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MASTER

<< Didactics and Applied Linguistics >>

**The Use of Fun Activities in Enhancing the Teaching-
Learning English vocabulary at Middle school: The Case
of Bouguirat “08 May 1945” Middle School**

Dissertation submitted in partial fulfillment for the requirements of master
degree in English

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Dedication

To myself,

To my dearest parents,

To my lovely sisters

Acknowledgements

I would like first to express my appreciation to my dear supervisor “Ms Darraz Amel”, who led my work, her valuable advice and input enable me to overcome my difficulties and progress in my research work.

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A great thanks to all our department’ s teachers. Finally, I extend my thanks to all those who have helped me from far and near to carry out this work.

List of Abbreviations

(CBE) Competency-Based Education

(CBLT) Competency-Based Language Teaching

(GTM) Grammar Translation Method

(TL) Target Language

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Abstract

The aim of this study is to investigate to what extent Fun activities are effective in enhancing the learning of English Vocabulary. The relevance of this study is linked to the fact that Fun activities are absent in our schools. To verify that, the methodology used in this research is based on a descriptive study, by collecting data from questionnaires addressed to both learners and Middle school teachers of fourth year middle school in Bouguirat-Mostaganem, as well as, from the observation and teacher's interview. The results show that Fun activities have a good influence on the learner's learning process, especially on vocabulary learning which help them to memorise new words easily in a short time memory. However, they need to be well selected by teachers, and should be used in the right time and with the appropriate conditions. Furthermore, Fun activities help in building a good relationship between teachers and learners, and between learners as well, so a good interaction will take place. The results obtained indicate that Fun activities play an important role on learner's motivation, but we cannot always rely on them, in the sense that, there are different techniques to make the teaching learning easy.

Key Words: Fun activities, good interaction, learners' motivation.

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General Introduction

Fun activities are considered as an effective working tool that helps to make the English Language Vocabulary a real object of pleasure.

Its aim is to set up the competencies defined in the new English program by means of new activities. Moreover, Fun activities in language classes are an ideal support since it is suitable to all ages; it would be appreciated by learners.

Let us do not forget that Fun activities are helpful, they help learners to participate in class, and thus, also to express themselves freely, without too many constraints: the learner is no longer subjected to heavy constraints. Also, these activities may allow teaching to assume a new relationship of the learner with oneself, but also with the other members of class.

The use of Fun activities in enhancing Teaching-Learning English vocabulary at middle schools. This study aims at examining the effectiveness of Fun activities in Teaching-Learning English vocabulary, and focuses on the didactic and cultural function of these kind activities in language classes, and especially on the materials to be used in English as a teaching tool.

What motivate us to conduct this research is the following observation; Fun is absent in middle school classes, since it is not found in the school textbooks.

As future teachers of English as a Foreign Language (EFL), we rightly question the contents of the programs and the types of activities suggested. We intend to do some work on both these activities and materials. Our interest lies in Fun activities (flash-cards, songs, comic trips, crosswords-puzzles, etc.) because they are considered attractive and motivated and give the learner the desire to learn.

We have several research questions, among them;

- What would be the degree of facilitation of Fun activities in Teaching-learning English Vocabulary?
- Do Fun activities facilitate learning a new Foreign Language?
- What kind of Fun activities to implement to achieve this goal?
- We also discuss the type of Fun activities to be used in class with learners and how they can be exploited. Finally, how to integrate these kinds of activities into a pedagogical sequence in EFL classrooms?

To answer the questions above, we hypothesise that Fun activities give rise to, first, the pleasure to learn, for example, to work on cartoons that learners know, or to make them do role plays about concrete situations, etc. We know that the learners have a great attraction towards games, which has a great importance in the construction of their identity and personality. Second, in the fact of the usual practice in the classroom, when the learner has to respond to traditional instructions, Fun activities call for his curiosity: may awake his/ her curiosity to know first what the game consists, to participate and respond. Third, these kinds of activities may awake the learner's imagination.

Indeed, imagination may be one of those intelligence developers who may help the learner's creativity and participation in the activity. They become autonomous: they are in some way free to express themselves and being responsible for their words. Finally, they may help memorise vocabulary courses.

In order to test our hypotheses, we use a descriptive study, by collecting data from questionnaires addressed to learners and another to middle school teachers, classroom observation, and teachers' interview.

Our work consists of three chapters. In the first chapter, we shall first present the different approaches of English Language Teaching. As well as, define Fun activities as a learning support. We also attempt to address all the questions related to the adolescent psychology, his/ her tendencies interests and the way to motivate him/ her. Finally, we shall see the types of Fun activities in teaching-learning English as a Foreign Language in general (EFL) and vocabulary in particular.

In the second chapter, we try to analyze the results of questionnaires addressed to learners and English teachers at middle school observation and teacher's interview.

Finally, the third chapter we shall attempt to interpret and discuss our findings, mention some answers to our research questions and prove our hypotheses. As well as, we will tend to propose some solutions, then, we will show the importance of Fun activities and motivation as well and we will also propose card templates in terms of learning card's examples in order to consolidate and support the fact that Fun is indeed a learning tool that can be used in language class.

Chapter One The Use of Fun Activities in Teaching-Learning English Vocabulary

Chapter One: The Use of Fun Activities to Enhance Teaching and Learning English
Vocabulary

Part One: Literature Review about Teaching-Learning English as a Foreign Language

Introduction

This chapter sets the theoretical backgrounds behind methods and approaches in English Language Teaching. Moreover, it reveals the relationship between Didactics and Pedagogy. It also attempts to define the term fun activities, it's the different types, and its importance in the learning of English vocabulary.

1 Teaching-learning English as a Foreign Language in Algerian Schools

At the Algerian school, English is the third Foreign Language to learn. Learning a Foreign Language, first involves the desire to know it better. We are not only interested in its pronunciation and grammar, but also in the knowledge and culture it covers. Indeed, learning a new language requires a great and serious efforts build up on the will and curiosity.

The Algerian Educational System has undergone changes resulting from the emergence of new theories (Grammar Translation Method, Communicative Language Teaching and CBLT) which have influenced more or less positively the teaching in Algeria.

The new reforms, the new methodologies and the desire to do better in the EFL teaching environment encourage teachers and decision makers to review current educational practices by varying the working methods and learning activities through the use of different media (images, videos, songs, etc.) and new ways of using activities in the classroom by choosing an individual or collective work, oral or written, listening or speaking.

If language is to be used as a communication tool, the question should be asked: what kind of activities should be put in place to achieve this objective?

All school textbook's activities aim to activate and push learners to participate in the learning process, they should be attracted by the program content and the activities offered to them.

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2 Methods and Approaches in language Teaching

2.1 The Grammar Translation Method (GTM)

The grammar Translation Method of Foreign Language Teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries, it is also known as the Grammar Translation Approach of “Latin”and “Greek”. This method was used for reading and appreciating Foreign Language Literature under the form of reading passages for grammar rules, vocabulary and translation with the help of the teacher. It was essentially based on the use of (Mother Tongue) and (Target Language). It takes into account the following principles:

- Read and appreciate literature written in the “Target Language”.
- Literary Language is superior to spoken one.
- The teacher is considered as the “Source of Knowledge” and “the authority in class,so the learners become passive to the teacher, and there is no-exchange between them.
- The primary skills to be improved with are reading and writing.
- Its focus is on accuracy and fluency.
- Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to another. It also required learners to translate a whole text word for word.
- Translation and grammar drills were used to exercise and strengthen the knowledge without much attention to content (it is an obligation for the teacher to do a correct translation, and then teach it to his learners).
- Learners are asked to memorise new words, grammatical rules and vocabulary.(to learn things by heart).
- It does not take into account listening and speaking like other methods such as “Direct Method”.

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GTM looks at learning as an intellectual activity, the main focus is on reading and writing, in which it is taught deductively through presentations and the study of the rules. However, words are taught through bilingual lists and memorisation.

2.1.1 Goals of Grammar Translation Method

- To learn grammar rules and vocabulary of the Target Language.
- To develop reading skills to a level where they can read literature TL.
- To develop learner's mental discipline.

Grammar translation is a way of studying a language that approaches the language first through detail analysis of its grammar rules, followed by applications of this knowledge and translating texts into the target language, this method is followed by the audio-lingual method that is learned through imitation (listening and repeat).

2.2 The Audio-Lingual Method

Audio Lingual Method is a technique for teaching a Second Language that focuses on more in oral skills rather than writing or reading. It uses a lot of practice of the language. It is very similar to the Direct Method because it teaches the language directly and focuses on teaching grammar. According to Brown (1994:57) Prator and Celce Murcia (1979), below are the key features of the Audio-Lingual Method

- New material is presented in dialogue form.
- There is dependence on mimicry, memorisation of set phrases, and over learning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.

This method aims to develop a correct pronunciation of words with the use of drills

2.2.1 The Objectives of Audio-Lingual Method

- Accurate pronunciation and grammar.
- Get the ability to respond accurately and quickly in speech situations.
- Learn enough vocabulary to use with grammar patterns.

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-Use the Target Language for communicative purposes.

The Audio-Lingual Method was developed by Charles C. Fries in the 1950's at the University of Michigan. Its basic principles are:

- The meaning of words can only be learned in a linguistic and cultural context.
- Language skills are learned faster if they are first presented orally, before the written form.
- The use of Mother Tongue is not allowed in the classroom.
- Dialogue is the key to introduce new language.
- Mistakes are avoided because they cause bad habits.
- Vocabulary and grammatical patterns are presented through dialogues.
- Every skill of the four skills is taught separately, but it focuses on listening and speaking.
- The main activities for this method are drills and dialogues.
- Learners should follow instructions from teachers, and they are trained to answer quickly without hesitation.
- Teachers have to lead learners and give them instructions, and also be active to control the process of learning.

With the Audio-Lingual method, it is easy to work with larger groups, as well as a correct pronunciation and structure is acquired. Moreover, it uses a lot of visual aids which makes easier the learning process; it is more enjoyable and interactive as well.

Audio lingual method gives importance to fluency (Oral-Aural). However, Competency-Based Language Teaching is a teaching of language in a competency, where the learner is an active element who is responsible on learning inside and outside the classroom context.

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2.3 Competency-Based Language Teaching (CBLT)

Competency-Based Language Teaching is the ability to act using a range of skills and knowledge in various situations that may differ from those in which they were learned. Moreover, it is defined in terms of what a person is required to do, under what conditions it is to be done and how well it is to be done, firmly linked to a context-of-use.

Competency-Based Education emerged in the United States in 1970s, for immigrants and refugees. It is an educational movement that focuses on the outputs and outcomes of learning rather than inputs, and the competencies perspective, output to learning is central.

Moreover, it is useful for work-related and survival-oriented teaching programs for adults. However, the theory of language and learning in CBLT is based on a functional and interactional perspective, where language is taught in social context as a medium of interaction and communication, it can be analysed into parts and subparts, and they can be tested incrementally.

CBLT is designed around the notion of competency and how learners can use the language. Criterion-based assessment is used in which learners are assessed according to how well they can perform on specific learning tasks. (Docking 1994:16), while activities required for effective performance of a real-world task and the unit of competency composed on elements as building blocks. Auerbach (1986) identifies eight key features of CBE:

- Successful functioning in society: to make learners become capable of coping with the demands of the world.
- Life skills: language is taught in social context as a medium of interaction and communication.
- Performance-centered orientation: looked at what learners can do as a result of instructions.
- Modularised instruction: objectives are broken into narrowly focused sub-objectives so that both teachers and learners can get a clear sense of progress. (Center for Applied Linguistics 1983:2).
- Outcomes are made explicit: outcomes are public knowledge known by both learners and teachers specified in terms of behavioural objectives, where learners become exactly aware of their expected behaviours.

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- Continuous and ongoing assessment: it is important to make the learners involved in the learning process. So, they will be familiar with the things they are dealing with, as well as determine what skills they lack to improve themselves including self-assessment.
- Mastery of performance objectives: assessment is based on the ability to demonstrate prespecified behaviours.
- Individualised, learner-centered instruction: prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; learners progress at their own rates and concentrate on just those areas in which they lack competence. Auerbach (1986:414-415).

2.3.1 Positive Aspects

- Competencies are precised, useful, and related to learner's needs and interests, which are judged by learners(or them).
- The opportunity for teachers to revitalise their education and training programs.
- Learners learning are enhanced through a specification or expected outcomes and continuous feedback.

Competency Based Language Teaching consists of making learning active. It helps the learners construct their knowledge and thus they become actors in their learning. Learners are autonomous. It also encourages group work. These are the beginnings of the "learner citizen". The CBLT approach also allows learners to communicate in different situations. Beyond that, we can say that Fun activities serve to achieve almost the same objectives as the Competency-Based language approach.

2.3.2 Competences in Language Learning

2.3.2.1 Communicative Competence

Communicative competence describes the speaker's ability to select from the totality of grammatical expressions available to him/her.

2.3.2.2 Linguistic Competence

Linguistic competence "Is the ability to use the linguistic code, grammar, pronunciation, and vocabulary correctly", (Mizne.C: 1997). Its basic concern is understanding

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the reality, oral and writing communication, organizations of thought, expression of ideas, emotions and opinions, reading and writing as well.

Linguistic competence in fact concerns with being communicatively competent and skillfully in writing.

2.3.2.3 Sociolinguistic Competence

Social linguistic competence “Is concerned with the knowledge and skills required to deal with the social dimensions of language use [...]: linguistic makers of social relations; politeness of folk-wisdom, register differences, and dialect and accents”. (CEFR, p. p118).

2.3.2.4 Pragmatic Competence

Pragmatic competence “Is understood as the knowledge of the linguistic resources available in a given language, for realising a particular illocutions knowledge of the sequential aspects of speech acts and appropriate contextual of the particular language linguistic resources”. (Barron. A, 2003).

3 Didactics and Pedagogy

The term pedagogy has often been opposed to the term didactics. For this reason, each teacher must take these two terms into account in the teaching-learning process.

We know that the term didactics is very ancient, it has been considered as “the art of teaching and learning”. All that is related to teaching is didactics. This word is generally defined as a set of teaching methods and techniques. In didactics, the learner is faced with a problem to solve, he develops his capacities of reflection in order to find out his/her own solutions for the problem posed. However, pedagogy is considered as the art of teaching to educate or train children or adults. It is also the set of teaching methods and techniques intended to ensure the possible conditions for the transmissions of knowledge according to the psychological and physiological data of the learner. Moreover, pedagogy is centered on the relationship between; the teacher, learner, and knowledge. So, the teacher is the one who makes a big step compared to the one who learns.

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3.1 The Pedagogical Relationship

The pedagogical relationship consists of the relationship between the teacher and the learner, in which the teacher allowed him/her to form. (the teacher has something that the learner does not yet have).

3.2 The Didactic Relationship

The didactic relationship consists of the teacher's relationship with the knowledge that enables him or her to teach.

3.3 The Learning Relationship

The learning relationship is what the learner will build with knowledge in his or her approach to learning.

3.4 The Pedagogical Relation in the Didactic Triangle

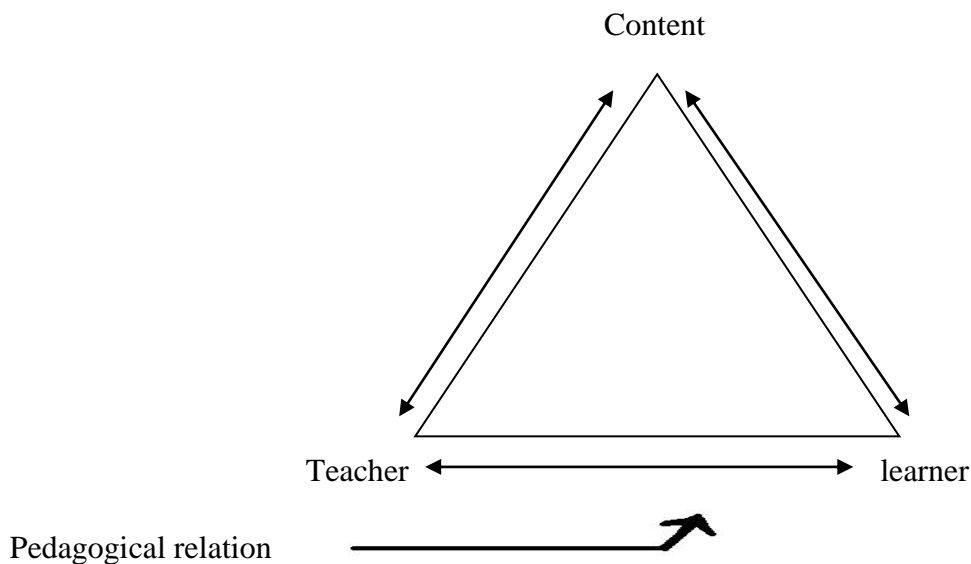


Figure 1: The pedagogical relation in the didactic triangle.

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3.4.1 The Relation Between the Teacher and the Learner (Teacher Vs Learner)

It is one of the basic concepts, Wolfgang Klafki (1970:55-65) states that this relation is necessary from the point of view that young learners and it aims at his/her best. The content of this relation has to be taught over in very historical situation, it is interaction by nature, it is not possible to compel the learner to this relation, and it is not permanent but the young person gets gradually rid of it and develops to an independent person of age.

3.4.2 The Relation Between the Teacher and The Content (Teacher Vs Content)

It is the teacher's competency to make the balance between subject knowledge and pedagogy, in which the teacher should have a special way to deal with any subject competently.

3.4.3 The Relation Between the Learner and The Content (Learner Vs Content)

It is visible as studying, doing something in order to achieve the aims and goals in the curriculum.

4 The Adolescent Psychology

During the five years of our university course, we studied the psychology of children and adolescent. These studies, coupled with our research on the subject, have enabled us to understand the adolescent and the different stages of his/her puberty. We discovered that the adolescent is very interested in things that are full of life, joy and humour.

By the way, the adolescent is interested in everything that is new because he/she passes from one stage to another in his/her evolution, both physical and psychological. Indeed, he/she leaves the world of childhood and finds himself/herself in another world: that of the adolescent. However, this period of her/his life is full of mental and physical changes. He/she no longer wants to be treated like a child: he/she is an adult and he/she wants something interesting. We tried to observe the maximum number of adolescents, in different spaces, in their behaviours, interests, needs, and trends.

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Our observation led us; on the one hand, to notice that the majority of them spend most of their time in cyber playing games of different types, others are in gambling halls, others in sports, theatres, music, drawings, etc. On the other hand, in analysing textbooks, we have also noticed that there are not many elements that attract the attention of the learner. It lacks his/her “little something” of quite interesting, attractive enough to allow it to better learn. We asked several questions about many parents sending their children to private schools. Indeed, why do they do so? Do they learn languages better there? What would be the differences with public schools?

By giving a survey about some private schools and informing us of their way of doing things; private schools teach with all that is fun: role plays, songs, images, videos, films, animations, etc., this is one of the reasons which make us conduct this research. Learners in this kind of context have the impression of feeling and living everything they learn because they find themselves in a situation they live in learning.

It goes from theory to practice; however, it is not any practice, it is a “Fun” practice, and we think that the learner thanks to the fun practice in the classroom- feels more free and comfortable in learning.

5 Definition of Fun Activities

There are various definitions to the term “fun activities” given by experts; first of all, “Fun is the enjoyment of pleasure, particular in leisure activities. Fun is an experience-short term, often unexpected, informal, not cerebral and generally purposeless. It is an enjoyable distraction, diverting the mind and body from any serious task or contributing extra dimension to it. According to “Peter Gray” (2005), play in our species serves many valuable purposes. It is a means by which children develop their physical, intellectual, emotional, social, and moral capacities. It is a means of creating and preserving friendships. It also provides a state of mind, in adults as well as children, it is uniquely suited for high-level reasoning, insightful problem solving and all source of creating endeavors. Furthermore, “Fun” is, first and for most, an expression of freedom. It is what one wants to do as opposed to what one is obliged to do. The joy of fun is the ecstatic feeling of liberty. Fun is not always signs of “Fun”, but it is always accompanied by a feeling of “yes, this is what I want to do right now”.

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At school, the game has long been connoted negatively because it was considered futile since it served no purpose but to relax, which was not the mission of the school. However, fun motivates the learner, and this is one of the reasons why pedagogues have studied the value of using it at school since the beginning of the 20th century. The fact that fun activities are characterised as fictitious and imaginative is because they can be carried out in class. Indeed, the use of fun activities in the classroom can constitute a more authentic communication situation, modify the rhythm of an ordinary course and revive the interest of the learners, by making them repeat and naturally reuse vocabulary structures. They also make it possible to improve pronunciation and comprehension through situational analysis, and to involve an anxious, timid, passive or difficult learner, which establishes a communication between learners and learners, learning and teacher.

The official instructions emphasise the need to use constructive activities on the basis of varied media (albums, posters, photographs, magazines, sound, media, videos and multimedia) to make the language “Alive”, to arise curiosity and motivate learners.

6 Types of Fun Activities in Teaching-Learning English Vocabulary

Fun activities are very helpful in the learning of vocabulary, which aims at supporting learners to improve, reinforce and use words in different contexts making the lesson exciting and enjoyable. Moreover, vocabulary fun activities can create some kind of relaxed atmosphere and bring a foreign language to life in the class. Many experts of language teaching methodology agree that Fun activities are an excellent way to learn vocabulary, especially in communicative language classes.

Fun activities have been shown to have advantages and effectiveness in learning vocabulary in several ways. Using them is a good way to increase exposure to vocabulary that enhances learners' vocabulary acquisition. On the one hand, Sokmen (n.d:242) stated that Fun activities provide another encounter with the target word, they have the advantages of being fun, competitive, and consequently memorable. On the other hand, Uberman (n.d:20) said that Fun activities or games ought to be at the heart of teaching a language in general and vocabulary in particular.

There are several Fun activities that facilitate the learner learning vocabulary, here are some activities;

Chapter One The Use of Fun Activities in Teaching-Learning English Vocabulary

6.1 Flash-Cards

Flashcards are thought to be a particularly effective deliberate learning tool for studying vocabulary. Indeed, flashcards have been shown to be a more efficient means of learning vocabulary than other decontextualised deliberate learning strategies such as word lists or dictionary use (Schmitt & Schmitt: 1995, n.p.). The apparent effectiveness of flashcards may be attributable to a number of factors.

Firstly, using flashcards enables learners of all proficiency levels to assume greater responsibility for their own study. Increasing learner autonomy in this way can significantly increase the rate of lexical acquisition (Nation, 1995, 2003, 2006). Secondly, an advantage of flashcards is that they naturally lend themselves to a metacognitive learning strategy known as spaced learning (Nation, 2003). Periodically revisiting lexical items over an extended period of time provides a more structured study regime for students, and research confirms that repeated exposure to a word is required in order to learn it (Hulstijn: 2001; Webb, 2007).

Thirdly, an additional advantage of flashcards is that they can be arranged to create logical groupings of target words (Cohen, 1990). For example, cards can be grouped according to lexical sets, collocation patterns, or simply those items to be learnt in preparation for a test. Finally, using flashcards is thought to have a positive motivational effect on learners.

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners as a very high proportion of learners have this type of intelligence.

Flashcards can be bright and colourful and make a real impact on visual learners. Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early finishers to use in small groups.

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6.2 Kim's Game

Kim's game is one of the language teaching fun activities that can be adapted to practise all kinds of structures and words at different degrees of difficulty and yet never lose their character and appeal. The basic procedure is as follows. Before the lesson, the teacher arranges 20 to 30 objects-the names of which the learners know-on a table and covers them with a cloth. At the beginning of the game, the cloth is taken away and everyone looks at the display for two minutes. Then the objects are covered up again and every learner makes a list of all the things he/she remembers (the learner has to guess what has been removed). These lists are compared, and points may be awarded accordingly. Played like this the game revises vocabulary.

These kinds of fun activities provide a flexible and enjoyable resource for teaching very capillary in new language classroom learning. It is important to keep up a pace when you do these activities and to keep them short and varied.

6.3 Song

Music has always taken a vast part in people's lives: it is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to music are programmed in the human brain or are by-products of other authorities and tendencies in the culture of music, without a doubt it plays a fully central and fundamental role.

According to MC Dermott and Hawser (2005:29), music may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, at a funeral, in restaurants, shops cars, and even in the streets. However, Jamal (5) in his book of Belajar Music, gave a definition to the term "Song". He said: "songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices". Similarly, in Oxford Advanced Learner Dictionary, the term "Song" is defined by Hornby as "a short piece of music with words that you sing".

The affective reasons for using songs in the lesson are connected with Krashen's Affective Filter Hypothesis. In short, it gives an explanation why some learners learn and others do not. The crucial thing is that learners need to develop a positive attitude towards

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learning (Eken, 1996:46) Krashen, 1982:45) has it that: “For effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present”.

Hence teachers’ task is to provide a positive atmosphere favourable for learning. Moreover, the use of song in a language classroom may be used to present a topic, new vocabulary or a language point. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating. Accordingly, more time and concentration on popular music in English Foreign Language classroom would surely increase learners’ motivation as classroom tasks would reflect on their knowledge, their music and the vocabulary they already know from the songs(Braoan, 2008). Murphey claims (1992:6): “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laboratories task, entailing exams, frustrations, and corrections”. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere.

6.4 Crosswords Puzzle

A crossword puzzle, according to Wahyuningsih (2009) is a game on which words, guessed from their definitions, are fitted into a diagram of white and black squares. The crossword has words written horizontally (upclues) and words written vertically (down clues). Bressan(1970: 94) argues that crossword puzzles among other things, enhance vocabulary building, orthography develop and test effectiveness of crossword puzzles.

The use of crossword puzzles in the teaching of vocabulary in English as a Foreign Language is effective and subsequently influences performance, In the sense that, learners get to enjoy learning the target language because they are involved in their own learning.

Crossword puzzles can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques, and by helping learners see English as a learnable instead of a difficult subject. It also offers a challenge that will motivate the learners to try to fulfill the puzzle. It gives much opportunity to the learners to practise and repeat the sentence pattern and vocabulary (Wahyuningsih, 2009).

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Teaching vocabulary with the use of crossword puzzles makes learners feel relaxed and enjoy participating in the learning activity with a fun way when rewriting them. Therefore, crossword puzzles is of pedagogical significance as it helps learners enlarge vocabulary and deepen their mastery of the English lexis.

7 Other Tools of Fun Activities

7.1 Television

Follow programs in English (educational, cultural, etc.).

7.2 Karaoke

Karaoke is an activity that consists of interpreting known songs, on a music and with lyrics write in the screen of the TV. It is used to develop pronunciation of the learner. It can be done at home or in class, in empty sessions (a plus for learners on the part of the teacher, and it remains a free choice).

7.3 Games on Computer

These are fun and attractive games for learners, (and this can be noticeable in games rooms and in cyber that are always full of young teenagers). It is necessary to exploit this attractive taste and tool to give learners educational video games, to help them enrich their vocabulary.

Conclusion

Teaching English as a foreign language in general, and vocabulary in particular have a great importance, in the sense that it is one of the parameters that make learners competent to express themselves orally or written. However, Fun activities are helpful on enhancing learners' vocabulary, but they should be well selected by teachers to suit the learners' learning styles to achieve any teaching-learning objective.

Chapter two: Data Collection and Analysis**Introduction**

This chapter presents and analyses the results of our study. We aim to analyse the results of our survey, classroom interaction, and the use of fun activities to enhance the teaching-learning of English vocabulary at the level of middle school. This enables us to have an idea about the interaction in the Algerian classrooms as well as the different tools, devices used in our schools.

To undergo our investigation, we made use of three research methods; a quantitative and a qualitative. The quantitative research includes a questionnaire for teachers and another for learners. Whereas, the qualitative research is about a classroom observation. The main purpose of this survey is to give concrete data that we can rely on to evaluate the importance of the use of fun activities to enhance the teaching-learning English vocabulary in our schools.

8 The Sample

The populations of this study have been selected from 4th year middle school learners at “08 May 1945” at Boguirat-Mostaganem, in the academic year 2016/2017. The total number of 4th year middle school learners is 140.

The sample includes 20 students from 4th year middle school aged between 14 and 16 years old, described by their teacher as a good interactive class. Those learners are chosen to be the sample of this study for different reasons. First, they are fourth year learners they have acquired somehow a good deal of English language (they have studied English for three years). Second, they are chosen because they are relevant to the investigation of this study. Finally, they are able to use the suggested activities that are available to all of them.

Concerning the teachers’ questionnaire, the sample was with the teachers who work in the institution where our study was conducted (08 Mai 1945, Bouguirat middle school).

9 Instrument of Data Collection

In this study, three tools have been used for collecting data; the first tool is classroom observation. The second one is a questionnaire for both teachers and learners. Whereas, the third one is an interview for teachers.

10 Questionnaire

This tool is used for this study as it is the most appropriate and useful means to investigate the learners' lacks in the learning of vocabulary, and the influence of the use of fun activities during the learning process such as: flash cards, Kim's game, song, and some other suggested activities like: television, computer, and karaoke. Concerning the teachers' questionnaire, it is addressed to teachers for the sake of gathering views related to our topic and how they teach English vocabulary, in addition to their feedback concerning the use of fun activities in their teaching process.

11 Observation

Classroom observation is a very helpful tool, where the researcher has the opportunity to live and witness all the actions and reactions of both teachers and learners. Observation of the learners under investigation, is used in order to see their interaction during the learning of vocabulary, this could help in analysing the data.

12 Interview

The interview is also a data collecting tool, where the researcher asks direct questions to his/her sample, and records their speeches, or just takes important notes needed. It could be more helpful, because researchers can see the sample's reactions.

13 Description of The Questionnaire**13.1 The Learners' Questionnaire**

The learner's questionnaire is composed of (11) questions: 5 of them are closed questions "yes/no questions" (1-3-5-6-7), the others are open-ended questions (2-4-8-9-10-11).

We start this investigation by asking some personal questions concerned with gender, age and level. The first question is about the learners' preferences whether they like the English language or not. The second and the fourth ones aim at investigating to what extent do learners like learning English vocabulary and how do they find it. The fifth question is about the method used by their teachers when teaching vocabulary. The seventh and the eighth questions are about whether they like English vocabulary through the use of fun

activities, and the way they find it (motivating, demotivating, etc.). The ninth, tenth, and eleventh aim at discovering which activities they prefer, which activities they suggest, and how do they find themselves when learning English vocabulary.

13.2 The Teachers' Questionnaire

Teachers questionnaire consists of (10) questions. Two of them are closed questions yes/no questions (3-6), the remaining questions (1-2-4-5-7-8-9-10) are open questions involving multiple choices with the necessity of their comments for their choices. The first two questions are about their gender and how many years they have been teaching English.

However, the fourth and fifth are about the type of activities they offer to their learners and how they find them (entertaining, boring, engaging, etc.). The seventh and the eighth are about how many years they have been teaching English (3 times, 4 times, etc), and the way they find it (difficult or easy) with the explanation of the choice. Finally, the ninth and the tenth are about the techniques they used while teaching vocabulary, and how do they describe their learners when learning new vocabularies.

13.3 Data Analysis

13.3.1 Analysis of The Learners' Questionnaire

Age: Between 14 and 16 years old

The sample which has been highlighted reveals that females 70% are dominant compared to males 30%.

Answers	Numbers	%
Females	14	70%
Males	6	30%
Total	20	100%

Table 01.Learners' gender

The majority of learners who have answered the questions are females, 14 females and 6 males.

Question 01: Do you like English?

Answers	Number(s)	%
Yes	16	80%
No	4	20%
Total	20	100%

Table 02. Learners' feelings towards English language.

By this question, the researcher aims to know whether learners like English or not, by giving two options, "yes" or "no". Referring to the results above, it is shown that sixteen (16) of them picked out the box "yes", it means 80% of them like English courses. However, 20% of them do not like it, since they picked out the box "no" about four (04) learners.

Question 02: you describe your level in English as:

Answers	N	%
Weak	5	25%
somehow	6	30%
Average	5	25%
Good	4	20%
excellent	0	0%
Total	20	100%

Table 03. Learners' Level in English

Throughout learners' answers to this question concerning their level in English, it is clear that 30% of them, their level in English is "somehow", ten (10) students have shown the first and the third options "weak, average", these learners represent a percentage of 50% from the whole population. Moreover, four (04) learners picked out the box "good" that represent a percentage of 20%. However, no one choose the last option "excellent". It is shown that all of them have average level in English.

Question 03: Do you like learning vocabulary?

Answers	N	%
Yes	12	60%
No	08	40%
Total	20	100%

Table 04. Learners' opinion towards the learning of English vocabulary

After knowing learners' level in English, we want to know if they like learning English vocabulary, by giving them the options "yes" or "no". Referring to the results above, it is shown that the majority of learners (12) answered with "yes", it means 60% of them like learning English vocabulary. While eight (08) of them answered with "no", it means that 40% of them do not like learning vocabulary In particular during English classes.

Question 04: How do you find learning English vocabulary?

Answers	N	%
Difficult	9	45%
Interesting	7	35%
Boring	4	20%
Frustrating	0	0%
Total	20	100%

Table 05. Learning English vocabulary viewed by learners

By this question aims at knowing the way learners find the learning of English vocabulary. Nine (09) learners respond that it is "difficult", 45%. Four (04) of them said that it is "boring", in the sense that they find it "demotivating" besides their lack of vocabulary, 20%. However, seven (07) of them find it "interesting", about 35%. No one chose the option "frustrating".

Question 05: Do you like the activities you usually do in class?

Answers	N	%
Yes	14	20
No	6	80
Total	20	100

Table 06. Learners' point of view about the activities they usually do in class

From learners' responses, the researcher discovers that fourteen (14) learners like the activities they usually do in class, with 70%. While, 30% of them do not like those activities where they picked out the answer "no", (06 learners), because they are demotivating and unhelpful.

Question 06: Do you like the method that your teachers use to teach English vocabularies?

Answers	N	%
Yes	14	70%
No	6	30%
Total	20	100%

Table 07. Learners' view towards the method used by teachers in teaching English vocabulary

By asking this question, the researcher wants to know whether learners like the method used by their teachers to teach English vocabulary. The results above show that the majority of learners about 80% answered with "no", in which they justified their answers that it is unhelpful and boring as well, this percentage represents sixteen (16) learners from the total participants. Four (04) of them picked out the answer "yes", they think that their teachers' method suits their way of learning style, with 20%.

Question 07: Do you like learning English vocabulary through the use of fun activities?

Answers	N	%
Yes	18	90%
No	02	10%
Total	20	100%

Table 08. The learner's view about the use of fun activities in learning English vocabulary

The researcher has found that 90% of the participants like learning English vocabulary through the use of "fun activities", where eighteen (18) of them picked the answer "yes". However, 10% of them answered with "no", in the sense that they get used to their teachers' activities, (02 learners).

Question 08: How do you find that?

Answers	N	%
Motivating	12	60%
Demotivating	0	0%
Exciting	2	10%
Fun	6	30%
Total	20	100%

Table 09. The learner's view about the use of fun activities in learning English vocabulary

This question is asked to know the way learners find “fun activities” when learning English vocabulary. The results show that, on one hand, twelve (12) learners find them motivating, 60%. On the other hand, six (06) of them said that they find them “fun”, 30%. Two (02) of them have chosen the answer “exciting”, with 10%. However, no one chose the second option “demotivating”.

Question 09: You would prefer to learn English vocabulary through:

Answers	N	%
Games	05	25%
Pictures	04	40%
Songs	03	20%
Poems	03	15%
Total	20	100%

Table 10. Learners' preferences in learning English vocabulary

This question aims to see the learners' preferences in learning English vocabulary. Five (05) pick the option “games”, with 25%. However, eight (08) of them pick the option “pictures”, 40%. Moreover, four (04) learners picked the option “song”, about 20%. While, three (03) of them chose the option “poem”, with 15%.

Question 10: What fun Activities do you suggest to learn English vocabulary?

Answers	N	%
Stickers	04	20%
Pictures	06	30%
Videos	03	15%
Songs	07	35%
Total	20	100%

Table 11. Learners' suggestion of fun activities to learn English vocabulary

The aim behind this question is to know the learners' suggestions of "fun activities" in order to learn English vocabulary. Four (04) learners chose "stickers", who represent a percentage of 20%. Six (06) of them chose "pictures", about 30%. However, three (03) of them picked the option of "videos", with 15%. Seven (07) of them have chosen "songs", with 35%.

Question 11: How do you find yourself when learning English vocabulary?

Answers	N	%
Comfortable	03	15%
Motivated	05	25%
Uncomfortable	06	30%
Demotivated	0	0%
Anxious	04	20%
Not anxious	02	10%
Total	20	100%

Table 12. Learners' feeling when learning English vocabulary

This question aims to know the learners feeling when learning English vocabulary. Three (03) learners have said that they feel "comfortable", with 15%. Five (05) of them have chosen the option of "motivated", who represent a percentage of 25%. However, six (06) learners have picked option "uncomfortable", about 30%. Four (04) of them have answered the fifth option "feeling anxiety", about 20%. Finally, two (02) learners have picked the option "no anxiety", 10%. No one chose the fourth option "demotivated".

14 Teachers' questionnaire

Are you: male or female?

Answers	N	%
Female	06	60%
Male	04	40%
Total	10	100%

Table 13. Teachers' gender.

The majority of teachers who have answered the questions are females, 06 females, 04 males.

Question 02: you have been teaching English for:

Answers	N	%
Less than 5 years	0	0%
5-10	6	60%
10-15	3	30%
15-20	1	10%
Total	10	100%

Table 14. For how many years have teachers been teaching English.

The aim behind this question is to know for how many years have the participants (teachers) been teaching English. Six (06) teachers answered with "5-10 years", they represent 60%. However, three (03) of them have been teaching between "10-15 years", 30%. Only one of them who have been teaching about "15-20 years", who represents a percentage of 10%. No one chooses the option "less than 5 years". This question shows that all teachers are experienced teachers, in the sense that they have been teaching for more than 5 years.

Question 03: Do you use other teaching aids than the textbook?

Answers	N	%
Yes	2	20%
No	8	80%
Total	10	100%

Table 15. The use of other teaching aids than the textbook.

Through this question, the researcher aims to know whether teachers use other teaching aids than the textbook, by giving two options "yes or "no". Two (02) of them have

answered with “yes”, about 20%. However, eight (08) of them have answered with “no”, 80%, in the sense that they are always guided by the textbook only.

Question 04: What type of activities do you offer to your learners?

Answers	N	%
Fill in the gaps	3	30%
Matching	5	50%
Tick the right answer	2	20%
Total	10	100%

Table 16.Types of Activities that Teachers Offer to their Learners

This question aims to see the types of activities that teachers offer to their learners. Three (03) teachers have picked the option “fill in the gaps”, who represent a percentage of 30%. Five of them have chosen the opinion “matching”, about 50%. However, the two (02) others have chosen the last option “tick the right answer”, who represent a percentage of 20%.

Question 05: What do you think about Fun activities?

Answers	N	%
Entertaining	2	20%
Fun	3	30%
Engaging	4	40%
Boring	1	10%
Total	10	100%

Table 17. Teachers’ opinion about Fun Activities

Throughout teachers’ answers to this question concerning their opinion about fun activities when teaching vocabulary. Two (02) of them find them “entertaining”, about 20%. Three (03) teachers have picked the option “fun”, who represent a percentage of 30%. However, four (04) of them find them “engaging”, with 40%. Only one of them find them “boring”, with 10%.

Question 06: Do you think that fun activities are effective in achieving certain learning objectives?

Answers	N	%
Yes	6	60%
No	4	40%
Total	10	100%

Table 18. The effectiveness of fun activities in achieving certain objectives

After knowing the teachers' opinion about fun activities when teaching vocabulary. We want to know the effectiveness of fun activities in achieving certain learning objectives, by giving two options "yes" or "no". Six (06) teachers answer with "yes", in the sense that they find these activities effective to reach certain set of objectives, about 60% . However, four (04) of them answer with "no", which represent a percentage of 40%.

Question 7: How many times you have been teaching vocabulary?

Answers	N	%
3 times	0	0%
4 times	0	0%
5 times	4	40%
More than 5 times	6	60%
Total	10	100%

Table 19. How many times have teacher been teaching vocabulary?

Through this question, we aim to see for how many times have the participants been teaching vocabulary. Four (04) teachers have picked the option "05 times, about 40%. Six (06) of them have chosen the option "more than 5 times", (60%). However, no one have picked the first and second options "03 times, 04 times".

Question 08: How did you find the teaching of vocabulary?

Answers	N	%
Easy	03	30
Difficult	07	70
Total	10	100%

Table 20. The way teachers find the teaching of vocabulary

The aim behind this question is to look at the way teachers find the teaching of vocabulary, by giving the options “easy” or “difficult”. Three(03) teachers answered with “easy”, with 30%. However, seven(07) of them answered with “difficult”, with 70%.

Question 09: How do you teach vocabulary? Which technique(s) you use?

Answers	N	%
Pair work	6	60%
Group work	4	40%
Total	10	100%

Table 21. The technique(s) used by teachers to teach vocabulary

After knowing the way teachers find the teaching of vocabulary, we want to know the technique(s) used by teachers to teach vocabulary. Six (06) teachers have picked the option “pair works”, which represent a percentage 60%. While, four (04) of them have chosen the second option “group work”, (40%).

Question 10: How do you find your learners when learning new vocabularies?

Answers	N	%
Motivated	2	20%
Demotivated	3	30%
Difficult to understand	5	50%
Total	10	100%

Table 22. The way teachers find their learners when learning new vocabularies

Through this question, we aim to know the way teachers find their learners when learning new vocabularies. Two (02) teachers find them “motivated”, about 20%. However, three (03) of them find them “demotivated”, about 30%. The rest five (05) teachers find them “difficult to understand”, (50%).

From this analysis, it is concluded that:

- The majority of learners like learning English language in general and vocabulary in particular.
- They find the learning of English vocabulary very interesting, especially with the use of “fun activities”.

- They like to be taught vocabulary through; games, pictures, songs, and sometimes through poems.
- Learners suggested to be taught English vocabulary with the use of; stickers, pictures, videos, and songs to be learnt by heart.
- Young learners have learnt words from the games which make them enrich their English vocabulary of crucial parts of speech, adjectives and verbs which are relied on and needed to write paragraphs (written expression).
- The technique that is straightforward to acquire English vocabulary is “fun activities” including; flashcards, songs, stickers, videos, drawings, etc., because of their fun, motivation, exciting, and involvement.

15 Observation

The researcher provides a description of observation.

15.1 Description of Observation

The researcher has done a class observation at the Middle School of 08 Mai 1945 in Bouguirat-Mostaganem. The sample of the study being observed is the fourth-year young learners that consist of “36” learners. The researcher has selected them randomly from four classes. Their ages range from 14 to 16 years old.

Two types of observation are used in this study. The first type is called “unstructured observation” in which the data being collected are more general. The researcher has chosen this type because it helps us in our exploratory study. And the second type is termed as “participant observation”. The researcher, as observer, observes by using “field note”, the learners’ participation, learners’ attention and their responses in activities (assessments), which will be given to them in the third session- during the presence of fun activities in both sessions the first and the second (flashcards, songs with lyrics, Kim’s game, etc.).

Observation is divided into (03) sessions. Each session is given its particular and own description according to the date and time. The first session was conducted on October 09th, 2016 at 10h00 and it took 40 minutes. The number of learners was 31 and only 05 were absent. This session was designed by giving a list of words concerning “healthy and unhealthy food”, in this activity learners were asked to classify foods in their specific column. The second part of the activity (game) is about verbs. In this activity, they were asked to match

each verb to its picture. These verbs are as follow: 1- boil, 2- break, 3- fry, 4- grate, 5- slice, 6- peel, 7- pour, 8- stir, 9- spread, and 10- mix. Each learner was given a paper of game.

The researcher has prepared small pieces of papers for pupils in which we listed numbers (from 1 to 6) for foods, as well as, we have written the list of verbs which are mentioned above and asked them to write the appropriate number next to each verb. The researcher's aim behind this first try is to know the young learners' background knowledge of English vocabulary. After giving them a chance to play, the researcher collected the papers and asked learners to give the answer.

The second session was conducted on October 10th, 2016 at 13h30 and it took 40 minutes. The learners' number was 36 where there were no absences. It was designed for using Kim's game. The researcher arranges 36 objects- the names of kitchen tools which learners already know- on a table and covers them with a cloth. At the beginning of the game, the cloth was taken away and every learner looks at the display for two minutes. Then the objects were covered up again and every learner were asked to make a list of all the things he/she remembers (the learner has to guess what has been removed).

The researcher explains new words to learners by giving their meanings. These words are as follow: teapot, ladle, spatula, grill, tray, strainer, grater, fryer, rolling pin, and pan. The researcher's aim behind this kind of activity is to check the learners' memorisation of words (a kind of revision). Whereas, the third session was conducted on October 12th, 2016 at 09h00 and it took 40 minutes as well. The numbers of learners were 36, no absences.

In this session, the researcher gave learners activities (assessments) in order to find out the effectiveness of fun activities in enhancing fourth year Middle School learners' English vocabulary of verbs, adjectives, nouns, and pronouns. To achieve this purpose, the researcher has prepared an activity with the use of 06 flashcards about kitchen' tools, six is a good number to see, as this is within the number that learners can retain in a short time memory (this game is called Magic Eye). The researcher gets the learners to repeat the words with he/she in a rhythmic way; cooker, grater, toaster, strainer, fryer and mixer, and each time the researcher removes one of the flashcards, and continue the same way. When all flashcards were moved up, the researcher asked them to re-tell them in the same rhythmic way, learners really succeeded in doing that where all the cards were removed. Therefore, the researcher has reached the needed aim to find out the effectiveness of fun activities in enhancing fourth year Middle School learners' English vocabulary.

The researcher has concluded that

- The fourth-year Middle school learners' English vocabulary of verbs and nouns is good.
- Learners have matched verbs with their appropriate pictures successfully.
- Using fun activities is effective in enriching learners' English vocabulary of verbs and nouns.

Thanks to Magic Eye game, learners could memorise new vocabularies in a short time memory, such as; mixer, fryer, toaster, etc.

These activities have helped in training learners' memory, and encouraging them to have a visual representation of the image, and to associate with the word.

16 Interview

The researcher provides a description of interview.

16.1 The Description of Interview

The researcher has adopted another tool an interview, this latter is composed of five questions and was done with five teachers.

In order to answer this question, an interview was conducted with four (04) teachers from the same institution (08 Mai 1945) in Bouguirat-Mostaganem. It is composed of four (04) questions; the first one was about teaching English vocabulary in Algeria. The second question dealt with the learners' attitudes towards the learning of English vocabulary. The third one aimed at knowing the teachers' opinion towards the use of fun activities when teaching English vocabulary. The last one dealt with knowing to what extent these kinds of activities are effective in teaching English vocabulary.

Concerning the first question asked in the interview, the answer shows that three out of four (3/4) teachers do agree that teaching English vocabulary in Algeria is not easy, in the sense that learners suffer from the lack of vocabulary when speaking and writing, and that they make a lot of efforts in certain learning objectives. The teachers' responses to the second question were somehow similar, since all interviewees agree that they find their learners feeling bored, sleepy, and sometimes involve when learning English vocabulary, and that is due to their difficulties and needs concerning vocabulary.

The third question asked to know the teachers' opinion towards the use of fun activities, 100% of teachers find that interesting, enjoyable and fun in the same time, in which they agree that this kind of activities are absent in our school, and that this may be one of the reasons behind our learners' difficulties when learning vocabulary. The last question of the interviews aim at knowing to what extent according to them can the use of these kinds of activities be effective in teaching English vocabulary. Teachers agree that these activities will have a great impact on our learners when learning vocabulary, and that they will raise their interest towards vocabulary, so that to improve their background knowledge.

Conclusion

The three data collection instruments lead to the same point, which states that using fun activities is effective to enrich English vocabulary of the fourth-year young learners at the middle school of "08 Mai 1945" in Bouguirat-Mostaganem, for the academic year of 2016/2017 through their analysis. The analysis of observation clarifies that the background knowledge of learners' English vocabulary of verb and adjective is good. Fourth year young learners have not only made a difference between the two given adjectives "short" and "small", but they could learn new verbs: bite and wave as well. It also revealed through analysis that using fun activities in improving fourth year learners' English vocabulary of pronoun, noun, verb, and adjective is extremely effective. Moreover, the learners' questionnaire reveals that learners like the different types of Fun activities in learning English since they are certainly considered as enjoyable, interesting and attractive techniques.

These features make young learners more motivated to learn English language. Games, flashcards, songs, etc., are effective in enhancing learners' English vocabulary and the reveal evidence which has manifested this hypothesis (positive one) is flashcards and the song of "What are you wearing?". The melody of song, on the other side, has a crucial role in improving fourth year middle school learners' English vocabulary, and that by making them more concentrating on and integrated with song's lyrics (karaoke) which helps to remember its words. Besides games and songs, flashcards are regarded as an easy technique to enrich fourth year learners' English vocabulary, where learners memorise both the image and the sound (word) in a short time memory. Teachers' interview, on the other hand, shows that most teachers lack the use of these kind of activities, in which they are always guided by the textbook only, but they find these Fun activities very helpful during the teaching process that

have been done by the researcher, especially when teaching “vocabulary”, where they have noticed that their learners are very involved and interactive when using “fun activities”.

According to what have been mentioned above, using fun activities (flashcards, songs, drawings, videos, etc.) is very helpful for learners to enrich the total number of words, which are associated with English Language. In this context, it will be very valid and beneficial to offer some useful recommendations to both teacher and fourth year learners of English about fun activities.

Introduction

This chapter attempts to interpret and discuss the findings and attempts to give some answers to our research hypotheses as well. The limitations and problems that we faced are mentioned. Some useful solutions are eventually suggested. Furthermore, the importance of fun activities and motivation are revealed. Finally, some cards templates in terms of learning cards' example are advocated.

17 Data Findings and Discussion

The researcher has followed some instructions and the triangle tools of gathering information namely; questionnaires for both learners and teachers. Indeed, through the data collection tool, we have found that both learners and teachers are familiar with the good influence of Fun activities. In the sense that they are the enjoyments of leisure, particular in leisure activities.

We observe that “Fun activities” can be a supportive and helpful technique for learning and backing up vocabulary. Through this research, it is shown that vocabulary learning seems to be interesting for young learners, who believe that the use of Fun activities during the learning process play an important role in making them more interested, involved, and communicatively competent. As they reduce anxiety, fear, and shyness.

From the data collected, we can say that our research goal is achieved. Moreover, we observe that the majority of learners like to learn through the use of Fun activities, because they feel more comfortable, relaxed to express themselves easily, and active especially in the evening periods. It was noticeable that learners learn better through both pair and group work, as they were motivated and interactive.

17.1 Limitations of Study

Limitations of the research work are those difficulties and obstacles that arise in a study, which are out of the researcher' s control. But, those obstacles do not have a negative impact on our work' s results and conclusions.

The obstacles that we have faced are as followed:

- Lack of resources.
- Pressure of time to analyse the triangle data.
- The majority of teachers have refused to participate in the interview's questions.

17.2 Recommendations

Teaching is a human relationship that teachers develop with their learners through a pedagogical level, in which the teacher is the center of the classroom. In fact, teaching is not an easy task, and not given to anyone. However, learning is not memorisation, in fact it is the way that learners acquire knowledge which is one among the capacities we have, it differs from one learner to another because we have different learning styles.

Our principle goal when doing this work is to create a good learning atmosphere full of interaction, raise the willingness of learning, and make the language more practical and useful.

At the middle school of “08 May 1945” of Bouguirat- Mostaganem , and from the data collected which are; teachers’ and learners’ questionnaires, observation, and teachers’ interview, we can say that Fun activities have a good influence on learners’ learning of vocabulary, and help them to become more motivated and interactive.

Fun activities have been shown to have advantages and effectiveness in learning vocabulary in several ways, and create a relaxed and funny atmosphere compared to the traditional teaching method. So, teachers need to take these kinds of activities into account, and need to know their learners’ learning style so that to determine their needs and lacks. They also have to be familiar with the use of those activities in the right time and place. Before using vocabulary games, teachers should take into consideration the following important points; learners, level, age, the availability of materials, and time as well.

18 The Place of Fun Activities in Classroom

Fun activities give learners the desire and pleasure to learn, they attract them by their original supports, where learners do not have the habit to use them in class. And, they appeal to their curiosity, motivate them and make the learning easier (singing, drawing, guessing, playing a role, etc.). Thus, they are welcomed by learners whatever their age or level.

18.1 The Effectiveness of Fun Activities in EFL Classroom

Fun activities are part of our life, from our early childhood, they allow us to imagine, create, express, etc.

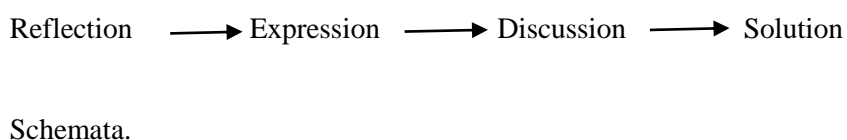
Any production (oral or written) in a Foreign Language, involves a part of anxiety (moral anxiety), the learner, therefore, finds himself/ herself in a state of fear and loss of self-confidence. When the teacher asks the learner to speak in front of the class, Fun activities help him/ her by giving him/ her opportunity to free himself/ herself from the fear and anxiety.

Moreover, Fun activities generate a pleasure that leads the learner to forget about his/ her fears. They give him/ her more courage, thanks to them, the learner dares to speak. In addition, these activities give learners the opportunity to practise their talents, to express themselves, and to communicate not only with the teacher, but also with their classmates.

They also give them the chance to develop linguistics and linguistic skills in order to make communication easier. Furthermore, Fun activities allow learners to become familiar with group work, and this helps them in communication and discussion, because each learner will:

- have the chance to express his/ her point of view
- interact with other members of their class or group for each agreement on a single final solution (answer) given by their own achievements.

The learning process could be summarised as follows:



Fun activities give learners the opportunity to work on groups, in this situation the learner goes through four stages in order to find a solution.

First of all, they reflect on what they have learned, and then they begin to exchange ideas. This moment is important because they learn the art of listening to each other and

accept the differences of opinion (each one has his/ her way of thinking), then they discuss, and analyse these sets of ideas, they agree on one solution (they represent a union).

Moreover, these activities allow the teacher to observe and evaluate his/ her class and analyse the personalities of his/ her learners.

19 The Practical Training

19.1 Practical Training' s Narration (the Presentation's Time of Fun Activities)

The institution where we have completed our practical course contains 776 learners, 45 teachers, and 24 rooms. These last ones are painted in white, the walls full of nice drawings, tables and chairs are well-organised and arranged. Learners have the desire to learn, teachers have the willingness to teach and do their courses in a quite supportive atmosphere.

In fact, most teachers work only with the textbook; as a result, the proposed activities are traditional. Our teacher (the trainer's teacher) at an interview has told us that she usually had difficulty assessing language skills, because learners do not speak, we also realise that the program is very focused on writing and not on speaking.

For our research work, with the teacher's agreement of course, we devote moments of her session to Fun activities. The first activity that we make, was intended for 4th year Middle school class, in grammar lesson "the present simple tense and the negative form" (unit01: It is my treat "Food and Thought", read and consider). The trainer's teacher asks us to do it at the end of the hour during that task. So, we prepare a deck of cards, butterflies, clouds, and Hello kitty. On the back of these cards, there are questions. Then, we put them in a magic box, after that we distribute them to the learners.

Our approach, once the cards were distributed, was as follow:

We each time choose a number and the learner who has this number must answer the question on his/ her card. For example, the learner who has the number "09" will answer the question: "put this sentence in the present simple; she watched TV". All learners participate in the suggested activity and enjoyed doing so.

After the activity, we discuss with the learners and it come out of this conversation: they tell us that it is easy, that they leave pleasure working by this game. They add that they

hate grammar lessons, but this time they start to like it, thanks to these Fun activities and ask to do it again. The second Fun activity was done with one class of the 4th year middle school, which is described as a weak class. The activity was therefore chosen for the oral expression lesson (the same unit, how to write a recipe? with the use of imperative). The lesson focuses on “preparing cake”. By the way, the researcher has the freedom to choose the theme, so we choose a picture of a beautiful delicious cake, above the picture it was written “Happy Birthday”. After observation and analysis which consist of an awakening of interest and questions of understanding, which are as follows:

- What do you see in this picture?
- According to your observations, what event does the picture represent?
- What ingredients are needed to prepare this cake?

There were learners who have spoken perfectly, maybe they used to speak in class or watch programs in English at home, which can facilitate the use of the oral language.

19.2 Conclusion from our Experience in the Field

In our view, and considering that we are applying a competency approach, an approach that requires learner autonomy and participation in one’s own learning, we think it would be better not to ask learners to learn by heart; in contrast, it would be necessary to “play” the language by giving the learner the freedom of improvement, creativity, and imagination.

These steps can be achieved by fun activities, because through improvement and freedom of creativity given to learners, we can make use of them in everyday life’s situations. Thus, the learner will learn to adapt his/ her vocabulary and his/ her register to communicative situations that he/ she will live.

20 The Practical Training Report

The main role of the pedagogical relationship in the scholar setting is played by the learner, because no other person can be in his/her place. This is why teaching must be provided to him in the best possible way.

However, the teacher’s role is also of paramount importance. Learning English at school expresses a need more than a desire among learners, because English is the third Foreign Language to Algerian schools. School textbook does not trigger the learner a great desire to know, leaving the teacher to face major problems, because they bring nothing new.

The lack of information and new knowledge put both learner and teacher in difficulties, in terms of motivation (teaching/ learning). All this will prevent proper functioning of the session and, consequently, the transmission of knowledge.

In addition, some teachers do not pay attention to learners, especially those with learning disabilities. Their objective is to finish the program imposed by the ministry of National Education, during sessions limited by and in time. All this creates a real obstacle between the learner and the learning process. The teacher can only teach the language, but does he succeed in attracting the attention of these learners for a long time without giving a certain form of pleasure and desire for knowledge? Are the traditional activities sufficient to attract their attention?

But the teacher can try to develop new teaching strategies, especially new types of activities such as; fun activities, which impel the learner's desire to learn and progress.

In fact, the learners leave a known universe, that of primary school and are confronted with a new world in which the teaching is not quite the same. The rules change: beginning with the changes undergone by them, they enter the phase of adolescence. They also undergo changes in the structure of the college that welcomes them.

During our practical training in a scholar institution, we begin by observing the professional practice of the master application that we begin to practice our future profession, while being equipped with notions and concepts, we must make use of them in some concrete teaching-learning situations.

Beyond our observations, we are able to see the strengths and weaknesses in a class. The teacher of this class works with the traditional activities taken from school textbook. These activities, as we observe during our practical course, are annoying and quickly weary the learners. They do not give any interest in the class; they talk to each other while having fun others let themselves let go of their thoughts, there are only certain learners who follow and participate in class.

The time has come, and it is up to us to take over the class, we make our tools to practise our profession in order to achieve our learning objectives set by the textbook.

So, we work with fun activities (flash-cards, Kim's game, crosswords-puzzles, etc.), and we start to see new faces participate in this class. They begin asking questions. Honestly

speaking, when incorporate the fun aspect into the course, we get their attention, they seem curious to know what happens to them, some of them ask to have more activities of this kind.

21 Motivation

According to Joseph Nuttin (1976: n.p): “Motivation is the dynamic and directional aspect of behavior”. It refers to “the set of biological and psychological mechanisms that trigger action orientation, intensity and persistence”.

Motivation corresponds to what someone wants to do so.

When we have something to say, we need means to say it, and we have to be motivated to say it as well. So, motivation is very important, because it helps us to progress in different areas. To learn a language, one needs motivation to have information about one’s culture, to know more about the country and its inhabitants.

To learn a language, one must have memory capacities, they are working. But the learner encounters several problems when learning and can be demotivated. One of the problems in learning a new foreign language lies in the fact of the comparison.

In fact, the process of memorizing the alphabet, pronunciation and writing involves comparison with the mother tongue. In the Algerian school, it therefore passes through the Algerian dialect and the classical Arabic. The differences at the scriptural and structural level can be the first drivers of demotivation among learners.

The Algerian society witnesses several types of families and therefore several types of learners. Some of them learn the English language only in class and do not practise after leaving the course. They use the dialect; moreover, they have, for the most part, nobody at home to help them. Others manage to follow the English-language television programs offered via the satellite or they are helped by their parents; and finally, there are those who are autonomous, from bilingual or English intellectual families.

The idea is to motivate the Algerian learner and give him/her the taste of the English language by using new techniques and tools.

Fun activities contribute to make the language a real object of pleasure appreciated by all ages and sexes, especially by the young learners in general. We see them in their houses with their play stations, in front of the computer attending specious sites games or outside

with their mobile phones going to play different games. Therefore, we want to exploit this universal taste for the game in EFL learning.

Conclusion

For the sake of making learning English vocabulary easy and interesting for learners, it is preferable to use some beneficial techniques that may provide an enjoyable atmosphere in the classroom and make learners motivated in learning vocabulary which helps them to remember and enrich it effectively.

General Conclusion

Our main objective in this research work is to find a flexible way to facilitate learning and also to show the importance of fun activities aspect in the teaching and learning of foreign language. The interference in this learning of both teacher and learner is crucial because both play a role in the use of fun activities.

Furthermore, we notice that fun activities are an undiscussed factor. They allow us to work several written or oral skills and they also help the learners to work on their accent and pronunciation. They offer the learners the opportunity to express themselves freely and overlarge their imagination, a fact that drives them to creativity, they also give them pleasure of learning: they learn through mediums varied.

The French author Jean Château (1967, n.p.) states that the learner is a human being that spoils the need to play and what demonstrate that is the fun aspect in his/ her learning. In addition, Fun activities are adapted for learners (different sexes and ages) because they affect their daily lives, they give them the opportunity to exercise their talents and allow them to work in groups.

The present study aims at examining the effectiveness of Fun activities in Teaching-Learning English vocabulary, and focuses on the didactic and cultural function of these kind activities in language classes, and especially on the materials to be used in English as a teaching tool.

The section gave a deep view of how can teaching and learning be more easy and interesting. It answered our research questions which are proved during making the use of some vocabulary Fun activities at middle school in Bouguirat, where this technique made learners engaged, motivated, and interactive.

It also confirmed our hypotheses which state that Fun activities can have an influential effect in the learning process, in the sense that they give pleasure, rise the learners' curiosity, and overlarge their imagination. We have offered some recommendations for teachers, so that the teaching-learning process will be more interactive and flexible.

Finally, Fun activities are affective in attracting the learner's attention, taking into account their interest, making them active, giving them the desire to learn, where he/ she

dares to participate and speak in front of his/ her teacher and classmates as well. This shows the importance of fun activities in teaching-learning English vocabulary.

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Appendices

Flashcards

Daily Routines

© www.kids-pages.com



go to bed



wake up



wash your face



brush your hair



dry your hair



brush your teeth



take a bath



go to school



drive to work

Flashcards

Daily Routines 4



make my bed



start school



get home



do homework



play computer
games



play soccer



listen to music



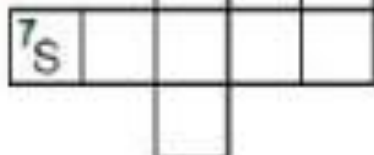
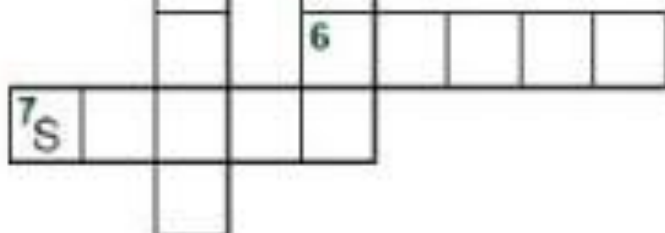
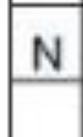
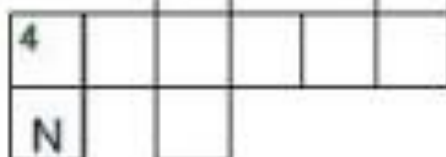
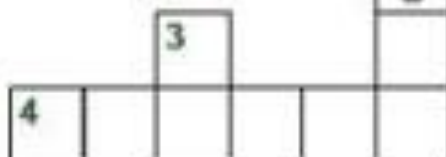
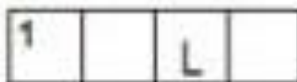
go out with friends



read a book

The Weather

Using the Across and Down clues write the correct words in the numbered grid below and then match them with the pictures.



ACROSS

1. cold
2. rainbow
4. stormy
6. windy
7. sunny



DOWN

1. cloudy
3. hot
4. snowy
5. rainy



Pupils' Questionnaire

Dear participants,

This questionnaire serves as a data collection tool. It aims at eliciting your attitudes towards English vocabulary skill and educational fun activities in general.

I would be deeply delighted to get your significant and worthwhile views on these questions. Thank you for your main contribution. Your answers would remain anonymous.

- Please cross (X) the appropriate box and fill the blanks when necessary.

Are you:

Male ☐ Female ☐

Your age is:

11-13 ☐

13-15 ☐

15-17 ☐

Level

1) Do you like English?

Yes ☐ No ☐

2) You describe your level in English as:

Weak ☐ Little ☐ Overage ☐ Good ☐ Excellent ☐

3) Do you like learning English vocabulary?

Yes ☐

No ☐

4) How do you find learning English vocabulary?

Difficult ☐

Interesting ☐

Boring ☐

Frustrating ☐

5) Do you like the method that your teachers use to teach English vocabulary lesson?

Yes ☐

No ☐

*If “No”, you think because, it is:

Unhelpful ☐

Boring ☐

Ineffective ☐

6) Do you like the activities you usually do in class?

Yes ☐

No ☐

*justify your answer:

.....

.....

.....

.....

.....

7) Do you like learning English vocabulary through the use of fun activities?

Yes ☐

No ☐

8) How do you find that?

Motivating ☐

Exciting ☐

Demotivating ☐

Fun ☐

9) You would prefer to learn English vocabulary through:

Games ☐

Songs ☐

Pictures ☐

Poems ☐

10) What fun activities do you suggest to learn English vocabulary?

Stickers ☐

Pictures ☐

Videos ☐

songs ☐

*Others:.....

.....

.....

11) How do find yourself when learning English vocabulary?

Comfortable ☐

Motivated ☐

Uncomfortable ☐

Demotivated ☐

Feeling anxiety ☐

No anxiety ☐

Thank you



Teachers' Questionnaire

Dear teachers,

I'm a Master student in the English department, specialised on Didactics and Applied Linguistics at Abd El-Hamid Ibn Badis university in Mostaganem. I am conducting an analysis about Teaching-Learning English vocabulary.

Cooperation is voluntary, and your completion of the questionnaire is assumed to grant permission to use your answers for this study.

Thank you in advance for your cooperation and for taking the time to the questions fully and meticulously.

please put cross (x) in the appropriate box, and fill in the blanks when necessary.

1) Are you:

Male ☐

Female ☐

2) you have been teaching English for:

Less than 5 years ☐

5 - 10 ☐

10 - 15 ☐

15 - 20 ☐

3) Do you use other teaching aids than the textbook?

Yes ☐

No ☐

*If yes, which one(s) from these you use?

Head-projector ☐

Games ☐

☐☐

Pictures

Songs

Videos

☐

Drawings

☐

4) What type of activities do you offer to your learners?

Fill in the gaps

☐

Matching

☐

Tick the right answer

☐

5) What do think about fun activities?

Entertaining

☐

Engaging

☐

Fun

☐

Boring

☐

6) Do you think that fun activities are effective in achieving certain learning objectives?

Yes

☐

No

☐

*justify your answer?

.....

.....

.....

.....

.....

7) How many times you've been teaching vocabulary?

3 times

☐

4 times

☐

5 times

☐

More than 5 times

☐

8) How did you find the teaching of vocabulary?

Difficult ☐

Easy ☐

*Explain?

.....

.....

.....

.....

.....

9) How do you teach vocabulary? Which technique(s) you use?

Pair work ☐

Group work ☐

10) How do you find your learners when learning new vocabularies?

Motivated ☐

Demotivated ☐

Difficult to understand ☐

Thank you.

Teachers' Interview

Participants: 4th year Middle School Teachers

Time: 1 hours

In this interview, the researcher aims to know how Teaching English Vocabulary works out with middle school teachers, and to figure out the effectiveness of the use of Fun activities during the Teaching process of English vocabulary.

Questions:

- 1) How is Teaching English Vocabulary in Algeria?
- 2) What are the learners' attitudes towards the learning of English vocabulary?
- 3) What is your opinion about the use of Fun activities when Teaching vocabulary?
- 4) To what extent, do you think, that these kinds of Fun activities can be effective in Teaching English vocabulary?