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MASTER IN

Didactics and applied linguistics

*The importance of using Games in teaching English vocabulary*

*:The case of The Oulis'brother secondary schools' pupils*

*In Aïn Nouïssy*

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## *Dedication*

*I dedicate this dissertation to my Parents and all my family, my friends and all persons who encourage me and help me to reach my aim.*

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*I would like to express my sincere thankfulness to my supervisor Ms. El ouchdi Ilhem Zoubida, who guides me to do my work. I thank her for her thoughtful and valuable advice.*

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### **The abstract**

The present work deals with the main reason behind using games while teaching English vocabulary in secondary schools. Teacher may introduce new items through games. Adding to the class language games that can help learners to memorize new words and be more active in class. This research is based on a questionnaire applied to English as a Foreign language both teachers and learners to check out their point of views facing vocabulary and their interests about language games as a method to teach vocabulary. The aim of this study is to highlight the importance of games to enhance secondary schools' pupil learning vocabulary in order to increase effective education. Finally, it is important to note that language games should be applied in learning English vocabulary so as to improve pupils' results and achievements.

***Keywords:* Vocabulary, language games, teachers , seconday schools' pupils.**

## **List of abbreviations**

**CBA:** Competency Based Approach

**EFL:** English as a foreign language

**ESL:** English as a second language

**ESOL:** English for speakers of other languages

**FL:** Foreign Language

**L1:** First language, mother tongue.

**L2:** Second language, foreign language, target language.

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## General introduction

Teaching vocabulary is extremely significant talent, because it involves and progress listening, speaking, reading and writing and the essential elements that language needs. Besides, research shows that passive involvement generally leads to a limited retention of knowledge by the pupils. Teachers look for an effective way to convey data to learners and reach their goals. Great number of scholars did researches about improving learners' vocabulary. They listed rules to make it efficient and meaningful in a given situation. Brassel (2008) affirms that there are two categories of teachers. The first one knows the significance of vocabulary for learning language. In contrast the second one facilitates it for learners. Another researcher Scrivener (1994) defined the traditional way of teaching: «*Explanation, especially long one's tend to leave me cold I get bored: I switch off*»(p,14). For this reason vocabulary should taught in a given situation and context to be more understood. Owing that learners acquire their mother tongues within their societies.

Besides, games are incorporated into the learning process to provide an exciting environment to motivate pupils to learn and use vocabulary as much as possible. Since games bring a lot of benefits to both learners and teachers, games should not be treated as a marginal activity. Instead, it should be one important activity to motivate pupils in the English learning process. There exist some techniques to improve and develop learners' vocabulary. Teachers have to use it to introduce new words. Since, learning a foreign language is not an easy task, of course learners need appropriate atmosphere to study. So teachers have to present new words in a suitable context and situation in order to cover the pupils styles and needs. Games are one among the effective tools to do so. They offer learners skills and performances.

It has been proved that integrating game and joke in English as a Foreign Language classes could be useful. This means that funny activities are a motivation and an encouragement for pupils. Teaching English as a Foreign Language trough these tools is beneficial for learner in improving their language performance. But there are impacts that should be taken into consideration in order to avoid any misunderstanding and difficulties. This study deals with the techniques used for teaching vocabulary, and some questions can be raised for this purpose: To what extent do games affect English Foreign Language secondary schools' learner in learning vocabulary? Is there any relationship between the degree of fun in learning and effectiveness of acquisition? Which kind of games is the most effective in helping Pupils memorize new English words? What is the nature of the most effective activity (movement, visual or auditory associations)?

From these questions, it is hypothesized that

- Language games helps English Foreign Language secondary schools' pupils to practice and use language in real world and in a suitable context.
- The use fun in learning is very important to acquire language.
- Varying games may help pupils to remember new English word.

In order to get results and answers of what have been mentioned before, a questionnaire for both teachers and learners is done to know their views and suggestions. This research is divided into three chapters. The first chapter deals with some concepts of learning English as a foreign language, also it contains some definitions like EFL, vocabulary and games. After this it undertakes teaching through games and the different useful games.

The second chapter represents the practical part dealing with analyzing the data collected from teachers and pupils' questionnaire. Its objective is ascertaining the usefulness of games in learning English through teachers and pupils' views. Chapter three suggests games in teaching EFL few games for teachers to introduce them as a method in teaching English. Additionally, it comprises recommendations on using games for the sake of improving learners' skills and performance and teachers techniques in case of obstacles in using games and show them how to manage them.

*Chapter one:*

*Teaching*

*vocabulary*

*Through games*

## **1.Introduction**

Learning effectiveness is linked with refreshing the favor of learners. Considering many researchers claimed that studying a foreign language demands making an exciting, amazing, collaborating and motivating atmosphere within practicing activities. Because all lead to reduce anxiety and stress of learners. Regarding to the notion of teaching through games, their use in the teaching process may facilitate learning English as a foreign language and improve the learner's performance. Games can be helpful in achieving these objectives seeing that they viewed as an exciting and teachable techniques that help to improve pupil's communicative and linguistic competencies.

This chapter applied the major notions of learning English as a foreign language. It contains also some definitions about learning using games. After that it challenges the suitable time of using games and its different kinds.

### **Statement of the problem**

It has been shown, that there is a lack of communication between teachers and learners during English lessons. Accordingly pupils face obstacles when learning foreign language, and relying on teachers. May be because of the use of the ordinary way of teaching. Thus teachers have to make their lessons interesting. So the best solution of making them enjoyable is using language games in order to reach goals, develop their four skills' performance, get good results and realize learners' progress. Consequently integrating games for learning is a beneficial way. During this study, the use of games in English foreign Language classes to enhance English vocabulary give an idea about its usefulness. Accordingly, this study tries to answer the followings questions: To what extent do games affect English foreign Language secondary schools' learner in learning vocabulary? Is there any relationship between the degree of fun in learning and effectiveness of acquisition? Which kind of games is the most effective in helping Pupils memorize new English words? What is the nature of the most effective activity (movement, visual or auditory associations)?

### **The aim of the study**

This study targets to determine the importance of games for learners and shows the effectiveness of using them in learning English as a foreign language. In addition to introducing few utile games for teachers to applicate them. This study deals also with the effects of using such activities to improving and mastering the language among pupils.

## **1.2.Learning English as a foreign language**

Learning a foreign language like for example English in Algeria means attending classes at schools like middle school, secondary school and university or learning online.Learners achieve some fundamental vocabulary or do few activities of English that they are already learning.English as a second language (henceforth ESL) and English as a foreign language (henceforth EFL).So the point of convergence of teaching will be distinct. Besides, the teacher is no more than an ordinary instructor of pupils.He becomes a guide who controls learning and teaching.

In addition to this, Scarins and Liddicoat(2009) emphasize the importance of language for teachers stating that “ *Language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is.This is because our understanding of language affect the ways we reach languages*”(P16).This means knowing a language and it's nature is very essential for instructors.Seeing that is the inmost part of both teaching and learning.So, teachers have to take in consideration the language because the way they view it will impact on their teaching methods.

Practicing the language is very essential for foreign language pupils, and learners have to carry out the language.It has been mentioned that using methods in this context to enhance learning a foreign language may be motivating like integrating language games in a given lessons.

### **1.2.1What is teaching EFL?**

English as a Foreign language, or EFL, means educating and utilizing English as supplementary language in non-English talking country.It is different from ESL and ESOL, which pass on largely to learning English as a new inhabitant in an English-talking nation.For example: learning English for a short period of time in English-speaking countries like the UK, the USA or CANADA.

## **1.3The four skills**

The purpose of language learning is to improve the speaker's four talents: listening, speaking, reading and writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final one is to let speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at the language? No. In addition, most of the speakers do better in reading and writing than in listening and speaking. They can hardly express themselves with their own words. We are not able to change the examination system, but we can improve our learning method. So when speakers want to use a language well, do not forget to know all the abilities of four skills.

Listening, one means of language communication is used most widely in people's daily lives. Next, Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Then Reading is an important way of gaining information in language learning and it is a basic skill for language learner. Finally, Writing is one way of providing variety in classroom procedures. It provides the learner with physical evidence of his achievements.

Generally these four skills cannot be separated. People often say " *First listening and speaking, then reading and writing*" But learners have to read and write first in order to raise their ability of language skills as mentioned in the table elaborated in (Oxford, 2000, p08)

	<b>Oral</b>	<b>Written</b>
<b>Receptive</b>	Listening	Reading
<b>Productive</b>	Speaking	Writing <sup>1</sup>

Table 1.1: The skills using the chart reproduced above. (Oxford, 2000, p08)<sup>1</sup>

Most of teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2000, p 08).

<b>The skills' name</b>	<b>Functions</b>
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<sup>1</sup>Foot note :Web site

<b>Listening</b>	<p>The learner hears a new item(sound,word,grammar feature,etc)</p> <p>It is important to help pupils prepare for the listening task well before they hear the text itself.Then you help them to anticipate what they are going to hear.</p>
<b>Speaking</b>	<p>The learner tries to repeat the new item. In order for any speaking activity to be successful pupil need to acknowledge that there is a real reason for asking a question or giving a piece of information.Therefore, make sure the activities you present to pupils, provide a reason for speaking, whether this is to play a game or to find out real information about friends.</p>
<b>Reading</b>	<p>The learner sees the new item in written form.</p> <p>When choosing texts consider not only their difficulty level, but also their interest or their humor so that pupils will want to read for the same reasons they read in their own language:to be entertained or to find out something they do not already know.</p> <p>teacher has to spend time preparing for the task by using the illustrations.</p>
<b>Writing</b>	<p>The learner reproduces the written form of the item.</p> <p>at this stage, the pupils' work will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted.A piece of written work covered in red pen is demoralizing and generally counter-productive.</p>

**Table1.2:The four skills' roles for learning English.**

#### **1.4. The definition of vocabulary**



A usually alphabetized and explained collection of words of particular field, or prepared for a specific purpose, often for learning.

The collection of words a person knows and uses. Or the stock of words used in a particular field. The words of a language collectively. Also a range of artistic or stylistic forms or techniques. It has many synonyms like glossary, clavis or idioticon.

According to Scriver (2005), vocabulary and lexis are quite different. He claimed that vocabulary “Typically refers to single words (e.g. dog, green, wash) and sometimes to very tightly linked two or three word combinations (e.g. stock market, compact disc, sky blue, go off)” though, he described lexis as “.....our ‘internal database’ of words and complete ‘ready-made’ fixed/semi/typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar” (p.227).

Most significantly, vocabulary is one of the most essential elements in learners' proficiency level. It indicates his position in speaking, listening, reading and writing. Furthermore, being far from extensive vocabulary acquisition may create a difficulty for students to attain their potential and to benefit from opportunities provided to them such as listening to radio and communicating in different contexts (Richards & Renandya, 2002, p.255).

#### **1.4.1. Vocabulary in EFL classes**

Recently, scholars give much more importance to vocabulary learning. They develop its process of teaching and learning in EFL classes especially with the emergence of methods like CBA (Competency based approach).

They confirm that learning a foreign language must cover a huge amount of vocabulary rather than know its grammar “you can say very little with grammar, but you can say almost anything with vocabulary” (Wilkins, 1972, p.113).

English Foreign language learners often manage to communicate using single words; they can most of the time convey meaning without necessarily having acquired grammar. It's true that in learning language, much importance must be given to vocabulary. The learner must cover and be aware of the majority of the foreign languages' words in one hand and on the other hand he may use it in all his life not only in education. “Without vocabulary nothing can be conveyed” (Wilkins, 1972, p.167). Vocabulary is an

important tool of communication. So, it is clear that the more words a pupil knows, the more he can say and understand the others.

#### **1.4.2 Strategies for teaching vocabulary**

Learning a foreign language needs some techniques to facilitate requiring new items

Accordingly, verbal techniques which are substitute methods applied to introduce items and their significances through the use of language so as to explain more what have been presented. This thought was presented by Nation (2000) when he claimed that it is useful because it does not require much time, much efforts and much thinking. By contrast, it can reduce the time specified for second language pupils, to utilize the language.

Avoiding those problems requires teachers to consider Pavicic's idea about the link of second language henceforth L2 items with their first language (henceforth L1) corresponding. Pavicic (2008) affirmed that teacher can use this method either to ensure understanding or to recognize the resemblances and dissimilarities between L1 and L2 if needed. It is well-known fact that translation is the ideal way, but teachers ought to look for further way or method, for instance utilizing the visual presentation apart from translation or as another procedure.

Also there are also Visual techniques, which have to do with The visual presentation of the word i.e using, pictures, gestures or other expressions. According to Gairns and Redman (1986), The use of visual equipments to introduce items that can be more realistic than translations because it can facilitate word preservation. Moreover it is an encouraging technique for enhancing learning vocabulary. Thornbury (2002) explained it as a method to demonstrate and introduce words during the use of picture helps learners from various learning styles profit from the lesson (p.77).

It is acknowledged that Translation, as a helpful technique may aid foreign language learners. Because they find complexities during learning and they think that using the native language is a simple way to understand the language. Consequently a small number of teachers utilize the translation so as to make learners in the situation. For example, Thornbury (2002) believed that it is a straight connection between the item and its sense. But this technique may push learners to rely constantly on the mother tongue and acquire malfunction in the foreign languages' learning "*No pain, no gain*" (p.77).

So as to acquire efficient learning teachers ought to choose for their pupils an easy and an understood vocabulary, by the end they study it with hard vocabulary basis.

It is highly probable that teachability, which means being easy to be taught is good tool to teach new words. Thornbury 2002 and Richard 2001 assent that teachable items can be demonstrated or clarified through the use of images and real things. Foreign language learners are -in need- to construct strong vocabulary conditions. This means they call for learning in an effective way. For this reason, teachers can introduce vocabulary but it must be simply pointed up and enlightened.

### **1.5. Games' description**

Speaking personally, Games may make pupils like learn new items because it is an amazing tool for both teachers and learners and enhancing acquiring new items. Games are pursuits or activities with rules performed either alone or with others often for the purpose of entertainment, education, monetary gain or other such reasons. In many games, the objective is to win by defeating the other players or being the first to reach a specified goal, while in others, role-playing or cooperation is emphasized.

It has been defined by many scholars like Elshamy (2001) who adds “ *competitive activity played according to rules with a given context, where players meet a challenge to achieve an objective and objective and win*” also Salen and Zimmerman (2003), define game as “*A system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome*”(p.96). Similarly yahoui (2012) claims that “*A game is a kind of rule governed activity which is based on competition and meeting a challenge to accomplish certain goal through enjoyable atmosphere*”(p.21).

Accordingly scholars all agree that a game is a means of amazing and learning at the same time, to conclude we can define the game as a useful and interesting method for both learning and having fun in an exciting way.

#### **1.5.1 Types of games**

Scholars classify games into categories. They agree that teacher can manage his classroom if he use many kinds of games on hand at all times. Among them Hadfield (1984) explained two ways of classifying language games; linguistic games that focus on exchanging information. Moreover games are classified into more detailed forms composed of both linguistic or arranging games information gap games: exchanging information between two persons to complete the task.

Guessing games: A student with a flash card must just mime it to others who try to guess the word.

Matching games:Has to do with matching labels and pictures.

Board games:'scrabble' is one of the most popular games in this category.

Searching games: solving problem game through giving a clue to each person in order to find the criminal.

Role playing games:Practicing roles which do not exist in the real life.

Also games can be classified according to the four skills.

Listening games:

Teacher can reduce some of the boring activities if he adds little bit of fun to his class.

Speaking games: Learners can express themselves through these tasks if they are done in enjoyable way.

Kinetic games:They are motivating activities in the classroom.Because they encourage tired pupils to join again the lesson but with another technique different from the ordinary one.

Experiential games:They have to do with the experience the process and learn from.

### **1.5.2The use of games with learners**

The use of games for learning is more efficient for all pupils'levels to feel at ease and acquire new words.But it is more sufficient for adolescents because they are more fresh and enjoy learning.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*".Additionally it is too difficult for learners to remember new words for the first time, it is too hard for them to do the task.Learning new words need repetition, but some of it is not effective.Alternatively teacher can repeat a game instead of repeating words for learners.Moreover game create good relationship between pupils and the foreign language.By the end learners understand that language is not a set of words.

### **1.5.3.The Benefits of utilizing games during learning**

It has been confirmed that games have an educational value. S.M Silvers declares that real learning takes place in relaxed atmosphere (1982:29), there are different purposes to use language games. Firstly, they are motivators for learners who are inactive. Secondly, they encourage students to communicate and interact. So they share all their knowledge and participation. Thirdly, they provide various skills (The four skills) in context from real life.

Fourthly, they can break the routine and the ordinary way of teaching. Fifthly, they create confidence among learners from taking responsibility and learning from experiences.

Sixthly, they touch the learners' psychological emotions and feelings, since they feel happiness while learning. Seventhly, they give good chance for shy and reluctant pupils and for those with low confidence because the atmosphere is not as serious when playing a game and forgetting shyness. Eighthly, they create variety. Ninthly, they facilitate for learners the task. Finally, they are important for every pupils' communication, because they vary somewhat for age, level and benefits.

#### **1.5.4 When to use language games**

It has been noticed that using game is not a trivial thing. Accordingly Lee observes that games "*Should not be regarded as marginal activity filling in odd moments when the teacher and class have nothing better to do*" (1979:3). So teachers have to know when using games.

Teacher has to know when using games:

When learners are tired and do not want to learn any new information. In this case comes the role of games to break the ice and the lack of understanding and following among pupils.

When finishing planned works. It is preferable to do an exciting activity to make students enjoy the lessons.

During revision, it is also beneficial to use language games to stick data on their brains by using fun activities.

When pupils are not interested to the lesson, games can reduce this situation and make them return back to classroom environment. But sometimes it exists situations when there is no need to use games because it's not worth. Like for example: The lack of cooperation with teacher. Or when there is not plenty of time to do the task or the activity, in here the pupils may feel anxious. Finally, when students do not know very much the vocabulary knowledge needed to the game.

### **1.5.5 Selecting the game**

Researchers think that knowing games is very important for teachers who want to use them during lessons. For that reason, the best kind of games is the one which creates and absorbs competition, supports learners to focus on the use of language rather than the language itself, and constructs interest among the majority of pupils. Games must not be complicated, because they focus on practicing language in real situation. In addition to that games have purpose beyond fun while practicing them in various topics. Finally it must be suitable for learners' age, level and the authentic material introduced.

### **1.6 Language games and the four language skills**

Games have big relation with learners competences and skills especially, the four skills. For instance linking listening with a beneficial games may push learners follow lessons, since the routine is reduced. Also speaking may improve through language games given that learners express themselves in remarkable way of knowledge. Then pupils have to read more in order to write. But the majority of them do not like this task or skill, so teacher may apply an intelligent way to engross them, for instance reading funny story also is an exciting activity, if teacher is wise and engage pupils to do so. Additionally, he can integrate games to writing and makes pupils enjoy it; not for the sake of scripting a punishment or a homework but to learn through experience ; why not asking learners to rearrange sentences to make a formal letter or article, an application for a job, a cake recipe or any interesting context pupils do take pleasure in.

### **1.7. The relation between games and recalling words**

Learning a language deals with replicating and recalling words and data. But great number of learners do not remember new items rapidly. What's more Wright et al, (1984, p157) affirmed in their introduction that if learners are pleased the meaning of language they listen, read, speak and write is more brightly knowledgeable and better remembered. Games engage productive and receptive skills in the course of a stimulating method of education. So learners remember for long period of time what have been presented during real life experience.

Meet the item

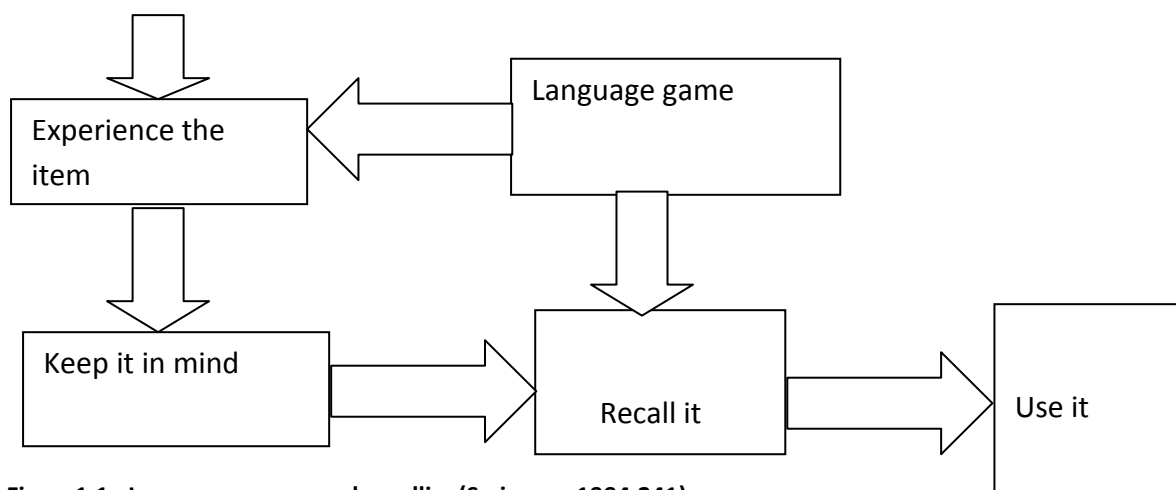


Figure1.1 : Language games and recalling(Scrivener,1994:241)

### 1.8.Few models of useful games

Role-play discussion:The teacher divides the class in groups, after selecting a topic in order to involve pupils to perform roles according to the given context.

Crosswords:It is the best known one, its shape looks like a big square full of dark and white little squares learners fill up the white ones with letters so as to locate items.By contrast dark squares are just to disconnect words and letters.

Scrabble:Board game in which players take separate letters to make a word

### 1.9 Conclusion

Teaching English needs not only giving set of laws, but also call for methods and techniques given to learners. In order to know how to deal with English as a foreign language and also how to use it in daily life.This means that teachers have to put methods to facilitate and engage pupils to involve English.For that reason they use games as enjoyable and motivating activities.They are noteworthy for pupils' development since they assist them to reach the best outcomes. especially for improving their four skills.

So games are useful in learning English as they add in increasing pupils' verbal communication and cognitive talent.

*Chapter Two:*

*Data Interpretation*



## **2.1 Introduction**

This chapter treats the practical part of my study. It checks what have been pointed out in the first chapter about developing learning English as a foreign language, using games to analyze hypotheses obligations, this chapter shows the statistics of the information found due the teacher's and pupils' questionnaires.

### **2.1.1 Teacher's questionnaire**

This questionnaire intended to illustrate to what extent is the use of games as methods for learning EFL successful and practical for pupils. It is wished-for to demonstrate if teachers are attentive of those methods or not.

### **2.1.2. The description of the questionnaire**

This questionnaire is a written document with questions like close-ended questions where the participants are asked to tick the suitable answer from a list of choices while, in open-ended questions teachers are asked to clarify their views. Teachers' questionnaire is made of sixteen questions(16) categorized into three parts. The entire questions have relation to the teaching phenomenon and specifically, this questionnaire was given to eight(08) teachers of English in Secondarys' school from The Oulis'brother in Ain Nouissy in the wilaya of Mostaganem. They were Three(03) males and five (05) females teachers. All the prints were returned.

The aim of this study was to examine the effectiveness and the usefulness of games used in teaching English vocabulary for secondary school's pupil. The purpose was also to learn about learner's preferred activity. The questions focused on the usefulness and effectiveness of games employed for teaching vocabulary such as:

- Is there any relationship between the degree of fun in learning and effectiveness of acquisition?
- Which kind of games is the most effective in helping Pupils memorize new English words?
- What is the nature of the most effective activity (Movement, visual or auditory associations)?

The study includes a questionnaire destined to secondary school teachers in order to collect data and know more about the importance of using games for teaching English vocabulary. This documents were distributed to teachers who were kindly asked to tick the appropriate answer or explain more if it is necessary. the questionnaire contains 16 questions.

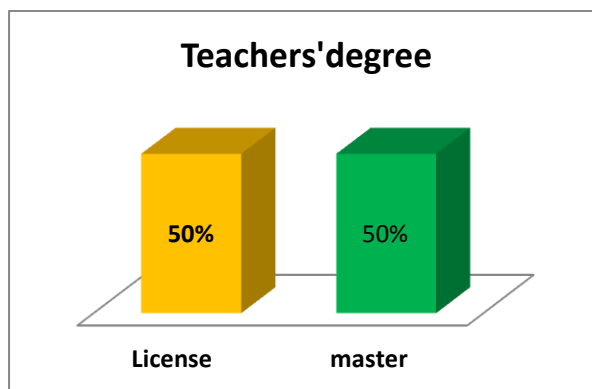
Teachers were eight persons among them five ladies and three gentlemen, they work in two high schools. Their ages were between '27- 47', there exist some who work for twenty three years, others for ten years and others for few years. Their degrees are also two types four of them got the license and the rest got the Master degree. (The majority of teachers who got master are novice).

### Section one: Background information

#### Question01: Teachers' degree

Response	Participants	Percentage
License	4	50%
master	4	50%
Total	8	100%

**Table2.1**Teachers' degree



**Figure2.1**Teachers' degree

- According to statistics half of the teachers 'number (50%) have the license degree and the others have the master degree (50%).

#### Question02: Teachers teaching career.

Response	Participants	percentage
Less than 10 years	6	75%
More than 20 years	2	25%

Table2.2: Teachers' teaching career

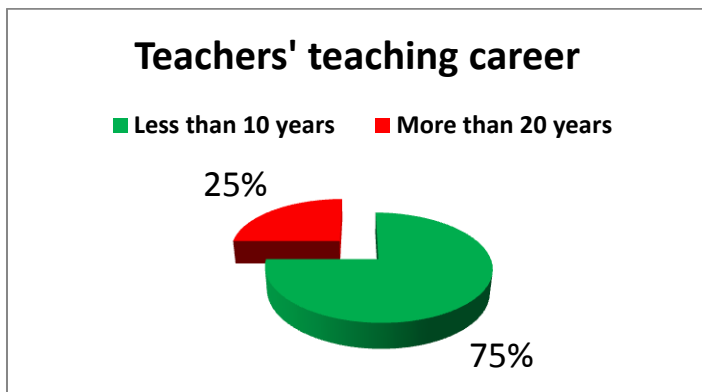


Figure2.2: Teachers' teaching career

- The results prove that the majority of teachers are novices they teach less than 10 years with (75%) and the rest of them teach more than twenty years (25%).

### Question(03):Level of teaching.

Response	Participants	Percentage
The 1st and the 2 nd year	2	25%
The 1st and the 3rd year	4	50%
The 2 nd and the 3rd year	2	25%
Total	8	100%

Table2.3:Teachers' level of teaching

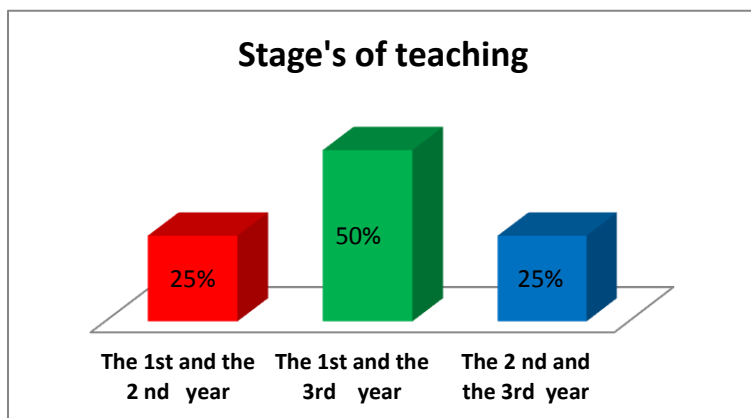


Figure2.3:Teachers' stage of teaching

- They teach the three stages; Each one of them has two stages either the first and the second, the first and the third or the second and the third one. Accordingly the majority of them teach the first and the third one with 50%, part of them teach the first and the second with 25% and the rest teach the second and the third with 25%.

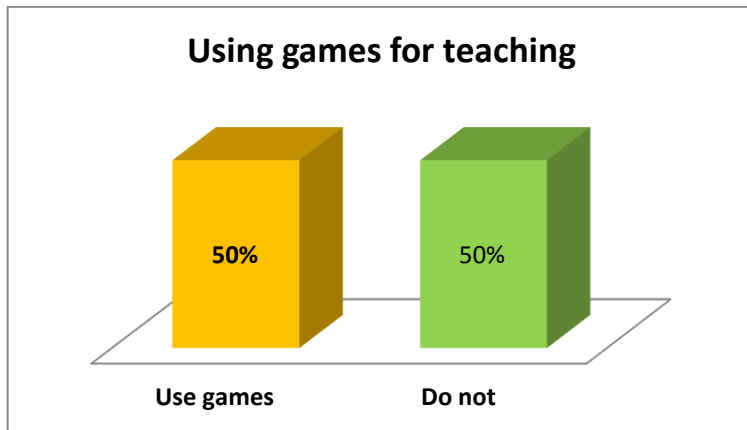
**Section two:**An overview on teaching through games.

**Question(04):**The utilize of games to teach English.

Q:Do you use games when teaching English?

Response	Participants	Percentage
use games	04	50%
do not use it	04	50%
Total	08	100%

**Table2.4:**Using games in Teaching



**Figure2.4:**Using games for teaching

- Results above show that 50% of teachers use games for teaching English as a tool to enhance vocabulary English, in contrast 50% do not.

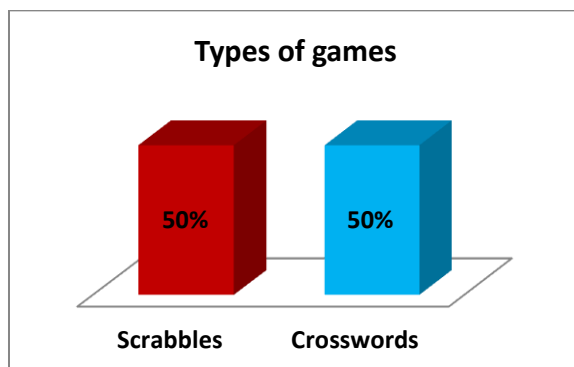
**Question(05):** If yes which one do you prefer?

- According to some of them using scrabbles is beneficial task for learners.

**Question(06):**Which one of these do you employ?

Response	Participants	Percentage
Scrabbles	4	50%
Crosswords	4	50%
Total	8	100%

**Table2.5:**games'type



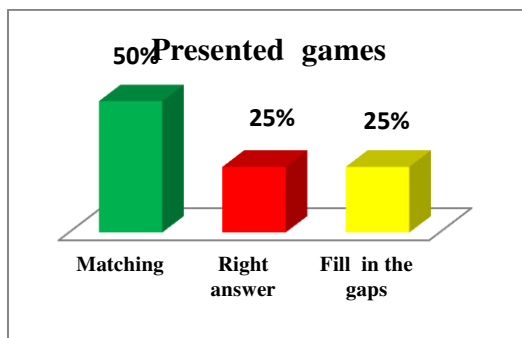
**Figure2.5.Games' type**

- According to results 50% of teachers prefer scrabbles and 50% think that crossword puzzles is the best way to enhance learning English vocabulary.

**Question(07):**Which types of games do you present to your pupils?

Response	particepants	Percentage
Matching	04	50%
Right answer	02	25%
Fill in the gaps	02	25%
Total	08	100%

**Table2.6.Presented games**



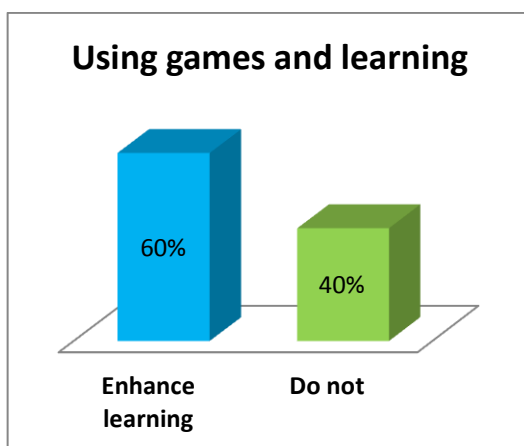
**Figure2.6.Presented games**

-Regarding to the type of games presented for learners 50% of teachers like Matching activities, 25% of them use tick the Right answer and 25% prefer Fill in the gaps.

**Question(08):**Do you think that using games enhance learning FLE class?

Response	participants	Percentage
Enhance learning	05	60%
Do not	03	40%
Total	08	100%

**Table2.7:Using games to enhance learning**



### Figure2.7:Using games to enhance learning

- Concerning the use of games for learning FLE classes 60% of teachers agree and find it good work, in contrast the rest of them disagree(40%).

**Question(09):** If yes at what stage?

- The majority of teachers think that the first stage is more appropriate for teaching through games. In contrast the rest of them think that the second and the third stage may be not appropriate for them.

The members (teachers)who like games say that they make learners participate, feel fun , active, motivated, engaged, share, think and challenge each others.Sometimes it is a means of changing the mood since they feel bored.

It is an easy task for both teachers and learners.In contrast 40% of teachers think that games are waste of time or not the best way to teach new words.Or because they do not have the means and the materials to do so.Sometimes also because they are not mentioned in the curriculum or the syllabus.

**Question(10):**which skill(The four skills) is more affected by language games?

Response	Participants	Percentage
Speaking	3	30%
Writing	2	25%
Listening	2	25%
Reading	1	20%
Total	8	100%

Table2.8.The impact of language games on the four skills.

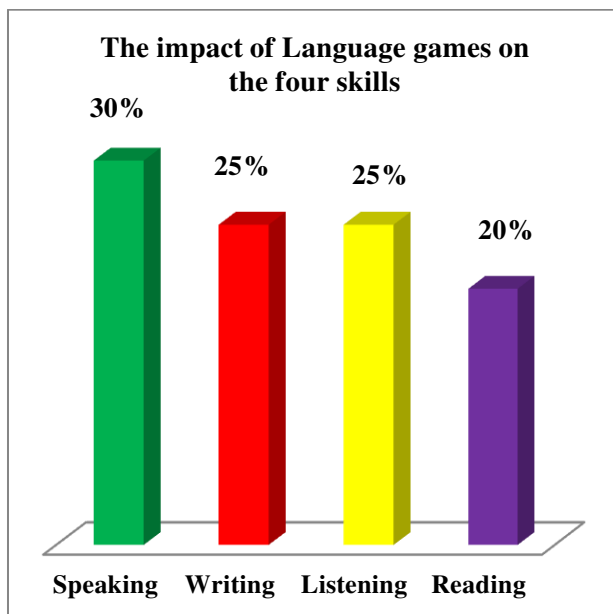


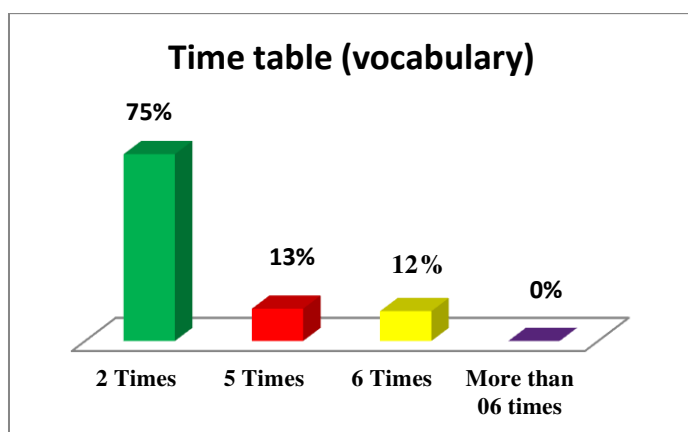
Figure.2.8.The impact of language games on the four skills.

- According to 30% of teachers Speaking is the most affected by language games ,25% of them think that Writing is concerned.25% of teachers say that games mainly impact Listening and 20% of them claim Reading is the major skill impacted by games.

**Questions(11):**How often do you teach vocabulary per week?

Response	participants	Percentage
2 Times	06	75%
5 Times	01	13%
6 Times	01	12%
More than 06 times	00	0%
Total	08	100%

**Table2.9.**Time table (Vocabulary)



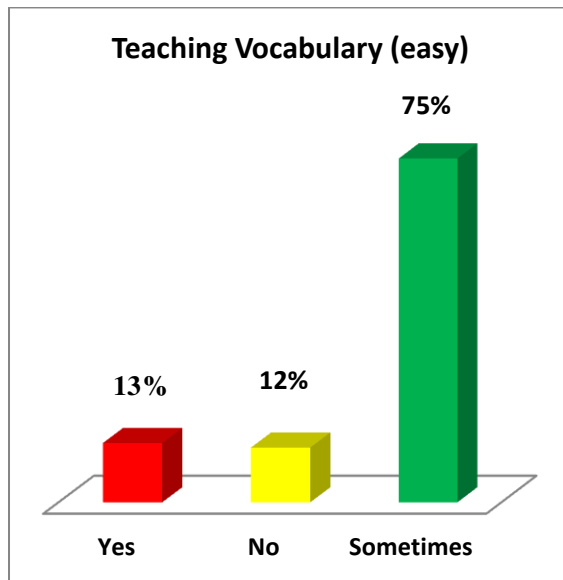
**Figure2.9.**Time table (Vocabulary)

- Concerning teaching vocabulary per week ,75% of teachers do it two times,13% of them do it five times, 12% of them teach it six times and 0% of them do not teach it more than six times.

**Question(12):** Do you think that teaching vocabulary is an easy task or not?

Response	Participants	percentage
Yes	01	13%
No	01	12%
Sometimes	06	75%
Total	08	100%

**Table.2.10.**Vocabulary teaching (easy)



**Figure2.10.Teaching vocabulary(easy)**

According to 75% of teachers find sometimes vocabulary an easy task,13% of them think so and 12% of them negate.

**Question(13):Why?Explain?**

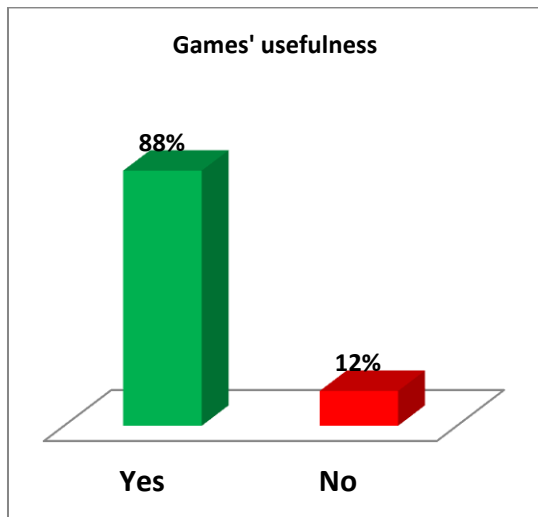
It has been noticed that teaching vocabulary is not an easy task.Because it is done in an ordinary way.Learners dislike learning by heart or recalling words each time.It is preferable to make them receive it in another method.Also it must be given in suitable context.

**Question(14):Do you think games are helpful to recall information?**

Response	Participants	Percentage
Yes	7	88%
No	1	12%
Total	8	100%

**Table2.11.Games'usefulness for recalling information**





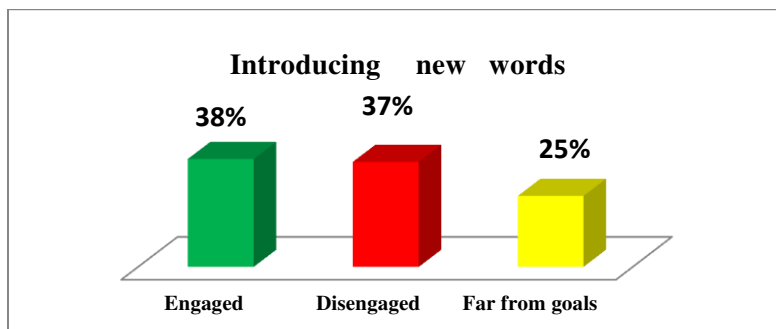
**Figure.2.11.Games' usefulness for recalling information**

- Concerning teaching via games for recalling information 88% of teachers agree that and the rest with 12% disagree.

**Question(15):**While introducing new words, are your pupils?

Response	Participants	Percentage
Engaged	03	38%
Disengaged	03	37%
Far from goals	02	25%
Total	08	100%

**Table2.12.Introducing new words**



**Figure2.12.Introducing new words**

- In reference to the pupils' attitude when introducing new words was been noted that 38% of teachers claim that pupils were engaged, 37% of teachers see that they were disengaged and 25 % of teachers claim that pupils were far from goals.

**Question(16):**Which suggestions, requests and critics do you submit in this context?

Regarding to the teachers' suggestions, requests and critics, they think that using dictionaries in some cases is a must, in order to know and understand some words.

Others think that the lack of some materials like data shows, shortage of papers, internet, computers..etc can cause problems and create obstacles for the majority of teachers.They think that creativity has to be with some conditions, otherwise they could not reach the goals.

Other teachers claim that teaching vocabulary is not necessary, pupils acquire new words through time.

The rest of them say that teaching vocabulary through games is an excellent way to motivate learners, they will feel at ease and make the teacher also very active. So they will get better results.«Learning new words is a cumulative process, with words enriched and established as they are met again».Nation(2000,p.6).

## **2.2.Pupils' questionnaire**

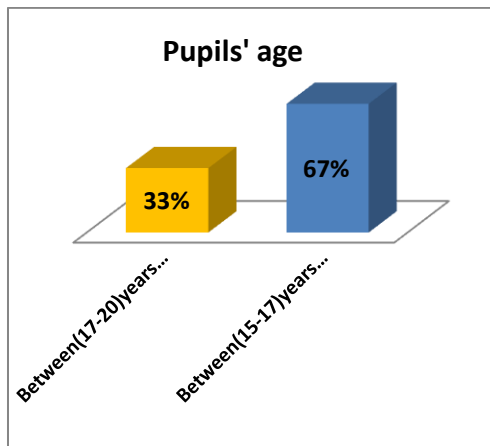
### **2.2.1Description of the participants**

The subject of the study were sixty pupils from different stages 1<sup>st</sup>, 2<sup>nd</sup> and the 3<sup>rd</sup> stage towards this number were 1<sup>st</sup> stage 11 pupils with the percentage of 18% , 2<sup>nd</sup> stage with 58% and the 3<sup>rd</sup> with 24%.The stages include twenty one(21) boys and thirty nine girls(39) (Between fifteen and twenty(15-20)) years old.

#### **Question(01):Pupils' age**

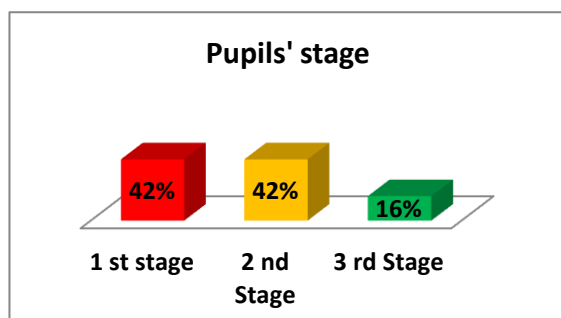
Response	Participants	Percentage
Between(17-20)years old	20	33%
Between(15-17)years old	40	67%

**Table2.13.pupils' age**



**Figure2.13.pupil's age**

- Accordingly this study contains pupils their ages between (15-20) years old. This means twenty (20) pupils their ages are from seventeen to twenty with the percentage of 33%, and forty pupils with 67% are between fifteen and seventeen years old.



**Figure.2.14Pupils'stage**

**Question(02):Pupils' stage**

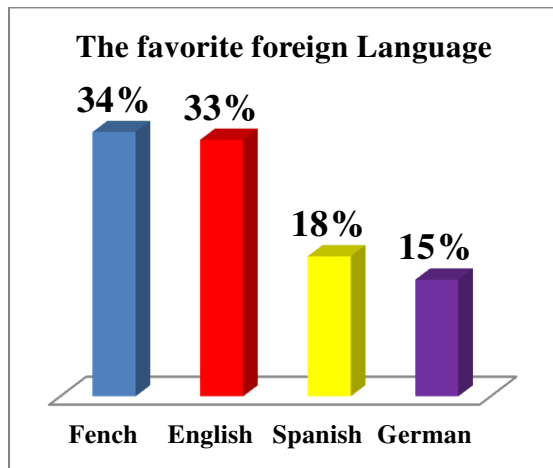
Response	Participants	Percentage
1 st stage	25	42%
2 nd Stage	25	42%
3 rd Stage	10	16%
Total	60	100%

**Table.2.14.Pupils'stage**

**Question(03)What is your favorite foreign language?**

Response	Participants	Percentage
French	21	34%
English	20	33%
Spanish	11	18%
German	14	15%

**Table.2.15.Favorite foreign language**



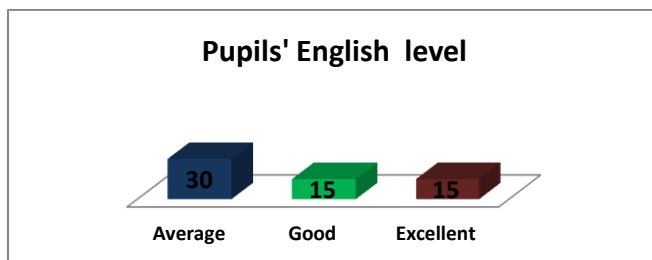
**Figure.2.15.Favorite foreign language**

- All the participants started their English classes at the middle schools, so they have been learning it for more than three years. Regarding to the favorite foreign language 34% of pupils indicate that they prefer French and 33% of them enjoy English, then 18% of them appeal Spanish and 15% of learners were in favor of German language.

**Question(04):How do you evaluate your level of English?**

Reseponse	Participants	Percentage
Average	30	50%
Good	15	25%
Excellent	15	25%
Total	60	100%

**Table.2.16.Pupils'English level**

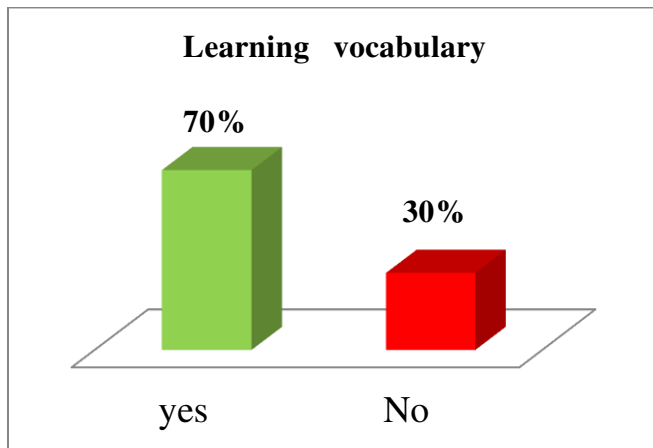


**Figure2.16.Pupils'English Level**

**Questions(05):Do you like learning English vocabulary?**

Response	Participants	Percentage
yes	42	70%
No	18	30%
Total	60	100%

**Table.2.17.pupils'attitude on learning vocabulary**



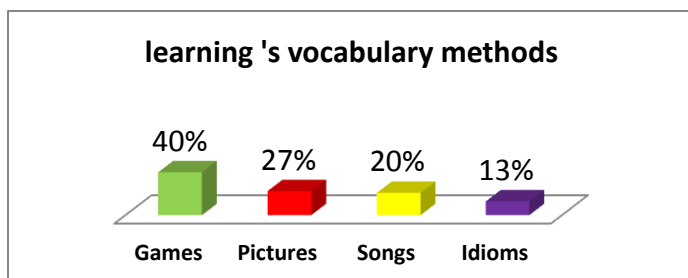
**Figure2.17.Pupil’s attitude on learning vocabulary**

- When working at the results of pupils who enjoy and do not enjoy vocabulary. There were 70% of them totally do and 30% of them dislike it.

**Question(06):Would you like to learn English vocabulary through:pictures,games,songs or idioms?**

Response	Participants	Percentage
Games	24	40%
Pictures	16	27%
Songs	12	20%
Idioms	08	13%
Total	60	100%

**Table.2.18.Learnings’ vocabulary methods**



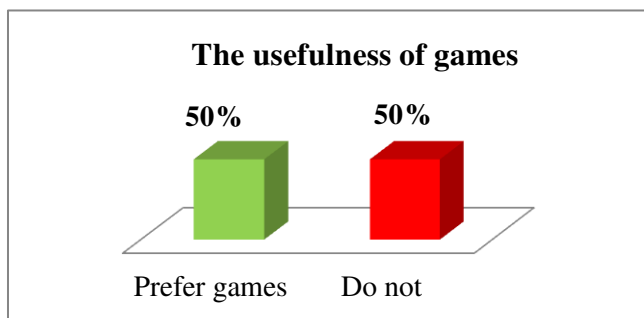
**Figure.2.18.Learnings’ vocabulary methods**

- Relating to the intention name of learning English vocabulary estimate that 40% of them are the appropriate way is games, 27% of them prefer pictures, 20% of them like using songs and finally 13% appreciate that idioms the preferred path.

**Question(07):Do you think that using games for teaching vocabulary is useful?**

Response	Participants	percentage
Prefer games	30	50%
Do not	30	50%
Total	60	100%

**Table2.19The usefulness of games**



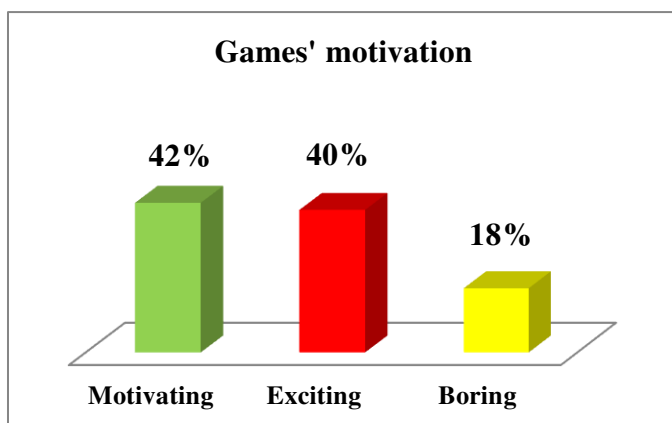
- It can be noticed that 50% of pupils prefer using games to enhance learning new words, in contrast the others do not (50%).

**Figure2.19The usefulness of games**

**Question(08):How do you see using games for learning vocabulary?**

Response	Participants	Percentage
Motivating	25	42%
Exciting	24	40%
Boring	11	18%
Total	60	100%

**Table2.20.Games motivation**



**Figure2.20.Games' motivation**

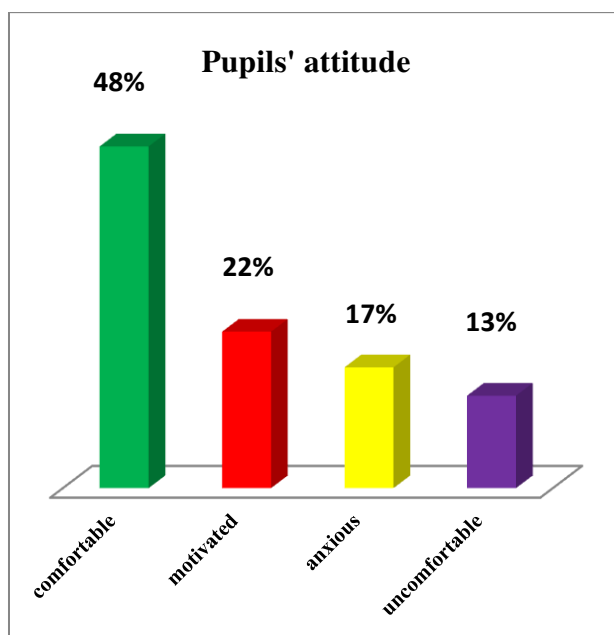
- When examining the results of games' use were considered 42% of pupils that is motivating task, 40% of them think that is an exciting thing and the last part (18%) of learners feel bored during learning new words through games.

**Question(09):Do you think is learning vocabulary through games?(make learners comfortable,motivated or not).**

Response	Participants	Percentage
Comfortable	28	48%
Motivated	13	22%
Anxious	10	17%
Uncomfortable	08	13%

Total	60	100%
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**Table.2.21.Pupils'attitude**



**Figure.2.21.Pupils'attitude**

As far as the results of secondary schools' pupil, 48% of them agree that they are comfortable while learning vocabulary through games , 22% of pupils appraise that games motivate them and 17% of learners assert games make learners anxious, 13% of them affirm that games make pupils uncomfortable.

**Question(10):In what ways do games benefit you?**

In addition to this learners accord that using games sometimes is to make learning easier on one hand and on the other hand is something which makes the lesson little bit different from ordinary one or to change the mood of both teacher and learner.So it is very beneficial and useful to use them during learning.

**2.3Conclusion**

The outcomes that were established in this chapter prove what has been mentioned in the theoretical chapter, and the hypotheses which state that learning EFL through games improve learner's language progress. Games have a strong effect on pupils' improvements and their psychological side in terms of inspiration. The results proved the efficacy of games as techniques that help both teacher and pupils to enhance new language and its' use. Though , the majority of teachers do not use language games for learning English vocabulary. Because they face few difficulties and obstacles like technical and academic ones that they are wishing to overcome.



*Chapter Three:*  
*Suggestions and*  
*Recommendations*

### **3.1 Introduction**

The current chapter represents few appropriate games prepared for teachers who would like to revive their schooling .Some games are proposed to inspire EFL classes pupils. Furthermore this part holds some suggestions for teachers to employ in order to enlarge the outcomes' achievement from incorporate games in the classroom. Additionally, it supplies benefits of setting games into practice in order to create pupils dynamic and forced to study outside the classroom.

*According to Lander (2013), games are very necessary component of teaching English as a foreign language. She planned the successive games :*

#### ***Word Jumble race***

*Lander (2013) inserts this huge game to improve learning in groups and testing between pupils.It is good for “Practicing tense word order, reading and writing skills and grammar”.<sup>2</sup>*

#### **How to take part in**

*The current game requests various training prior to the lesson, Let me exemplify this concept by*

*for instance the teacher inscribes few sentences for every group, with a range of colors for each sentence.*

- Break up the sentences into elements to obtain more than few words.*
- Place every sentence into segment keeping each individually.*
- Divide the classroom into assemblies.*
- After that, the groups put their sentences in the correct chain.*
- The former team who arrange the entire sentences correctly is the victor.*

***Pictionary** Lander (2013) introduces one more game that is proper for every one.Pupils are fond of it, since it makes them utilize their imagination. Pictionary can help*

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<sup>2</sup> Websites :Lander(2013)10best games for ESL teachers abroad

*pupils affects their vocabulary and it what is definitely they will not lose what they have been learned.*<sup>3</sup>

### ***How to take part in***

*Preceding to the class organize a set of words and place them in a container.*

- Separate the class into groups and divide the board with a line.*
- Provide one group element from each a marker and demand them to select a word from the container.*
- Tell the learners to turn the word to a picture on the board, and hold up their group to guess the word.*
- The earliest group to yell the correct answer obtains a point.*
- The learner who has finished drawing should mention the name another one else to draw for their group.*
- Do once more this in anticipation of all the words are done check if you have plenty words that each pupil wants to depict at least once.*

### ***Hangman***

*Lander(2013) claims that all pupils favor this kind of games ; it can be originated dull rather rapidly.It can be applying for 04 minutes at the starting to activate the class or 04 minutes in the end if there is adequate time.*

### ***How to take part in***

*Expect a word and mark the number of letters on the board utilizing dashes to show*

*The number letters, if it exists in the inscribe it in all of the exact seats, if the letter does not subsist in the word, write it external and drawing the image of a « hanging man »-Carry on pending the pupils guess the word correctly (They succeed) or you stop the picture (You prevail ).*

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<sup>3</sup>Websites :Lander(2013)10best games for ESL teachers abroad

### ***What's my problem***

*The final game suggested by Lander (2013) is also a vivid game t “Practice giving advice”.It is excellent for progressing communication verbal and listening equally.<sup>4</sup>*

### ***How to take part in***

*Write topics or difficulties related to your quite recent lesson « on posit-it notes and stick one post-it notes on each student's back ».*

- Pupils should join and inquire for guidance from further learner to resolve their subject.*
- learners are assumed to be able to assume their subject from the opinion to get from their friends.*
- Use extra difficult or indefinite issues to create the game more smart for adult learners for small levels and young learners, state a kind or mention current lesson.*
- These games will make learners engaged and pleased when they learn.An EFL classroom should be amusing, dynamic and challenging these games are convinced to get you bearing in the accurate path.*

## **3.2Recommendations**

Regarding to games'role in involving learning, it is worth to propose few suggestions that would aid in progressing the outcomes of utilizing fun activities.

### **3.2.1The successful method of applying games**

Recent studies affirm that games are very efficient and useful to develop learning and teaching; yet, experience shows that fun activities have a great impact on learners' vocabulary knowledge.But it is noticed that there are disadvantages of using such games in classes.For example, teachers may use them excessively or rarely, in both cases they may affect learners negatively.Because pupils will feel bored without fun and follow a given routine with the use of games.Consequently teachers should be conscious when, where and when using games.Furthermore it is favorable for teachers to plan a definite and suitable moment for executing fun activities.Like using them by the end of each unit, or while revising for an examination.But teachers have to know when introducing them to reach the games' objectives and learners' understanding.

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<sup>4</sup> Websites :Lander(2013)10best games for ESL teachers abroad

### **Teachers' role**

It has been noticed that the majority of learners relate their thoughts with certain lessons, also they are not very common with English. That's why teachers have to break the ice and make pupils enjoy learning, motivate them and engage them in real world situations in order to reach progressed levels.

commonly teachers are sometimes knowledge givers when proving pupils data and rules, in other moments are like guides just controlling learners when participating and sometimes are observers during a piece of performing. What is more helpful for learners is being little bit friendly with them in order to feel at ease. So they become psychologist rather than instructor, for instance practicing activities even with sound, may create an amazing atmosphere in the classroom. Also teachers have to let them express themselves without interrupting them when making mistakes, this later can aid them progress their self confidence and self esteem. Accordingly, shyness and anxiety among learners will be reduced. Moreover teachers will create a center of attention of the majority of learners in language games exercising diverse encouraging tackles through touching diverse learners' concern.

### **Learner's roles**

The main objects of utilizing games is to facilitate for learners enlarging their lexis and progress their supportive knowledge. In view of that, learners should be active and don't rely scarcely on teachers; they have to be engaged in the procedure of designing games. Additionally they debate and argue their responses with examples. Also they may practice such activities outside the classroom to gain extra data.

### **3.2.2 Game selection**

It has been proved that language games strengthens education. Language educationalists affirm the significance of well choosing games in accomplishing the desire purposes. Taking this into account, teachers may choose effortless and uncomplicated games that fits with pupils. In order to catch pupils' attention, teachers may take in consideration their

interests in selecting the game; they can assign a sitting where they gather information required for planning the game.

Accordingly teachers may rely on websites and books concerned with offering this task. But they have to choose the suitable to the context and the aim of the lesson.

To aid teachers to be nearer to games , we suggest the following books and web sites:

- Wateyn-J,p(1993), Vocabulary games and activities for teachers.England:Penguinbooks.

- Barnes, A, J.Hines& J.Welldon(1996).Have fun with vocabulary:Quizzes for English classes.England: Penguinbooks.

- [www.gamesgofree.com](http://www.gamesgofree.com)

- Gamestolearnenglish.com

### **3.3.Conclusion**

The current chapter aimed to present teachers with a collection of games to employ Them as approaches necessitated in classroom, so as to increase pupils' motivation and boost their foreign language.Teachers too will gain much from these submissions since they insert few satisfying flavors to their lessons.Furthermore, adding few fun in learning EFL is very significant for learners to aid them sense at ease and comfortable while educating.

## **General conclusion**

In view of vocabulary is the fundamental talent in English language, chiefly for EFL learners since they are learning a foreign language which is quite difficult for the majority of them. Teachers sometimes use all their capacities to cover the ambiguity among pupils, but they escape to other techniques which may be sufficient for learning. The majority of researches approved that games are good tools to progress teaching, given that they improve learners' vocabulary competence and their psychological attitude.

This research shows up an obvious relation between games and successful vocabulary learning; To what extent do games affect (EFL) secondary schools' learner in learning vocabulary? Is there any relationship between the degree of fun in learning and effectiveness of acquisition? Which kind of games is the most effective in helping Pupils memorize new English words? What is the nature of the most effective activity (movement, visual or auditory associations)? For this reason, Three hypotheses are picked up: In the first, EFL secondary schools' learner will learn effectively since he is encouraged and motivated learning an amazing language which is not his native language. The second hypothesizes that games make the learner dynamic when utilizing the language, consequently grasping what is actually meant by utterance. In order to reduce ambiguity a questionnaire for both teachers and learners is made to know their opinions and suggestions. This work aims to investigate the importance of aiding learners study through funny and cheering ambiance so as to attain excellent and sufficient products. It examines the efficiency of applying games and its influence on pupils' progress in language learning. It is agreed that is valuable for teachers to employ games as method to assist learners do fruitfully in foreign language learning.

In addition, they are necessitated to choose cautiously sorts of games that convene the learners' stage and wants. It is also demonstrated during this study that the majority of teachers emphasize the significance of passing through games in teaching EFL. But, they aspect few complexities due to several causes counting occasion bounds and equipments. Consequently, utilizing some games from time to time is able to change education impression and revolve it into a pleasant one given that all of them meet both amusing and knowledge.

In the end, it is obvious that learning through games is efficient, especially when learning and memorizing new words. Thus, we can realize that the three recommended hypotheses are proved and the effectiveness of using language games in improving Secondary school learners' vocabulary is confirmed. But teachers infrequently use them because of some difficulties.

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# Appendix

## Appendix Two

### Pupils' Questionnaire

Please answer the following questions and tick the right answer or fill the blanks when necessary.

1-Age  .....Jears old

2-Stage

3-What is your favorite foreign language?

French  English  Spanish  German

4-How do you evaluate your level of English?

Beginner  Average  Good

5-Do you like learning English vocabulary?

6-would you like to learn English vocabulary through?

Pictures  Games

Songs  Idioms

7-Do you think that using games for teaching vocabulary is good thing?

Yes  No

8-How do you see using games for learning vocabulary ?

Exciting  Motivating  Boring

09- Do You Think That learning English vocabulary through games is:

Comfortable  Uncomfortable  Anxious  Motivated

10-In what ways do the game benefit you?

Thank you

## Appendix one

### Teachers' questionnaire

The following questionnaire is a part of research work that deals with language games and their impact on vocabulary learning .(high school's pupils).

Your answers will be great for our research, you are kindly asked to tick the appropriate answer and make statement whenever required.

#### 01-Degree:

License

Master

#### 02-Since when you teach English as a foreign language?

#### 03-Which stage do you teach?

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

#### 04-Do you utilize games when teaching English?

Yes

No

#### 05-If yes which one do you prefer ?

#### 06-Which one of these do you employ?

Scrabbles

Crosswords

#### 07-Which types of games do you present to your pupils?

Matching  Tick the right answer  Fill in the gaps

#### 08-Do you think that using games enhance learning EFL class?

Yes

No

#### 09-If yes at what stage?

Give the reasons:

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**10- Which skill (The four skills) is more affected by language games?**

Writing  Listening  Reading  Speaking

**11-How often do you teach vocabulary per week ?**

2 Times  5Times  6Times  More than 6 times

**12-Do you think that teaching vocabulary is an easy task or not?**

Yes  No  Sometimes

**13-Why?Explain?**

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**14-Do you think games are helpful to recall information?**

Yes  No

**15-While introducing new words are your pupils?**

Engaged  Disengaged  Far from goals

**16-Which suggestions, requests and critics do you submit in this context?**

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**Thank you**

