

People's Democratic Republic of Algeria
Ammar Thelidji University, Laghouat
Faculty of Literature and Languages
Department of English Language and Literature



**Teaching New Vocabularies Through Educational Games to
Enhance Better Understanding of Literary Terms in EFL
Classes**

**A Case Study of First Year University Students of
Department of English at Ammar Thelidji**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Literature and Civilization:

Submitted by:

**Benali Samiha
Benaya Hala**

Supervised by:

Mrs. Nouioua Amira

Examiners:

**Mr. Aribi
Mrs. Ibrir**

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Dedication 1

In the name of God the most gracious, the merciful all the praise is due to God alone, the sustainer of the entire world.

This study is whole heartedly dedicated to my beloved parents FATNA & ABDELKADER, who have been my source of inspiration and gave me strength when I thought of giving up, and continually provided their moral, spiritual, and emotional support.

To my brothers: RACHID & ABDELHAMID. To my sisters: SAFAA & ZINEB.

To all relatives, BENALI & MEBARKI specially my aunt: KHAIRA, to my beloved friends: IHSANE & KHEDIDJA, and classmates for their encouragement to finish this study.

SAMIHA

Dedication 2

I want to thank ALLAH for giving me power and patience to finish my research. This work is dedicated to all whom I know and to all people who helped me finish my dissertation, with a special emphasis on my beloved parents FATMA & AISSA, my only brother WASSIM and sisters MAROUA & LAMIA, and all relatives BENAYA & BENADJILA.

To my best friends who have been always a great support for me: AICHA, KHADIDJA, IHSSANE & SOUMIA, and not forgetting my soul, best friend and partner SAMIHA.

HALA

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Abstract

This study aims to investigate the enhancement of English vocabulary of literary and how these games facilitate learning new literary terms texts through games, for first year students of English literature department. We hypothesize that if vocabulary teaching is handled with care through effective listening or reading, and motivation involved in reading a lot of literary texts and practicing related words within games, the problem of lack of comprehension will be reduced. To reach such an aim, we administer a questionnaire of number of statements to participants at English Department University of Laghouat with reference to first year students of English Language and Literature in particular, for the academic year 2018-2019. The results reveal that educational games constitute effective methods to enrich vocabulary background as much as possible, and the majority of 1st year students are agree with the idea of applying educational game in their literature courses.

List of abbreviations

EFL English as a foreign language

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Background of the Study:

Learning English for some students can be seen as a very hard process, especially for those who choose to select English literature as a field of study in high educational level (university). It might be indeed that difficult in terms of understanding or producing the language. They may feel the difficulties in language learning and how it sounds different from the way they used to think of before. Till this case so far, vocabulary comes to take an important role and position to link between the student and English language, and facilitate the learning process “ Lynette, R. 2019”

EFL students usually find difficulties to deal with/or understand new terms, particularly in the field of literature at university first year level in which they need to understand the terms they have, so that they can get the meanings of literary texts’ contents easily. Not only understanding the new terms is a matter. But engrave them in mind is more essential, especially for those who do not use them in their ordinary speeches.

That is to say, a good teacher has to bring methods, and tend to experience them individually in order to discover result which one is effective to teach his/her learners new terms for enhancing their find out of literary texts , and helping them acquiring, enriching and memorizing new vocabularies as much as they can.

Furthermore, students usually do not find it enjoyable to learn unless they are actually dealing with an interesting part in a given context, and the best way to illustrate this situation is through games or activities done by the teacher in the class. This requires students to interact and discuss among each other where they regularly practice what they have learned otherwise they will easily forget as soon as they leave the classroom and engage with their native language.

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The Statement of the Problem:

In the field of literature, EFL students cannot distinguish between the introduced words/ devices. They somehow use whatever words they know and link the new terms as if they have the same meaning without understanding what the task content is about what includes of certain particular and hidden meanings in literary contexts. As a result they face problems in understanding and memorizing the exact meaning of words, especially when the terms indeed have similar significances. It becomes harder for them to remember what they have learned without a guidance to distinguish between the words, and then, they may lose their interest in learning during the session. Mainly such cases happen due to the teachers' irresponsibility, when they do not care about their students' interests in the lecture as they and do not present the lesson in a way that would attract their attention, and it which in turn contribute the lack of vocabulary. Yet, there are a lot of the teachers who prefer to follow some methods to introduce the words to their students regardless of their level, and rely on some activities or games to pull the students into the lecture subject and enrich their vocabularies in order to know which context they should use them in.

The aim of the study:

The aim of this research paper is to explore the impact of using games in teaching vocabulary, to enhance the understanding of English literary terms, and how games can motivate EFL students to use and remember the introduced words in different contexts.

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Research Questions:

- For what reason that leads EFL learners not to be able memorize vocabularies they have been taught?
- What are the best methods and techniques for teaching vocabulary that how help EFL learners maintain new words as much as possible?
- What kind of games can help EFL teacher in teaching new vocabularies in order to enhance a better understanding of literary terms?

Hypothesis:

- The reason that leads learners unable to memorize new words they have learned probably is that student's use of the words rarely because of the situation they are in does not need to use certain words, and usually they use them only for exams;
- There are some particular strategies and methods that rely on proper vocabulary instruction which do not just teach the definitions of words, but how to critically understand the context while drawing connections outside the lesson plan;
- EFL teachers can use several kinds of educational games to enhance their learners' vocabulary but in a different manner that has to be related to their multi intelligence of learning either by listening or audios that contain stories or reading texts.

Structure of the dissertation:

This research is divided into three chapters. The first chapter is concerned with the theoretical part of vocabulary in which we tackle what is meant by vocabulary and what types can vocabulary contain. Then we link it with the teacher and illustrate the role of

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teacher in teaching vocabulary in EFL classroom, and how vocabulary is important for the students.

The second chapter deals with literary approach towards educational games. The research explains how the teacher can introduce literary terms of literary contexts to his students including some methods to impact the learning process besides to the reliance on games during the process in order to motivate students more to learn.

Moving on to the third chapter, which is devoted to data collection analysis based on the result of a questionnaire centers a number of students, and recommendations on using English language games for improving learners' vocabulary knowledge .

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1.1 Introduction:

Teaching literary terms obliges the teacher to have strict literary methods and strategies, (Lynette, R, 2019 since teaching literature is not the same as teaching grammar or phonetics. That is to say; the teacher needs to know those strategies and tends to apply them individually, so that he/she can recognize which one is more effective in his/her course.

A teacher can make a significant difference in how is he able to learn from, and appreciate literature in EFL classroom. In that way students will not only appreciate learning literary terms but also come to love.

Students differ in terms of acquisition. Some of them have the ability to acquire more and the maximum of literary terms. However, they are able in using them in the right contexts. As a result they can engrave them in their minds.

1.2 Definition of Vocabulary:

Vocabulary is defined as s set of words in a particular language that its individual speakers may use. It does not have many definitions, but it differs in the way of description from expert to another. Barnhart says that “*vocabulary is a collection of words usually defined and explained in alphabetical order*”. Markshefell (1996.246) also states that “*vocabulary is considered as the total number of words that everybody knows*”. Linse (2005: 121) adds that “*vocabulary is a list of words that an individual knows*”. That is to say, we can define vocabulary as a list of words that speakers know and use them in their ordinary or academic communication.

According to Hornby (1986:1462), “vocabulary is a total number of words which make up the language and also a range of words known to or used by a person in trade, profession, etc”. Fengiying (1996:1) indicates that vocabulary is the same words. As it

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is said above, the experts propose the same view on the definition of vocabulary. Basically they say that vocabulary is all that words used in a certain language.

1.3 Types of Vocabulary:

In teaching vocabularies, teachers usually prefer to distribute vocabulary into types that can help them decide how much effort to put into their teaching in certain vocabulary words. There are two basic types : receptive vocabulary, which includes both reading and listening skills, and productive vocabulary which deals with speaking and writing skills. Those two types are used mainly depended on the multi-intelligence of the students.

1.3.1 Receptive skills:

It tends to understand writing text by using capacities of reading and interpreting, and then applied it in different contexts.

1.3.1.1 Reading Vocabulary:

Vocabulary plays fundamental role in the reading process. It is the basic skill for the students to enrich their vocabulary. A reader cannot understand the text or the story telling without knowing the meaning of some words. These words give the reader real image and the exact content of the text without their meaning. The reader or student faces difficulties in terms of understanding.

Vocabulary refers to the words we need to know to understand throughout reading. Writing vocabulary consists of the word we use in writing. Vocabulary plays an important part in learning. Beginner readers must use the words they hear orally to make sense of the words they see in prints. It is hard for beginner readers/ students to figure out words that are not already part of their daily vocabulary (oral). That is to say

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reading vocabulary facilitates and enriches their background with knowing the meaning of difficult words. This type of vocabulary refers to the words we recognize when we read any texts and understand many words .In other words, vocabulary grows with reading.

1.3.1.2 Listening Vocabulary:

This type refers to words we hear and comprehend in any discussion, speech or conversation. Listeners can catch some new words that they may not understand their real meaning of these new terms, but they can understand the social context of the conversation, speech or something else with the tone, gestures... etc. It can help the students to develop their vocabulary to understand the close and hidden meaning of the word by following the body language and facial expression of the speaker.

1.3.2 The Productive Vocabulary Skills:

Reinvested syntax and lexical activities in production, using strategies of writing and rewriting.

1.3.2.1 Speaking Vocabulary:

This type deals with the words we use when we speak .It depends on the subject of discussion. Vocabulary is different from one person to another. For instance the adults use almost 5000 to 10000 words for communication and giving instructions.

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1.3.2.2 Writing Vocabulary:

Writing vocabulary deals as well with those words used in the speaking skill but produced in the writing skill. It helps to express our, thoughts that we couldn't express orally. That is to say, writing vocabulary is intensely affected by the words we can spell.

1.4 The Importance of Vocabulary:

We can say that vocabulary has an important role not only in academic or formal but in daily life as well. People need to know how to use vocabulary or words to express their thoughts in any languages, and that is what the linguist David Wilkins argued about: "*without grammar little can be conveyed, without vocabulary nothing can be conveyed.*" The students also, acknowledge the importance of vocabulary acquisition, because they usually faced difficulties in speaking English fluently, besides to understand meanings of terms in the field of literature, they may consider speaking and writing activities exhausting if they keep on using the same expressions and words, and suddenly their conversation is interrupted because of missing words. And just because of the lack of vocabulary they confront with communication problems. There are other students who cannot deal with the problem of forgetting words immediately, after the teacher has formulated their meaning or after they have looked them in the dictionary, and this is also a cause of the lack of vocabulary. The achieving students have the most sufficient vocabulary in the classroom supposing that the importance of vocabulary is not approved only in classroom but outside it as well.

According to some researchers such as Nation and Laufer (1999), the acquisition of vocabulary is essential for successful second language use, and it plays an important role in the formation of complete spoken and written texts. Nation realizes that in English as a foreign language vocabulary has a big role that is related to the

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enhancement of language skills (2001). However, Rivers and Nunan (1991), furthermore, argue that the acquisition of an appropriate vocabulary is essential for successful second language (L2) use because without a rich vocabulary, students will be unable to use the structures and functions they may have learned for comprehensible communication. In other words, when the learners have a meaning or concept that they want to express, they need to have a store of words from which they can select to express this meaning or concept. From this point the teacher role begins in helping the students to improve their vocabulary. Teaching vocabulary has not been enough responsive to such problems, and teachers have not recognized the big importance of helping their students to develop an extensive vocabulary.

In some places teaching still focuses more on grammar than on vocabulary, but students majoring in English rely on their knowledge of vocabulary instead of on their knowledge of grammar in learning English. That is to say they are ought to balance between knowledge of vocabulary grammar so that they won't neglect grammar completely.

1.5 Teaching Vocabulary:

Teaching vocabulary has an important role in developing learning process; because it relies on the methods and strategies that teacher uses to simplify words' meaning. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. It is seen problematic according to some researcher, but Blachwicz and Berne clarified that *“the reason is that teacher needs to be more confident about the practice in vocabulary teaching, and they need to know where to begin from an instructional emphasis on word learning”* (2008).

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Some teachers of literature in EFL classrooms follow methodological steps of teaching in order to help their students to recognize understand and use the introduced word that can develop as well their analysis of the contexts of literary texts; by using different techniques that depend on the difficulty of words and the level of the class. Those techniques include translation to first language (L1), definition of a word, pictures or diagram presentation or gestures. Teacher has to know exactly how and where to use them, so that he would be able to discover which one is appropriate ,to anticipate the result, and observe the effectiveness of the technique above on the learner's interaction.

1.5.1 Teachers' Role:

Teachers' face the necessity of determining the goals of the vocabulary part of a course so that they evaluate the needs of students based on the level they are on. He/she has to take into consideration that teaching English vocabulary especially in the field of literature for young students is different from adults. Basically students' distinguished characteristics have to be already known for the teacher because he/she would prepare applicable techniques and materials depended on them in order to reach his/her target of teaching.

1.5.2 Reasons that lead to forget vocabulary:

Teachers often insist on the practice of vocabulary because with all their best students forget the words they learn unfortunately. For Jeremy Harmer, there are two major reasons that lead EFL learners not to able memorize vocabularies they have been taught; one is interference from subsequent learning, and it means that new information has interfered with recalling older information. This happens frequently when words are taught are very similar to the ones recently acquired, and it can affect the students'

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ability to recall lists after even a short span of time. The other reason is insufficient recycling which can be clarified as recycling words in different ways which helps frequent review of introduced words to decrease the rate of forgetting because it is not enough to repeat words and use them in their original context. That is to say, students must make sure that they really understand the meaning and the use of certain recycled words, and also tend to apply new terms not only within literary contexts but in their ordinary life as well.

1.6 Vocabulary in Literature:

Allen (1983), asserted the importance of understanding vocabulary used in English. It is said that *“when students are offered to study literature, they are exposed to literary texts. They face difficulties in understanding vocabulary used in those literary texts and what include among literary devices”*.

In EFL classroom, and especially in literature classes, students do not understand the words or vocabulary used in texts i.e. they cannot assimilate the themes, plots and characters of the people in literary text.

Comprehensive skills such as reading and listening are needed to recognize the inference and distinction of the past from present that literary text are given in, because it will pull students close not only to the hidden meaning of vocabulary words but to the joy of literary texts and devices as well.

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1.7 The Difficulties of Understanding New Vocabularies in Literature:

Students often find difficulties during their literature lessons, because of new vocabularies and words that occasionally may contain complicated meanings. They cannot recognize or guess their real meaning either individually or in sentences. As a result they could not understand what the given contexts are exactly talking about, whether for literary analysis purpose and/ or critical thinking. Also they feel that they are prevented in somehow to discuss easily the subject matter with their teacher, especially in oral expression. Usually students forget certain needful words that can express their exact point they want to share. For this case they prefer to keep silent rather than embracing themselves in front of a number of classmates. Frequently, these difficulties happen due to the lack of using introduced words in ordinary life. They are, instead, used and remembered only for exams. Sometimes they cannot differentiate between similar words that are not resembled in meanings or they are indeed resembled in meaning but different in use, so here students get confused and fall into this trap without recognizing that the used word has no relation with the tackled subject.

Furthermore, the pronunciation of certain words is considered to be one of the aspects that make English vocabulary that difficult. Research shows that words that are difficult to pronounce are more difficult to learn. Length of the words is another characteristic of the difficulty of English vocabulary. A long word such as “Transcendentalism” will be more difficult to memorize than a short one like “realism”. Allen J. (1999), *Words, Words, Words. Teaching vocabulary in Grades 4-12*. Portland, Main : Stenhouse Publishers.

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1.8 Conclusion

To conclude, Vocabulary skills require more importance in reading and listening abilities and enrich more the student's background. This conception is available for the receptive ways to learn and teach new vocabularies. In productive skills, we can notice that depending on writing and speaking use, it would give a coherent paragraph, conversation or speech.

In other ways, the practice of vocabulary needs specific resources of vocabulary. That is why the teachers must have several methods and strategies to teach vocabulary. One of this ways tends to enhance the students to read in order to get new terms used in different contexts.

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2.1 Introduction:

EFL teachers consider vocabulary as the representation of the most important skills necessary for both teaching and learning a foreign language. It is meant to be the basic for the development of the learner skills: reading, spelling, writing, speaking and listening comprehension. Vocabulary has to be concerned with the important tools for the learners in their attempt to use the acquired English words effectively. In other words, through playing educational games they will need to deal with the words more compared to a native speaker.

Frequently vocabulary acquisition would help the learners to anticipate hidden meanings of literary terms either within written texts like poems or oral ones. This matter depends on the method and strategy that teachers have applied for them, after several experiments that were done with mind activities and practices to engrave rich vocabularies as much as possible without any oblivion. As a result, they could not only understand contexts but know where the right situation is and when the right moment is in order to use those words either in written or oral expression.

The aim of this chapter is to provide a wide explanation and information of the relation that links between the acquisition of vocabulary and literature. Besides to, how literary approach affected acquiring vocabularies relying on the use of games as a kind of method of teaching. It also focuses on the importance of using games and what makes literary words become easier to learn, on the main reasons for which learners often forget the words they learn and on some techniques which help them remember the vocabulary.

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2.2 How to introduce Literary Terms?

A good teacher before starting to teach or introduce literary terms needs to know his/her students' variety and backgrounds concerning English language and literature, so that he/she can ensure whether they are able to start the first high level of education at university with strong foundation in literary elements or not.

Some teachers find to follow several ways in order to introduce literary elements to their students and take the effective one according to what appears from students' interaction with the contexts inside the classroom. We can take one of the ways as an example to clarify this point, the direct instruction, it is when the teacher introduces his/her students to some literary terms that are related with the theme of the lecture, such as public symbols, symbolism and allegory and then the teacher starts, for instance with the category of public symbols by showing that symbols can have multiple meanings and they can represent people, events, concrete things, and abstract ideas which depend on that context. He/she can provide them with notebook to help all of them stay organized or as a preparation for the mind to make sure they are keeping all of their notes clean and in order. But preferably, teachers need to start by giving the students opportunities to practice using shorter texts or media. For symbolism, using short video clips provides great visual reinforcement. In this playlist, he/she collects a variety of videos "exposing" the origins of different symbols, how some symbols have changed their meaning over time, symbols hidden in well-known signs, etc. (Brynn Allison .2018).

Moreover there is an activity that deals with creativity, which is creating word art. During working on the same example above (symbolism) within a novel or short story, the teacher ask his/her students to brainstorm words associated with a character might be a representative of an object they select, and then they create that object using the

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words they brainstormed it. This activity can be useful to reinforce the ideas of character and symbols. Such activities besides to educational game help in introducing any difficult words not only in literature but also during EFL lessons.

2.3 Methods of teaching literary terms:

Learning new literary terms/ vocabulary must include strict methods of teaching to facilitate learning process. With this way, students can acquire more and apply their understanding in different contexts. We cannot talk about methods without mentioning: (Group activities, class readings, and students' writing). This section of study will start with the following points:

2.3.1 Games:

There's nothing like a game to pick up the pace in a classroom. Here it depends on the teacher and his/her useful games he/she wants to apply, because there are a lot of types. One good choice for a large group of terms is the classic;

“I Have . . . Who Has . . . ?” is a classic classroom game in which students use cards with “I have” responses and “Who has?” questions to review a certain set of content. You’ll need the exact number of cards to match the number of students in your class, but it only takes a few minutes to adapt your set to classes of different sizes. When I make card sets for my TPT store, I include 28 cards plus a page of blanks to make them easily adaptable to any size class. One thing I like about this game is that the whole class stays involved to the end.

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And it's a quick, fun activity with no winners or losers!" Lynette, R. (2019).

2.3.2 Group Activities:

Students working together in groups can gain a good result of understanding of what certain literary terms really mean by helping each other with definitions and examples. Demonstrating what they have discovered to the whole class shows a further level of understanding. In order to use this type of methods with literary terms, teachers might assign one term or a small group of terms to each group. The aim of this activity is that the groups must have the right meaning of each term (definition), and they must give an explanation written in their own words. Then they would do some a presentation to share their findings with the class.

2.3.3 Class Reading:

This method encourages deep thoughts or understanding of the assigned reading. Any good story or informational titles will include example of a number of literary terms (searching for their definitions, illustrating these new literary terms with examples). In other words, after any whole, class story is to make students search for the story, for examples of whichever literary terms are prominent in that story.

2.3.4 Student Writing:

One group of literary terms that many classes start within the beginning of the year is story elements. At the beginning of the year there are story elements. Here it means students must be familiar with the story. In other

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words, students write all the information that incorporates the ideas of character, setting, plot, conflict, resolution, and theme. After this gathering, students can write a story in their own words. In this way they can also apply their own understanding of the new literary terms and. It is indeed a useful method to teach literary terms.

2.4 Using Games in Teaching Literary terms:

Game is considered to be one of the effective methods that may help during teaching and learning process. As it is said above, it is an activity used to reinforce students' comprehension on literary device. According to Millano and Ullius (1998) "*good learning activity should be suitable to the objectives, the course content and the participants' level to help in learning transfer.*" This expression is meant to clarify the point they want to reach, which indicates that using games is depending on the level of students i.e. even the high grade level student may play, if it is allowed to say; literary games, which deals generally with literary contexts and device (terms) where the student finds difficulties to understand or remember the given words.

Moreover, we may say that language games are indeed the additional help of enhancing the skills (speaking and writing), but vocabulary games are more useful to apply on literature. This kind of games tends to affect student's brain by making it actively progressing thoughts and creating ideas that surround certain introduced words whether within or related to literary texts or devices, probably might be forgotten before.

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This idea seems not true for Gaudart (1999:p.283), because she thinks that a student at old age will bore and lose interest in playing games the moment he/she reach his/her target of learning unlike the younger. But in this research, this idea is going to be applied to students whatever age they are and even to teachers experience in order to improve the opposite.

Consequently games will motivate students to contribute positively in their academic success if they are studying only for exams or they indeed want to learn and enrich their knowledge vocabulary. In other words to achieve this point teachers should do a research about a group contains types of games so that they will select which one is useful for the students comprehension to work with during their lectures.

2.5 Definition of Games:

Games can be defined as an activity or a play practiced by people as players. Often it has certain rules and conditions to play, and it usually used for entertainment. However, in educational purpose, it is used by teacher as a method to help him/her in their teaching process in order to facilitate the comprehension of the students on several complicated subjects and especially in terms of vocabulary. According to Gibbs (1978), game can be defined also as an activity in which students cooperate to achieve the objectives following the imposed rules. Other researchers such Hadfield (1998: p.4) states that game is «*an activity with rules, and an element of fun* ». Wright and his colleagues confirmed that game contains rules. They also create sources for goals unlike the other researchers. The definitions of game may be interrelated accordingly to one researcher's to another. But it is regarded to the element or rule of the game which may be added to them depending on the nature of the game.

CHAPTER TWO: The Use of Games in the Teaching of Literary Terms

2.6 Types of Games:

In the field of literature, teacher can find literature-based word list to reinforce the new vocabulary that their students learn when they read or listen. These lists provide students with opportunity to practice new words with interactive vocabulary games .Vocabulary research shows that students need a number of exposures to a new word in order to retain it in their long-term memory, so literature vocabulary word lists are the perfect way to ensure that students engrave the rich vocabulary they are introduced to when reading or listening in their minds. This knowledge will help students to benefit in the vocabulary and comprehension sections.

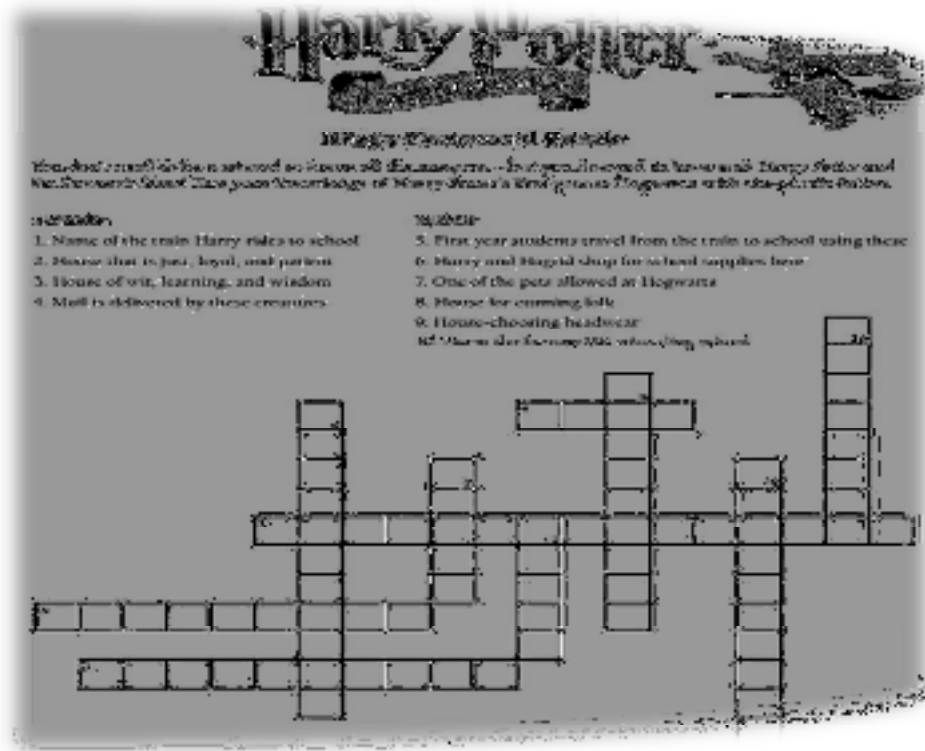
2.6.1 Crossword Puzzle:

It is concerned to be one of the famous and well known games, in which there are a number of words of squares. The target of this game is to fill the white gaps with letter to structure an appropriate word meant to be the right answer of given clues. This game is helpful for vocabulary practices. A teacher in classroom can use and adopt it to his /her students and the course objectives. For instance in literature, he/she may propose a short story for the students to read carefully. Then, after reading, he/she bring them a list of clues in a form of clauses or expression, and ask them to fill the white gaps/squares with letters of the right word that indicates the clue meaning. For more clarification, we may use the example of Harry Potter story and apply it in a crossword puzzle, we may give the students this clue “a truth potion in the harry potter books”.

Then we provide students a square with eleven letters, then ask them to guess which potion this clue means, if they are that aware of the story and how number of “potions” it contains, they will find the exact one as fast as they can. That is to say, they find letters of the word “VERITASERUM” equal the number of white squares, i.e. they

CHAPTER TWO: The Use of Games in the Teaching of Literary Terms

reach the right answer. From this point they will complete the other squares in the same way.



2.6.2 Bingo:

Bingo card resembles to crossword puzzle with filled and gap square. Each player who fills all the gaps first, shout out “Bingo”. This type of games is helpful besides to interesting. It helps students to motivate their activity in class. At the beginning teachers ask their student to make bingo cards and divide a sheet of paper into four rows and 4 columns, with one free space box to determine its position. Then they write in another paper questions and answers to a person who is going to read (caller). In a strip of paper there a number of written vocabularies and definitions, in which the caller will pull from a container, to read a definition and check its word

CHAPTER TWO: The Use of Games in the Teaching of Literary Terms

from a list. Then, according to the number of columns that the definition is read by the caller, the other student may write the right answer. The first student, who finds the answer and says “BINGO”, wins the game.

2.6.3 Word Research puzzle:

This type is one of the games used by teachers to make for their students easier to absorb materials in their learning process. Word search is considered to be an instructional game that contributes the reinforcement of words level. It conveys the students to share thoughts and suggestions for the puzzle clues. According to Hornby (1995: 947), puzzle is a thing that is difficult to understand or answer a mystery or a question that is designed to test a person’s knowledge, skill, intelligence, etc. A word search puzzle is a word game that is letters of a word in a grid. The objective of this puzzle is to find and highlight all the words Hidden inside the box.







The example above of “Harry Potter” story can exemplify as well this game in the picture bellow:

CHAPTER TWO: The Use of Games in the Teaching of Literary Terms

A Little Word Search Puzzle to Prepare for the *Harry Potter* World

Harry Potter World

<p> P M M E A E G E T Y O D L K R B Z E G R V J C N R V N F K U L L D X Z W F A A A Y Z P W X M O R V U I Y D N F L R K L O Z S I A S C A C U V D Q L M F Y A Y L O R V K A N T E L A O U Y D B S E C I W M I R O P P V O O P K P P D U B P K S A H O I T A T S S S O E C C O N I R E G O D W T A H K W P X T H P Z J N R E A W E W L E Z E R Z B S C C Z H J K Y B L D B Y C K D N L O O U D X O G X Q L R S E Z N </p>	<p> Ollivanders Forbidden Journey Hogwarts Knockturn Alley Leaky Cauldron Madam Puddifoot Ministry of Magic Muggle World Hogsmeade Village Ministry of Magic Grimlocks Flight Of The Hippogriff Ministry of Magic Ministry of Magic Ministry of Magic Three Broomsticks </p>
---	---

Using games to reinforce terms and words can be fun and useful. Learning or even teaching new vocabulary might be difficult, so why not make it enjoyable for both teachers and students. New vocabulary words found in literature can be easy to learn with fun games and activities. EFL teachers can create worksheets for their students to use in practicing knowledge about literature, so they may reinforce their comprehension on whatever literary contexts.

CHAPTER TWO: The Use of Games in the Teaching of Literary Terms

2.7 Conclusion

Games are considered to be one of the most exciting methods in English learning. They are used to teach the concepts of synonyms, antonyms and meanings of the words. To involve activities, different methods are used in which they can be presents as a way to explain various actions with different new terms we deal (group activities, class readings, student writing). Games are based on the intelligence of the students, in which you can assist them in the development of vocabulary with literary approach. They develop both language skills (writing, speaking).

Educational games guide the students how to increase the nature of different vocabulary. In this way games would be shown more attractive for acquiring new literary terms or devices.

Educational Games may help the students to form well cohesion and coherent sentences. The tasks the students have to name things will be placed within games as an ability to identify synonyms, equivalence or objects easily. Furthermore, they describe exactly the correct use of each word.

CHAPTER THREE

CHAPTER THREE: Data Collection & Analysis

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CHAPTER THREE: Data collection & Analysis

3.1 Introduction:

The current study explores the importance of using educational games as a method in teaching new vocabularies, and how their use impact the students' vocabulary and learning process in EFL classroom. This study proves that teaching new vocabularies via games does not affect their enhancement of vocabulary in literature but their mind activity as well, in which they would be able to understand, memorize and remember the new items and their appropriate use in joyful way.

Furthermore, in this experimental work, we attempt to gather a number of data through several questions in a form of questionnaire online. Then we devote a group of first year students in the department of English, we ask them to participate in this survey by answering the given questions, in order to discover the impact of using games towards literary vocabulary approach, and how it facilitates the learning process if it is included within the learning curriculum.

3.2 Aim of the Questionnaire:

The structured online questionnaire has been conducted to see how EFL first year students in English language and literature department at Ammar Telidji University consider the use of educational games as an enhancement of their vocabulary acquisition. It tends to study their points of view towards using educational games in literature vocabulary.

3.3 The Description of the Questionnaire

The current questionnaire describes how the students' relation is with new vocabulary in term of understanding and remembering difficult words. In addition to the involvement of using educational games as a method to facilitate these difficulties.

CHAPTER THREE: Data collection & Analysis

The Sample:

The study deals with group of students from first year of English department who are registered in the academic year 2018-2019 The size of the sample is about students. The sample has been chosen because of the following reasons:

- They can be motivated to interact within games.
- They are in need to learn vocabulary as much as possible.
- They have the ability to learn new words if they are well introduced.

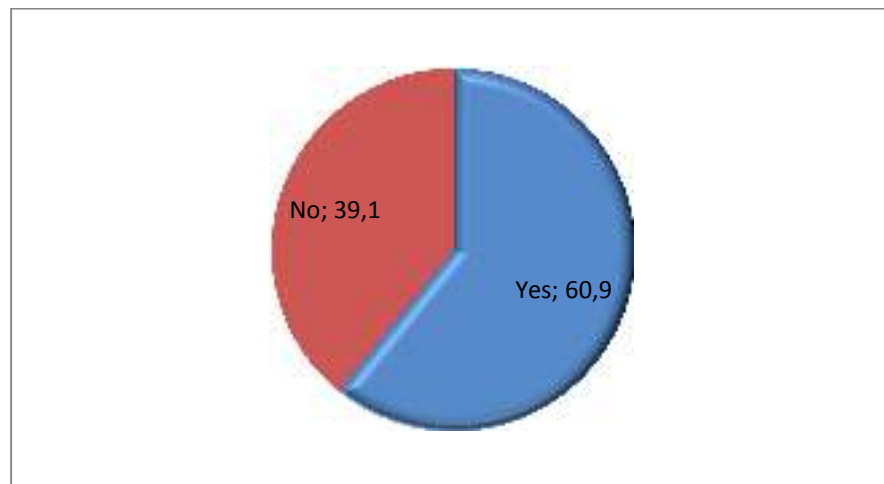
Participants:

In this questionnaire, we devote a number (45) of students in department of English at Ammar Thelidji University. The reason of targeting this category is because of the fact that students of this level usually find difficulties to recognize the meanings of new introduced concerning literary contexts.

3.4 The Analysis of the Questionnaire:

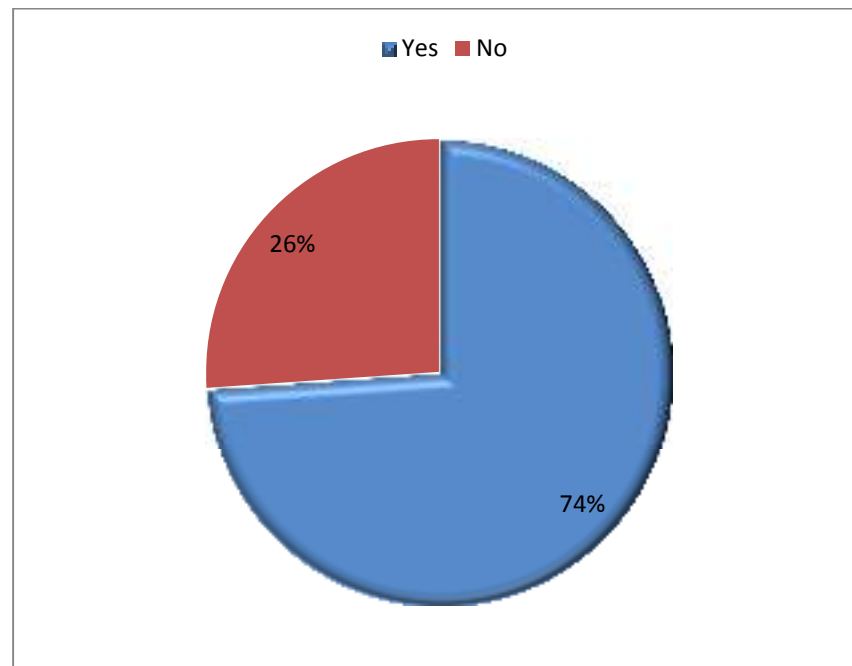
It's based on the number and percentage of the answers of the participants with a critical and analysis, the results can be shown bellow.

Figure 3.1: Students With Difficulties in Understanding of New Words



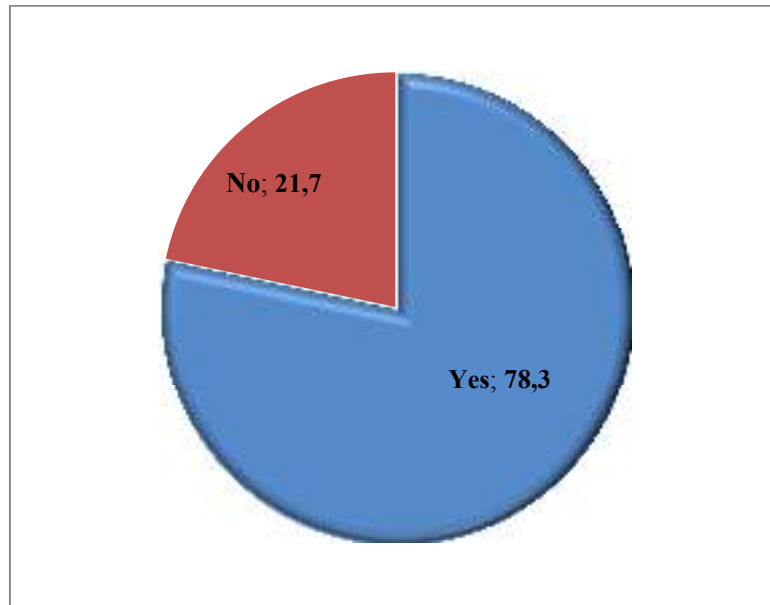
- a-** Concerning the first question, the result shown that 60.9 % are agreed with facing difficulties in understanding new words, which explains the importance of vocabulary in learning. However, 39.1% of participants consider that vocabulary which is constituted of words does not have the importance to require. In this way, we can say that the participants ignore that paragraphs and texts are built of vocabulary.

Figure 3.2: Student With Difficulties in Remembering New Words



- b-** In this part, 73.9% of participants consider that new words are not easy to be remembered because they do not use them in their ordinary and daily conversations or discussions. Meanwhile, the rest of them, 26.1 % do not face problems in remembering new words. The reason of this result refers to the fact that the students have a good memory and they practice and interact in different contexts and communications.

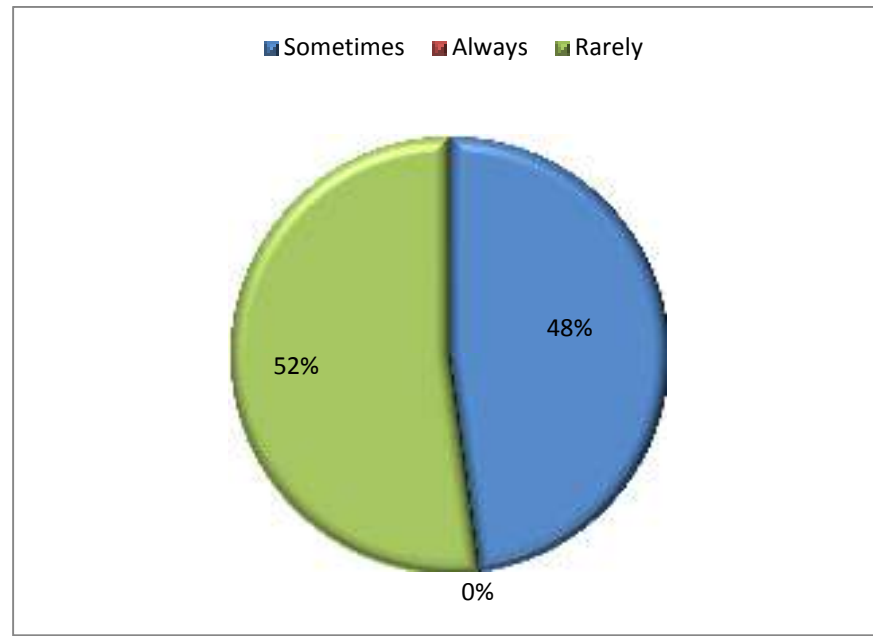
Figure3.3: The Use of Games to in Learning New Words



- a-** 78.3% of the students who shares their opinions say that they have used educational games before to learn lexical words, and they see the use of games as one of the ways that give them a clear image of understanding. It is also available to use new words which are associated to develop their intelligence and acquisition of new vocabulary in order to use them in coherent contexts, conversations ...etc. However, 21.7 % of the participants prefer not to use educational games claiming that it makes the students lazy and wastes their time without acquisition.

Graph 3.4: The Frequency of Dealing With Vocabulary

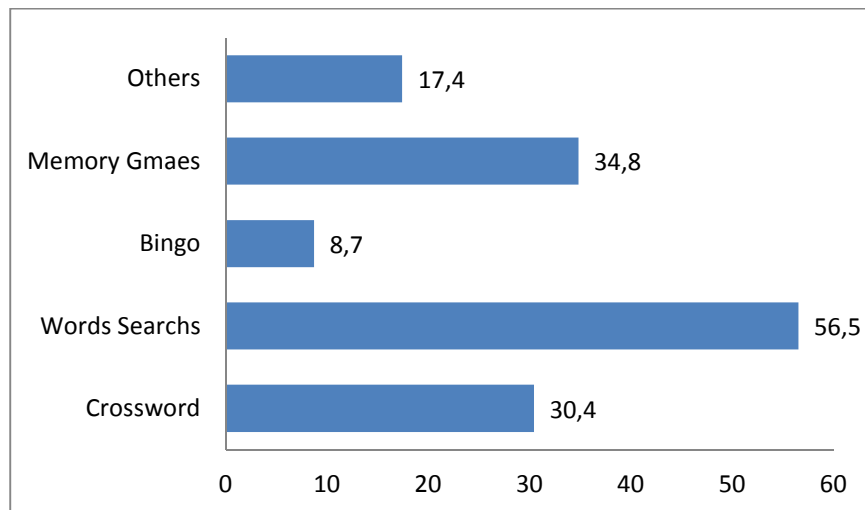
Games



- b-** In this item half of the participants estimate that the use of educational games is rare in teaching, because teaching this type needs more time and more different activities, and since the syllabus is charged, the teacher cannot use educational games always. Added to that, it takes more time to make champs in advancing syllabus. The other participants (47.8%) consider the use of educational games takes a part of times because they see that the use of games does not have the enough time. That is to say, it is useless.

Figure 3.5: Types of Educational Games According to Students’

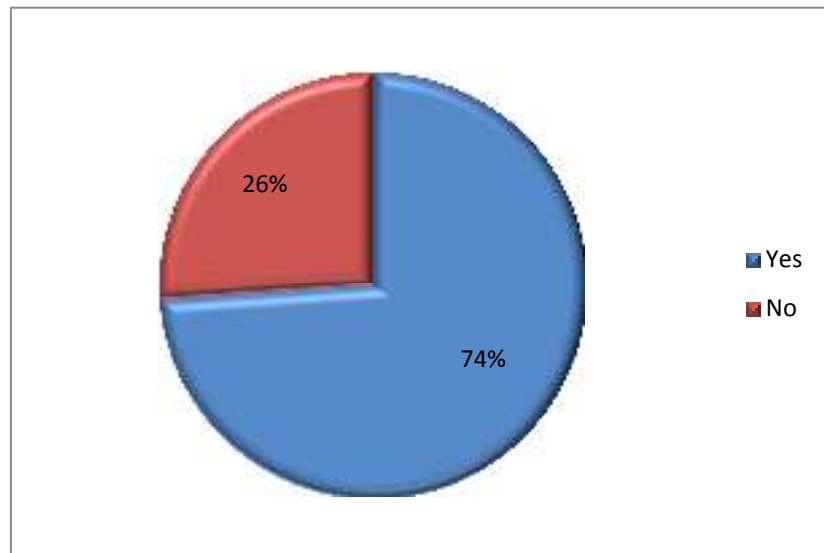
Use



This question is open, in which we provide the participants with multiple choices. Yet it is obvious that not of the majority of them affirm that “word search” takes the great part of student’s interest. They consider that it is the only way which can make them more excited to discover more vocabulary for the first time.

The second type “memory games” took an important place in learning. We can notice that from the graph above. However, it is close to “crosswords” more than “words searches” because “crosswords” is considered as a lexical game that has rules to increase the use of vocabulary in different fields, while 17.4% of the average represents those who have other games they used to play and they see them additional to the already given ones, and the rest of them chose the game of “bingo” because it is easy to play.

Figure 3.6: Students' Opinion Whether this Method is Applicable for Levels

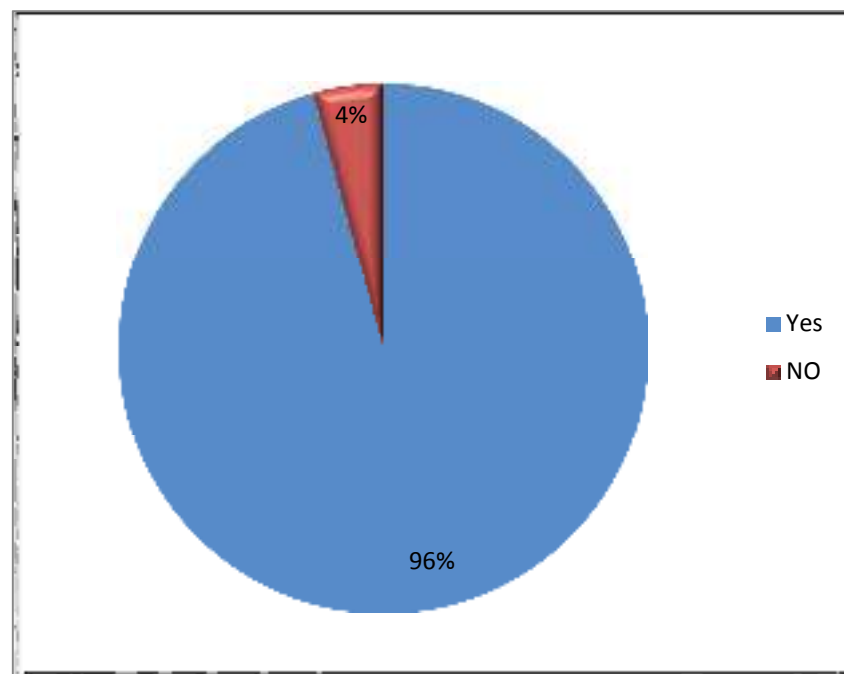


- The result of this question shows that 74% of the participants agree that educational games are applicable for teaching students from all levels. They explain that the graduated process must begin with different levels which develops the students' curiosity in the aim of reaching their objectives. 26% of participants do not agree with this matter, because they ignore the fact that learning must be stepped by different levels (advanced, intermediated, beginners), it means that it is impossible for any student to reach advanced level without passing with beginner and intermediation.

Question 7: The Advantages when Including Educational Games into EFL Curriculum:

The results of the seventh question, show that the advantages which can be for using educational games in EFL curriculum for the following ways; it makes students more interested in through the comprehension of the texts. Plus, it develops the sense of creativity. Also, it makes students involve their vocabulary and develop the signification of words equivalence. Finally, information is engaged by specific vocabulary, which structuralizes the cohesion of all types of texts.

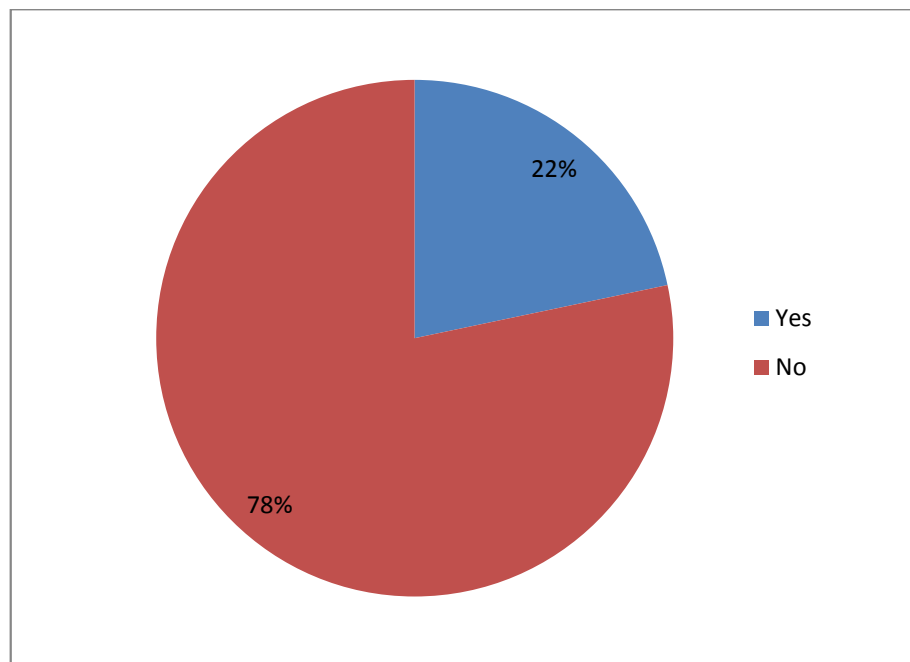
Figure 3.8: Students' Motivation Towards Acquiring Vocabulary Through Games



CHAPTER THREE: Data collection & Analysis

- 95.7 % of participants recognize that the use of vocabulary in psychological plan must be present to discover new words. It also develops the memorization which can facilitate for the students forming coherent sentences with the use of different new devices and reinvested words in diver fields. The little bit of participants who consider that the educational games do not motivate students to acquire the maximum of new vocabularies, and they are wrong.

Figure 3.9: The Students' Use of Educational Games During English Literature Lesson



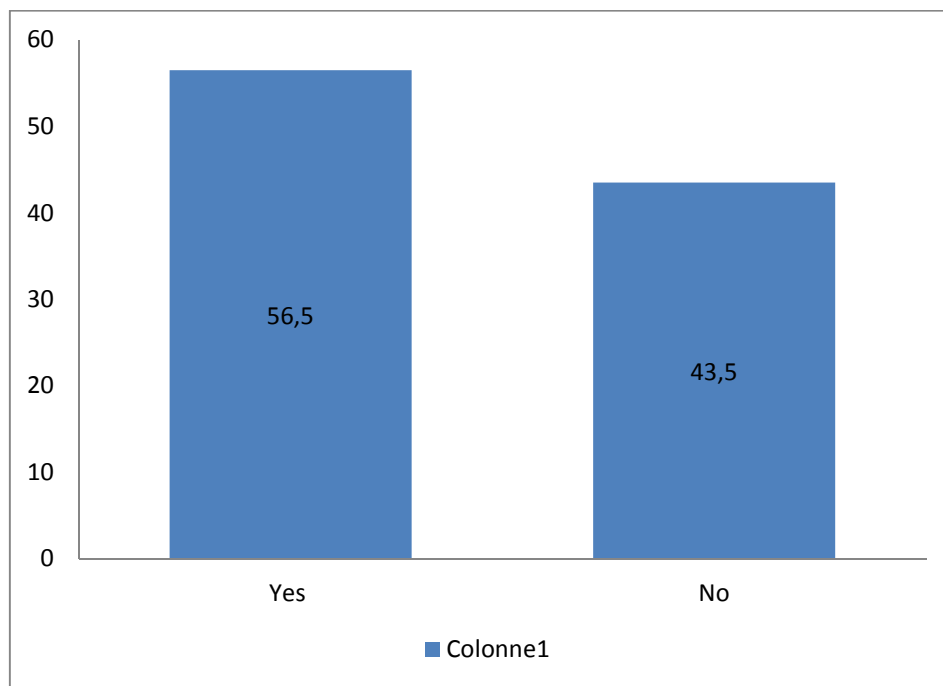
- The result above, clarifies how educational games are useless during English literature lessons to understand literary texts, because this kind of texts did not need educational games to be comprehensive. Most of the participants see and

CHAPTER THREE: Data collection & Analysis

confirm the fact that literary texts did not fixture to be understood by practicing educational games.

The minority supposed that educational games facilitate the comprehension and learning process in literature. We need rhetoric image, synonyms, equivalents and individual interpretations. That is to say it is not true the fact that educational games are useless.

Figure 3.10: Spelling Difficult Words and Educational Games



- Educational games help the students to pronounce correctly multiple words, because games explain specifically the intonation and the rhythm of most of words. 56.5% of them confirm this possibility by using lexical games in different contexts, by dividing the word structure into individual letters like in the game of “crosswords”. But more than 43% focus on the idea that

CHAPTER THREE: Data collection & Analysis

educational games did not represent one of the methods to be used in phonetics ability, and that would not be helpful.

QUESTION 11: Most of students consider the use of educational games in EFL classroom is useful to acquire new vocabularies, while the rest see think that students sometimes get bored to play academic games.

Educational games allow the students to understand (reception) and reinvest concepts in written or oral productions.

Question 12: Inclusion of Educational Games in Literature

Module:

Options	Percentage	Participants
Yes	87%	20
No	13	3

Table 3.1: The Inclusion of Educational Games in Literature Module.

- The majority, wish that educational games must be included in literature module. They confirm positions that educational games expose the students to facilitate and face the comprehension of literary texts. However the others, who represent 13 % of participants, claim that educational games must not be appear in this kind of module because it is paradox to understand texts via games.

CHAPTER THREE: Data collection & Analysis

Discussion of the Last Two Questions:

Question 13: Do you think that games (as a strategy of teaching) can help in improving learners' English?

Most of the participants agree definitely, because they think that educational games make real joy and pleasure to discover new language combined with new words. It makes sense for them by using their intelligence to produce paragraphs, sentences...etc. by using these words. Games give more interest and help students to discover new culture.

Some of them did not know what to answer because they did not have any idea about the new strategy of teaching and learning English.

The others did not agree with this idea without giving any explanation or reason of their disagreement.

Question 14: In your opinion what method is more effective to teach literary devices?

47.8% of students think that the real phenomena to teach is the use of group activities because we have experienced this method and it gave a good result and developed the interaction between the students by sharing their knowledge which is very helpful in teaching and learning. Yet 39.1% of them affirm that games contribute in the development of their pronunciation and use of words in different contexts, and is fun in the courses.

Meanwhile the last 13% affirm that class readings develop two languages skills "reading and speaking" which encourage them to do discuss in different fields without hesitation of shyness, fear or complexity.

3.5 Conclusion

Through experiment and after a deep discussion and dealt with a number of students in this chapter, and founded results of online questionnaire, we conclude that educational games have an importance that took a huge place in teaching new literature vocabularies. We proved the effectiveness of this method according to participants' answers and we realized that educational games are very useful. It is indeed that games have enhanced their vocabulary in all generally fields and in literature specifically. In other words we confirmed the first hypothesis which states that language games impact students' vocabulary improvement.

General Conclusion

GENERAL CONCLUSION

Learning literature vocabulary is considered to be one of the important issues that EFL students worry about, because it plays a big role in the learning process. That is to say, several researchers have done their searches on what methods of learning would greatly help to facilitate this process for students in order to enhance their understanding and use of new literary words. The researchers got the results of their deep investigations, and found out that in order to motivate students in learning; teachers must carefully include a pleasant atmosphere in their teaching process and during the lesson, by bringing the idea of using games as a method that could attract students' intention to certain literary texts in a joyful area. The current study aims to explore the reason that leads EFL students not to be able to memorize vocabularies they have learned. It also aims at exploring the best methods that would greatly help students maintain new vocabularies as much as they can. In addition, it exposes multiple kinds of games that can contribute the teacher in teaching new vocabulary process in order to enhance the learners better understanding of literary terms. For this aim, we set three of hypotheses as follows. The first hypothesis is that the reason that leads students not to be able to memorize new words they have learned is that the students' use of the words is rare because of the situation they are in does not need to use certain words and usually they use them only for exams. The second hypothesis describes that there are some particular methods that rely on proper vocabulary instructions which not just teach the definitions of words, but how to critically understand the context while drawing connections outside the lesson plan. Whereas the last hypothesis clarifies that EFL teachers can use several kinds of educational games in enhancing their learners' vocabulary but in a different manner that has to be related to

GENERAL CONCLUSION

and relied on their multi intelligence of learning either listening to audios that contain stories or reading texts.

This study is divided into three chapters. The first chapter is concerned with the theoretical part of vocabulary in which we tackled what is meant by vocabulary and what types can vocabulary contain. Then we linked it with the teacher and illustrated the role of teacher in teaching vocabulary in EFL classroom, and how vocabulary is important for the students.

The second chapter deals with literary approach towards educational games. The research explains how the teacher can introduce literary terms of literary contexts to his students including some methods (games, group activities, class reading and students' writing) to impact the learning process besides to the reliance on playing games during the process in order to motivate and attract students more to learn.

Moving on to the third chapter, which is devoted to data analysis it based on the results of an online questionnaire, centered a number of first year students of English literature department. The questionnaire aimed at checking the student's perception towards games, the possible problems they may face when using them, and recommendations on using English educational games for improving learners' vocabulary knowledge.

The study results confirm that the use of educational games in teaching vocabulary of literature may indeed contribute in both teaching and learning process. That is to say, educational games are really helpful and effective as a method in learning vocabulary and they attract students to learn, understand and engrave new difficult literary words'

GENERAL CONCLUSION

meanings whether hidden or apparent, and make them interact easily with classmates in different literary contexts inside and outside the classroom as well.

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Appendices

Students' Questionnaire:

Dear students

This questionnaire aims to explore “Teaching New Vocabularies through games to enhance the understanding of literary terms in EFL classroom” . Your most appreciated contribution is expected to be honest and clear .So please read all of the questions before answering, then answer without any hesitation. Be sure that your identity is kept anonymous.

Thank you in advance for your collaboration

The relation of students' vocabulary and games

1- Do you experience difficulties in understanding new vocabulary? *

Yes

No

2- Do you face problems in remembering new words? *

Yes

No

3- Have you ever used educational games to learn lexical words? *

Yes

No

4- How often do you use educational games? *

Always

Sometimes

Rerely

5- What kind of educational games do you usually use? *

Crossword

Word Search

Bingo

Memory games

Others

.....
..

6- Do you think that educational games are applicable for teaching students of all proficiency levels (beginner, intermediate, advanced)? *

Yes

No

Explain

7- What advantages do you see to include educational games into the EFL curriculum?

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

8- What advantages do you think learning educational games may offer?

Enjoyment

Creativity

Interaction and socialization

Other

.....
.....

9- Does acquiring vocabulary through educational games motivate students?

Yes

No

10- Have you used educational games during English literature lesson? *

Yes

No

11- Do educational games help you in spelling difficult words? *

Yes

No

If yes, tell us how.

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

12- Tick the sentence which expresses your opinion.

Using games in EFL classroom is useful to acquire new vocabularies.

Learners sometimes get boring to play academic games.

13- Would you like to include games in your literature module?

Yes

No

14- Do you think that games (as a strategy of teaching) can help in improving learners' English?

Definitely yes

Yes

I do not know

Definitely not

Your opinion

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

18. 15- In your opinion what method is effective to teach literary devices? a- Games

b- Group activities

c- Class readings

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Résumé

L'objectif de notre étude s'articule autour de l'importance et de l'acquisition du vocabulaire de la langue anglaise à travers des textes littéraires. En effet, cette opération s'effectue par l'introduction des jeux éducatifs qui participent pleinement à la compréhension et à l'interprétation des textes.

Par ailleurs, l'apprentissage du vocabulaire se canalise à travers les écrits et la lecture des textes littéraires qui permettent d'acquérir de nouveaux mots et consolident des assises sémantiques pour l'utilisation et le réinvestissement de nouveaux concepts.

Dans ce contexte et pour justifier les opérations de l'acquisition du vocabulaire à travers les jeux éducatifs, nous avons conçu un questionnaire destiné aux étudiants de première année licence d'anglais afin de confirmer nos hypothèses. L'analyse en question nous a démontré que les jeux éducatifs représentent le moyen le plus performant pour l'acquisition de nouveaux mots et dont les étudiants souhaiteraient qu'il soit inséré à travers les cours de la langue anglaise.

List of Errata:

Hypothesis \implies HypothesesP 3, L8.

Back Ground \implies BackgroundChapter one.

Games Toward Literary Approach \implies The Use of Games the Teaching of Literary
Terms..... Chapter Two.

Number of Participant 20 \implies 40 ParticipantChapter Three, P 32.