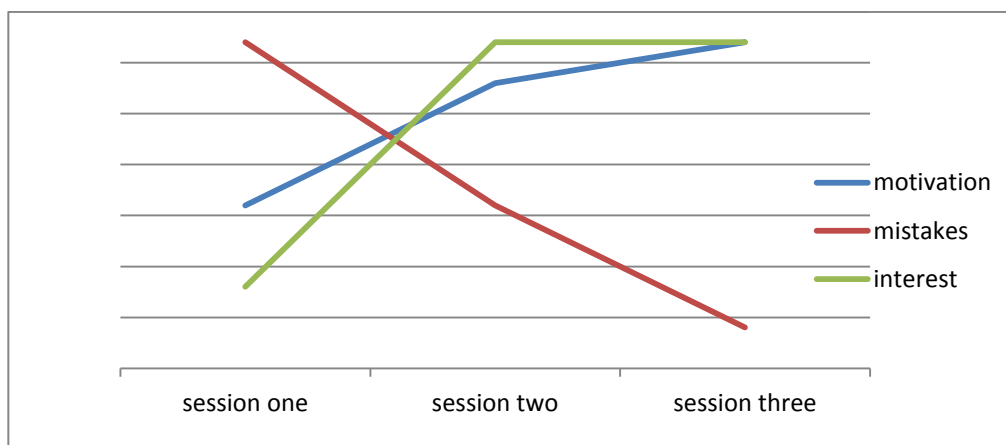


Figure 2.3: Students’ Observation during Three Sessions

2.7.3 Students’ Interview

In the third session, we had randomly interviewed nine students while they were copying the collective article on their copybooks. Seven questions were asked in Arabic considering their levels. It seeks to investigate their opinions after having participating in a vocabulary game.

First part: students’ attitudes towards vocabulary

Q.1. For you, is vocabulary important in learning the English language? Why?

All the answers were “yes” and they gave reasons as follows:

- Through vocabulary, I understand what I read in English magazines or TV programs and films
- It allows me to communicate with my friends via the net
- It allows me to convey my thoughts even if I make grammar mistakes
- For instance, when my mother buys a new machine, I translate for her some words in the catalogue
- Vocabulary expresses the language
- It allows me to write good expressions
- It makes me competent to use the language
- We cannot study a language without mastering its vocabulary
- The more I acquire new words, my competence to talk and understand increases

Their reasons differ according to their interests, but they are all evidence that vocabulary is an important tool to have in hand.

Q.2. what are the main problems you face in learning new vocabulary?

All the interviewed students have common problems:

- I do not pronounce it in the correct way
- Lot of words are similar so that I do not distinguish them
- I forget the synonyms
- I remember its meaning in Arabic but I do not remember how to write it
- I do not know how to use it in the correct manner
- I feel tired and bored from trying to learn unknown word

Their problems will be interpreted by the answers to the next question.

Q.3. what are the techniques you use in learning new vocabulary?

Technique used	Students' number	percentage
Writing on the notebook	09	100%
Checking the dictionary	09	100%
Repetition	07	77.78%
Translating to Arabic	05	55.55%

Using it in meaningful sentences	02	22.22%
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Table 2.5: Techniques Used by Students in Learning New Vocabulary

All the interviewed students used to “write new words on their notebooks” and “check them in the dictionary”, the easy ways known and used by almost all EFL learners. Seven of them added that they repeat the words. Five of them used to; in addition to notebooks and dictionary, translate the words to Arabic whereas two of them use them in meaningful sentences.

These techniques may interpret the problems seen in the previous question. Dictionary gives them lot of resembling words what makes them unsure about what are they searching. Writing on notebooks may not help them to pronounce it the correct way. Repetition is tiring and boring. Translation weakens them to make efforts in the target language; they stay remembering words just in their mother tongue. Not everyone is able to use words in sentences; a meaningful sentence requires the use of other words.

Second part: students’ opinions about language games

Q.4. how was your feeling when participating in a game in the classroom?

-Excited –Active –Relaxed –I forgot that I am studying –I felt as if I am in a real competition
–I liked the challenge –I liked the time that passed quickly –I discovered some beauty in the FL –I was trying to be the winner.

From a psychological view, all these feelings are motivating.

Q.5. in what ways did the game benefit you?

- It facilitated learning and memorizing new words
- It encourages me to talk and participate
- I have learnt new words from my classmates involved in the game
- I have learnt from my mistakes
- I have recalled some previously acquired words
- I have relaxed through the funny atmosphere
- I have got a new technique for learning vocabulary
- I have learnt faster through the game
- I have discovered my points of weakness

These answers imply the positive effects that the game had on the students.

Q.6. were you aware that you were learning something through the game?

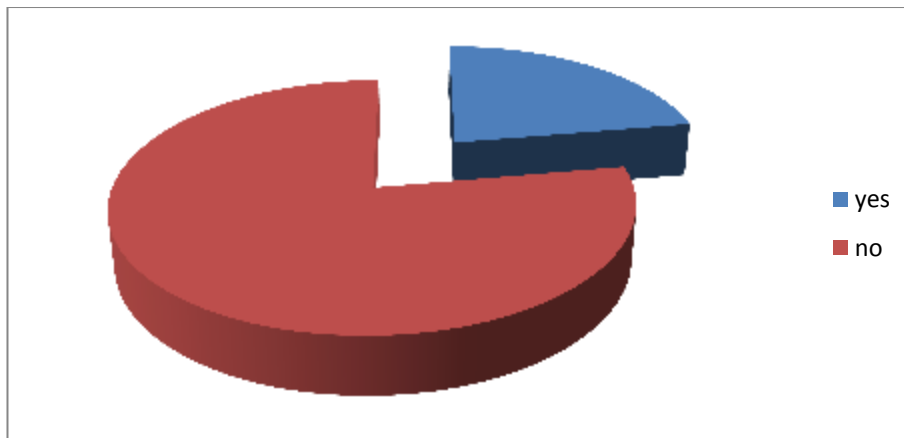


Figure 2.3: students' awareness about learning something through the game

Only 22.22% said “yes”. This shows that through a language game, students learn unconsciously.

Q.7. personally, do you want the technique of language games to be applied in teaching vocabulary?

All the answers were “yes”. This shows their positive attitudes towards learning through entertainment.

2.8 Results Discussion

Third year EFL learners are not competent enough to use the English language. From the reasons given by their teachers, we resulted that they see only problems in a language which is not their mother tongue. It is thus the responsibility of their teachers to remove those problems by creating efficient and motivating methods.

The presentation of new words in every session implies the awareness of EFL teachers about the importance of vocabulary. The main difficulties faced by learners are the memorization and the correct use. This may be due to the need to learn the word in its real situation and practice it. The main and the most useful techniques are, ranked from the mostly to the necessarily used: synonymy/ antonymy, putting words into practice, definition and translation in addition to dictionary, examples and mimes. However, because learners are not all of the same level and capacities and considering that each technique suits only a specific group, the teacher has to use all of them to fit the target; this is very tiring and time-

consuming. A standard technique that suits the whole class is required. Some reasons stated by two teachers imply that language games positively enhance their learners. One of them believes in their effectiveness but he does not use them because they are not implemented in the syllabus. All of them see language games as both educating and entertaining method since they are sure about the results of learning through entertainment. The effectiveness appears in the language skills, especially the productive ones.

One game per week was proposed by two teachers what shows their desire in adding a variety to the class, and their assuredness of the positive results. Another teacher proposed that a group of games should be used at the end of each file. This is another idea that helps the learner consolidating and recalling all the new items seen in the file. The common disadvantages they stated were the noise resulted and the time required but they can be easily removed if the class and the game are well guided.

Language games can then be considered as a standard technique that suits the teacher and the class to teach/ learn vocabulary effectively and helps to reduce the problems seen in a FL.

Observing a class revealed that the third year middle school learners can be positively affected by practicing a language game.

About only twenty-five percent were participating in the first session and the teacher was the main part of the lesson. We interpreted this by their lack to motivation. Their looks out for translation and dictionary imply their laziness in making efforts. In the second session, the word 'game' had a strong effect on them. They were all involved and ready to participate as if they forgot learning; a great challenge was observed among them. They got the occasion to use the language in an active manner without careful thinking of the correct way. The big surprise was the articles they have written in the third session and the use of the words seen in the last session.

The language game then proved its advantages of activating, motivating and increasing the confidence level of the learners. Also, in practicing the language in various skills and memorizing and using the new words.

The interview confirmed the results obtained from the questionnaire and the classroom observation. The learners are highly aware about the importance of vocabulary in learning English and everyone has a reason for this importance. Unfortunately, they all have problems that the traditional techniques they use, such as writing on notebooks, dictionary or translating, cannot solve. Their feelings when participating in the game differed from one to another but they all belong to the psychological domain of 'motivation'. Every learner had his

own advantage and, as we believed, they had all positively benefited from the game. They were learning unconsciously since they forgot the educational side of the game. They all wanted to learn through language games.

Only language games can provide the learners what they need to learn vocabulary successfully. They emotionally involve them and give them a positive vision of a FL. Moreover, they all like playing and funny atmospheres.

2.9 Recommendations

In the light of our study's results, we first recommend for syllabus designers to introduce language games as in the textbooks for EFL learners, especially for beginners to help them see beauty in this language and encourage them to learn. Then, we suggest some recommendations for all those would-be teachers in order to help them improving the results of using language games:

Teachers should examine their ways of presenting vocabulary and try to change the habitual techniques in order to add a variety to the usual activities and get better results; a touch of entertainment should be implemented;

The teacher should neither overuse nor rarely use language games; both cases may negatively affect the class. So, it is preferable for teachers to design a specific rhythm for implementing a game;

Easy and simple games should be selected according to learners' levels and abilities;

The teacher should be very careful about the manner in which the games are introduced; the rules, the objectives and the instructions should be clear and understood by everyone;

During playing a language game, the teacher has different significant roles; maybe a controller, an information provider or just a facilitator and help provider. Here, he is supposed to adopt each role psychologically according to the appropriate situations;

Even if the result is noise, the teacher should provide his students with situations to talk what lowers their shyness;

Everyone should have his opportunity to participate even with mistakes to develop their self confidence;

Considering students' interests, the teacher may ask them, for example, to search some games to play or to choose and discuss a game. This also helps them to be more active;

We recommend the following books and websites for teachers so as they can be closer to a variety of useful games:

- Granger, C and J. Plumb. (1993). Play Games with English 1: Teachers Resource Book. Oxford: Mocmillan Heinemann.

- Watcyn, J, P. (1993). Vocabulary Games and Activities for Teachers. England: Penguin Books.
- Barners, A., J. Hines and J. Welldonn. (1996). Have Fun with Vocabulary: Quizzes for English Classes. England: Penguin Books.
- gamestolearnenglish.com

2.10 Conclusion

The findings of this chapter confirm what is mentioned in the first one; language games have a great effect on learners' vocabulary improvement and memorization as well as on their psychological side in the sense of motivation. It proved that is a good method that fits the teacher and the class in consolidating new lexical items and using them.

General Conclusion

Considering that vocabulary is a basic skill in English language, especially for beginners who try their best to know as much as possible of foreign words, the teacher may use all his background to teach this skill in different ways. It is very important for him to choose a method that gathers all the factors of facilitating learning for them in a suitable way. Many studies agreed that language games, as a teaching technique, have a great effect on the learners' vocabulary improvement (knowledge, memorization and use) as well as on his psychological side (motivation, relaxation and self-confidence).

The present research is conducted to highlight a clear relation between language games and effective vocabulary learning; to what extent learning entertainment is effective. For this aim, two hypotheses are raised: in the first, we believe that in addition that the EFL secondary school learner enjoys himself at the same time he learns effectively the language, he is highly motivated and encouraged to learn seeing a beauty in a language which is not his mother tongue. The second one hypothesizes that most language games put the learner in situations of practicing and using the language and, therefore, realizing what is really meant by a word.

The first chapter deals with the theoretical part of this research work. It defines vocabulary identifying this skill in EFL classes and introducing some steps for learning vocabulary and strategies for teaching this skill. It criticizes these strategies presenting language games as the perfect one. A clear image about this method is provided concerning all about its use.

The second chapter is the practical part of our research work, it deals with testing the given hypotheses from analyzing and interpreting the data gathered through a questionnaire to have teachers' opinions about vocabulary and implementing language games in teaching it, a classroom observation where a test is made to observe the students' involvement and interaction with language games and an interview to get their opinions after having participated in a language game.

The obtained data showed that language games have a great effect on learners' vocabulary in terms of learning, memorizing and using as well as on their motivation and attitudes towards the language. After the analysis, we resulted that the learner can learn effectively while having fun and enjoying himself. Also, when he learns a word in its real situation, he would be able to know it from all aspects of memorization and use. Thus, we can realize that two

proposed hypotheses are confirmed and the effectiveness of using language games in improving middle school learners' vocabulary is proved

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Appendix A
Teachers' Questionnaire

Dear teacher,

The following questionnaire is a part of research work that deals with language games and their impact on the vocabulary presentation for the third year middle school students.

Your answers will be of great help for our research, you are kindly asked to tick the appropriate box and make statements whenever required.

Thank you in advance

1. Do you think they are all motivated to use the language? Yes No

-why?

.....
.....
.....
.....

2. Do you present new words in every session? Yes No

3. Do your students have problems with the new items you present? Yes Few of them

No

4. What kind of difficulties they face in learning or using new words?.....

.....
.....
.....

5. When you present a new item, you use:

	Always	sometimes	If necessary	never
definition				
translation				
Word in context				
Synonymy/ antonymy				

6. How do you see the efficiency of these methods?.....

7. Have you even tried to change the habitual technique? Yes no
 How?.....

8. Do you believe in the use of language games for presenting vocabulary?why?

9. Do you see language games as: entertaining method educating method both

10. Considering that vocabulary gathers the four skills, which one is more affected by language games? Listening speaking reading writing

11. How often should a language game be used?

12. Do you think they are helpful to recall information? Yes No

Explain

.....
.....

13. What are according to your experience the disadvantages of using games?.....

.....
.....
.....

Thank you

Appendix B

Students' interview

Hello,

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

- 1-For you, is vocabulary important in learning English language? Why?
- 2-What are the main problems you face in learning new vocabulary?
- 3-What are the techniques you use in learning vocabulary?
- 4-How was your feeling when participating in a game in the classroom?
- 5-In what ways did the game benefit you?
- 6-Were you aware that you were learning something through the game?
- 7-Personally, do you want the technique of language games to be applied in teaching vocabulary?

Thank you

Appendix C

The Translated Version of the Students' Questionnaire

السلام عليكم،

سأكون ممتنة لك اذا قمت بالاجابة على أسئلتى، حيث ستساعدني في جمع بعض المعلومات بطريقة منهجية لتكملة بحث حول تأثير ألعاب اللغة على المفردات في اللغة الانجليزية.

س.1- بالنسبة لك هل المفردات مهمة في تعلم اللغة الانجليزية؟ لماذا؟

س.2- ما هي أهم المشاكل التي تواجهك في تعلم مفردات جديدة؟

س.3- ما هي التقنيات التي تعتمد عليها في تعلم مفردات جديدة؟

س.4- كيف كان شعورك و أنت تشارك في لعبة داخل القسم؟

س.5- بما أفادتك اللعبة؟

س.6- هل كنت تعلم أنك تتعلم شيئاً من خلال اللعبة؟

س.7- شخصياً، هل تريد لتقنية ألعاب اللغة أن تطبق في تدريس المصطلحات؟

شكرا

Appendix D

Students' Answers to the Interview

س.1: كل الاجابات كانت نعم، و الأسباب قدمت كالتالي:

-من خلال المفردات أفهم ما أقرؤه في المجلات الانجليزية أو البرامج التلفزيونية و الأفلام،

-تمكنني من التواصل مع أصدقائي عبر النت،

-تمكنني من توصيل أفكاري حتى و ان فعلت أخطاء في القواعد،

-مثلا، عندما تشتري أمني ماكينة جديدة أترجم لها بعض الكلمات الموجودة في الدليل،

-المفردات تعبر عن اللغة،

-تمكنني من كتابة تعابير جيدة،

-تجعلني مؤهل لاستعمال اللغة،

-لا يمكن دراسة أي لغة دون اتقان مفرداتها،

-كلما تعلمت مفردات جديدة، زادت قدراتي على التحدث و الفهم.

س.2- تقريبا لهم نفس المشاكل و طرحت كالاتي:

-لا أنطقها بالشكل الصحيح،

-الكثير من الكلمات تتشابه لذا لا أفرق بينها،

-أنسى المرادفات،

-أتذكر معناها باللغة العربية و لا أتذكر كيف أكتبها،

-لا أعرف كيف أستعملها في مكانها الصحيح،

-أشعر بالتعب و الملل من محاولة تعلم كلمات غير معروفة.

س.3- الاجابات مصنفة في الجدول التالي:

التقنية	المستعملة	عدد الطالبة	النسبة المئوية
الكتابة على الكناش		09	100
البحث في القاموس		09	100
التكرار		07	77.78
الترجمة الى العربية		05	55.55
استعمالها في جمل مفيدة		02	22.22

س.4- كل منهم عبر عن شعوره :

-متحمس -نشيط -مرتاح -نسيت أنني أدرس -أحسست كأنني في مسابقة حقيقية -أحببت التحدي -أعجبنى مرور الوقت بسرعة -اكتشفت بعض الجمال في اللغة الأجنبية -كنت أحاول أن أكون الفائز.

س.5- كل منهم استفاد من اللعبة بشكل ما:

-سهلت علي تعلم و حفظ كلمات جيدة،

-شجعتني على التحدث و المشاركة،

-تعلمت كلمات جديدة من زملائي المشاركين في اللعبة،

-تعلمت من أخطائي،

-استرجعت بعض الكلمات المكتسبة سابقا،

-ارتحت من خلال الجو المسلي،

-اكتسبت طريقة جديدة لتعلم المفردات،

-تعلمت أسرع من خلال اللعبة،

-اكتشفت نقاط ضعفي.

س.6- اثنان من أصل تسعة فقط أجابوا ب "نعم".

س.7- كل الاجابات كانت "نعم".

الملخص

يعتبر تعلم المفردات أهم وأصعب مهارة في أي لغة. لهذا، على المعلم أن يكون حريصا على اختيار التقنيات التي يستعملها لمساعدة طلابه. ألعاب اللغة هي المقترحة في بحثنا هذا كوسيلة فعالة لمساعدتهم على حل المشاكل التي تواجههم و دعم معارفهم بالمفردات الأجنبية. نرى أنه علاوة على التغيير الذي تضيفه ألعاب اللغة الى القسم، يمكن اعتبارها كوسيلة ترفيهية تساعد الطالب على الاطلاع على المصطلحات الجديدة، تدعيم معجم مفرداته و حفظه. على هذا الأساس، أجرينا دراسة وصفية تعتمد أولا على استبيان لأساتذة اللغة الانجليزية بالتعليم المتوسط لتحليل مواقفهم تجاه المفردات و ارائهم حول ألعاب اللغة كتقنية لتدريسها. اعتمدت دراستنا أيضا على ملاحظة الطلاب في ثلاث حصص قبل، أثناء و بعد المشاركة في لعبة داخل القسم، و استجواب لمعرفة ارائهم بهذا الخصوص. الهدف الأساسي من بحثنا هو معرفة لأي مدى يمكن لألعاب اللغة أن تساعد في دراسة مفردات جديدة و استعمالها. أظهرت النتائج فعالية هذه التقنية في تحسين معرفة طلاب الطور المتوسط بالمفردات الانجليزية حيث تبين أنهم تعلموا تقريبا كل الكلمات التي رأوها في الحصة الأولى كما أنهم أبدوا حماسا و اهتماما كبيرين. بناء على هذا، ننصح باستعمال ألعاب اللغة لتدريس المصطلحات.

Résumé

L'apprentissage du vocabulaire est la plus importante et la plus difficile compétence dans chaque langue. C'est pour ça, l'enseignant doit être vigilant à choisir les techniques qu'il utilise pour bien aider ses élèves. Les jeux de la langue sont proposés par notre recherche comme une technique efficace pour les aider à résoudre les problèmes et enrichir leurs vocabulaires. Notre recherche étudie l'efficacité d'acquérir le vocabulaire anglais à travers l'amusement. Nous croyons qu'en plus de la diversité qu'ils ajoutent à la classe, les jeux de la langue peuvent être considérés comme une technique amusante qui aide l'élève à connaître les nouveaux mots, soutenir son dictionnaire lexical et le mémoriser. A cet égard, on a fait une étude descriptive basée premièrement sur un questionnaire pour les enseignants de la langue anglaise au cycle moyen pour examiner leurs attitudes sur vocabulaire et leurs opinions sur les jeux de la langue comme une méthode à l'enseigner. Notre étude est basée aussi sur une observation des élèves dans trois séances ; avant, durant et après leurs participations à un jeu dans la classe, et une interview pour savoir leurs opinions à propos de ce sujet. Le but principale de notre recherche est de savoir à quel point peuvent les jeux de la langue aider les élèves à étudier un nouveau vocabulaire et l'utiliser. Les résultats ont montrés l'efficacité de cette technique à améliorer le vocabulaire anglais des élèves au niveau moyen. Ils ont prouvés qu'ils ont étudiés presque tous les mots qu'ils ont vus la première lecture. Aussi, ils étaient trop motivés et intéressés. En conséquence, il est conseillé d'utiliser les jeux de la langue à enseigner le vocabulaire.

Summary

Vocabulary learning is the most important and the most difficult skill in any language. That is why teachers should be aware of the techniques they use to help their students, third year middle school in our case, solve the problems they face and enhance their knowledge of foreign vocabulary items. Language games are what our research proposes as an effective method of doing so. It aims at highlighting an examination of the effective vocabulary improvement through entertainment. We believe that in addition to the variety they add to the class, language games may be an entertaining technique that helps learners to be acquainted with new words, consolidating lexical items and memorizing them. In this respect, a descriptive study is conducted; it is based first on a questionnaire devoted to EFL teachers to examine their attitudes towards vocabulary and their concerns about language games as a technique to teach vocabulary. It is based also on an interview to have students' opinions after having participated in a language game inside the classroom. Our research also applies the learner-centered method in which we observe learners in three sessions; before, while and after taking parts in that language game and their teacher is merely a guide. The main aim is to see to what extent language games are helpful for learning new methods and using them. The results showed the effectiveness of this method in improving EFL middle school students' vocabulary knowledge. They proved to have learnt nearly all the unfamiliar words they have seen in the first session. Also, they were highly motivated and interested. Accordingly, it is recommended that language games should be used in teaching vocabulary