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**EXPLORING THE USEFULNESS OF GAMES IN DEVELOPING THE  
LEARNERS' VOCABULARY:**

**Vocabulary Teaching in Middle School**

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL  
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LITERATURE

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## Dedication

*I would like to dedicate this work to my dear parents for raising me so well. Thank you for all the values and virtues you instil in my character.*

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*I am greatly indebted to my supervisor Mr. SEDDIKI Mohamed Cherif who contributed a lot to the completion of this dissertation with his advice, help, continual support and encouragements.*

## Abstract

This study attempts to determine the role of educational games on the teaching of English vocabulary to young learners. Vocabulary is challenging since it plays such an important part in assisting language learners in achieving proficiency in any language. In fact, they have a lot of trouble learning new things. As a result, their teachers should be aware of the ways students employ to tackle these challenges and improve their foreign vocabulary knowledge. This study looks at educational games as a valuable tool for examining effective vocabulary improvement through entertainment. Educational games can be a fascinating way for students to become familiar with new words, consolidate lexical items, and memorize them. In this case, a descriptive study is conducted by assessing teachers' opinions and attitudes toward educational games as a strategy of teaching vocabulary. It is founded on their perspectives, which were gathered through a questionnaire and observation. This study used a learner-centred approach, in which I observed students for three months, before, during, and after they participated in the instructional game. The main goal is to see how useful language games are for learning new things and using them. The results demonstrated that this technique was helpful in boosting the vocabulary knowledge of EFL middle school students. They demonstrated that they had memorized nearly all of the unfamiliar terms they had seen in the early sessions. They were also highly motivated and enthusiastic. As a result, it is suggested that educational games be employed to teach vocabulary.



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## General Introduction

The ultimate goal of vocabulary study is to be able to communicate in a new language and acquire meaning through receptive abilities; it is one of the most important aspects of any language. The learners' confidence frustration may be affected by a lack of vocabulary learning tools for learning new words and comprehensive knowledge (Schmitt, 2000). Although EFL students in Algeria received formal English instruction for four years in middle school and three years in secondary school, they remain unable because they continue to use old learning strategies such as the grammar-translation technique, which dates back to the 1920s and is based on memorizing translated patterns. They have a hard time remembering and utilizing words; as a result, teachers must choose the most effective strategies for conveying their information to their pupils and develop a number of techniques that can help them improve their vocabulary.

The strategies that can help pupils increase their learning is to use games. Language games are frequently utilized as icebreakers or when there is time remaining at the conclusion of a lesson. The goal of employing them is to give learners opportunity to practice their EFL while also reducing their concern about language acquisition. Language games are effective in putting vocabulary into practice because they are enjoyable for all learners. Many experts have suggested and confirmed games as one of the most effective strategies for teaching vocabulary.

Learning a language is a difficult and sometimes unpleasant undertaking (Ersoz, 2000). One of the most significant components of learning a foreign or second language is developing a vocabulary. It is crucial in assisting learners in learning a language, and this is true of the English language as well. The most significant aspect of the language is vocabulary, which connects the four skills. In reality, English teachers have discovered that students' vocabulary improves as they learn more words, and the same is true for young learners (Michael F. Graves, 1986). However, the learning style differs from one student to another. As most teachers have observed, the traditional method of teaching vocabulary, which involves memorizing words and their meanings and presenting up to 20 or more new words to students at a given time, has proven to be ineffective in helping students develop their vocabulary, particularly among young children. (Mubaslat,2012). When students are interested in a class or when the session is more engaging and participatory, they learn more successfully. As a result, several experts have suggested that using games to teach young

learners can be a beneficial approach for them to learn while having fun (Prensky, 2001). They also argue that using games in language learning is advantageous since it motivates students to study and practice the language. (Celceand Macintosh, 1979). Using games in the classroom is a good way to inspire students to learn a foreign language. They are highly motivational, which aids learners in focusing and attracting their interest and attention to that specific lesson because they are both humorous and demanding. Young students have a lot of energy, so forcing them to stay in one location for an extended period of time will cause them to lose interest and divert their attention away from the subject at hand. Games are thought to be a good approach to focus students' attention on language learning by presenting them with a meaningful setting (Wright, Betteridge, & Buckby, 2005). Teachers should think about the benefits of gaming as well. The ability to hold pupils' attention, reduce their stress, and provide them with opportunities for genuine conversation. Finally, teachers must evaluate how to use games in the classroom effectively. It's critical to pick the right time and incorporate them into the normal syllabus and program. It is critical that teachers do not view language games solely as a way to pass the time at the end of a lesson.

The most significant research issues are learning vocabulary; there are numerous teaching vocabulary issues that teachers confront when teaching a new language. Because learning a large number of words in a language that is not our native tongue is difficult, especially for young learners. They must memorize the words and understand what they mean. They must also understand which part of speech each word belongs to, such as if it is a noun, verb, adjective, or adverb. It is difficult for English teachers to get students to recall the required terms. The words given during the lecture are frequently memorized by students, but they forget them entirely the next day. The traditional methods of presenting words, such as listing them or putting pictures on flashcards, are not always helpful. As a result, English teachers are continuously thinking about and looking for the best solution to this problem. As a result, the idea of integrating games in a language learning classroom for young learners is proposed. This is because youngsters enjoy games, and incorporating them into the lesson may help them recall the phrases better (Celceand Macintosh, 1979).

Games encourage students to use the language by allowing them to communicate with one another. They also bring students closer to the actual world, making learning more relevant. It can also cover a wide range of areas of English language acquisition, including grammar, vocabulary, and communication skills, all of which are crucial to understanding

the language. Language teachers should not overlook the educational value of games. Crossword puzzles, BINGO, word searches, charades, and other language games can help students learn new vocabulary and how to apply them. According to Allen (1983), a well-chosen game can assist students in learning words correctly and in realizing that some words are vital and necessary in order to complete games and achieve objectives.

The goal of this study is to highlight an assessment of successful vocabulary learning through entertainment, specifically drawing a link between language games and vocabulary improvement. Also, demonstrating the necessity of creating a pleasant learning environment, presenting teachers with some things to consider when building language games, and determining the efficiency of language games in vocabulary development.

In this study, I would like to find out what some teachers think about games and provide some interesting techniques for making learning new vocabulary easier and more enjoyable. It is hoped that it will produce results by answering the following research questions: how should teachers use games in middle school classes to teach vocabulary effectively? To what extent the choice of the right game can affect in learning vocabulary?

As a result, the following hypotheses have been proposed:

- The use of language games by middle school students has a significant impact on their vocabulary development. As a result, language games help learners improve their vocabulary.
- Educational games have long been thought of as a form of pleasure and enjoyment that encourages EFL students to practice and reinforce what they've learned while also learning the language successfully.

The findings of this study could have an impact on young students. It can gradually increase their learning and study the role of language games in future studies. Furthermore, appropriate responses to these study issues would aid the language learning process at the lexical level, as well as improve foreign language learning and teaching in our educational system.

A formal questionnaire was sent to EFL teachers to examine their concerns about vocabulary and the use of language games to teach this skill, and a classroom observation

was made to observe to what extent a language game can affect the learners' vocabulary learning in order to test the hypotheses and obtain the data needed to meet our objectives.

Aside from a general introduction and a general conclusion, the research is divided into three chapters. The first chapter introduces the use of language games as a strategy for teaching vocabulary. Its goal is to show how they impact the four learning domains, as well as how efficient they are at retaining knowledge. The second, titled the way vocabulary is handled in EFL Classes, this chapter gives the fundamental area of vocabulary teaching, as well as related methods and teaching/learning methodologies, before delving more into the issues that obstruct vocabulary teaching and learning. The third chapter: the usefulness of games in transforming vocabulary, employs classroom activities to measure the success of this strategy in an Algerian middle school. It demonstrates and emphasizes the connection between language games and vocabulary development, as well as determining the effectiveness of language games in vocabulary learning.

The results and discussion chapter intends to investigate teachers' perspectives on the effects of playing games in learning and teaching language to young learners by analysing the teachers' questionnaire and classroom observation.

The study's main limitations are a lack of time and a small number of middle school teachers. It will be difficult to handle the research, especially since there is a limited amount of time to do so. It takes time for students to acclimatize to classroom games and to become accustomed to working in groups rather than on solo tasks. This is due to the fact that most English teachers do not employ games in their classrooms all of the time. They'd most likely only utilize them once per week. Games were employed every day for a period of three months in order to observe young learners' development in vocabulary learning for this study. This study will most likely be difficult and time-consuming at first, therefore time management for each course is critical. As a result, it's easier to get carried away and lose track of time when we employ games in the classroom. As a result, both teachers and students would be unable to complete the exercises appropriately. At this stage, pre-lesson and preparation are critical.

Chapter One:  
The value of Vocabulary in Developing  
Language Abilities

## Introduction

The importance of vocabulary in language learning cannot be overstated. Words are the fundamental units that introduce vocabulary knowledge; without a comprehension of words and their roles, a person will be unable to communicate. This can help EFL students comprehend the significance of word knowledge. Many students believe that traditional vocabulary teaching/learning is always a tedious process since they must memorize foreign words and spelling without modifying their learning habits, such as writing words on paper, learning by heart, or passively learning through the teacher's explanations. The communicative approach, on the other hand, encourages students to practice the target language in a variety of ways, including individual, couple, and group work. Learning through games is one of these activities. The communicative approach, on the other hand, encourages students to practice the target language in a variety of ways, including individual, couple, and group work. Learning through games is one of these activities.

Games have recently gained popularity as a type of vocabulary learning strategy due to their good impact on EFL students. Using games in EFL classrooms to teach/learn vocabulary encourages students, promotes student interaction, and assists students in learning and practicing vocabulary quickly and effectively in a fun classroom environment, as well as helping them acquire confidence in the joy element that games provide. (Benmoustefa and Bassou, 2015). Board games are a type of group work activity that is utilized in EFL teaching and learning. They have a significant impact on learners as well as the vocabulary teaching process.

This chapter aims to demonstrate a link between successful vocabulary teaching/learning and amusement. It starts by discussing vocabulary and its various kinds, as well as learning and teaching strategies. Then attempts to investigate the use of language games as a technique for teaching vocabulary, shedding light on game types, their use with beginners, the benefits of their use, when and how to use them with a clear picture of their influence in the four learning areas, their effectiveness in recalling information, and concluding with some examples of useful language games.

Explaining vocabulary demands first being exposed to the concept of knowing a term. This section discusses the most significant aspects of vocabulary. For example, what vocabulary is, how important it is, and how it is taught and learned in EFL classes.

## 1. Defining Vocabulary

The importance of vocabulary in learning a foreign language cannot be overstated. It is one of the most important components in supporting the four abilities of speaking, listening, reading, and writing. The word is the smallest meaningful unit of language that is used to construct phrases and sentences and typically represents an object, idea, action, idiom, or other concept. The vocabulary is seen as a combination of meaning and form. It is not stated explicitly, but it is implied that vocabulary is required for communication (Anonym, 2011). The entire number of words in a language is referred to as vocabulary (Hornby, 1995). The Oxford dictionary defines vocabulary as the collection of words used in a specific field as well as the total amount of words in a language (2007). The Longman Dictionary (1995) defines vocabulary as all the words a person knows, learns, or uses.

According to Hornby (1995), vocabulary is defined as "the total number of words in a language; vocabulary is a list of words with their meanings". According to Ur (1998), vocabulary can be defined as the words we teach in a foreign language. A new piece of vocabulary, on the other hand, may consist of more than one word: for example, post office and mother-in-law, both of which are made up of two or three words yet represent the same idea. A useful approach is to refer to vocabulary "things" rather than "words" in all such circumstances. Furthermore, Burns (1972) defines vocabulary as a person's, class's, or profession's store of words. Vocabulary is important to language and critical to typical language learning, according to Zimmerman cited in Coady and Huckin (1998).

Knowing the types of vocabulary is crucial while defining it. Elfreida and Micheal (2005) noted that vocabulary could be given in a variety of ways depending on the objective. In general, vocabulary is described as the understanding of the meaning of words in their many forms (oral or written) or types (receptive or productive). Print vocabulary refers to vocabularies that we know the meaning of when writing or silently reading; conversely, oral vocabulary refers to words that we know the meaning of while speaking or reading aloud. Furthermore, another criterion for vocabulary separation is receptivity and production. When people listen or read, they have receptive vocabularies, which are words whose meaning is

known. Productive vocabularies, on the other hand, are a set of words that are employed in speaking and writing. Although vocabulary is defined in a variety of ways, it most typically relates to a person's understanding of a term and its meaning.

All aspects of a word or vocabulary are included in vocabulary knowledge. For Nation (2001). Understanding the word items (item knowledge) and the numerous aspects of word items (system knowledge) is what processing vocabulary knowledge entails (Nation, 2001). To examine the possession of language knowledge, Nation (2001) designed a three-category framework. It comprises: word form: including the spoken form (phonological), the written form (orthographic), and the word parts (base, affixes. etc.), also word meaning: including linking form and meaning of a word, concept, and referents, and associations. Furthermore, word use: including grammatical functions, collocations, and constraint on use (register, frequency. etc.)

From the definitions above, it is clear that vocabulary is one of the most important aspects of a learner's skill level; it reflects where he is in conversation. Listening, reading, and writing are all skills that can be used in the classroom. Furthermore, not having a large vocabulary might make it difficult for pupils to reach their full potential and take advantage of opportunities such as listening to the radio and interacting in a variety of situations. Richards, G., and Rogers, J. (2002, Richards, G., and Rogers, J.).

### 1.1.The Significance of Words and Meanings

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books". Foreign language learners recognize that the most significant barrier to their learning is a lack of sufficient word knowledge; as a result, they must rely mostly on dictionaries rather than grammatical references. As a result, understanding a large number of words is required to grasp a target language.

Without proper vocabulary, learners cannot understand others or convey their own thoughts, hence it is critical to English language acquisition, according to Wilkins (1972):

"... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". That instance, even if a person lacks grammar, he or she may generally continue on a conversation with a few useful words and expressions, whereas a lack of vocabulary means a lack of words. In addition, Lewis (1993) suggested that: "lexis is the core or heart of language". In order to strengthen the four English language abilities, it is especially vital for pupils to acquire useful vocabulary knowledge (listening, speaking, reading, and writing).

Vocabulary was not considered a key subject to be taught individually and officially in traditional methods. Instead of being a separate subject for pupils to learn, it was incorporated into speaking, listening, reading, and writing instruction. As a result, few students comprehended the significance of words. Recently, the teaching and learning of vocabulary has grown in importance in EFL classes, especially with the introduction of new methodologies. There has been an awareness that learning a foreign language requires a strong knowledge of its vocabulary rather than its grammar "you can say very little with grammar, but you can say almost anything with vocabulary" (Wilkins, 1972). Beginners may typically communicate with just a few words, and they can usually convey meaning without needing to learn grammar. It is self-evident that vocabulary should be prioritized when learning a language. As Christopher Flowers (2000) argues, a big vocabulary can assist language learners communicate clearly and successfully, the student should be acutely aware that it is the most powerful instrument he may possess. As a result, it goes without saying that the more words a pupil knows, the more he can say and understand.

However, he may encounter an infinite number of unfamiliar and physically modified elements during his language learning process, which may cause problems with comprehension and knowledge. Knowing the meaning of a word is not the same as knowing the word itself.

## 2. Common Ways to enrich Vocabulary

While learners cannot understand others or convey their own thoughts without a sufficient vocabulary, it is important to English language teaching. It is critical for learners to acquire more creative vocabulary knowledge and develop their own personal vocabulary learning strategies as their fluency and expression in English improves. Learners frequently realize the value of vocabulary in their language acquisition instinctively. There are varieties

of factors that influence language learning, both individually and collectively. Individual characteristics like as motivation, aptitude, and learning methodologies all have an impact on a learner's language acquisition.

Aptitude is another important aspect in language learning. Learning a language is an inherent aptitude, or talent, in this case. It is a part of a person's personality, and great ability accelerates leaning and comprehension. When it comes to language learning, learning style is also crucial. It is about how learners choose to acquire and represent language. Learners of languages have their own preferences on how they prefer to acquire new material. Because it is generally set and difficult to change, learning style is also considered as a personality trait.

Vocabulary knowledge is more than just a definition; it is the understanding of a term and how it fits into the world (Stahl, 2005). This claim supports Nagy and Scott's (2000) crucial statement about how well language users perceive and use words in a different mode. Schmitt (2000), for example, distinguishes between receptive and producing language. He defines receptive knowledge as the ability to comprehend a word, which is usually associated with hearing and reading, and productive knowledge as the ability to produce a word in the context of speaking and writing. That is to say, comprehending other people's language, whether slang or not, is essential. Thus, it is crucial to know enough words to formulate sentences, speak with a pronunciation the listener can comprehend, or write with orthography the reader can recognize order to speak or write with the target language.

Furthermore, it is important to remember that acquiring words is simply one aspect of learning a second language. According to Read (2000), being proficient in a second language entails not only knowing a set of words, but also being able to apply that knowledge successfully for various communication objectives. Learners can amass a large vocabulary but be unable to comprehend radio news.

### 3.1. Some Vocabulary Learning Strategies

Language learning strategies include vocabulary acquisition strategies, which is a broad topic. Vocabulary-learning systems have gotten a lot of attention since the late 1970s. Language learning techniques are procedures employed by learners to facilitate the acquisition, storage, and retrieval of information, and there is a better knowledge of how

learners process their skills in studying a second or foreign language (Oxford, 1990). Better language learners employ a variety of strategies that are suited for their stage of learning.

Many studies have tried to define, examine, and categorize vocabulary acquisition strategies in an attempt to describe, investigate, and classify procedures that may improve vocabulary growth. It is yet another essential non-linguistic component in the acquisition of a foreign language. Learning strategies focus on the subject of what effective learners do differently from less successful learners. Different learners have distinct approaches for learning a second language, including different strategies, ways, and methods. Two definitions will provide a quick overview of what learning strategies entail. Language-learning strategies, according to Oxford (2004), are "behaviours or acts that learners utilize to make language acquisition more successful, self-directed, and enjoyable." Language-learning strategies, according to O'Malley and Chamot (1990), are the special ideas or behaviours that people use to help them understand, remember, or retain new knowledge.

There are numerous classifications for vocabulary learning systems. They are split into two groups by Oxford (1990), direct and indirect techniques. Memory, cognitive, and compensatory strategies are direct strategies, whereas metacognitive, effective, and social strategies are indirect strategies. Gu and Johnson (1996) present a list of vocabulary learning strategies that includes beliefs about vocabulary learning, metacognitive control strategies, dictionary strategies, note taking strategies, memory strategies, and activation strategies. These approaches can be categorized into two types: metacognitive (planning, monitoring, and evaluating) and cognitive (planning, monitoring, and evaluating) (of attention, rehearsal, production). In contrast, O'Malley and Chamot (1990) classify learning strategies into three categories: metacognitive, cognitive, and affective. Cognitive as well as social/affective methods are employed.

Schmitt (1997, 2000) discovered the intersection of cognitive, metacognitive, memory, and social functions in 58 vocabulary learning procedures that he modified from Oxford's (1990) classification. He went on to categorize vocabulary-learning procedures into two categories: strategies for discovering new word meaning and strategies for consolidating a word once it has been encountered. As a result, Schmitt's taxonomy of vocabulary learning strategies incorporates both direct (memory, cognitive, compensation) and indirect (metacognitive, social, affective) processes described in Oxford (1990), O'Malley, and Chamot (1990). Following the discovery of overlap in Oxford's (1990) classification of

vocabulary acquisition strategies, Schmitt's classification of vocabulary learning strategies is more clear and comprehensive.

According to the categories proposed by various academics, learners can use a wide range of distinct vocabulary learning strategies in the process of learning a foreign language. In addition, Schmitt developed a comprehensive list of vocabulary learning strategies in 1997. Schmitt's categorisation will be utilized to present two major methods groups:

### **2.1. Discovery Strategies**

A variety of determination and social methods are used in discovery strategies. Using reference materials (mostly a dictionary) or asking someone else to interpret from context.

#### **3.1.2. Guessing Through Context**

Nation (2001) believes that the context of "incidental learning" is often misinterpreted as simply textual context. This method has received a lot of support over the last decade because it "fits in more seamlessly with the communicative approach than other, more separate, Discovery Strategies" (Schmitt 1997). When guessing, however, several other important sources of information should be considered, such as understanding of the subject being read or knowledge of the topic's conceptual structure. To guess, Clarke & Nation (1980, referenced Nation 2001) provide a five-step technique that includes finding the unknown word's part of speech, looking at the unknown word's immediate context and simplifying it if necessary, and looking at the unknown word's wider context. This entails analysing the relationship between the clause containing the unknown word and the surrounding clauses and sentences, then making a guess and double-checking it. There are several techniques to check, according to Nation & Coady (1988).

Check that the part of speech of the guess is the same as the part of speech of the unknown word, break the unknown word into parts, and see if the meaning of the parts is related to the guess and Substitute the guess for the unknown word, and see if it makes sense in context.

#### **3.1.3. Dictionary Use**

A dictionary is a collection of words as well as information about them. It can be utilized for a variety of purposes, including word meaning, phonetic features, spelling,

grammar, and usage. The dictionary is an irrefutable fact that it is an important and necessary language-learning instrument. When looking for a word's meaning in a receptive (reading and listening) or productive (speaking and writing) skill in language acquisition, however, learners primarily use dictionaries.

Nation (2008) emphasizes that dictionaries can assist students in comprehending terms encountered when reading and listening. To locate the words they require for speaking and writing. It can also assist children in remembering words. He also proposed that a good dictionary should include a large number of words, clear definitions, and several examples sentences. Furthermore, information on the term's grammar and collocations, pronunciation, spelling of inflected and derived forms, constraints on the word's use, frequency information, and information about related words and word parts.

#### **3.1.4. Word Part Analysis**

By adding prefixes or suffixes to the word base, a large number of English words have derivational variants. Some studies (e.g., White et al. 1989; Bauer and Nation, 1993) have proven that derivational affixes are common and pervasive, making it worthwhile to study word components from a cost/benefit standpoint. Nation (2001) claims that an English learner's understanding of affixes and roots serves two purposes. It can be used to aid in the learning of novel words by linking them to known words or prefixes and suffixes, as well as to verify whether an unfamiliar word has been correctly guessed from context.

Furthermore, if this method is used correctly, it will aid in the learning of thousands of English words, including high frequency and low frequency terms, as well as academic vocabulary (Nation 2001). Learners must grasp the meanings of common word parts in order to attain this goal, as well as "be able to re-express the dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix" (Nation, 2001).

### **2.2.Consolidation Strategies**

Once a word has been encountered, it is consolidated.

#### **a. Memorizing Strategies**

The use of imagery or grouping to build links between the to-be-remembered word and previously learned facts is common in memorizing procedures. According to Schmitt,

2000, this strategy entails elaborative mental processing to assist long-term memory. Images, keywords, grouping, associating, and semantic grids can all aid in the integration of new words into old data. Recalling words is better, he claims, if they are organized in a systematic way before being taught. Making mental associations, employing images and sounds, reviewing, and taking action are some of the other memory processes (Oxford, 1990). According to Oxford, memory methods involve putting items in order, making associations, and evaluating. As a result of these ideas, the learner's meaning must be unique to him or her. Furthermore, the resources used must be appropriate for the topic.

It is hypothesized that the type of elaborative mental processing suggested by the Depth of Processing Hypothesis ( Craik& Lockhart 1972; Craik&Tulving 1975) is required for long-term retention" (Schmitt, 1997), i.e. As a result, memorizing tactics are critical in assisting learners in committing new words to memory and in the overall process of vocabulary acquisition.

## **b. Cognitive Strategies**

Cognitive strategies pertain to the learner's manipulation or transformation of the target language, as well as general mental processes (Oxford, 1990). (Schmitt, 2000). Cognitive strategies, according to Schmitt's VLS taxonomy, primarily refer to written and vocal repetition, as well as some mechanical techniques of vocabulary learning. Furthermore, cognitive strategies are approaches that have a direct impact on incoming linguistic data. The most popular tactics among language learners are cognitive strategies (Oxford, 1990; Rafik-Galea& Wong, 2006). Although cognitive and memory tactics have some parallels, cognitive strategies include " repetition, and using mechanical means to study vocabulary including keeping vocabulary notebooks" (Schmitt, 2000). Because vocabulary development requires practice, the application of cognitive methods is vital. Internalization of language pieces is aided by this exercise. The subcategories of strategy practice are repetition, pattern recognition, and recombination (Oxford, 1990). Repetition through practice is so well-established amongst learners that they refuse to give it up (O'Malley & Chamort. 1990) Repetition is a mechanical method of acquiring vocabulary (Schmitt, 1997; O'Malley & Chamort, 1990) and it is similar to memory strategies.

A sub-discipline of cognitive methods involves receiving and sending messages. Learners can uncover the main ideas by skimming and scanning (Oxford, 1990). It means

that kids are not required to focus on each and every word they encounter. The third division of cognitive techniques is analysing and reasoning. Adult learners usually construct a formal model in their heads based on analysis and comparison, as well as develop general principles and adapt them as new knowledge becomes available (Oxford, 1990).

### c. Metacognitive Strategies

They are ways for tracking, making decisions, and assessing one's progress (Schmitt, 1997). Metacognitive methods are favourable predictors of vocabulary size and general English competency, according to Gu and Johnson (1996), demonstrating the importance of metacognitive strategies in language learning. O'Malley & Chamot, 1990; Schmitt, 2000; Schmitt & McCarthy, 1997) define metacognitive methods as "consciously over-viewing the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. In other words, learners can enhance access to input and choose the optimum study methods by using metacognitive methods. Oxford (1990) further divides metacognitive methods into three sub-categories. To begin with, centring learning entails excessive viewing and paying attention.

Learners who are having trouble understanding foreign words or rules can use these strategies. Next, Planning Organizing, creating goals and objectives, analysing the reason, and planning for a linguistic assignment are all part of learning. Language learners who are serious about expanding their vocabulary must take responsibility and practice as much as possible (Oxford, 1990). Finally, Evaluation Learning, which includes self-monitoring and evaluating, is the third sub-category of metacognitive methods. This method is useful for students who are concerned when they make mistakes and strive to learn from them by assessing themselves.

## Conclusion

A person's vocabulary is a collection of often-used words in their language. A vocabulary is a helpful and important instrument for communication and knowledge acquisition that develops with age. One of the most difficult aspects of learning a second language is developing a wide vocabulary. In addition, Vocabulary is one of the most important skills for teaching and learning a foreign language. This is the foundation for all other skills, such as reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation.

Using a dictionary or guessing word meaning from the context of the sentence are two of the most frequent ways for understanding a new or unfamiliar term. Unfortunately, many students have insufficient word knowledge, making a dictionary an ineffective tool (from knowing the spelling of an unfamiliar word, to selecting the correct meaning of a word from the selection available). Furthermore, the context of a sentence can sometimes be unhelpful and even misleading.

Chapter Two:  
The Way Vocabulary is handled in EFL  
Classes

## Introduction

This chapter will cover the general area of vocabulary teaching, the related approaches and teaching/learning strategies, then, a closer look will be taken at the problems that hinder teaching and learning vocabulary.

Vocabulary mastery, according to language educators and scholars, is critical to becoming a competent language user. Even though the rate at which L1 and L2 students develop vocabulary is not fundamentally different, it is one of the most major differences. The amount of frequent input in the L1 learning context is significant, allowing for the accidental acquisition of a large amount of vocabulary. The lack of regular input in the L2 context, on the other hand, limits the opportunity for learning new vocabulary items, with only a few words picked up by chance.

As a result, it is assumed that teachers have the biggest impact on the quality and quantity of L2 vocabulary learned by EFL students (Laufer2003 ). Teachers' meticulous planning and broad awareness of the challenges involved in vocabulary learning may aid to improve the learning process because they play such an important role and ultimately select what will be learned. The purpose of this chapter is to answer a number of questions about vocabulary size and coverage, the amount and type of vocabulary that EFL learners may know and need to know, core components of a vocabulary-learning program, activities and opportunities for incidental vocabulary acquisition, and the role of the dictionary.

## Some Common Vocabulary Teaching Practices

One of the most debated aspects of teaching English as a foreign language is vocabulary instruction. According to recent study, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary education and don't always know where to start when it comes to putting a focus on word learning in the classroom (Berne &Blachowicz, 2008). Because languages are built on words, teaching words is an important part of learning a language (Thom bury, 2002). It is very difficult to learn a language without words; even human communication is founded on words. Both teachers and students agree that vocabulary acquisition is a critical component of instruction.

When it comes to teaching and learning language, teachers are mostly responsible; challenges will arise for them. They are having difficulty-teaching students in a way that produces satisfactory results. The teacher should plan ahead of time and research acceptable

approaches to use with the children. In organizing the language course, they should be aware of the numerous components of word knowledge (Hatch & Brown, 1995, 2001). A good teacher should prepare himself or herself with various and up-to-date strategies. Teachers must be able to master the material in order for students to understand them and get engaged and enthusiastic about the teaching and learning process.

Furthermore, teachers should be conscious that teaching vocabulary is a novel and unfamiliar experience for the students. They must also consider that teaching English to young learners differs from teaching English to adults. Teachers must be familiar with the qualities of their students. They must also develop good procedures and appropriate material in order to achieve the language-teaching objective.

## 1.2. Language Games

Language games have a specific function in every foreign language-teaching program since they assist foreign language learning, especially for young learners, which some English teachers consider as a time consumer or classroom strategy for pleasure. A game is any action that is done only for the enjoyment of it. It is critical for English language learners and teachers not only because it provides enjoyment and relaxation, but also because it encourages learners to utilize their language in a creative and communicative manner. To compare and contrast, three definitions were picked from a large number of possibilities. Gibbs (1978) describes a game as an activity in which students cooperate or compete to attain objectives while adhering to predetermined rules. The second definition comes from Hadfield (1998), who describes it as " an activity with rules, a goal and an element of fun." The last description comes from Wright and colleagues (2006), who define a game using three adjectives. They define a game as an enjoyable, engaging, and challenging activity in which learners engage in play and interaction.

Vocabulary is frequently vital while teaching and studying a foreign language. Some students believe that language games are a waste of time and prefer not to play them, despite the fact that games can give EFL students with more because they have a high educational value in the classroom. Games in language learning can contribute significantly to the teaching and learning process by allowing students to take an active role in the game and supporting learner-centred activities. When students play in small groups, they can practice politely disagreeing, asking for help, and cooperating with others (Jacobs & Kline Liu, 1996). They promote collaboration, teamwork, and competitiveness.

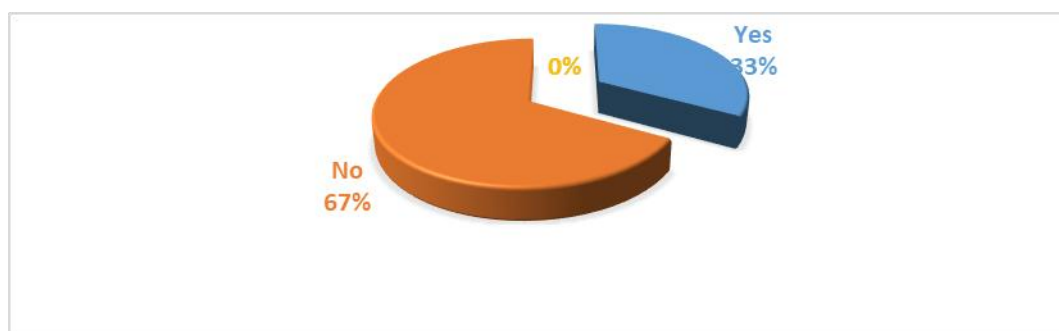
To summarize, language games are used to assist young learners in their learning, they engage students in the classroom, and they aid to continue efforts. Language games foster meaningful communication between young learners before, during, and after the game, which can aid learners in producing intelligible input, such as what they heard and read (Krashen, 1985), as well as comprehensible output, such as writing and speaking (Swain, 1993).

## 2. Teaching Vocabulary and the Chief Challenges

Teaching vocabulary to advanced students presents its own set of challenges, and the strategies that work well with lower-level students may not be acceptable for upper-intermediate and advanced students. If you are creating a vocabulary activity for a higher-level class, consider the following four variables.

Learners gain a core functioning vocabulary and are able to communicate basic concepts by focusing on the most common 2,000-3,000 words in English. This basic vocabulary is found in word lists like the Oxford 3000 and serves as an obvious foundation for a vocabulary syllabus up to B1+ level. A combination of lexis appropriate to the specific student's needs and a store of general-purpose mid-frequency vocabulary is required to build an advanced vocabulary.

**Figure one. Teachers' Problems While Using Games**



New vocabulary passes easily from a learner's receptive vocabulary (words they comprehend) to productive vocabulary (words they use themselves) at lower levels simply because they require those basic words and expressions to communicate; they fill a semantic gap. It becomes simpler to avoid utilizing language when it progresses beyond the fundamentals and begins to express subtler shades of meaning. Take the verb lack, for example; most learners will be familiar with it by roughly B1 level, and they will have little trouble understanding a statement like this. As a result, while a learner's receptive vocabulary

grows, their productive vocabulary often does not, as they discover they can get by with tried and true phrases and idioms. Narrowing this ever-widening gap requires intentional work and some risk-taking, but it will pay off in the long run in terms of a larger vocabulary and the ability to convey deeper ideas and viewpoints in a more concise and elegant manner.

You can only cover so many particular words and expressions in a class as a teacher. However, by teaching students how English vocabulary works, you are equipping them with abilities that they can use outside of the classroom. This will include investigating word creation and common usage patterns, as well as developing understanding of vocabulary aspects like as register, connotation, lexicogrammar, collocation, regional diversity, and metaphor.

Challenges inside classes are certainly inevitable, but there must be a couple of arrangements or rather techniques to turn these classes around, mainly when teaching vocabulary. Accordingly, I conducted a survey to find out if games can really influence the teaching of vocabulary. In other words, this study is intended to explore the ways games can help middle school students memorize vocabulary items. It also tries to find out to what extent the selection of games can transform vocabulary learning.

### **3. Introducing Games to Vocabulary Classes**

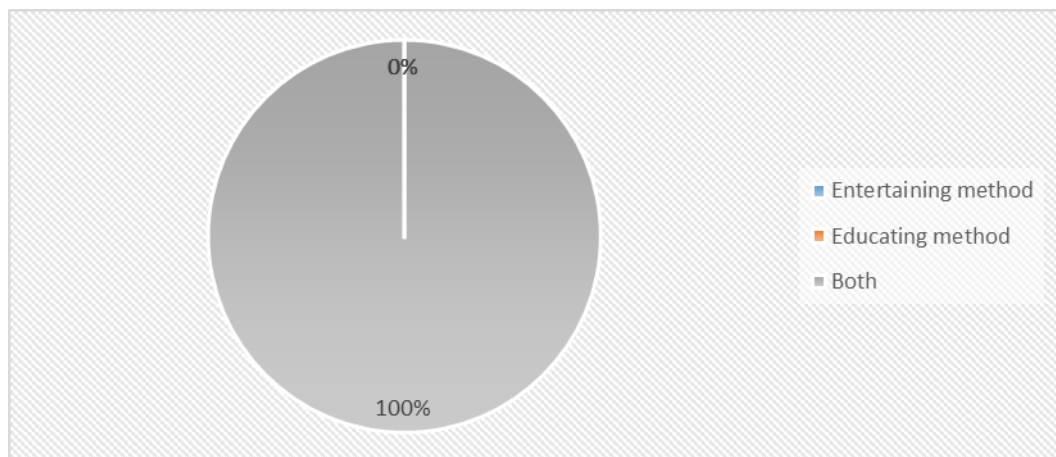
According to McCallum (1980), educational games provide a number of advantages. Games can be used to encourage, entertain, teach, and increase fluency in addition to being a fun way to pass the time. Games should be used not only because they help learners see the beauty in a foreign language, but also because they are very motivating because they are both attractive and challenging. Promoting learners' interaction by pair or group is also one of the most important ways to improve their learning. Several games can be played in pairs or small groups. They provide an environment for learners to develop abilities in working with others, such as communication, and they give them confidence to participate in the activity because they want to beat the other teams. C. Granger and J. Plumb (1993) highlight the value of games in boosting educational outcomes:

#### **3.1. The Importance of Language Games in Teaching and Learning**

Learning a language is difficult for young learners, according to Wright and his colleagues (2006). It necessitates a significant amount of work on the part of learners to do

various tasks, ranging from comprehension to speaking and writing in the new language. The interest of young learners must be maintained throughout the learning procedure, which can be accomplished in the classroom by using games. They might interact with their surroundings, learn about them, and experiment with them. Language games increase learners' motivation while also providing an incentive and stimulus for them to utilize the language. Games are popular among children because they enjoy playing, according to Lewis (1999).

Language games are useful for teaching and acquiring vocabulary because, according to Allen (1983), they emphasize the essential and important words to meet the game's goals. According to Vernon (2009), language games are an efficient way to teach vocabulary to young learners. They become impatient and bored quickly if they attend lessons for an extended period; therefore, games will make them less dull; they will participate and pay more attention since they are having fun, and they will perform better during and after the game. Furthermore, selecting the appropriate game can assist them in the classroom.



**Figure two: Teacher' Opinion about Games**

### **3.2. Types of Language Games**

There are games that are focused on enjoyment and amusement, games that are focused on expanding learners' knowledge, and games that are focused on a specific aspect of language. Language games are categorized into various varieties, according to Lewis and Bedson (1999), and some of them are called movement games, which are games in which learners are physically active. The other type is task-based games, in which learners engage in pairs or groups on a meaningful activity, must follow clear rules, and have the opportunity to practice all language skills; the teacher serves as an organizer and facilitator. Hadfiled

(1998) also added a new sort of language game that is very popular nowadays: computer games that can be played at home, independently or in pairs, and in which young learners can primarily improve their reading and writing skills.

Jacobs (n.d. a) makes another classification between the languages games. He divides them into competitive and cooperative games.

### **3.2.1. Cooperative Games**

They have the ability to encourage deep learning because they are learner-centered, meaning that students work together to achieve a common objective and assist one another in small groups. They work together in a group to learn and practice the elements of a subject so that they may solve a problem, accomplish a task, and achieve a goal. The cooperative approach is used in the classroom to establish strong interpersonal relationships between students and their teachers, as well as to help students develop a desire to study and improve their self-esteem (Salvin, 1996).

### **3.2.2. Competitive Games**

Competitive games are those in which players compete against one another, with one player winning implying that another loses; a learner tries to be the first to reach the goal; competitive games create a pleasant stress-free and relaxing atmosphere in a language class; they also help young learners overcome their fear of speaking in front of their peers. They can be tweaked to remove the competitive aspect and replace it with a cooperative one.

To improve levels of learners and develop classroom communication, all forms of games can be used to teach and acquire vocabulary.

## **3.3. Frequency of Using Games**

Games are commonly employed in language classes as fill-ins when there is time remaining at the conclusion of the lesson or as warm-ups at the commencement, according to Jacobs (n.d. b). "Games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do," Lee (1979) advises. Games can be used as follow-ups to the presented teaching material for practicing and reinforcing required skills or knowledge, or for revising and recycling already acquired skills or knowledge; or as a testing mechanism for identifying student weaknesses in language proficiency, particularly if they are seen as meaningful practice.

Teachers should be aware of their responsibilities when it comes to using games, including when to use them, which games to employ, and how to use them effectively and efficiently to fulfil both learners' needs and instructional objectives (ef. Khan, 1991). Teachers should organize and understand how the game is played because it is difficult to locate a game that fits all of the learners' needs. They should then explain their concepts to young kids in a simple and straightforward manner. According to Hong (2002), the key to an effective language game is that the rules are clear, the end goal is well defined, and the game is fun. The following language game can be offered by the teacher to avoid misunderstandings (e.g. Wright, Betteridge, & Buckby, 2005):

Learners should be taught the game's rules by their teachers, they should show the game's sections with the help of one or two learners, they should scribble any important language and/or instructions on the board and they should give the game a try and play it.

## Conclusion

This piece of work aims to highlight the importance of vocabulary learning as an essential part in foreign language learning. Which includes the study design, teaching situation, population and sampling, and the method chosen, which is mixed data collection, quantitative and qualitative, with a questionnaire sent to teachers in addition to classroom observation, to investigate the effects of using language games in teaching vocabulary to young learners.

A study of current trends in the area of vocabulary instruction is conducted using various teaching strategies used by ESL/EFL teachers. Teachers must consider the type of vocabulary, the students' level, and the context before conveying the meaning or form of vocabulary items. Qualities, as well as the strategies' worth to the students. To put it another way, pupils' their learning may be influenced by their age, amount of schooling, English proficiency, and other factors, so when using their teaching techniques, teachers must be mindful of these variances. They can also provide vocabulary learning tools and chances for their students to come across terms on a regular basis and in a variety of contexts.

**Chapter Three:**  
**The Usefulness of Games in  
Transforming the Teaching of  
Vocabulary**

## Introduction

The effectiveness of using games to facilitate the teaching and learning of English vocabulary in middle schools was investigated in this study. As a result, it is hypothesized that English teachers' use of games to explain vocabulary items has proven to be an effective tool, as they make it easier to remember their meanings. According to past studies, utilizing games in the classroom to teach English is a very effective approach to enhance a learner's vocabulary. As a result, we attempted to assess the effectiveness of this method in an Algerian middle school by describing classroom games. In other words, young learners in middle school have the ability to learn more effectively, particularly in their first level, when they love to ask questions and practice a new language. The primary goal of this research is to demonstrate and emphasize the link between language games and vocabulary improvement, as well as to determine the effectiveness of language games in vocabulary instruction.

### 1. Exploring Some Facts on Teaching Vocabulary

The purpose of this study was to look into the effects of using games to teach vocabulary in the classroom. In other words, it is intended to explore the ways games can help middle school students memorize vocabulary items as well as to measure to what extent the selection of games can transform the learning of vocabulary. Teachers used three well-known educational games to teach young learners vocabulary and collected data on their effectiveness in teaching English vocabulary at the first and second levels of middle school to find answers to these questions. As a result, the games covered in this section will be Spell Challenge, Board Race, and Guess the Word. Three English teachers were also asked to complete the questionnaire in order to gather data on the effectiveness of this method of learning and teaching English vocabulary.

## Understanding the Use of Games in Middle Schools

In surveying the usefulness of games in developing vocabulary in middle school, a research has been conducted to understand to what extent games can turn these classes over. This research took place over a five-month period at BENTIRECH Moussa Middle School and 17 October Middle School (Laghouat, Algeria). A population of 280 students was considered, divided into 8 classes, with 70 students at each level and 35 students in each class. In addition, two English teachers were concerned by the questionnaire.

To prove that games are an effective tool for learning and memorizing vocabulary items, the teachers used the technique of using games for 10 young learners randomly chosen from each class, with 10 other young learners from each class serving as a control group. Young learners are grouped together. Several studies have confirmed the importance of grouping learners in educational systems so that they can engage in healthy competition that will aid their learning. According to Scott and Ytreberg (2004), putting young learners in a group has a significant impact on encouraging cooperation. In addition, Phillips (1993) pointed out that having a group of more than five students can lead to counter-productivity and chaos. We divided the young learners into 8 groups for each level, with five young learners in each group, to create a cooperative and competitive environment.

There is no best system for classifying methods of using games in schools, according to previous research on the subject (ARIKAN and YOLAGELDILI, 2011). However, picking the right game can help the current study's goal. We attempted to select simple games for young learners in this study. The quantitative and qualitative results of the data collection methods used in this study were analysed. To conduct a study, the researcher must adhere to a set of guidelines. Mixed methods research is used in this study to lay the groundwork for a thorough understanding of the research problem and to produce consistent results. It entails data collection, as well as quantitative and qualitative research analysis.

Quantitative data collection focuses on numerical data and measurable variables or data that can be transformed into usable statistics using a variety of instruments, such as questionnaires, to answer research questions or test a hypothesis. This type of data collection is highly structured and carried out under strict conditions (Julia Brannen. 1992).

Qualitative data is made up of open-ended information gathered by the researcher, such as different researchers' points of view and research studies. It places a strong emphasis

on observation and interpretation. During the data collection process, this type of data collection provides insights into the problem and aids in the development of ideas or hypotheses as well as the drawing of a path for presenting the diversity of thoughts and ideas. In contrast to quantitative data, it is unstructured or semi-structured (Julia Brannen, 1992).

The combination of quantitative and qualitative data aids in the explanation of the findings, and it covers a wide range of topics. It provides the researcher with a wealth of information for effective results: one's weakness is compensated for by the other's strength, and likewise.

## 2. Some Engaging Games in Developing Vocabulary

When teaching young learners vocabulary by using games, teachers must be patient in finding new and ways so that students enjoy learning. Games could help young learners to learn their vocabulary effectively. It takes a lot of effort to learn a new language. Every instant necessitates effort, which must be sustained over a lengthy period of time. Because we require meaning in language acquisition and genuine language usage, it is beneficial to employ and construct a variety of approaches and processes. That by using creative processes, we may create a dynamic environment that will aid in the acquisition of a foreign language. (Mania MoayadMubaslat, 2012).

A game should not be viewed as a supplemental activity to fill in the gaps when the teacher and students have nothing else to do. Games should be at the centre of foreign language instruction, and they should be implemented at all parts of the session if they are suitable and carefully chosen. Games are also useful for review activities since they help students remember content in a fun and enjoyable way. (Mania MoayadMubaslat, 2012).

### 2.1. Spelling Competition

This game was designed to teach and develop vocabulary as well as correct pronunciation in young learners who were divided into eight groups for each level. Basically, the groups formed a line and spelled the word using a piece of paper from a box or bottle. Each group was given three minutes to spell as many words from their previous lessons as they could remember. The team with the most words remembered wins the game.

## **2.2. Race on the Board**

"Board Race" is a fun game that is commonly used to revise vocabulary, even if the words were learned previously ( Ersoz , 2000 ). It can also be used at the beginning of a lesson to get young students engaged. It's a great way to see how much the students already know about the lesson's topic.

This is a step-by-step description of the game used in this study:

Teachers divided the class into eight groups and distributed coloured markers to each group.

They wrote a topic at the top of the board, and then the young students had to write as many words as they could relate to the topic. For each correct word, each group received one point. Any words that were unreadable, odd, or misspelled were not counted.

It's the same as any other game. Almost any vocabulary item can be improved with "Board Race ". Furthermore, this game was chosen to be appropriate for their intended purpose and to be appropriate for the level of young learners.

## **2.3. Guess the Word**

Guess the word was created to help students improve their vocabulary ( Hadfield, 1999 ). The game was modified by the teachers so that it could be used to assess young learners' ability to find words learned in previous lessons, such as daily activities. The rules of the game were simple: the teachers divided the students into eight groups, one for each level, and each group played at the same time. The words had to be guessed in five minutes using clues provided by the teachers.

To assist learners during their vocabulary learning, the three games above were used for this investigation. Opinion towards the use of games in teaching and learning is shown in table 1.

**Table1. The Result of Young Learners' Preferences about Games they like the Most**

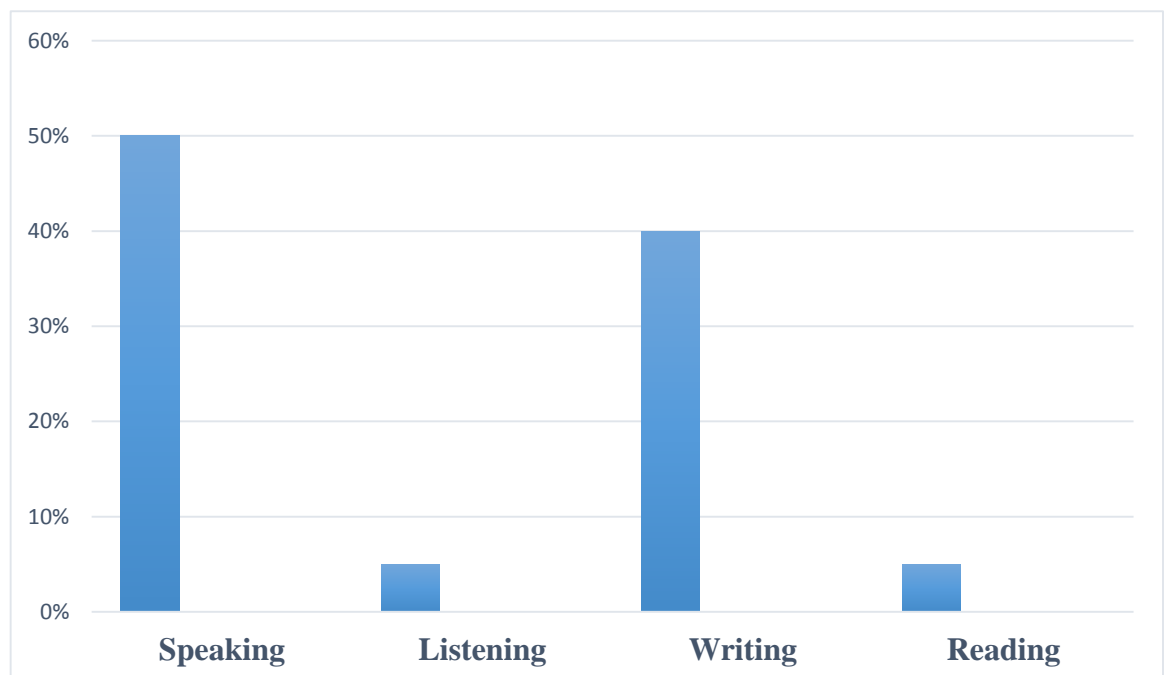
<u>Games</u>	<u>Percentage</u>	<u>PS</u>	<u>Games</u>
Spell Challenge	22	Most young learners thought that the game is difficult by doing the memorising and spelling.	Spell Challenge
Board Race	30	Most young learners thought that the game is easy enough.	Board Race

From the questionnaires and observation related to learning and teaching English vocabulary, 48% of young learners liked "Guess the word game" likely because it created a competition among learners , in this matter Murdibjono ( 1998 ) noted that this game was a way to make sure all learners and was included in the learning effort , not only a few highly motivated or extroverted students .30% of young learners liked “Board Race game” the easier game; however , just 22% of young learners liked the "Spell Challenge game" because it was not really easy for the most of young learners, while the most of teachers liked this game when we asked them for the best way to memorize English vocabulary. In this subject; Murdibjono ( 1998 ) found that about 21.88 % of the students often had difficulties when playing games, while 78.13% of the students sometimes had difficulties when playing the games during the English lesson, in addition, they noted that when the game was difficult to understand how to play it, the learners found difficulty and lacked concentration. The choice of easier and simple game is considered as the most important factor affecting successful of using games in learning and teaching vocabulary. The results obtained in this part are similar to the test done by Murdibjono (1998).

Because the used games are often based on real - life activities, they offered an opportunity to practice and memorize English vocabulary; for these, teachers should be careful about choosing games if they want to make them advantageous.

The impact of using language games on the vocabulary presentation of first and second-year middle school students was stated in the introduction of our questionnaire. Three English teachers from BENTIRECH Moussa Middle School and 17 October were given three questionnaires and asked to check the appropriate boxes and make statements. The questionnaire is divided into three sections and contains 19 questions. The first section gathers basic information about the participants (teachers).It primarily concerns their gender, age, teaching career, and level of instruction. The second section looked at the process of teaching vocabulary and the techniques used to teach it. It aimed to elicit teachers' opinions on introducing vocabulary each lesson and the possible strategies they could use to introduce new items, as well as get teachers' opinions on whether they have any difficulties teaching vocabulary and what those difficulties are. It also looked at the techniques used to teach it.

**Figure three. Effects of Language Games in the Four Skills of Language**



The data showed that speaking and writing are the most affected skills by the language games. One teacher stated that language games could affect all the four skills. However, two other teachers said that speaking and writing were the two skills affected by games,

because they noticed that from their experience in using games in classroom such as guess the word and board race game, they noticed that their learners learn how to pronounce the words and how to write them correctly.

### 3. Games Renovating the Learners' Language Skills

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

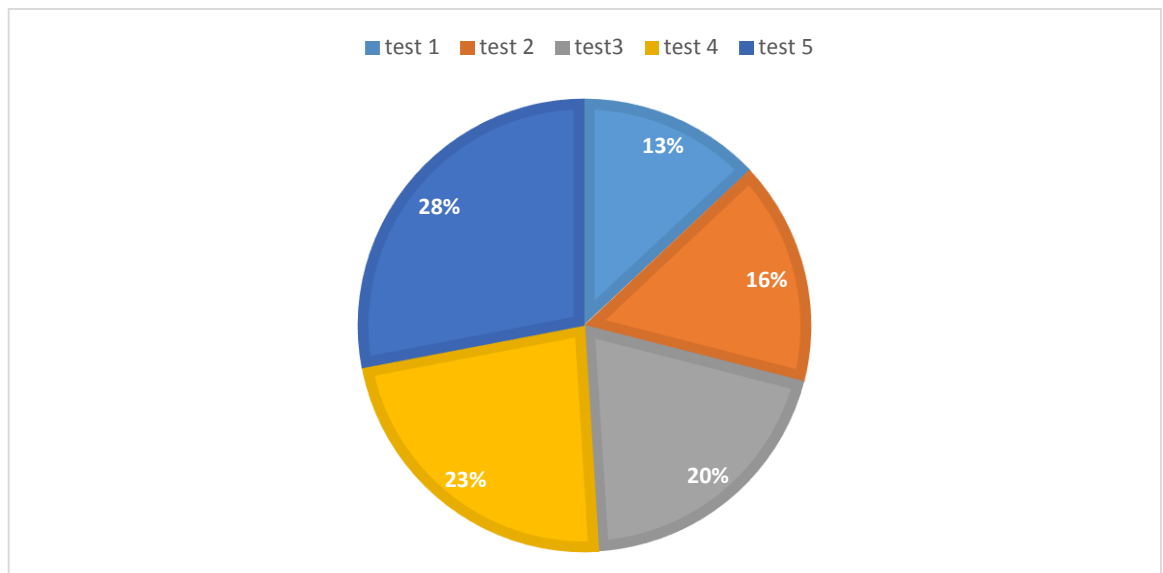
The results obtained from the teachers' questionnaire showed that the main difficulties faced by their learners are the memorization and the correct use of the new presented words. Accordingly, they do their best to facilitate learning vocabulary for learners and to introduce new words only when it is necessary because they believe that having a small number of words with knowing a lot about their use is better than learning a great amount of vocabulary without any use. In other words, it is not important to teach them a great number of words, but it is effective to help them use the words they already have. The main and the most useful techniques are ranked from the mostly to the necessarily used: synonymy / antonym, putting words into practice, definition and translation in addition to dictionary. However, because learners are not all of the same level and capacities and considering that each technique suits only a specific group, the teacher has to use all of them to fit the target. Language games can then be considered as a standard technique that suits the teacher and the class to teach can Vocabulary effectively and helps to reduce the problems seen in a FL.

Observing a class revealed that the young learners can be positively affected by practicing a language game. We interpreted this by their motivation while using games. The word "game" had a strong effect on them. All the groups were involved and ready to participate as if they forgot learning a great challenge was observed among them. They got the occasion to use the language in an active manner without careful thinking of the correct way. The big surprise was the words they have guessed, written and memorizing in the last sessions. The language game then proved its advantages of improving vocabulary learning, motivating and increasing the confidence level of the young learners. Also, in practicing the language in various skills and memorizing and using the new words. Finally, we conclude

that using language games classrooms play a significant role in improving the teaching of English vocabulary for learners.

Considering the level, the learners' marks of the test for the first level were fairly better than the marks of the second level, about 52% and 48%, respectively. Teachers should decide whether the language games fit their learner' level, they should not be difficult which make learners not interested and also not easy, which make them bored. Furthermore, the age of young learners may also play an important role in selecting games and in their success. These factors may influence the successful of learning English vocabulary.

The result showed that the marks the young learners in their first test were of percentage of 13% and 16% for the second test. While 20% and 23% for third and fourth test respectively; however, this increased to 28% in their fifth test. This may be due to the effect repetition of tests, also may be due to number of games played. If we consider the marks of the young learners varied, the marks gradually improved by the fifth evaluation, most of young learners had marks between 6 and 9 in their first evaluations, however, they had grades varied between 14 and 17 in last evaluations. That may prove the positive efficiency of this way.



**Figure four. Percentage Effectiveness of Regular Tests**

## Conclusion

This chapter focuses on the analysis of the collected data both qualitatively and quantitatively. The main findings confirmed the first research hypotheses which stated that the use of language games for middle school pupils has a great influence on their vocabulary improvement, as it is with the second one. The results revealed that using language games in classroom had many effects on learning vocabulary to young learners. At another level, the results showed that language games motivated learners to learn English better and helped them to reach large vocabulary storage. The teachers believed that these suggested techniques of using games can be a beneficial way of learning Vocabulary.

## General Conclusion

It is becoming increasingly vital for teachers and students to demonstrate effective teaching and learning techniques when teaching vocabulary. Young students are expected to learn new things, memorize them, and expand their vocabulary. However, it was discovered that one of the major obstacles that young learners, particularly in middle school, encounter is learning and teaching vocabulary. They have difficulty understanding and recalling words, which makes learning English a challenging work for them. Many academics have looked into the various aspects that could aid in vocabulary development. Scholars have discovered that a nice and inspiring environment can substantially aid in the process of learning language. Furthermore, one of the approaches that might be amusing, soothing, and appealing is the use of games.

As a result, the goal of this research is to demonstrate a clear link between language games and effective vocabulary learning, as well as to determine whether using language games in the classroom is an effective way to help young learners acquire language vocabulary, i.e., to investigate how language games affect learners' vocabulary storage development. The following research questions were proposed to discover a solution to this.

- What are the advantages of teaching EFL to young learners through educational games?
- How might language games help middle school students memorize vocabulary items more easily?

The mixed data collection strategy (questionnaire and observation) was utilized to support the hypothesis's General Conclusion. The first is that using language games with middle school students has a significant impact on their vocabulary development. As a result, language games assist in the identification of a learner's vocabulary. Furthermore, according to the second hypothesis, educational games have been viewed as a form of fun and enjoyment that motivates EFL learners to practice and reinforce what they have learned while learning the language efficiently.

The theoretical part of this topic is covered in the first chapter. It introduces steps for learning and teaching vocabulary, as well as ways for learning and teaching this skill. This means that the ease with which this ability can be taught has an impact on the learning

quality. For example, introducing a new word with pictures can help to establish a mental image for the term, while presenting it with synonyms and antonyms can help to tie its meaning to previously learned information, and offering its counterpart in native language can help to consolidate its meaning. Aside from the second component of this research, which deals with using games in language teaching, it discusses the main points about using games in the classroom and its benefits, because games create a good learning environment free of stress and anxiety, EFL learners can benefit greatly from its use and, as a result, improve learning outcomes. To achieve this purpose, teachers must be aware of the type of game being used, which must be appropriate for the course environment, learners' level, and time constraints. They must choose the proper game by evaluating many criteria.

The second chapter deals with the general area of vocabulary teaching, the correlated approaches and teaching/learning strategies, then, a closer look at the problems that hinder teaching and learning vocabulary.

Chapter three is a test of the proposed hypotheses. Its aim is to look at the impact of language games on the development of learners' vocabulary by analysing data from teachers' questionnaires and classroom observations. The purpose of the survey is to find out how teachers feel about games, what challenges they may encounter while using them, and what suggestions they have for improving the use of language games. A classroom observation, on the other hand, is a test used to examine the learners' involvement and interaction with language activities. The study's findings reveal that language games have a significant impact on learners' vocabulary in terms of learning, memorizing, and applying it, as well as their motivation and attitudes toward the language. Following the analysis, we discovered that young learners like to learn through games, which allows them to learn more successfully. As a result, the two proposed hypotheses have been confirmed, and the effectiveness of employing language games to improve middle school learners' vocabulary has been demonstrated.

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# Appendices

**Appendix One**

**Teachers' Questionnaire**

**Dear teachers,**

**The following questionnaire is a part of my research that investigates the effects of using language games as a strategy to enhance young learners' vocabulary. I will be very grateful if you could answer since your answer will provide great help for the validity of this work.**

**You are kindly asked to tick the appropriate box and make statements whenever required. Thank you for your cooperation.**

**Section one: Basic details**

**Q1. Gender:**

**Male**

**Female**

**Q2. Age:**

**Q3. How long have you been teaching English?**

.....

...

**Q4: Level:**

**1 year**

**2year**

**3year**

**4year**

**Section two: an Overview on Teaching Vocabulary**

**Q4. Do you present new word in every session?**

**Yes**

**No**

**If necessary**

**Q5: How do you present new vocabulary?**

**Visual representation (e.g. pictures)**



**Q9. Which techniques do you use to teach vocabulary?**

**Explicit technique**

**Implicit technique**

**Both**

**Q 10: Have you ever tried to change these usual techniques?**

**Yes**

**No**

**If yes, how?**

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

**Section three: an Overview on Using Games in Vocabulary Learning**

**Q 11: Do you believe in the use of language games for presenting vocabulary?**

**Yes**

**No**

**Why?**

.....  
.....

**Q12: Do you use games in the classroom?**

**Always**

**No**

**Sometimes**

**Rarely**

**If your answer is no or rarely, could you justify your answer?**

**Time is limited**

**Games are useless**

**Learners are not motivated**

**Q. 13: how can you consider games?**

**As an entertaining method**

**As an educating method**

**Both**

**Q14. How do you see your students while using games?**

**Highly motivated  
motivated**

**Motivated**

**Fairly motivated**

**Not**

**Q15. Which one from the four skills of language is more affected by language games?**

**Speaking**

**Listening**

**Reading**

**Writing**

**All of them**

**Q17. Do you think they are helpful to improve students' vocabulary knowledge?**

**Yes**

**No**

**Explain:**

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

**Q18: Do you find problems while using in the class?**

**Yes**

**No**

**If yes, state two or three problems, please**

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

**Q19: if you have any comment or suggestion, be free to add it here**

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

**Explicit strategy: gives direct attention to vocabulary learning**

**Implicit strategy: implies learning vocabulary through doing another activity**

**Thank you for your cooperation.**

## Appendix Two

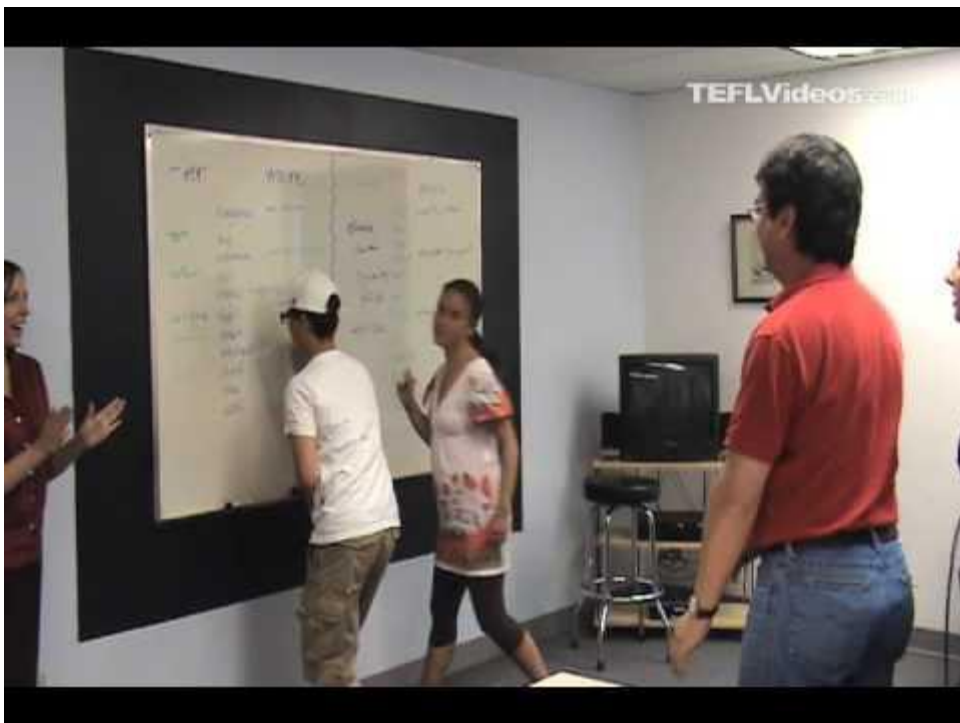
### Lesson Observation Form

<b>Name:</b>		<b>Date:</b>	
<b>Focus of observation</b>		<b>School\Class\Year:</b>	
<b>Context:</b>		<b>Topic:</b>	




<b>Does the lesson start well and in organized way?</b>		
<b>Are the learners given a purpose on their learning through languagegames?</b>		
<b>Does the language game engage the pupils' interest effectively?</b>		
<b>Do the pupils get started with the game quickly?</b>		
<b>Are the materials available for the games?</b>		
<b>Is time used effectively?</b>		
<b>Is the context of the lesson appropriate?</b>		
<b>Are the games applied at the right level \ too easy \ too hard?</b>		

## Appendix Three

### Board Race Game



Appendix Four  
Guess the Word Games

Guess the Word			
			
			
			
			
			

What to do: Cut the cards out and put them face down on the table. One student explains what's on the card. The one to guess the word gets the card. He picks a new card and explains what's on it. Who gets the most cards?

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## Appendix Five

### Test One

**Task One:** Fill in the gaps

- I ..... my face.
- She goes to ..... at 7:45 pm.
- He does his .....
- He ..... his teeth.
- She ..... TV.

**Task Two:** I order the letters to get the correct colour.

- a-n-r-g-e-o
- u-l-b-e
- i-k-n-p
- e-t-i-h-s-w

## ملخص:

من خلال هذه الدراسة حاولنا تحديد دور الألعاب التعليمية في تعليم اللغة الإنجليزية للمتعلمين الصغار ، إذ أن هاته الأخيرة تشكل تحديا كبيرا لما تلعبه من دورا مهما في مساعدة متعلمي اللغات على تحقيق الكفاءة في أي لغة كانت . ولذلك، ينبغي أن يكون معلموها على دراية بالطرق التي يستخدمها الطلاب للتصدي لهذه التحديات وتحسين معرفتهم بالمفردات الأجنبية . وتنظر هذه الدراسة إلى الألعاب التعليمية بوصفها أداة قيمة لدراسة التحسين الفعال للمفردات من خلال الترفيه . إن الألعاب التعليمية يمكن أن تكون طريقة رائعة للتلاميذ ليصبحوا على دراية بالكلمات الجديدة وحفظها . ولهذا، أجرينا دراسة وصفية عن طريق تقييم آراء المعلمين ومواقفهم تجاه الألعاب التعليمية كاستراتيجية لتعليم المفردات . واستندنا إلى المعلومات التي جمعناها من خلال الاستبيان والملاحظة . واستخدمت هذه الدراسة نهج محور التعلم، حيث لوحظ الطلاب لمدة ثلاثة أشهر، قبل وأثناء وبعد مشاركتهم في اللعبة التعليمية . الهدف الرئيسي هو معرفة مدى فائدة الألعاب اللغوية لتعلم الأشياء الجديدة واستخدامها . وأظهرت النتائج أن هذه التقنية كانت مفيدة في تعزيز معارف المفردات لدى تلاميذ المدارس المتوسطة في المدرسة الابتدائية . وأثبتوا أنهم حفظوا جميع المصطلحات غير المألوفة تقريبا التي شاهدوها في الدورات الأولى . وكانوا أيضا متحمسين للغاية . ونتيجة لذلك، يقترح استخدام الألعاب التعليمية لتدريس المفردات .

## Résumé:

Cette étude tente de déterminer le rôle des jeux éducatifs dans l'enseignement du vocabulaire anglais aux jeunes apprenants. Le vocabulaire est difficile car il joue un rôle important pour aider les élèves à maîtriser n'importe quelle langue. En fait, ils ont beaucoup de difficulté à apprendre de nouvelles choses. En conséquence, leurs enseignants doivent être conscients de la façon dont les élèves utilisent pour surmonter ces défis et améliorer leur connaissance du vocabulaire étranger. Cette étude considère les jeux éducatifs comme un outil précieux pour examiner l'amélioration efficace du vocabulaire par le biais du divertissement. Les résultats ont montré que cette technique était utile pour améliorer la connaissance du vocabulaire des collégiens EFL. Ils ont montré qu'ils mémorisaient presque tous les termes inconnus qu'ils avaient vus au cours des premières sessions. Très motivé et enthousiaste, donc, on suggère d'utiliser l'éducation jeux pour apprendre le vocabulaire.