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**Enhancing English Vocabulary Learning through Word  
Games**

The Case Study of Third Year Pupils of Benaouda Benzardjeb  
Middle School

-Mostaganem-

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Requirement of a Master Degree in Didactics of Foreign Languages

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# ***Dedication***

*In the name of ALLAH, the most Gracious, the most Merciful  
Prayers and peace be upon our Prophet Mohamed, his family and all his  
companions.*

*I dedicate this modest work to  
My father, I pray to ALLAH, the Almighty with his mercy which envelopes  
everything to make him join paradise.*

*My dear mother who spends time praying and asking  
Allah to help me.*

*My dear wife A.A for her support, patience, advice and her prayer for me to  
reach my goal*

*My beloved son Abdessamed*

*My brothers Mokhtar and Mohamed*

*My lovely sisters and all my family without exception*

*Special thanks go to my second father AMARA Abderahmen  
and his family.*

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## Abstract

Vocabulary is the heart and the core component of English language proficiency since it provides much of the basis for how well learners speak, listen, read and write. Accordingly, teachers should be the ones who put their hearts into teaching and strive hard for the success of their learners by selecting and adopting various methods and techniques like word games that cater the nature of children in order to enhance their vocabulary knowledge and increase their motivation. The current study tends to investigate teachers and students' attitudes towards the role of vocabulary games like Scrabble and Hangman as a new pedagogical tool to enhance students' vocabulary mastery. The relevance of this study is linked to the fact that games are absent in our schools. Hence, we have hypothesized that word games help in developing students' vocabulary knowledge and raise their motivation. To test the validity of the formulated hypothesis, the researcher opted for a descriptive method based on qualitative and quantitative research methods by collecting data from questionnaires addressed to both learners and teachers of third year middle level at Benouda Benzerdjeb school –Mostaganem, as well as, from both a classroom observation and an experiment conducted in the classroom. The results show that word games' components including motivation, competition, cooperation, teamwork, purpose, diversity, variation and deviation from the conventional and formal learning all contribute to offer an educating and entertaining environment for both teachers and students who have agreed on their efficiency to improve students' vocabulary skill and awaken their hidden motivation.

**Key words:** word games, vocabulary, learners' motivation

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## General Introduction

“Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. David A. Wilkins (1972: 111-112).

Being fully aware of the significance and the status of English as a foreign language as the primary and most commonly used language of international communication today, the Algerian curriculum developers incorporated English as another foreign language to be taught in the national educational program starting from the middle schools. Teaching English as a foreign language (EFL) has to do with the teaching of the four skills: reading, listening, speaking and writing. Beside such basic skills, pupils have to master some vocabularies as much possible because vocabulary knowledge has a central role in learning English.

Teaching English vocabulary for young learners becomes a very difficult task compared with teaching teenagers or adults because they get distracted rapidly. However, teachers should give special attention to how it could be most effectively taught to their learners by finding out not only interesting and attractive ways to teach and motivate their learners, but also suitable methods and strategies that cater to children’s nature and to achieve the desired outcomes. Because of such a need, some institutions recognize that word games are one of the methods that are unlike the conventional ones that help young learners in learning new vocabulary effectively without boredom in the classroom and pave the path to acquire the lessons easily.

It is a myth and a fallacy to believe that learning should always be taken seriously. However, it should be enjoyable and engaging in order to facilitate the learning process and motivate learners through different methods like letter games. In fact, games play an important role in teaching and learning vocabulary which is considered for most, as basic part and a key element to learn any language. Teaching vocabulary through the use of games has become crucially important for young English language learners because they sustain enjoyment and interest in learning and encourage them using the language with ease and creative manner. Undoubtedly, the ultimate goal for studying English for most young learners is to communicate and express their thoughts and feelings freely and easily. This statement sheds light on the importance of vocabulary and how understanding English is much influenced by vocabulary.

For the next generation, teaching and learning English vocabulary using word games will be easier, more enjoyable, and more pleasurable than ever before for both teachers and young learners who will have fun while learning new vocabulary).

### **A. Statement of the Problem**

Teaching young learners vocabulary becomes nowadays a challenging task because children usually get distracted and bored rapidly in vocabulary lessons due to their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanation. Therefore, they perceive it dull, unexciting and one of the obstacles that face them in learning the target language. For that reason, every single teacher should find effective and suitable teaching methods and strategies to create an appropriate situation in which young learners can acquire, enrich and increase their vocabulary as much as possible through funny, attractive and interactive activities.

### **B. Research Questions**

1. To what extent do games affect EFL learners' vocabulary development?
2. Can games foster learners' motivation in the classroom?

### **C. Hypotheses**

In this research, the following hypotheses are proposed:

1. The use of games in in EFL classes may improve students' vocabulary mastery and increase their engagement to a great extent.
2. When EFL learners are exposed to games, they will develop their vocabulary efficiently and increase their motivation.

### **D. Aim of the Study**

The reason behind this research is to indicate how word games can improve learners' vocabulary. It aims at providing the strong relationship between them. In other words, it

investigates the role of word games in enhancing effective vocabulary learning. More than that, this investigation shows how word games can be a valuable means and source of motivation for learners and how it can create an enjoyable, engaging and interactive atmosphere in the classroom.

### **E. Methodology and Tools**

This research is divided into three chapters; the first chapter is the theoretical part that focuses on the literature review, which is divided into three sections. The first section is devoted to an overview about vocabulary. We explain the different definitions of vocabulary according to various experts. After that, we mention its importance in the process of foreign language learning. Then, we show the main techniques and strategies for teaching vocabulary. The second section is also divided into two phases in which the first deals with games in general by defining them and explaining their importance in an EFL context. Then, the second phase makes a reference to the definition of motivation and its types not forgetting to explain how games can be a source of enthusiasm as well.

The second chapter is the practical side, it deals with the methodology that is used in this research, in which we describe data collection in order to gather information from the questionnaires and the interview instruments used in the chosen context.

The last chapter is mainly concerned with the interpretation of results, findings and suggestions. Moreover, we try to prove the effectiveness of games in enhancing EFL learners' vocabulary.

The main purpose of the present research work is to investigate the credibility of word games in enhancing EFL learners' vocabulary stock and boost their motivation effectively, easily and in an amusing way. As far as, this research is based on two different approaches: quantitative and qualitative research. They aim at getting authentic, rich and valid data in order to better answer our research questions.

## **F. Motivation**

The source of inspiration behind my choice to undergo this topic is based on my observation to one of my family kids' passion about technology and gamification. Their daily grasping words have attained my attention about the effectiveness of learning vocabulary through games which proved to be an effective tool to learn new vocabularies and make it easier for them to remember their meanings.

# **Chapter One:**

## **The Use of Games in Learning Vocabulary and Promoting Motivation**

## **1.1 Introduction**

This chapter is recognition to the process of vocabulary learning and acquisition in general. The latter is divided into three sections where the first is devoted to an overview about vocabulary in general. We explain the different definitions of vocabulary according to various experts. After that, we mention how much vocabulary is needed to use the English language. Then, an emphasis is made on its importance in the process of foreign language learning.

### **1.2. Vocabulary Learning Process Recognition**

Truly, vocabulary plays a predominant part in learning a foreign language. In other words, vocabulary attainment is one of the first steps in learning a second language. Researchers such as Maximo (2000), Marion (2008) have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. Moreover, Palmer (cited in Richards and Rodgers, 2002, p.37) stated that vocabulary was one of the most important aspects of foreign language, which means that it is very important to be mastered first. In fact, knowing a sufficient amount of words and their meanings is indispensable to learn a new language. However, with a limited vocabulary, EFL learners will also have a limited understanding in terms of reading, listening, writing and speaking. Consequently, they cannot neither express their own thoughts nor understand others. This claim is supported by Rivers (1983, p. 25) who claimed that “the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we’ll be unable to use the structures and functions we may have learned for comprehensible communication”.

Undoubtedly, vocabulary acquisition is one of the obstacles confronted by English language learners who often develop phobia, fear and anxiety that restrain them from learning or acquiring new English words and expressions. Therefore, teachers should find suitable, appropriate and harmonious techniques and strategies which help learners to develop their vocabulary and retain it for a longer period. Most experts agree that teaching a group of young learners is enormously rewarding, but also demanding. Harmer (2007, p. 83) highlighted that teachers should spend plenty of time understanding how their students think and operate.

### **1.2.1 Vocabulary Definition**

Learning a foreign language cannot be separated from vocabulary. In general, no language acquisition is possible without understanding the vocabulary. Longman dictionary of Contemporary English (1995, p.1177) defines vocabulary as “all the words that someone knows, learns or uses”. Furthermore, Oxford Dictionary (2008, p. 4169) defines vocabulary as “words used by a particular language, book, a branch of science, or author”.

Vocabulary has been defined by various scholars who have recognized its importance and made it “one of the language components measured in language tests” Schmitt (1999, p. 189). In addition, Harmer (1991, p. 153) stressed its necessity for the mastery of language “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”. Similarly, Richards and Renandya (2002, p. 255-256) declared “vocabulary is a core component of language proficiency and provides much of the basis for how EFL learners speak, listen, read and write”. Moreover, Linse (2005, p.121) stated that vocabulary is the collection of words that we use on a daily basic large. Meanwhile, Grambs (1984, p. 73) said that vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word.

In the same context, Hornby (1995, p. 1331) explained it as “the total number and list of words in a language with their meanings”. It is an essential element of communication as Christopher Fowers (2000, as cited in Darfilal, 2014) argued that “a large vocabulary can help language learners communicate clearly and effectively”. So, it is obvious that the more words student knows, the more clearly, he will be able to express his own thoughts.

“Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. David A. Wilkins (1972: 111-112). So,” words like: goal, shoot, yes, taxi, there, can stand on their own and convey meaning without the need of grammatical structure of any kind” As stated by Carter (1998, p. 5). He also contends that words are the minimum meaningful units of language (Carter, 1987:5). On his side, Krashen (1989) as cited in Lewis (1993, p. 25) argued that learners “carry dictionaries with them, not grammar books to communicate in a foreign language”.

According to Hornby (2006, p. 1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. On the other hand, Hatch and Brown (1995, p. 1) announced “vocabulary is a list or set of words of particular language or a list or set of words that individual speakers of language might use. From this definition, we understand that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other. According to Neuman and Dwyer (2009, p. 385) “Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”

### **1.2.2 Types of Vocabulary**

There are four main types of vocabulary; reading, writing, listening and speaking vocabularies. However, developing vocabulary is a timeless process and a skill that gets better over time. Stated alternatively, building a rich vocabulary is an experience in itself because when a child learns new words, it will create an interest to explore and learn more words. Thus, Children start vocabulary-building through listening and speaking many years before they start to build writing and reading vocabularies. In fact, every type of vocabulary has a different aim and purpose. However, the development of one type of vocabulary facilitates another.

#### **1.2.2.1 Listening Vocabulary**

Listening vocabulary refers also to receptive vocabulary, it comprises all the words that we understand through hearing; all the words that we process while receiving information fall under receptive vocabulary. Starting in the womb, fetuses can detect sounds and recognize some words as early as 16 weeks. However, by the time we reach adulthood, almost fifty thousand words are understood and recognized. Stahl (1999) and Tompkins (2005) explained that children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary.

### **1.2.2.2 Speaking Vocabulary**

Speaking vocabulary is generally a subset of the listening vocabulary; it consists of words that we actually speak. According to Hornby (2006, p. 1645) “vocabulary is all the words that a person knows or uses and it is all the words in a particular language”. Statistically, Research has shown that on average, people have about 10,000 words in their speaking vocabulary and use a mere 5,000 to 10,000 words for all their conversations and instructions. Stuart Webb (2005, p. 91-120) stated that “productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others”.

### **1.2.2.3 Reading Vocabulary**

A person's reading vocabulary is all the words recognized when reading text, books or articles. This class of vocabulary is generally the most ample and vast, as new words are more commonly encountered when reading than when listening. Undoubtedly, the major ingredient of vocabulary building is reading because the more one reads, the more he grows and develops his vocabulary storage.

### **1.2.2.4 Writing Vocabulary**

Words we retrieve while expressing ourselves through writing are termed as writing vocabulary. Our writing vocabulary is strongly influenced by the words we can spell. A person's written vocabulary is generally limited because many written words rarely appear in speech. Therefore, people often prefer to express themselves verbally through words, facial expressions or intonation than to find the right words to communicate the same ideas in writing.

## **1.3 How Much Vocabulary Is Needed to Use English?**

The English Language has a very large vocabulary to an estimate between 450,000 and 750,000 words. McCarten (2007) suggested that there is a lot to learn about vocabulary in terms of its range, the sheer number of words or phrases to learn. Without a shadow of a doubt, learning a new language can be tricky since languages are complex living things. When a learner knows his goal, he will have a sense of direction. In the same context, the number of

words a learner knows is one of the most reliable indicators of his language level.

It is acknowledged that 1000 words allow you to understand about 80% of the language which surrounds you, as long as it is not too specialized Hirsh and Nation (1992). On the other hand, Hazenberg and Hulstijn, (1996) claimed that 3000 words allow you to understand about 95% of most ordinary texts which means that the learner will be able to get the general ideas and concepts of most of the articles encountered. However, a general comprehension does not mean a full comprehension.

Nation (1990) and Laufer (1997) saw that “5000 words allow you to understand about 98% of most ordinary texts”. It means that this vocabulary size enables the learner to formulate his thoughts precisely. On the contrary, Nation (1990) and Laufer (1997) argued that 10000 words allow you to understand about 99% of most texts. With that huge number of words, a learner can express himself with fantastic precision and pass for the pinnacle of language learning to become as a native speaker if his accent is good enough.

#### **1.4 The Importance of Vocabulary Learning and Acquisition**

Definitely, learning a language means learning its vocabularies Kweldju (2004, p. 18). In general, no language acquisition is possible without understanding the vocabulary. In other words, teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help learners master all the language skills; speaking, writing, listening and reading. Hatch & Brown (1995) mentioned that vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions and ideas without which people cannot convey the intended meaning.

Vocabulary has been one of the popular topics in language learning. According to Rivers in Nunan (1991, p. 117) Agreed that vocabulary is crucial for the mastery of second language learning because without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. Decarrico (2001) indicated that memorization without understanding is not an ideal way to learn words.

For more emphasis over the importance of vocabulary in foreign language learning, Schmitt (2000, p. 135) noted that “vocabulary teaching is imperative to foreign language learning because it leads to real communication”. Also, he emphasized that “lexical knowledge is central to communicative competence and to the acquisition of a second language” Furthermore, Hubbard (1983) said that “it is a strong and influential bearer of meaning”. In fact, vocabulary is the heart of any language because without having enough storage of vocabulary, students will not be able to understand English well to express their ideas in front of others and communicate with their peers.

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that “the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts”, which means that vocabulary is considered as the heart of any language, since it links the four skills of language altogether.

In the teaching of English vocabulary to young learners, teachers are expected to use easy and interesting methods because teaching English to young learners is different from adults. In few words, teachers should try to give as clear as possible the explanation of the meaning of the words being taught through interesting techniques. Nation (1928, p. 27) argued that a good vocabulary teaching technique has the following things:

- (1) it interests the learners.
- (2) It makes the learners give attention to the form meaning or use of the words.
- (3) It gives a chance for repetition.

It can be said that the importance of vocabulary teaching must be taken into consideration because traditional methods give a great significance to the structure of language and grammar rather than vocabulary. In addition, ancient teaching methods are based on giving learners a list of words to be learned by heart even without understanding. For that reason, it is of paramount value to look for new teaching technique that can help learners to learn vocabulary with ease. One of these techniques is word games which are used globally to help children understand and remember vocabularies effortlessly. Through games, children will not feel that they learn something during the assigned activity, but they learn a lot of things during playing.

The second section of this research is devoted to an overview about games. We illustrate the different definitions of games according to several scholars. Next, we explain how it is important for teachers to present instruction and demonstration about the game. Then, we emphasize on its significance in the process of teaching vocabulary for young learners of English as a foreign language.

### **1.5 Definition of the Concept of Vocabulary Game Learning**

Several previous works and different theories in Didactics of Foreign Languages (DFL) have tackled this subject in order to prove that integrating games in English as a Foreign Language classes could be useful because “Games” offer a chance for students to explore and interrogate information in a funny and interactive way.

It is considered as an activity with rules, a goal and an element of fun" Hadfield (1995, p. 5). In the same context, Jones (1980) claimed that one or more players could play in a game to compete or co-operate according to a set of rules. In the same line of thought, Gibbs (1981) defined games as an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules.

Lee (1979) lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class motivating and challenging. More importantly, Lewis (1999), games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings.

Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language. On the other hand, Misirli (2007) stated that games stand as a group of tools of language learning in real life. In addition, Gerlach and Ely (1980, p. 380-381) defined game as simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events.

Games have shown many advantages and effectiveness in the process of teaching and learning vocabulary in many ways. According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Besides, Gardner (1999) stated that games encompass a number of intelligences such as visual Intelligence when games involve drawing, interpersonal intelligence when they include playing with others, and kinesthetic intelligence when they provide hands-on elements like cards. Indeed, Games are used to encourage students' solidarity in teamwork in which they have to try their best to do the tasks given in the game.

### **1.6 Instruction and Demonstration about the Gamification Learning Process**

It is, without doubt, of paramount importance for teachers to explain the game to young learners by giving obvious and clear illustrations about the rules and instructions of the game played in the classroom. Stated alternatively, the teacher plays an important role in conducting a game because he is the main source from whom students seek guidance to ease the understanding of the game and practice the list of vocabularies intended to be learned as mentioned by Hadfield (1995, p. 5) "It is considered as an activity with rules, a goal and an element of fun". Moreover, Deesri (2002, p. 1) defined games as "a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game".

In order to achieve the desired outcome and fulfill the learning objectives, teachers should carefully select the game and understand its instructions and the aim behind its implementation because if the teacher does not explain the rules of the game as a method to play and gain vocabularies, it will be a waste of class time. Thus, there will be no outcomes and students will get bored rapidly. As explained by (Ferreira, 2007) "Teachers should be facilitators and guides since students can learn more when they are appropriately involved in the process of learning.

### **1.7 Gamification Significance in Teaching Vocabulary to Young Learners**

Numerous young learners experience shyness, worry and anxiety that restrain them from learning and acquiring of new English words. Therefore, it constantly discourages them as they perceive it complicated and difficult not only to develop their vocabulary, but also to retain it

for a longer period. Consequently, various methods and techniques are used to make the English teaching-learning process interesting, entertaining and attractive. One of them is using game not only for effective communication, but also for successful language comprehension in the learning journey.

Nowadays, games are the best alternative to improve the level of education and change the traditional learning. Moreover, word games not only weaken the learners' uneasiness and fear, but also creates interest to develop large amount of English vocabulary for pupils of the first-year middle schools since vocabulary is the first and foremost important step in language acquisition.

In the recent years, there is a big interest in games which can be best technique. Truly, they are interesting, challenging, motivating and well-liked by both students and teachers. Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language<sup>1</sup> (Brumfit, 1995, p. 142).

Through in this section, we conclude that games are very useful in learning a foreign language. As well as, games may help students to develop their language skills, enrich their vocabulary stock. Moreover, games encourage students to interact with each other in the classroom. Also, using games activities create an enjoyable atmosphere, opportunities for students to participate and explain their ideas, opinion and emotions. The teacher should also involve games activities in teaching vocabulary to boost and maintain his learners' motivation.

### **1.8 Vocabulary Gamification Learning Process vs. Motivation Concept**

The third section deals with an overview about motivation. We give the different explanations of inspiration according to different researchers. Next, we explain its types. Then, we stress its significance in the process of teaching vocabulary for young learners of English as a foreign language.

Nowadays, with the increasing role of English language around the world as foreign or second language, that the role of motivation as one of the major ingredients in learning English language can be regarded as a tool or device used by the teachers to inspire his learners to learn

English. Indeed, motivation has been widely accepted by many competent teachers and well-known researchers in the sphere of education as one of the key factors that influences the rate of success of learning a foreign language and can greatly influence the achievement of learners' language competency. According to Skehan (1989) asserts that motivation appears to be the second strongest predictor of success which means it has a great impact in the learning process.

### **1.8.1 Background Definitions of Motivation**

The term "motivation", was originally derived from the Latin word "movere", which means "to move". Other suggestions about its roots is that the term 'motivation' is derived from the word 'motive' which may be defined as needs, wants, drives or impulses within an individual. Additionally, Oxford Dictionary (2010) defines motivation as "the reason why somebody does something or behaves in a particular way". Similarly, Cambridge Dictionary defines it as "enthusiasm to do something".

The definition of motivation has been diversely described by various scholars who have shown their conceptions and perceptions about it. According to Brown (1987, p. 114), "motivation is commonly thought of as an inner drive. Impulse, emotion or desire that moves one to a particular action", which means it is the force that drives an individual toward his goal realization. Educationally, a good teacher must identify students' purposes and needs in order to develop proper motivational strategies to energize and maintain his learners' motivation for language learning over time. Moreover, motivation is like an internal process that determines and pushes someone to achieve his goal as mentioned by (Rakes, & Dunn, 2010) "Motivation is generally viewed as a process through which an individual's needs and desires are set in motion".

According to Gardner (1985, p. 10) motivation "is considered as an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language". It is important to note that motivation both intrinsic and extrinsic are key factors in the success of learners at all stages of their education. In other words, the learners themselves and teachers or parents play a pivotal role in providing and encouraging that motivation in the learning and teaching environment.

## **1.8.2 Main Types of Motivation**

There are two different types of motivation: intrinsic and extrinsic.

### **1.8.2.1 Intrinsic Motivation**

Intrinsic motivation refers to the internal factors that create and boost a learner's motivation, it occurs when students are engaged because of their love of learning or interest in a subject. It "comes from within the individual. Thus; a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better" (Harmer 2001: 51). Here, it has to do with the satisfaction and commitment of performing a given activity, and "it can be a personality characteristic" Slavin (2006, p. 317). Also, Browns (2001, p. 59) highly appreciates this type of motivation and states that "if all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers".

### **1.8.2.2 Extrinsic Motivation**

Extrinsic motivation represents all the things that motivate a learner based on external rewards like praise and compliment, it is the one that "is caused by outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel" (Harmer 2001, p. 51). In contrast with intrinsic motivation, extrinsic motivation has to do only with reward and the individuals' feelings toward it; rather than, the satisfaction with the accomplishment itself. In few words, it is the teacher's role to motivate students extrinsically by providing clear feedback instantly and frequently; this will help students to know how well they are doing and to evaluate themselves. Furthermore, if the teacher supplies an enjoyable relaxed learning atmosphere, and offer a reward from time to time, it would be very beneficial.

### **1.8.3.3 How Can Games Be a Source of Motivation?**

Games have shown many advantages and effectiveness in the process of teaching and learning vocabulary in many ways. Deesri (2002) saw that the main reason why games are considered effective learning aids is that they spur motivation. Besides, they offer both learners and teachers a welcoming and competitive learning atmosphere. To illustrate more, games are

motivating, amusing and challenging since they are filled of fun and motivation that enable young learners to develop vocabulary and use the language in a non-stressful way without fear of being negatively judged in public Uberman (1998).

In the content of education, it means the process of stimulating students to act in a desired manner to achieve and accomplish their objective of learning a language. Also, it is the main and key factor for learning a second language. In fact, keeping a positive attitude and motivation in students for learning will surely succeed to attain their goals.

This section has discussed the background of motivation and its types, it also explained how deeply this impact learning a foreign language. Without any doubt, motivation is a key factor for explaining the success or failure of any difficult activity, it is an act of energizing people to satisfy their needs.

## **1.9 Conclusion**

This chapter outlines the theoretical part of this research. The first part of the work discussed vocabulary definition by several scholars and its importance in foreign language learning. The second part expounded the role of games and spotlighted how teachers can use games as an authentic tool for teaching vocabulary and learning a foreign language in an easy, quick and interesting way “Games can lower anxiety, thus making the acquisition of input more likely” Richard-Amato (1988, p. 147). The third part spotlighted the background of motivation and its types, it also explained how games impact students’ attitude towards learning a foreign language and raise their motivation which is considered as “an important contributor to language achievement in terms of linguistic outcomes” Gardner (1985, p. 2005). Finally, this theoretical foundation prepares the ground for the practical part of this study that is delineated in the next chapter.

# **Chapter Two:**

## Research Methodology

## 2.1 Introduction

As it is indicated in the title, this chapter includes the method and the research methodology concerning the use of word games to sharpen students' English vocabulary. In more details, this chapter presents the population, context of the study and data collection tools; questionnaires for both teachers and students, experiment and observation of learners' behaviors and attitudes before and during the use of word games as a strong vehicle in the learning vocabulary inside the classroom of Benaouda Benzerdjeb middle school for the sake of improving students' motivation in vocabulary acquisition.

## 2.2 The Research Methodology

Research is one of the most significant parts that students must undertake in higher education. As stated by Creswell (2012, p. 03) "Research methodology is a process of steps used to collect data and analyze information to increase our understanding of a topic or an issue". Generally, any research seeks to solve a problem by collecting data using specific approaches and methods. It is "the holistic steps a researcher employ in embarking on a research work" Leedy and Ormrod (2001, p. 14).

The research methodology chosen for this study is descriptive. It relies on two research methods; quantitative and qualitative ones. The quantitative research includes a questionnaire for teachers and another for learners. However, the qualitative research is about a classroom observation through an experiment done in the classroom to obtain concrete data that we can rely on to evaluate the importance of the use of word games to enhance the teaching-learning English vocabulary in our schools.

This research method is adopted as a research strategy for our survey because it is most easily administered and can be used to gather data from a large and unlimited number of participants. Another reason for choosing the questionnaire was the large number of pupils who participated in this investigation. Besides, we selected this approach because it is more efficient that can test our hypothesis and always aimed at obtaining objective, precise measurements plus results. Furthermore, to guarantee a positive successful participant which depends on the pupil's sincerity in showing their real attitudes, the questionnaire was used to protect the anonymity of the participants which encouraged them to respond frankly and honestly.

### **2.3 Participants and the Context of the Study**

The populations of this study have been selected from 3<sup>rd</sup> year middle school learners at Benaouda Benzerdjeb in Mostaganem, during the academic year 2021/2022.

The sample includes 20 students from 3<sup>rd</sup> year middle school aged between 13 and 14 years old. There are various reasons of choosing this particular sample. First, they have acquired somehow a good deal of English language. Second, they are relevant to the examination of our study. Lastly, they are able to collaborate in this research study to answer our questionnaire and understand the rules of the suggested word games.

Concerning the teachers' questionnaire, the sample was with the teachers who work in the institution where our study was conducted (Benaouda Benzerdjeb middle school).

### **2.4 The Method Used**

Since the choice of the research method is dictated by the nature of the subject to be treated, the most suitable method, in this case, is qualitative and quantitative methods.

#### **2.4.1 Quantitative Method**

Quantitative research method is used to quantify data, opinions or variables that can be transformed into statistics through questionnaires, surveys and polls. This research method is adopted as a research strategy for our survey in order to have objective, precise measurements and results. Other reason for selecting this approach is that it is more efficient which can test hypothesis and always aimed at clarifying features, count them and build statistical models to explain what is observed during research. Leedy and Ormrod (2001, p. 14) describe this research methodology as “the holistic steps a research employ in embarking on a research work”.

### 2.4.2 Qualitative Method

Qualitative research involves collecting and analyzing non-numerical data such as texts, videos or audios. It is generally used to understand concepts, opinions, point of views or experiences to develop ideas and hypothesis. Also, this research method seeks answers through questions like why, how, what, where and when for the collection of evidence. Arora and Stoner (2009) saw that by using a qualitative research methodology, researchers want to collect richer information and get more detailed picture of issues, cases or events.

### 2.5 Methodology and Research Tools

According to Arikunto (2006, p. 160) “research instrument is a device used by the researcher”. Indeed, the research is built upon a triangular approach in which the researcher depends on more resources to measure the credibility of this study and collect as much useful data as possible from the respondents. The first tool is classroom observation. The second one is an experiment with learners. Whereas, the third one is a questionnaire for both teachers and learners.

#### 2.5.1 Observation

Classroom observation is considered as one of the most practical methods for data collection and an extremely useful tool which “involves the systematic recording of observable phenomena or behavior in a natural setting ” Gorman and Clayton (2005, p. 40), which means it gives the researcher the opportunity to live and witness all the actions and reactions of teachers, learners and research phenomena and offers him a rich understanding of the pupils’ behaviors and attitudes in their naturalistic environment. According to Cardwell (2013, p.159) “Observation is a general term used to describe any situation in which an observer records behaviour that is exhibited by a participant. The term “observation” may be used as a technique of gathering information”.

Observations may be used to triangulate data, that is, to verify the findings derived from one source of data with those from another source or another method of collecting data. in our case, observation was made during another method which is an experiment.

### **2.5.1.1 Aim of Classroom Observation**

The aim is to confirm our hypothesis and to see to what extent word games can promote learners' ability to acquire new vocabularies and boost their motivation, an observation was made to provide us with in-depth information and a rich understanding of learners' behaviors and attitudes in their naturalistic setting, as well as, to observe their interactions and feelings while playing games. In the opinion of Mackey and Gass (2005, p. 186-187). "Classroom observations have always been regarded as superior to other methods in a qualitative research".

### **2.5.1.2 Description of Classroom Observation**

Classroom observation was conducted as a part of the research to gather insights and to take a vivid picture about what is actually happening in the classroom. We employed classroom observation because it is the most relevant choice among our two other instruments due to its nature of being a human behavior study, as well as, to elicit information on the impact of word games on the development of students' English vocabulary. Therefore, we asked for the teacher's permission to attend some sessions and we were highly welcomed by the teacher. Here, we are seeking to observe and identify the participants' behavior and state of mind while conducting a game with the researcher; any signs of timidity, shyness, stress are going to negatively affect the actions of the participants during the game.

## **2.5.2 Experiment**

The major research method employed in our research is the experiment which was conducted to test our hypothesis. According to Gay, L. R (1992 p. 298) "the experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science".

### **2.5.2.1 Aim of the Experiment**

In order to test our hypothesis, an experiment was implemented as a main tool for gathering data and an essential part in the present research. The experiment of our investigation was conducted through the use of two different word games; Scrabble and Hangman.

### 2.5.2.2 Description of the Experiment

For the sake of assessing the effects of word games on the learners' attitude, motivation and engagement of third year middle school students, we carried out an experiment on a sample of twenty learners. The experiment was conducted throughout two sessions using two different word games; Scrabble and Hangman as essential tools for our research journey. However, for each session, we selected a game to play. Admittedly, these games were chosen because of the content of the games which matches perfectly with the students' level.

#### A. Session 1

In the first session, we divided our sample with the help of the teacher into two groups with different levels to make them feel comfortable to play together. Before starting the game "**Scrabble Junior**" which was easy to play compared with their levels, we explained its rules and importance to facilitate learning English vocabulary. They really liked and enjoyed the game because they feel motivated and happy to play in the classroom far from the traditional way of learning. As a result, they asked us at end of the session to come back the next lesson showing their willingness to engage in other word games.

### 2.5.2.3 Definition of the Game "Scrabble"

Board Game Scrabble is a word game for two, three or four participants or more players who compete in forming words with lettered tiles on a 225-square board. Scrabble is one of the most word games widely used by English foreign language (EFL) teachers as an interesting, stimulating and authentic method of teaching-learning English because it increases the desire of competition for participants and boost their cognitive abilities such as memorization, problem solving and planning.

Nowadays, an estimated thirty-five million people are scrabble players. In almost every household in the country there is a game of scrabble. It is selected to be included in Magazine 's game Hall of Fame—an honor given only to games that meet or exceed the highest standards of quality and play value.

#### 2.5.2.4 Description of the Game

Scrabble is one of the most popular word games in the world. The object of the game is to create and form known words from letters in patterns similar to crossword puzzle, each letter has a value and those values are used to score the game. It is possible to play both horizontally and vertically, At the end of the game, the player who has scored the greatest number of points is the winner.

#### 2.5.2.5 Rules of the Game

The game requires respecting certain rules and conditions as listed below:

1. Player are to make a word using his/her letters. Trying to make the longer word which contain longer than three letters. More than ten points for long words.
2. Player must use letters already on the board as part of the word he/she spells.
3. Words may only go from left-to-right or top-to-bottom.
4. Any letter touching another one must spell a real word (except letters that only touch corner tips—they don't count).
5. Learner may only spell English words.
6. Learner cannot use abbreviations, acronyms, proper nouns or inappropriate words.
7. If learner have all consonants or all vowels, he/she may trade his/her letters from the bag and then take his/her turn.
8. If you think you cannot make a word, trade however many letters you want with the bag, then skip your turn (try not to trade your letters).

#### B. Session 2

During our second session with the same class, they were delighted to see us again. When we entered the classroom, we offered them to do the second game which was the Hangman game which is considered as a great tool for teachers to get their students engaged in learning words.

Before starting the game, we divided them into two groups, each group contains ten pupils playing the game and the other group waiting for their turn because of the availability of the suggested game since we had only one to use. However, pupils enjoyed the game which arouses their interest and attention to learn and practice English language and strengthen their vocabulary.

At the end of this last session, we thanked both the teacher and the learners for their collaboration to enhance our experiment. Also, we designed two different questionnaires for them to obtain in-depth rich data about our investigation.

#### **2.5.2.6 Definition of the Game “Hangman”**

Hangman is a guessing game for two or more players. One player thinks of a word, phrase or sentence and the other one (s) tries to guess it by suggesting letters within a certain number of guesses. According to Prasetiawati as cited in Wiratania (2018), there are some advantages of Hangman game. First, it can make students interested in language learning and arouses their motivation. Second, Hangman game can avoid the monotony. Third, it improves the students’ skill particularly for pronunciation, concentration and spelling. Fourth, it trains them to be competing naturally and also cooperated at the same time.

#### **2.5.2.7 Description of the Game**

It is represented with a set number of dashes. The dashes consisted of unknown words and the clues. It involves the progressive drawing, a line for each incorrect answer. Hangman game played by two or more people that consist a host and players. The player guessing the word may, at any time, attempt to guess the whole word. If the word is correct, the game is over and the guesser wins. Otherwise, the other player may choose to penalize the guesser by adding an element to the diagram. On the other hand, if the guesser makes enough incorrect guesses to allow the other player to complete the diagram, the guesser loses. However, the guesser can also win by guessing all the letters that appear in the word, thereby completing the word, before the diagram is completed.

This game focuses on spelling, pronunciation and vocabulary. Wiratania (2018), Hangman game can be used to enlarge vocabulary mastery, practice spelling, and trained students’

concentration. This game helps teacher in controlling classroom. While the students are playing Hangman game in the classroom, the teacher observes the process of acquiring vocabulary.

### 2.5.2.8 Rules of the Game

The following rules must be followed by all participants in order to play the game:

1. The host should be able to spell confidently or the game will be impossible to win.
2. If you are the host, choose a secret word.
3. Draw a blank line for each letter in the word.
4. Start guessing letters if you are the player.
5. Fill the letter in the blanks if the players guess correctly.
6. Draw part of the "hangman" when the players guess wrong.
7. The players win when they guess the correct word.

### 2.5.3 Questionnaire

A questionnaire is a well-structured written list of questions which are answered by a lot of participants to obtain a valid data and provide information for a report or a survey. As defined by Seliger and Shohamy (1989, p. 33), which means it is a printed form for data, which include questions or statements to which the subject is expected to respond, often anonymously". Furthermore, a questionnaire is defined by Anderson and Arsenaul (2005, p. 170) as "one of the most used means of collecting information.

In our study, questionnaires are decided upon because it is widely recognized by researchers as the most useful tool and technique to collect affluent and valid data and provide us with opinions, information, beliefs and attitudes. Moreover, it permits the collection of reliable data on a simple, cheap, and timely manner which means that it helps us gathering important information in a limited time and without making too many efforts. Besides, it provides an individual opinion that assists the researcher to know about different views necessary to the reliability of the investigation. Undoubtedly, it offers also the possibility of anonymity which makes the respondents feel at ease to fill the questionnaires.

### 2.5.3.1 Description of Students' Questionnaire

Truly, students are the essence of this investigation. The main purpose of students' questionnaire is to check students' attitude and beliefs towards word games to learn English vocabulary and the difficulties they may face in the learning process.

Students' questionnaire consists of twelve (12) questions divided into three sections; each section has an objective that the researcher wants to achieve. For the authenticity of the results, we read the questions and explained those who seemed ambiguous. Then, we asked students to give their answers anonymously. The questionnaire was filled in the classroom and collected at the end of the session.

It is a combination between two types of questions: seven of them are closed questions that need "yes / no answer" (3-5-7-8-9-10-12) aimed at providing the researcher with specific answers because they are easy to be analyzed and reduced to statistical data" Zidane (2010, p. 16). However, the other questions are open-ended questions that need to be clarified and justified (1-2-4-6-11).

The aim of open ended questions is to "give the participants an opportunity to respond using their own knowledge" Zidane (2012, p. 16). In addition, in open ended questions, the participant is free to "decide what to say and how to it". Nunan (1992, P. 144).

#### 2.5.3.1.1 Section One: Personal Information

This section contains four questions (from Q1 to Q 4) which aim at collecting personal information about the students: gender, age and their level and attitude towards English language.

#### 2.5.3.1.2 Section Two: Vocabulary Acquisition

This section includes three questions (from Q5 to Q7). It consists of different questions based on the importance of vocabulary. The main aim of this section is to give students the opportunity to express their thoughts and give their opinion about learning and teaching vocabu

### **2.5.3.1.3 Section Three: Using Games in Classroom**

The last section dealt with six questions (from Q8 to Q12) based on the importance of using games to enrich students' vocabulary stocks. This section is devoted to collect data about students' opinions toward the games used inside the classroom and to what extent these games help them to enrich their vocabulary skill and raise their motivation.

### **2.5.3.2 Description of Teachers' Questionnaire**

For this study, we designed a teachers' questionnaire because it is the most appropriate and useful means to investigate the use of games in learning vocabulary during the learning process in the classroom. Besides, their answers are aroused by many years of training experience and observation to the students' behaviors. Teachers' questionnaire aims at checking the teachers' perception towards games, the possible problems they may face when using them and their suggestions to improve the use of word games. However our questionnaire is given to three English teachers of Benaouda Benzerdjeb middle school.

Teachers questionnaire is made of nine questions, six of them are closed questions requiring from the teachers to choose yes" or "no" answers (5-6-7-9), the remaining questions (1-2-3-4-8) are open-ended questions involving multiple choices with the necessity of their comments for their choices.

Three questionnaires were distributed to teachers from different ages and experiences who were kindly asked to tick the appropriate box and make statements whenever required and they were collected one hour later. The questionnaire is divided into three parts:

#### **2.5.3.2.1 Section One: Personal information**

The first section is about teachers' background information. It contains three questions; the first two questions specify gender, age and the third question seeks information about how many years they have been teaching English language.

#### **2.5.3.2.2 Section Two: Teachers' Perception of Students' Vocabulary Acquisition**

This section aims at eliciting teachers' points of view on their learners' level in English vocabulary and whether they face some difficulties when learning it and what they are.

#### **2.5.3.2.3 Section Three: Teachers' Concerns and Attitudes towards Word Games**

The aim of this section is to investigate teachers' opinion and attitude towards word games, as well as, to see whether their implementation in middle school classes will be an alternative strategy to provide a good teaching atmosphere and help students to face their difficulties in learning vocabularies and raise their motivation and interest in classroom.

### **2.6 Conclusion**

This chapter has represented the practical part and delineated the research methodology followed in conducting this investigation. It is made of two main sections: the first section dealt mainly with the context in which the investigation took place and the participants who engaged in the fulfillment of the research study. However, the second sections provided a description about data collection instruments. Thus, the next chapter deals with data analysis and interpretations of the results.

**Chapter Three:**  
**Analysis and Interpretation**  
**of Results**

### 3.1 Introduction

This chapter is devoted to interpret and discuss the analysis of data collected from three research instruments in order to confirm or disconfirm our hypothesis of the current investigation. First, it begins with the analysis of the questionnaires which are addressed to both teachers and pupils who are the essence of this research to know their attitudes about the effectiveness of word games in teaching-learning English vocabulary. Second, we statistically interpret the classroom observation to measure the degree of influence of word games for students' vocabulary acquisition. Third, we analyze the experiment. A discussion follows the results and some recommendations close the chapter.

### 3.2 Questionnaire Analysis

This session presents the findings of the study and the analysis of both teachers and students questionnaire. Thus, their answers are converted into statistics to be presented in the form of tables and graphs. This part will be divided into two sub-parts. First, we will analyze learners' questionnaire and interpret the findings. Then, we will analyze teachers' questionnaire.

#### 3.2.1 Analysis of Students' Questionnaire

This section presents the analysis of the data collected from the learner's questionnaire. However, the questions are written in the English language without translation because the words used were clear and did not need translation except some words which were explained to them. The questionnaire consists of thirteen questions where each question is discussed, analyzed and interpreted in tables and graphs with both males and females' examination.

##### 3.2.1.1 Section One: General Information

This part aims at determining the factors that may affect learning process such as gender, age, students' level and their feelings towards English language.

**Question 01:** Are you

This question seeks to describe the gender of the population sample, students' responses are summarized in the following table:

Option	Participants	Percentage
Females	14	70
Males	06	30
Total	20	100

**Table 1.1: Students' Gender**



**Figure 1.1: Students' Gender**

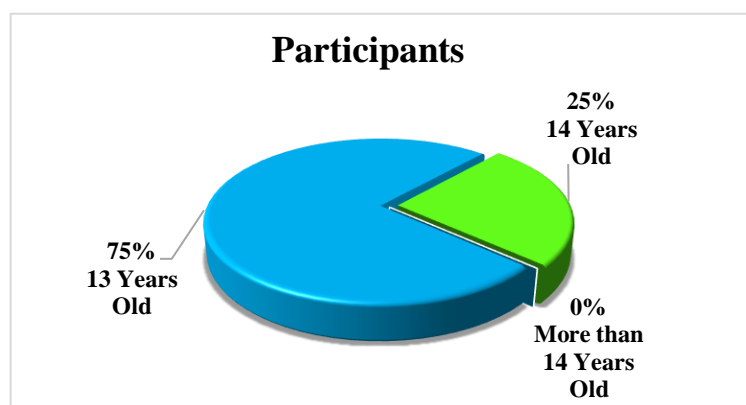
As shown above by figure 1.1, we notice that the number of participants consists of 20 students, 30% of them are males. Whereas, 70% are females representing the majority of our population which means that females are doing great performance in learning process than males.

**Question 02:** your age is

Throughout this question, the researcher seeks to describe the age of the population sample; students' responses are mentioned in the following table:

Age	Participants	Percentage
13 years old	15	75%
14 years old	05	25%
More than 14	00	00 %
Total	20	100%

**Table 1.2: Students' Age**



**Figure 1.2: Students' Age**

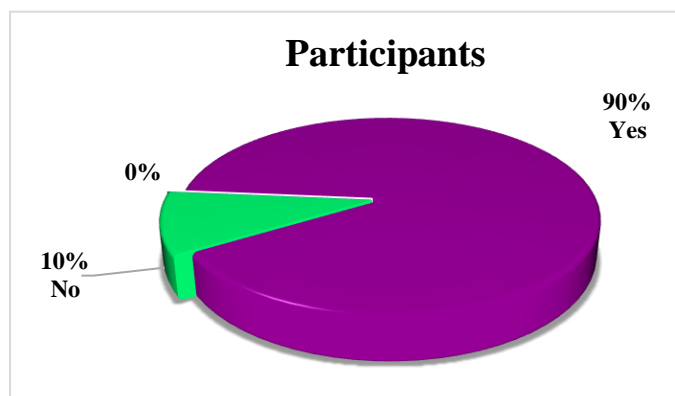
From this figure, we observe that there is a significant difference in learners' age. 15 students are 13 years old representing (75%). Whereas, only 05 students are 14 years old.

**Question 03:** Do you like English?

This question is intended to know the students' attitude towards learning English language. The table below presents the students' answers:

Option	Participants	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

**Table 1.3: Students' Attitude about English Language**



**Figure 1.3: Students' Attitude towards English Language**

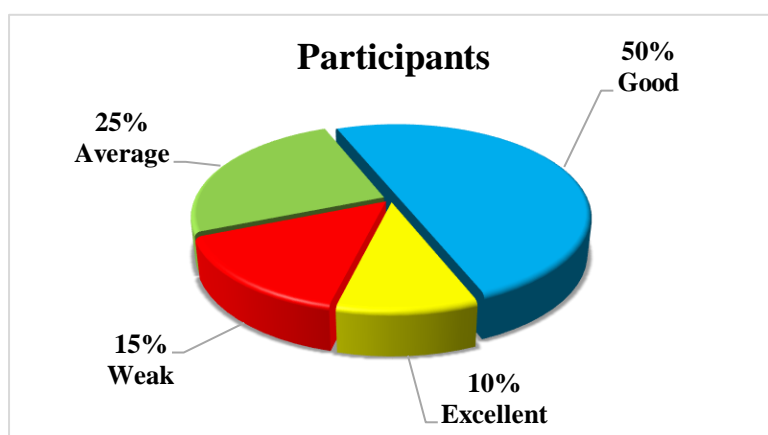
This figure reveals that the majority of students love English with 90% of the total participants. However, only 10% do not like it. This means that students are aware of the importance of learning English.

**Question 04:** you describe your level as:

The aim behind this question is to know students' English level. The table below presents the students' answers:

Option	Participants	Percentage
Weak	03	15%
Average	05	25%
Good	10	50%
Excellent	02	10%
Total	20	100%

**Table 1.4: Students' Level in English**



**Figure 1.4: Students' Level in English**

Throughout learners' answers concerning their level in English, it is clear that 03 students are weak in English representing 15% of the whole population. While, 05 students pick out the option "Average" that represents a percentage of 25%. Whilst, 10 learners evaluate themselves as "Good" in English representing 50%. However, only 02 students are excellent representing 10% of all the participants. It is clear that the majority of our sample have good level in English.

### 3.2.1.2 Section Two: Students' Attitude toward Learning English Vocabulary

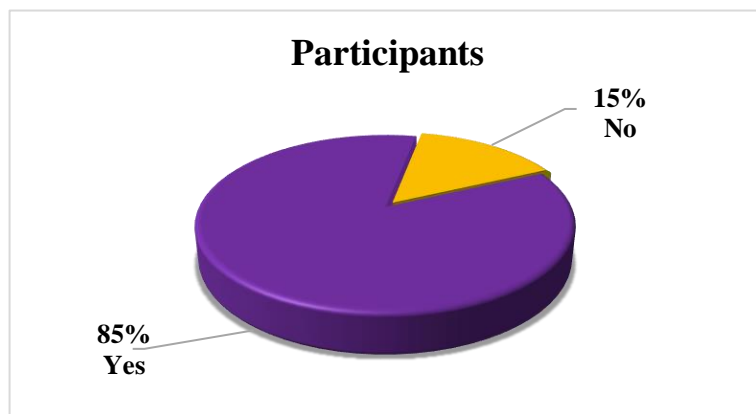
The main aim of this section is to give students the opportunity to express their thoughts and give their opinions about learning English vocabulary.

**Question 05:** Do you like learning English vocabulary?

This question is intended to know learners' opinion towards learning of English vocabulary. The results are summarized in the following table :

Option	Participants	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

**Table 1.5: Student's Attitude towards Learning English Vocabulary**



**Figure 1.5: Students' Attitude towards Learning English Vocabulary**

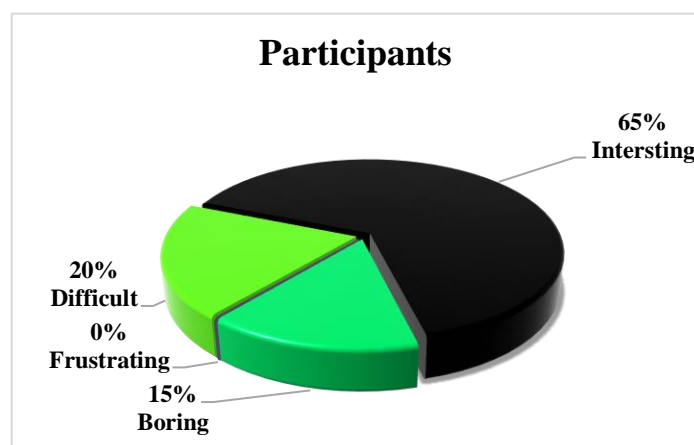
After knowing learners' level in English, we want to know if they like learning English vocabulary, by giving them the options "yes" or "no". Referring to the results above, we see that the majority of learners (17) answered with "yes", it means 85% of them like learning English vocabulary and recognize its importance in their studies. While three (03) of them answered with "no", it means that 15% of them do not like learning due their weak English level. As a result, they perceive it difficult for them.

**Question06:** Do you think that learning English vocabulary is:

This question intended to investigate whether middle school students are aware of the importance of practicing vocabulary or not. Students' answers are presented in this table:

Option	Participants	Percentage
Difficult	04	20%
Interesting	13	65%
Boring	03	15%
Frustrating	00	0%
Total	20	100%

**Table 1.6: Students' Opinion about Learning English Vocabulary**



**Figure 1.6: Students' Opinion about Learning English Vocabulary**

The figure above shows how students find learning English vocabulary. Four (04) learners respond that it is "Difficult" representing 20%. On the other hand, 65% of the participants which means thirteen (13) of them said that it is "Interesting". However, 15% of the population representing three (03) students find it "Boring", in the sense that they find it demotivating. While, no one have chosen the option "Frustrating".

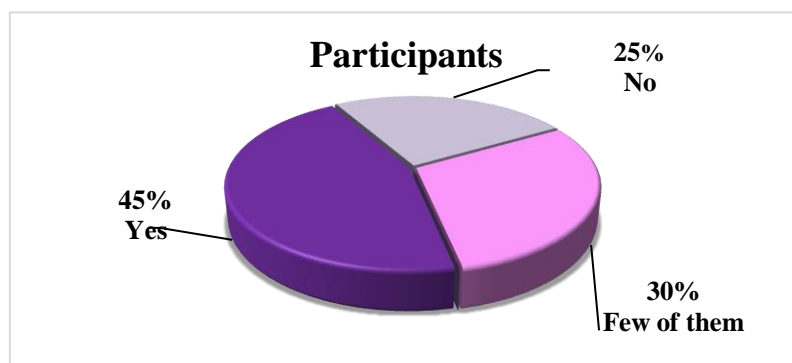
**Question07:** Do you have difficulties in acquiring new English words in vocabulary?

If yes, what are the reasons? State two major difficulties?

The purpose of this question is to comprehend students' difficulties in acquiring new English words and whether they face difficulties to use these words or no?

Option	Participants	Percentage
Yes	09	45%
No	05	25%
Few of them	06	30%
Total	20	100%

**Table 1.7: Students' Difficulties in Acquiring New English Words**



**Figure 1.7: Students' Difficulties in Acquiring New English Words**

From learners' responses, the researcher discovers that 45% of participants claim that they have difficulties and lack English vocabulary. Whereas, 25% of them have no difficulties which means they have great amount of vocabulary. However, the rest of the participants pick out the option of "Few of them" representing 30% of the population. The problems they face are: they find difficulties in memorizing the words to use them while speaking, they do not know how to use the new words in their correct form in both oral and written expressions.

### 3.2.1.3 Section Three: Using Games in Classroom

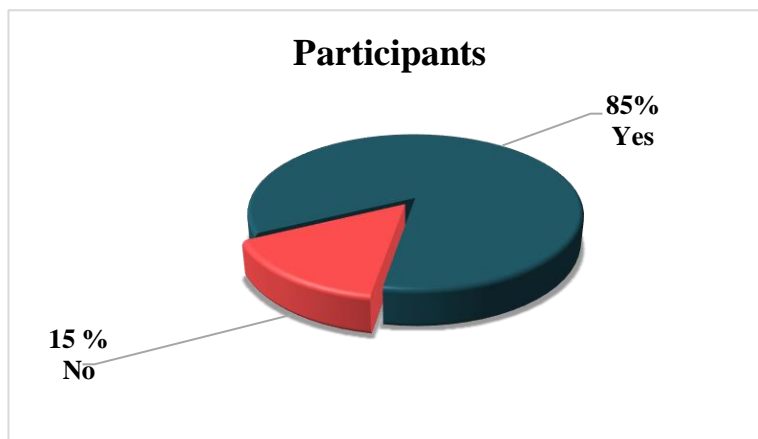
This section is devoted to collect data about students' opinions toward the games used inside the classroom and to what extent these games help them to enrich their vocabulary skill and raise their motivation.

**Question08:** Did you like to learn English vocabulary using these games?

We ask students this question for the sake of knowing their attitudes and feelings when playing the suggested word games in the classroom and whether they enjoy learning through games or no? The results are shown in the table below:

Option	Participants	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

**Table 1.8: The Degree of Enjoyment when Using Word Games in the Classroom**



**Figure 1.8: The Degree of Enjoyment when Using Word Games in the Classroom**

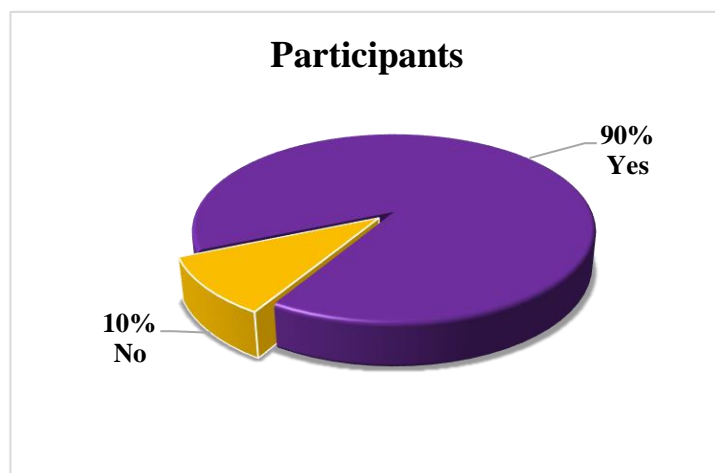
As shown in the figure, 85% of students confirm that they enjoy much when studying vocabulary with games. According to them, playing in group or pair offer more chances to communicate freely and express opinions. Whereas, 15% of the participants declare that they do not enjoy learning vocabulary with games because in their point of view, gaming does not organize communication, all students talk in the same time and they do not prefer this way. From the above answers, we notice that word game is a preferable technique by the students to learn vocabulary.

**Question 09:** Did you learn any new words from these games?

After asking learners about their feeling while playing games, we add this question to see if word games help them acquiring new words during the experiment done in the classroom or not. The answers are summarized in the following table:

Option	Participants	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

**Table 1.9: Students' Opportunities in Developing New Words**



**Figure 1.9: Students' Opportunities in Developing New Words**

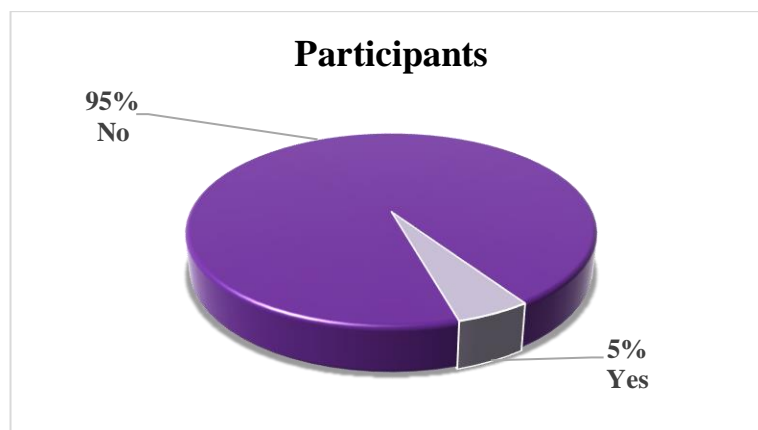
The figure demonstrates that the majority of the gain new English word while playing word games in the classroom. It shows that 90% of the total population has enjoyed learning through games. As a result, they develop new words in their English vocabulary stock. However, two (02) students representing 10% of the participants have not succeeded to grasp new words.

**Question10:** Do you think that games are helpless and waste of time?

This question aims at knowing the way learners perceive learning of English vocabulary.

Option	Participants	Percentage
Yes	01	05%
No	19	95%
Total	20	100%

**Table 1.10: Students' Attitude towards Using Games**



**Figure 1.10: Students' Attitude towards Using Games**

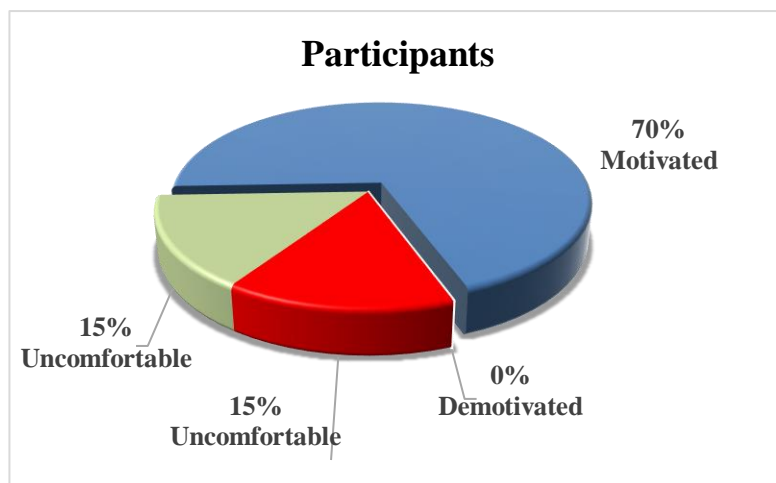
It is evident from the results displayed in the figure 1.10 that almost the majority of students (94%) declare that games are not waste of time and helpless because games teach them, motivate them, as well as, they create a competitive and cooperative environment. On the other hand, only one student who proves his negative response toward games and find them useless because they are used in inappropriate context and time.

**Question11:** How do you find yourself when learning English vocabulary through word games?

This question is asked to know the way learners find themselves when learning English vocabulary

Option	Participants	Percentage
Comfortable	03	15%
Uncomfortable	03	15%
Motivated	14	70%
demotivated	00	00%
Total	20	100%

**Table 1.11: Students' Feelings while Playing Games in the Classroom**



**Figure 1.11: Students' Feelings while Playing Games in the Classroom**

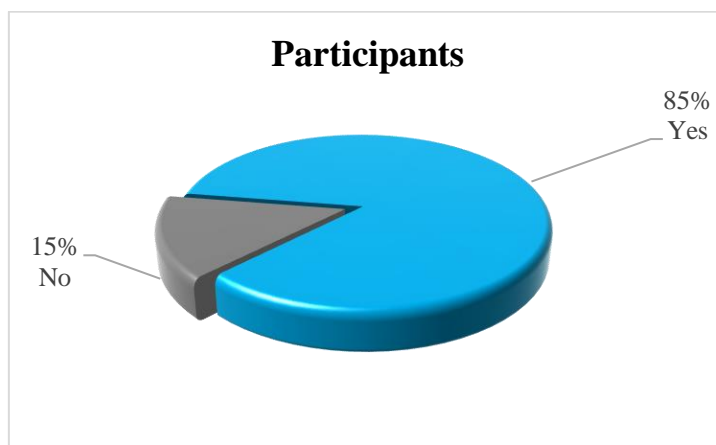
The figure 1.11 shows that most participants (70%) consider games a source of motivation which give them the chance to gain knowledge in an entertaining way instead of traditional way as they declare. At the same times, 03 students declare that they feel comfortable when playing, while 03 students pick out the box of "uncomfortable".

**Question12:** Do you want the technique of word games to be applied in learning vocabulary?

The purpose of asking this question is to check whether students prefer the implementation of word games as an alternative technique in teaching vocabulary or not. The students' responses are presented in the following table:

Option	Participants	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

**Table 1.12: Students' Perception of Using Word Games in Learning Vocabulary**



**Figure 1.12: Students' Perception of Using Word Games in Learning Vocabulary**

The data obtained in the figure 1.12, reveals that the majority of students (85%) representing 17 students of the participants want that games to be applied as an alternative teaching strategy because they favor the entertaining way of learning in an enjoyable atmosphere instead of being in teacher centered environment. Only three (03) students refuse learning vocabulary through games because they believe that traditional method is more serious and organized.

#### **3.2.1.4 Interpretation of the Results of Students' Questionnaire**

This section summarizes the major findings and their implications. Thus, the discussion is presented based on the results obtained from the questionnaire assigned to students. The most significant results of our research work can be summarized in the following:

In this study, the results of students' questionnaire describe that all students have answered all the questions. Based on the analysis of students' questionnaire, our interpretations are built. In background information, most of the students are 13 years old, which means they have studied English for two years. As a result, they are a suitable case study of our investigation. Additionally, we observe that the majority of the participants are females which prove that females are doing great performances in learning than males representing 70% of the population. In the same section, most of the learners affirm their good level in English language and describe their love towards it. According to them, English is important in their field because it enables them to read a report or talk to a foreigner because it is the language of

the globe.

In the second section concerned with students' attitude towards learning English vocabulary, the majority of learners demonstrate not only their positive attitude towards learning English vocabulary, but also they show their awareness about the importance of gaining new vocabularies.

Statistically, 85% of students are interested to acquire great amount of new vocabularies. However, as shown in the figure 07, most of students have difficulties that hinder them from learning and memorizing new acquired words for long time. From students' responses, they lack vocabulary because of the use of the traditional method of their teacher in copy pasting method in teaching new words. As a result, they have not enough vocabulary knowledge to speak fluently and express their thoughts in both oral and written expressions to convey the real meaning and the correct message to the listener.

The last section of students' questionnaire includes 05 questions which are very crucial to the major enquiries of the research. Results in section three indicate that third year middle school students show their positive attitude towards embedding word games as a teaching aid in the classroom. Admittedly, 85% show their enjoyment while playing games. Alternatively, they find the learning of English vocabulary through word games very interesting. Consequently, the figure 09 demonstrates that 90% of learners have learnt words from the games which make them enrich their English vocabulary. According to their answers, they grasp new words of different parts of speech such as: act, show, pretty, handsome and other words.

Regarding motivation, 70% of the participants show their satisfaction towards word games as a motivational means since they feel at ease in improving their vocabulary stock through cooperative environment. Also, they point out that word games provide them the opportunity to learn in a comfortable atmosphere. Through the last figure, the majority of students with 85% show their willingness for the implementation of word games as an alternative technique to develop their English vocabulary.

### 3.2.2 Analysis of Teachers' Questionnaire

Teachers' questionnaire aims at checking the teachers' attitude towards the possible difficulties they may face in teaching vocabulary. Additionally, we design this questionnaire to inspect their perceptions of using word games as an alternative strategy to enhance learners vocabulary acquisition and raise their motivation. However our questionnaire is given to three English teachers of Benaouda Benzerdjeb.

#### 3.2.2.1 Section One: General Information

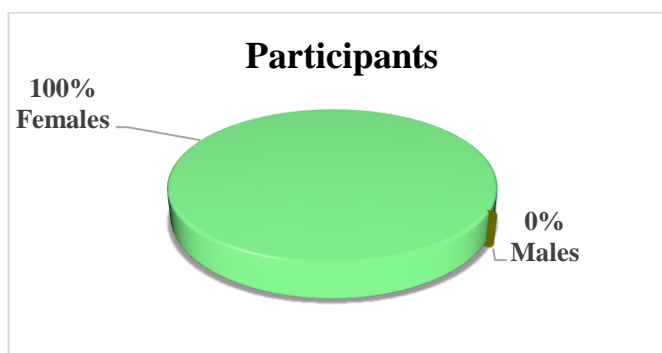
This section is about teachers' background information. It includes questions about gender, age and teachers' experience in teaching English language.

**Question 01:** Your gender is:

This question aims to describe the gender of our participants. Their answers are summarized in this table:

Options	Participants	Percentage
Females	03	100%
Males	00	00%
Total	03	100%

**Table 2.1: Teachers' Gender**



**Figure 2.1: Teachers' Gender**

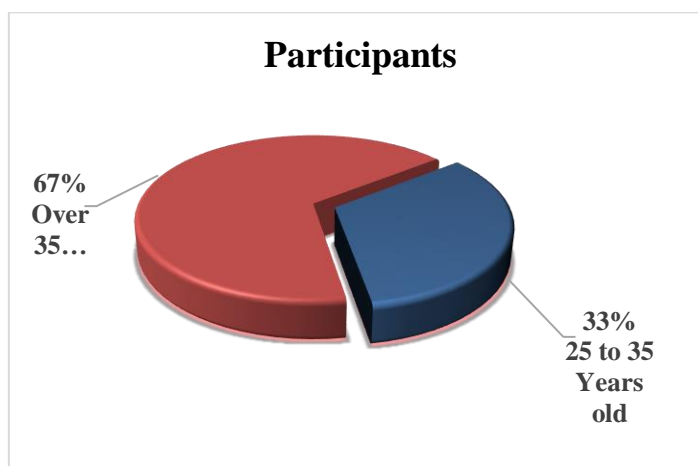
This figure indicates that all the participants who answer our questionnaire are females.

**Question 02:** Indicate you age:

Throughout this question, the researcher seeks to describe the age of the population sample; teachers' answers are mentioned in the following table:

Age	Participants	Percentage
25 to 35 years old	01	33%
Over 35 years old	02	67%
Total	03	100 %

**Table 2.2: Teachers' Age**



**Figure 2.2: Teachers' Age**

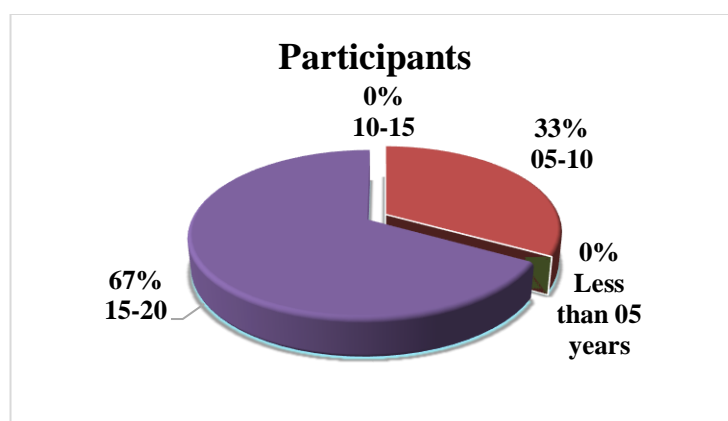
By analyzing this figure, we notice that two age groups in this selected sample population are found. The dominant age group is over 35 years old representing 67% which clarifies that the majority have long experience in teaching English. However, only one teacher is between 25 to 35.

**Question 03:** You have been teaching English for:

The aim behind this question is to know teachers' years of experience in teaching English

Option	Participants	Percentage
Less than 05 years	00	00%
05-10	01	33%
10-15	00	00%
15-20	02	67%
Total	03	100%

**Table 2.3: Teachers' Experience in Teaching English**



**Figure 2.3: Teachers' Experience in Teaching English**

It is obviously shown in the above pie-chart, the majority of teachers (67%) have more than fifteen years of experience which indicates that they belong to old generations, while 33% of them have more than five years in teaching English. However, no one pick out the rest of the options. This question shows that all teachers of our sample are experienced teachers since all of them have been teaching more than 05 years.

### 3.2.2.2 Section Two: Teachers' Perception of Students' Vocabulary Acquisition

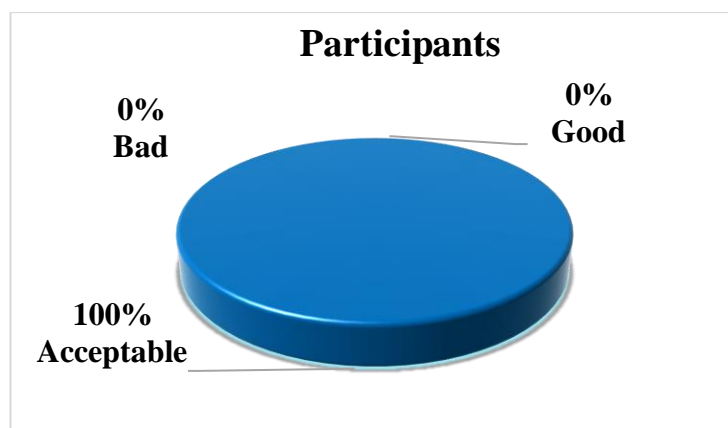
This section' aim is to comprehend teachers' points of view on their learners' level in English vocabulary and the possible difficulties they may face when learning vocabulary.

**Question 04:** How do you evaluate your learners' level in English vocabulary?

The main aim behind this question is to know teachers' perception of their students' competence in using English language. Answers are summarized in the following table:

Options	Participants	Percentage
Good	00	00%
Acceptable	03	100%
Bad	00	00%
Total	03	100%

**Table 2.4: Teachers' Perception of Students' Vocabulary Level**



**Figure 2.4: Teachers' Perception of Students Vocabulary Level**

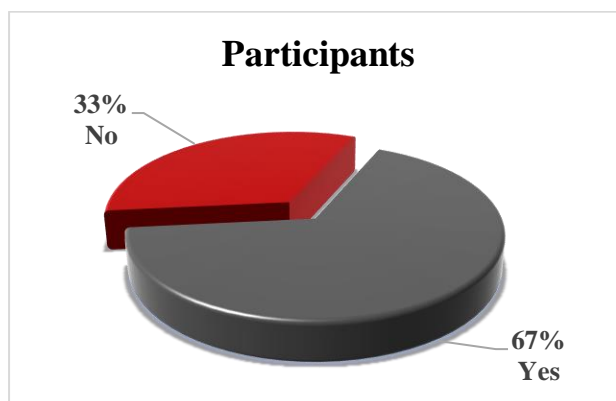
From this figure, we clearly observe that the three (03) participants agree that their students have an acceptable level according to their age; they can interact with the teacher and to participate in class. However, they affirm that they have not fully mastered the English vocabulary words yet.

**Question 05:** Do your students have difficulties with vocabulary acquisition? If “yes” what are they?

This question is intended to know students' difficulties with vocabulary mastery and what kind of problems may teachers encounter when teaching Vocabulary. Answers are clarified in this table:

Options	Participants	Percentage
Yes	02	67%
No	01	33%
Total	03	100%

**Table 2.5: Teachers' Description of Students' Difficulties with Vocabulary Acquisition**



**Figure 2.5: Teachers' Description of Students' Difficulties with Vocabulary Acquisition**

The above figure 2.5 indicates that great percentage 67% of teachers face problems while teaching vocabulary. However, only one teacher at the rate of 33% do not find problems in teaching vocabulary since he uses different strategies in teaching vocabulary.

Teachers who answered by "Yes" in question 05, they are asked to specify their answers by naming some of the problems they face when teaching vocabulary.

According to them, students have problems with memorization of the new words, especially the difficult ones. In addition, teachers claim that sometimes students know the right answer and due to the lack of vocabulary, they do not participate in class, most of the students are unable to write or spell the words correctly and unable to use them appropriately in a sentence.

### **3.2.2.3 Section Three: Investigation of Teachers' Attitude towards the Influence of Using Word Games in Classroom and in English Vocabulary Acquisition**

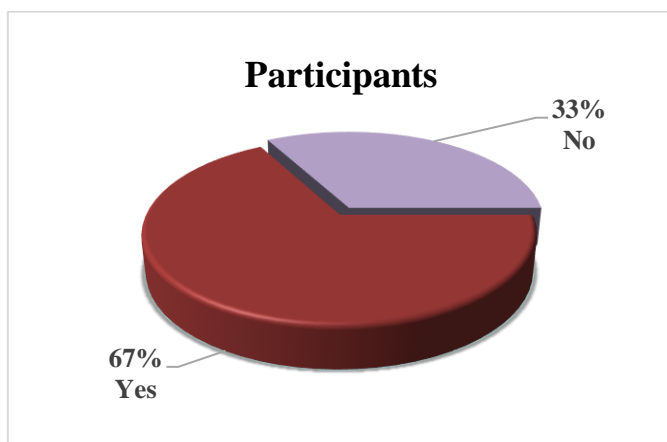
This part aims at checking teachers' opinions and attitudes towards word games as an alternative strategy to provide a good teaching atmosphere and help students to face their difficulties in learning vocabularies and raise their motivation and interest in classroom.

**Question 06:** Have you ever tried to implement word games in your lesson plan for better vocabulary acquisition?

Throughout this question, we aim to know teachers' concerns in applying word games in their classroom to teach English vocabulary.

Options	Participants	Percentage
Yes	02	67%
No	01	33%
Total	03	100%

**Table 2.6: Teachers' Concern in Integrating Word Games in Teaching**



**Figure 2.6: Teachers' Concern in Integrating Word Games in Teaching**

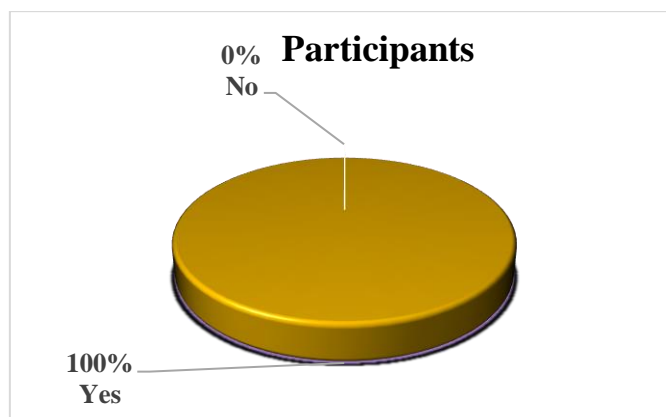
The responses displayed in figure 2.6 show that the majority of the teachers (67%) agree on the inclusion of word games in their classes. This indicates that this tool takes a big part in teaching vocabulary. While, 33% count as 01 teacher, respond negatively which means she does not prefer to include them may be because they may not suite her way of teaching.

**Question 07:** Based on your experience, do you think that games strategy raise students' interest in learning English vocabulary? If yes, please explain why?

The purpose of this question is to investigate word games' effectiveness to increase student's interest to learn vocabulary.

Options	Participants	Percentage
Yes	02	100%
No	01	00%
Total	03	100%

**Table2.7: Teachers' Beliefs towards Word Games in Promoting Students' Interest in Vocabulary Acquisition**



**Table 2.7: Teachers' Beliefs towards Word Games in Promoting Students' Interest in Vocabulary Acquisition**

As illustrated in figure 2.7, all our participants consider word games as a powerful tool to increase their students' interest in vocabulary learning. According to them, the majority of their students are aware of the importance of learning English language in general and English vocabulary in particular.

Teachers who have answered by "Yes" in question 09, they are asked to specify their answers by naming some of the advantages of using word games when teaching vocabulary.

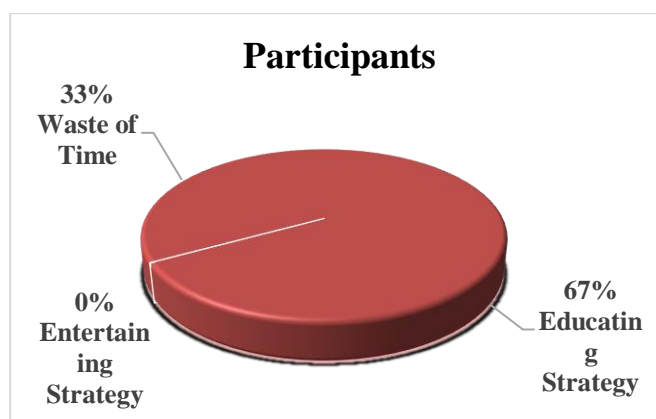
In their point of view, word games create stimulation and interaction in the sense they awake learners to acquire the information. In addition, through word games, all the learners are involved and eager to find solutions. Also, word games are a primordial and effective technique to get every learner motivated even the weak elements. According to them, games attract learners' attention because they break the routine from the classical method to more interesting and stimulating one. However, the teacher who is against the idea of using word games as an alternative technique declare that time is not enough to apply games in the classroom.

**Question 08:** In your opinion, do you consider using games in teaching vocabulary as:

This question aims at knowing teachers' point of view about the technique of using word games in teaching vocabulary.

Options	Participants	Percentage
An educating strategy	02	67%
An entertaining strategy	00	00%
A waste of time	01	33%
Total	03	100%

**Table 2.8: Teachers' Points of View about Word Games**



**Figure 2.8: Teachers' Points of View about Word Games**

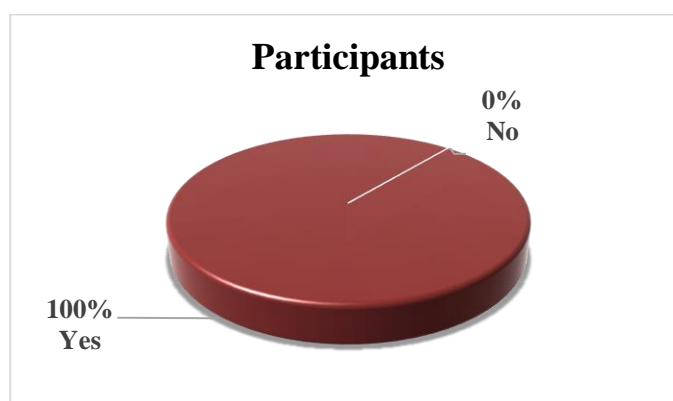
Figure 2.8 shows that the majority (67%) claim that word games like Scrabble or Hangman are considered as educational games which facilitates the presentation on new words. However, one teacher clarified his/her answer by asserting that games generate noise inside the classroom.

**Question 09:** In your point of view, do you consider using games in teaching vocabulary improves students' motivation and promote their interaction in class?

This question seeks to learn about instructors' perspectives on the use of word games in raising students' interest and motivation.

Options	Participants	Percentage
Yes	02	100%
No	01	00%
Total	03	100%

**Table 2.9: Teachers' Opinions towards Word Games as a Motivational Tool for Teaching Vocabulary**



**Figure 2.9: Teachers' Opinions towards Word Games as a Motivational Tool for Teaching Vocabulary**

This figure explains that all the teachers at the rate of 100% claim that students' motivation is increased due to word games implementation and they consider them as an effective factor to generate emotional and motivation changes in the classroom.

#### 3.2.2.4 Interpretation of the Results of Teachers' Questionnaire

Since teachers are the only means to create a bridge between education and learners, we design a questionnaire to check their beliefs and opinions to confirm or disconfirm our hypothesis about our main topic which is the importance of word games in enhancing students' vocabulary and awaking their motivation. The answers are interpreted and analyzed as follow:

Taking into account the data results obtained from the first section of teachers' questionnaire, we notice that all our participants are females as shown in figure 2.1 at rate of 100%. More importantly, the majority of them have long experience with high qualification in teaching English to arouse us with deeper clarification about our research inquiries.

Based on the data results obtained from section two which deals with Teachers' perception of students' vocabulary acquisition, we observe in figure 2.4 which is regarded as an essential question to evaluate learners' level that all our population agree that their students have an acceptable level in vocabulary knowledge. This indicates that students have a limited vocabulary repertoire. In the same section, particularly in figure 2.5, 67% of our participants describe their students' various issues and problems while learning English vocabulary. On the other hand, only one teacher at the rate of 33% does not find any difficulties with his students learning vocabulary process. According to teachers who answer by "Yes" in question (05), they claim that students cannot memorize and remember easily the new acquired words and are unable to use them appropriately in a suitable context. In addition, they cannot answer or participate due to the lack of vocabulary repertoire because they do not know how to spell and write words especially the difficult ones.

As far as the results taken from section three which is about teachers' attitude towards the influence of the usage of word games in classroom, 67% agree about the implementation of word games in their classes as mentioned in figure 2.7. This means that the majority of our sample believes on the effectiveness of word games as a powerful, useful and beneficial tool in teaching vocabulary. However, 33% disagree on the idea of using games in classroom because of the lack of time. In terms of interest, figure 2.8 depicts that all teachers agree on the utility of word games in promoting students interest and awaking their attention in vocabulary acquisition. Furthermore, most of the teachers at the rate of 67% claim that word games like Scrabble or Hangman are considered as an educational game which facilitates the presentation on new words, in their point of view, word games create a welcoming environment for all students and help them in developing their capacity of understanding, problem solving and nurture their brains. Whereas, 33% of our participants are against the idea of using word games as an alternative technique due to the lack of time to apply games in the classroom.

Finally, the last figure 2.11 shows that all the teachers at the rate of 100% claim that students' motivation is highly increased due to word games implementation and they consider them as an effective factor to generate emotional and behavioural changes in the classroom.

### 3.3 Analysis of Classroom Observation

To begin with, classroom observation is considered as a second tool to collect data in our research study because it offers the researcher with not only a real insight of the subject under investigation, but also it provides him with great amount of information and deeper understanding about students and teachers behaviours and attitudes during the observation which is divided into two sessions.

#### 3.3.1 Session 01

Accompanied with the teacher, we entered the classroom and began to welcome pupils with polite and nice way, the main element that we could observe during our attendance is that students started gazing at each other with happiness and joy except some students who appeared shy and timid. Before introducing the Scrabble game, learners started looking at the game board, touching the pawns and reading attentively the notes on the cover. More importantly, students were impatiently waiting for us to explain them the rules the game. However, after the presentation of the game, we observe students' enthusiasm and excitement increased. At that moment, we noticed that they were learning better in an entertaining and educating atmosphere. Besides, we noticed that they were relaxed and enjoyed while playing. More importantly, we perceived that the level of students' stress and shyness was reduced since they moved from classical way of teaching to more entertaining one. Concerning teacher' behavior, he appeared little bit anxious because of the noise, but at the same time, he was playing role-model with some groups to facilitate the understanding of the rules of the game, as well as, we saw him motivating his students and walking in the classroom as a monitor, facilitator and in complete charge of the classroom.

#### 3.3.2 Session 02

In the second sessions, I entered the classroom; I welcomed both the teacher and the students who showed their happiness and curiosity towards the game of this second session. During the use of our game support, we observed that all the learners were impatiently waiting to start the game. As soon as we presented the game and explained its rules and elements with the help of the teacher, they started to play our suggested game for session two; Hangman. From time to

time, they asked us questions when they encountered difficulties; we noticed at that time that they were focused to discover new words in a cooperative, joyful and teamwork environment. Moreover, we perceived them adapted to the game by playing it with pleasure and with a desire to win the game, as well as, the majority of students were motivated to find the mystery words. Regarding teacher' attitude, we observed him motivating his learners and listening to their difficulties while playing since he knows that his positive attitude affects his students in shaping their learning experience. At the end of the session, the teacher asked his learners to give him the new acquired words from the game. Then, we noted that the majority of students expressed their positive attitudes toward word games by giving some new words learned by the game.

### **3.4 Results of the Experiment**

The experiment was successfully conducted with our third-year middle school learners. Apparently, both learners and teachers appreciated the implementation of word games as a new learning pedagogical tool. More importantly, the experiment has also shown that this type of educational games not only enhances communication skills or promotes motivation and influence learners' performance in the classroom, but also creates competition among them and gives them the chance to learn unconsciously the language and develop their vocabulary knowledge. Also, through the experiment, learners express positive attitude towards learning by showing a kind of self-confidence, respect and acceptance of each other's opinions and feelings. Concerning teacher' attitude, she expresses a kind of anxiety at the beginning, but she soon proves her positive attitude towards the implementation of games in the classroom. Wonderfully, the teacher creates a welcoming environment for her learners by motivating, stimulating, listening to their difficulties and promoting the desire of winning among them, as well as, we observe her spreading the spirit of enthusiasm for learners who were shy and timid to participate and accomplish the games.

### 3.5 Conclusion

This final chapter has provided us with the major findings obtained from our data collection instruments which are administered to both teachers and third year students of Benaouda Benzerdjeb middle school. These tools are questionnaire, classroom observation and experiment. According to the results obtained and their analysis and interpretation, we confirm our hypotheses which state that word games are an efficient and advantageous tool in enhancing students' vocabulary and raising their motivation. Moreover, this chapter illustrates teachers' positive attitudes toward the use of vocabulary games as an alternative method that engages their students to use the language more communicatively unlike the classical way of teaching. Concerning students' attitude, the results show students' familiarity with games since the nature of the games fits the nature of children.

This chapter also illustrates how can teaching vocabulary be more interesting through the use of word games as an effective factor which not only allows students to learn at their own pace to move from teacher-centered to student-centered way of learning, but also creates a friendly competition and cooperative learning environment where opportunities are given to all kind of students to enrich themselves with vocabulary knowledge and improve their communicative skills. To sum up, we confirm that word games like Scrabble or Hangman bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Indeed, the role of games in teaching and learning vocabulary cannot be denied.

# General Conclusion

## GENERAL CONCLUSION

The aim of the present study is to look for a flexible, motivating and entertaining way to enliven the learning ambience and attempt to weigh the extent to which word games approach leads the way to a constructive and valuable vocabulary learning experience for third year middle school learners. Our dissertation is made of three chapters; an overview chapter, methodology chapter, data analysis chapter.

The first chapter covers three theoretical parts. The first part gives a deep view on vocabulary learning process recognition, vocabulary definition and its importance. In addition, it includes the different types of vocabulary and we present how much vocabulary is needed to use English language. The second part demonstrates the definition of the concept of vocabulary game learning. Then, we discuss gamification learning process and its effectiveness in teaching vocabulary to young learners. However, in the third part, we theoretically present the background definitions about motivation, its main types. Along with the same part, we illustrate to what extent can games be a source of motivation.

The second chapter is dedicated to indicate the research methodology followed by data collection concerning our research study which is conducted at the level of third year Benaouda Benzerdjeb middle school. In this study, we have used three types of research instrument; questionnaire, classroom observation and experiment. First, the questionnaire is handed to both the teachers and students with the aim of investigating their opinions, beliefs and perceptions about implementing word games as a new effective pedagogical learning tool in the classroom. Second, the observation is conducted to illustrate teacher and learners' behaviour while playing. Third, the experiment is executed to evaluate both learners and teachers' attitudes about the application of vocabulary games in the classroom and to what extent they can be a good factor in motivating learners to deepen their vocabulary stock.

The third chapter is the final section of our search which covers the data analysis and interpretations of the main results conveyed from our data collection instruments to confirm our hypotheses which state that the use of games in EFL classes improve students' vocabulary mastery and increase their motivation in the classroom. Effectively, the acquired data show that word games have a positive impact on both learners and the teachers. Through games such as Scrabble or Hangman, the teacher can easily transmit the message in a simple way, and the

learner can smoothly acquire and memorize the new concepts. Indeed, it is in the interaction with his peers that the child will be able to develop his knowledge and enhance his vocabulary mastery in an educating, entertaining and welcoming environment. Thus, we can realize that our two proposed hypotheses are confirmed and the efficiency of using word games in improving and motivating middle school learners' vocabulary mastery is proved.

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# **Appendices**

**Appendix (01)**  
**Teachers' Questionnaire**

Dear teachers,

You are kindly asked to fill in this questionnaire which is an attempt to collect information needed for a master dissertation about the effectiveness of word games to enhance EFL learners' vocabulary and raise their motivation.

We would be grateful if you could answer all the questions by ticking in the corresponding box and by providing a full statement when necessary.

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

**Section one: Personal Information**

**Q1. Gender:** Male  Female

**Q2. Age** 25 to 35  Over 35 years old

**Q3. You have been teaching English for:**

Less than five years  5-10  10-15  15-20

**Section Two: Teachers' Perceptions of Students' Vocabulary Acquisition**

**Q4. How do you evaluate your learners' level in English vocabulary?**

Good  Acceptable  Bad

**Q5.** Do your students have difficulties with vocabulary acquisition?

Yes

No

If “yes” what are they?

.....

.....

.....

.....

.....

**Section Three: Investigation of Teachers’ Attitudes towards the influence of Using Word Games in Classroom Environment and in English Vocabulary Acquisition**

**Q6.** Have you ever tried to implement word games in your lesson plan for better vocabulary acquisition?

Yes

No

**Q7.** Based on your experience, do you think that games strategy raises students’ interest in learning English vocabulary?

Yes

No

If “yes” explain why?

.....

.....

.....

.....

**Q08.** In your opinion, do you consider using games in teaching vocabulary as:

An educating strategy       An entertaining strategy       A waste of time

**Q09.** In your point of view, do you consider using games in teaching vocabulary improves students' motivation and promote their interaction in class?

Yes                       No

**Appendix (02)**  
**Students' Questionnaire**

Dear participants,

You are kindly asked to fill this questionnaire. It aims at collecting necessary information about your attitudes towards word games in enhancing English vocabulary skill.

I would be deeply delighted to get your significant and worthwhile view son 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.

**Section one: Personal Information**

1) Are you:

Male       Female

2) Your age is:    11-13       13-15       15-17

3) Do you like English?

Yes       No

4) You describe your level in English as:

Weak       Average       Good       Excellent

**Section Two: Students' Attitude toward Learning English Vocabulary**

5) Do you like learning English vocabulary?

Yes

No

6) Do you think that learning English vocabulary is?

Difficult

Interesting

Boring

Frustrating

7) Do you have difficulties in acquiring new English terms in vocabulary?

Yes

No

Few of them

If yes, what are the reasons? State two major difficulties

.....

.....

.....

**Section Three: Using Games in Classroom**

8) Did you like to learn English vocabulary using these games?

Yes

No

9) Did you learn any new words from these games?

Yes

No

**10)** Do you think that games are helpless and waste of time?

Yes  No  Sometimes

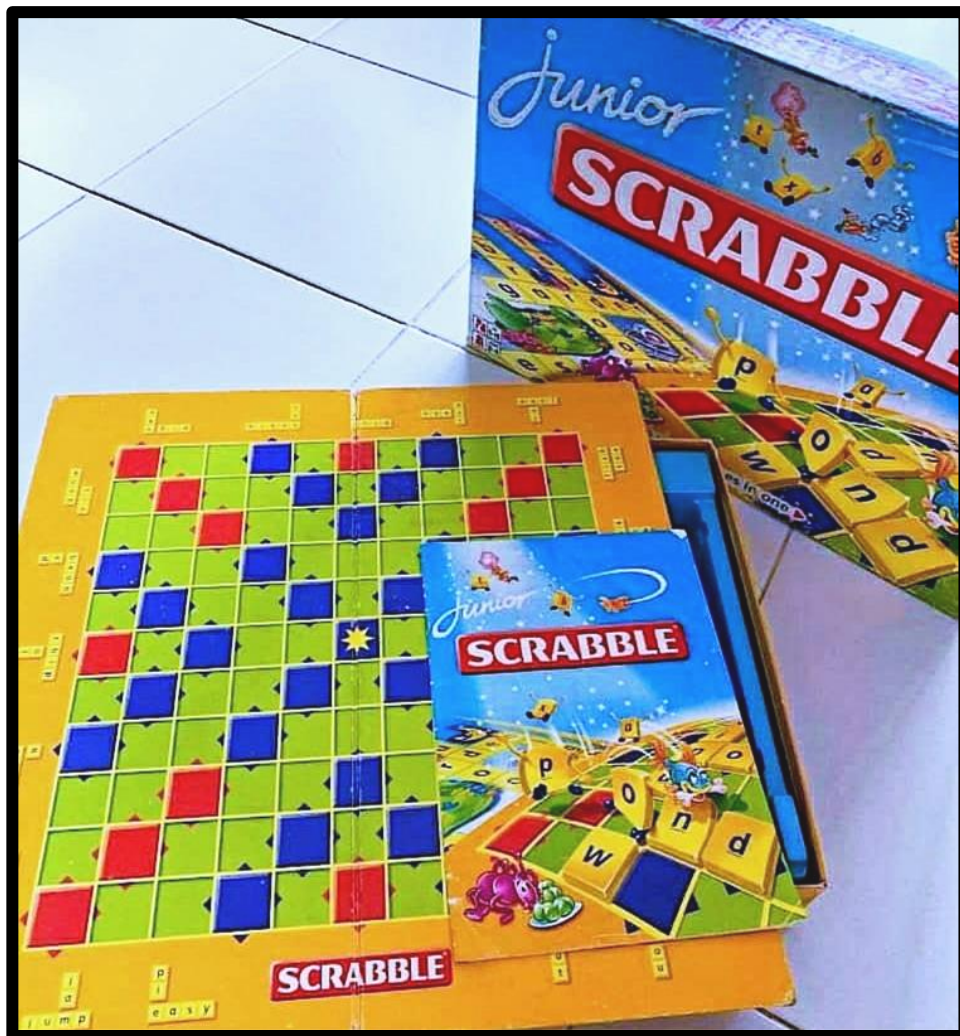
**11)** How did you find yourself when learning English vocabulary through games used in the classroom?

Comfortable  Uncomfortable  Motivated  Demotivated  Anxious

**12)** Do you want the technique of word games to be applied in learning vocabulary

Yes  No

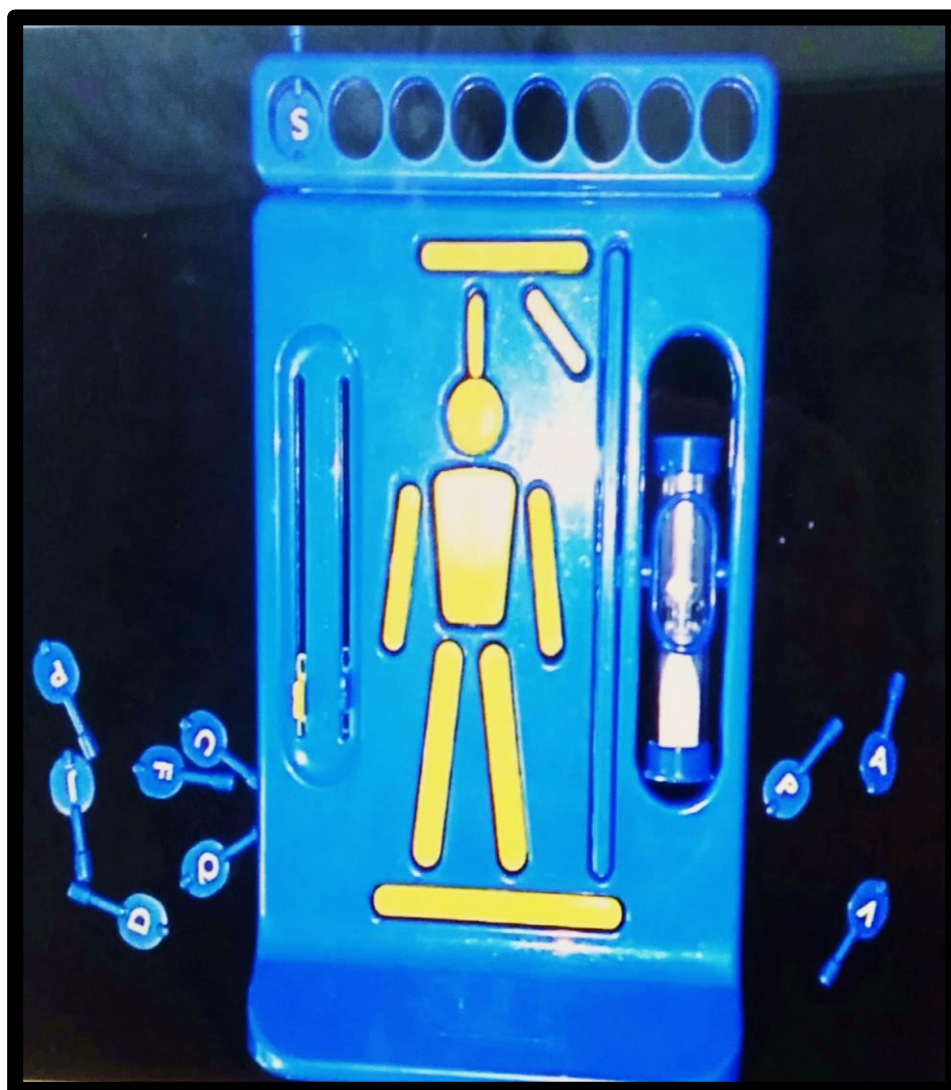
**Appendix (03)**  
**Games Used during the Investigation**



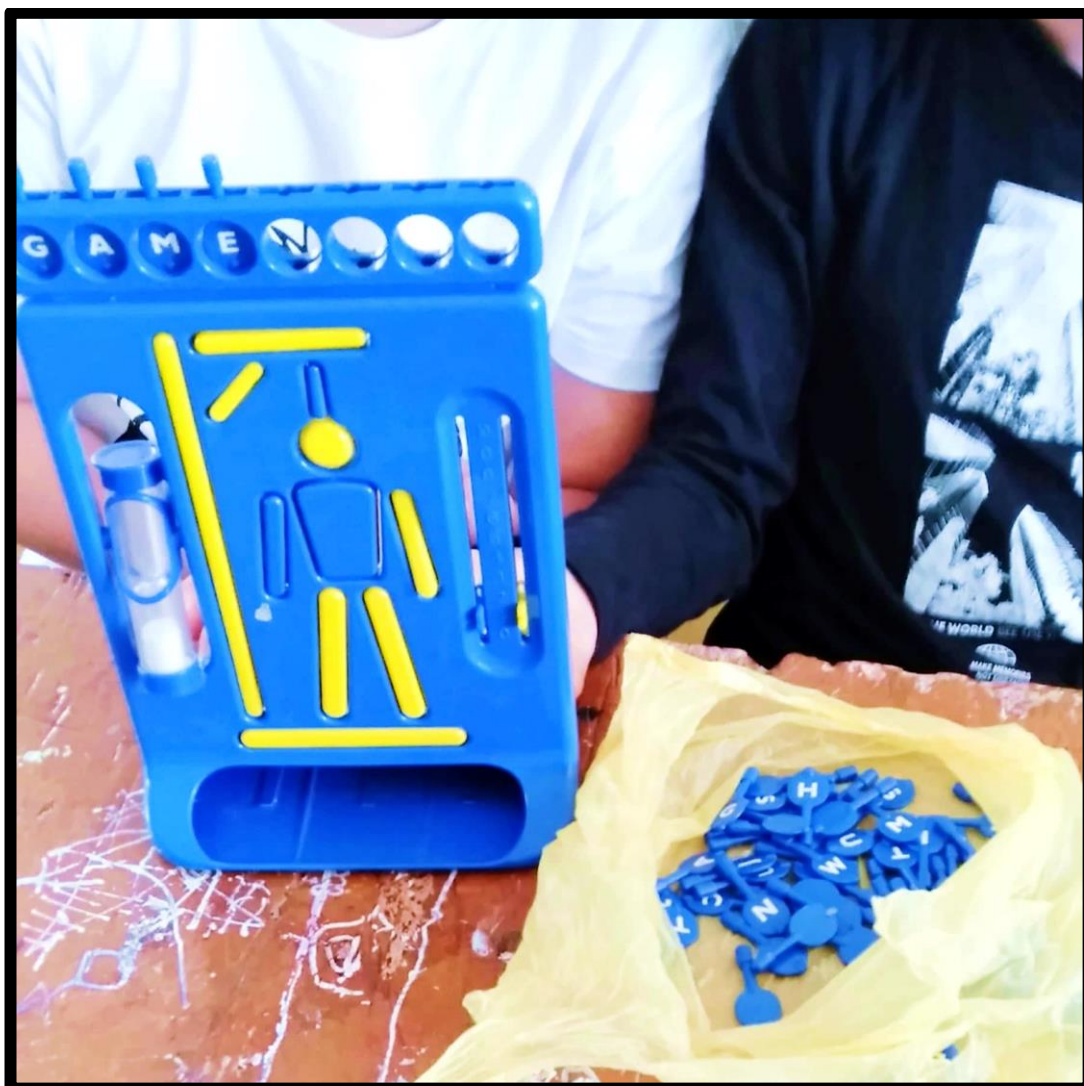
**The Game: Scrabble Junior**



Picture n°1: The First Session Using Scrabble Game Junior with Students



**The Game: Hangman**



**Picture n°2: The Second Session Using Hangman Game with Students**