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***Using Educational Games as a Teaching Technique to Develop
EFL Learner's Vocabulary Knowledge***

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School.***

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DEDICATION-1-

The trip was not short and it shouldn't be, the dream wasn't close nor, the road was full of difficulties but I did it.

I dedicate my graduation to those whose name I proudly, to those who harvested thorns from my path to pave the path of knowledge for me " my dear father ".

After the grace of God, what I am in belongs to my father, the man who did not receive even a small part of what we got, and the man who all his life sought to be better than him.

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"Praise be to Allah, Lord of all the worlds."

To my mother, then my mother, and again my mother. The one who supported me and sacrificed her youth for me, to the one who believed in me and loved me unconditionally, to the one who stood by me in my worst moments and pressures, to the one whose prayers have brought me to where I am today. My everything, I dedicate my success to you. May Allah grant you a long and blessed life.

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Khawla Si Ahmed

DEDICATION-3-

I dedicate this graduation of mine to the one who taught me giving and to the one whose name carry with pride ,and I hope that God will extend your life so that you see fruits whose time has come to be harvested after a long wait my dear father and to my angle in life ,to the meaning of love ,tenderness and devotion and to the smile of life and the secret of existence and to the one whose duaa was the secret of my success is my dearest beloved my beloved mother, to those who have the great credit for encouraging and motivating me ,and from them I learned perseverance and diligence ,to those from whom I am older and whom I rely ,and to those with whose presence I gained strength and love my brothers, to those who enjoyed brotherhood and were distinguished by loyalty and giving , to those who accompanied them in the paths of happy and sad life; my dear friends, to all my dear teachers and my dear supervisor who never hesitated in extending a helping hand to me ,who is credited with directing me and assisting me in my study ,I extend my sincere thanks to him and to everyone who supported me on this journey .

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Abstract

Despite the necessity and relevance of vocabulary in all language, this part of the language actually receives less attention than the other parts of language. As a result, it is less motivating for students to rely solely on their daily routines to improve their vocabulary storage. As the meanings of new words are frequently highlighted, vocabulary learning is seen as both a necessary and challenging component in learning any foreign language. Because of this, teachers of English should employ practical strategies to maintain student's interest and excitement for language. One of these techniques is to teach vocabulary more efficiently via educational games. Therefore, the goal of the current research study is to investigate the effect of using educational games on learner's vocabulary knowledge. The research was conducted at Brothers Lourak Middle School in Borj Bou Arreridj. The study population consisted of 125 students and the sample consisted of 44 students who were between the age of twelve and thirteen. It dealt with 1st year EFL pupils and all of them were nonnative speakers. The participants were divided into two groups; a control and an experimental group. The experimental group received instruction through educational games, whereas the control group was instructed through a traditional manner, and both groups were given access to a vocabulary-based test that was presented as a pre-test and a post-test. The investigation was based on a quasi-experimental design. The data was analyzed in order to see whether the findings are positive or negative concerning the effect of educational games as a teaching technique to develop learners' vocabulary. The findings suggest that using educational games as a teaching technique is effective in enhancing students' vocabulary. The experimental group outperformed the control group in the post-test, and inferential statistics proved a statistically significant difference between the two groups.

Keywords: Educational games – EFL learners- Vocabulary knowledge - Teaching.

List of Abbreviations

CG : Control Group

EG: Experimental Group

EFL : English Foreign Language

EG : Experimental Group

M: Mean

SD: Standard Deviation

***P*: The *p* Value (Statistics)**

SPSS : Statistical Package Social Science

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General

Introduction

1. Background of the study

Teaching English as a foreign language is sometimes a hard profession to perform. The majority of people use English for international communication as a source of knowledge. To make language learners able to grasp spoken and written language, one of the main components that they need to learn is vocabulary. Many Algerian learners learn vocabulary passively due to the habitual methods that they find somehow boring such as the use of dictionaries or learning by heart. Vocabulary building is somehow difficult for middle school learners, since they are newly exposed to the English language and their native language environment does not give them chances to practice English. Games can be utilized in the classroom as a solution to improve learner's vocabulary. Educational Games have a significant benefit; they help students communicate, work together, and express themselves creatively while utilizing the language in context. Students are often eager to participate in activities, play games, and accomplish things. They need to be able to understand and speak the target language in order to participate. A teacher can utilize games to create circumstances in which the language is useful and to keep students engaged in the task. The purpose of this study is to determine if educational games is effective for increasing learners' vocabulary knowledge.

2. Statement of the Problem

Middle school students in Algeria may encounter various challenges in learning new vocabulary items when learning English as a foreign language. One of these challenges is the interference of the native tongue with the learning of the second language; once they leave the classroom, it becomes difficult for them to remember what they have learned; in addition, many students lose interest in learning during class; this is largely due to the presentation of the lessons and the manner in which they are given to students. Furthermore, not many teachers use those kinds of techniques in teaching English language vocabulary which allow for engaging the learners and motivate them to learn. For this reason, most English as a Foreign Language (EFL) teachers try to choose an appropriate method or technique to teach vocabulary. Our current study seeks to examine the effectiveness of using games to support EFL students master new vocabulary.

3. Research Questions and Hypothesis

3.1. Research Question

In our study, we will attempt to answer the following question:

1/ Does using educational games as a teaching technique develop first year EFL learners' vocabulary knowledge?

3.2. Research Hypotheses

The following hypothesis serve as the foundation for investigating this research question:

1/ Using educational games as a teaching technique develop first year EFL learners' vocabulary knowledge

4. The Aim of the Study

The main objective of this study is to assess the effectiveness of educational games in developing the vocabulary learning process of young EFL learners. By offering teachers more appropriate teaching techniques, the study aims to contribute to the educational system by enabling students to acquire a new language in a manner that is easy, enjoyable, and memorable. With the understanding that modern-day students thrive through active engagement, preferring interactive activities in pairs or groups, researchers strongly believe that incorporating educational games can be highly effective in helping students not only acquire new vocabulary but also retain it even when they are outside the traditional classroom environment. The study seeks to explore the potential of educational games to create a dynamic and engaging learning experience, leading to more effective vocabulary acquisition and long-term retention for students.

5. Significance of the Study

This research helps English language learners learn vocabulary more effectively because it is considered the most important part for students in learning English as a foreign

language. This research helps to investigate the effectiveness of educational games in facilitating vocabulary acquisition for English language learners. Vocabulary development is widely recognized as a crucial aspect of learning English as a foreign language. Therefore, understanding how educational games can enhance vocabulary learning becomes particularly significant in supporting students' language proficiency. The English teacher is supposed to be more active to make the lesson more interesting and enjoyable because teaching vocabulary needs effective techniques to make students interested in learning vocabulary. In this study, this technique is represented in using educational games. Games are a critical teaching tool; due to their nature, they operate as a way of retrieval of information. Developing vocabulary in educational games helps learners not only learn new words but also know how to use them in context.

The study attempts to provide practical contribution for the field of developing learners' vocabulary. Both students and teachers will gain from understanding the significance of using educational games in lessons in a way that facilitates developing learners' vocabulary knowledge.

6. Methodology

This study follows a quantitative approach. Qualitative data is collected by means of a pre-test and a post-test about vocabulary administered to two groups; an experimental group and a control group. After the pre-test, the experimental group received lessons on vocabulary by means of educational games as a teaching technique, while the control group received the same lessons following the traditional method. To test the hypotheses, an independent samples t-test was run between the means of the two groups before and after the treatment. In addition, a paired samples t-test was run between the pre-test and the post-test results of each group. Both descriptive and inferential statistics were generated, and the results were analyzed accordingly.



Chapter One:

Literature Review

Introduction

Vocabulary is regarded as a crucial element in language learning and it contributes greatly to the process. Many scholars believe that the heart of any language is its vocabulary because, without obtaining sufficient vocabulary on hand, students will not be able to understand English effectively. However, there are numerous strategies and techniques that can be utilized to teach vocabulary and many aspects that should be taken into consideration concerning the way of introducing new items, because every teacher wants to make his students present, remember and practice new words in context. One of the important methods and techniques a teacher may employ in the teaching of a foreign language is the use of educational games in order to create a different, fun, attractive and appealing learning environment for learners.

The first part of this chapter is concerned with definition of vocabulary, types of vocabulary, and the importance of vocabulary development in foreign language learning. It also deals with how vocabulary is learnt stored, and retrieved from the long-term memory. The second part deals with games in language learning as a big title with its subtitles which are games definition's, types of games in the language classroom, characteristics of games in the teaching /learning process, when to use educational games and the role of games in developing learning vocabulary. Then, related studies to the effect of games on English vocabulary. Latterly, the research ends with a conclusion.

1. Vocabulary in Language Learning

1.1. Definition of Vocabulary

Vocabulary is the basic knowledge of a language that affects how well a student speaks, listens, reads, and writes. There are various definitions of vocabulary provided by experts. Stahl (2005) states that knowing a word conceptually means recognizing how it fits into the world, as well as understanding its definition. According to Oxford English Dictionary (1991), vocabulary is defined as the “total number of words in a language, words known to a person, list of words, their meaning especially at the back of a book used for teaching a foreign language.” (p. 461). A vocabulary is a collection of words that can be arranged into more complex forms like phrases, clauses and sentences. Those structures form

ideas that can be comprehended by others. Neuman and Dwyer (2009, p. 385) define vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.

One component of language that should be taught and learned is vocabulary. Furthermore, the ability to think, articulate thoughts and feelings, and learn about the outside world depends on the word vocabulary. Vossoughi (2009) claims that people use their vocabulary as the basic knowledge of learning a language in order to communicate and engage with one another in their daily lives. As part of learning and teaching a foreign language. Words are symbols that bring back memories of the situations in which they were heard and comprehended, depending on the context in which they are used. It means that to understand a term is to be able to apply it in a context that one has never faced before. Vocabulary is the most crucial aspect of learning and teaching foreign languages besides grammar and pronunciation. The total number of words required to express concepts and the speaker's meaning is referred to as the speaker's vocabulary. Alqahtani (2015) suggests that a person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. Based on the definitions above, it can be concluded that the more learners acquire vocabulary, the easier it will be for them to improve their four skills (listening, reading, writing, and speaking).

1.2. Types of vocabulary

In general, there are two kinds of vocabulary in teaching. These kinds include active and passive vocabulary. Words that learners comprehend but are unable to use yet are referred to as passive vocabulary. On the other hand, Words that students understand and utilize in speech or writing are known as active vocabulary. These explanations above can be explained clearly by Harmer (1991), and Aeborsold and Field (1997). According to these researchers, these types are presented as follows: First, active vocabulary includes words that learners can comprehend, pronounce correctly, and effectively employ in speaking and writing. Although it is more challenging to apply in practice, it is also known as productive vocabulary. It follows that, in order to apply the productive vocabulary, students must be able to employ 11 different types of grammar from the target language, be familiar with collocation, and comprehend the connotative meaning of the terms. This kind is utilized generally when speaking and writing. Second, the term "passive vocabulary" refers to terms that students recognize and comprehend when they are used in a context or when they need someone to

recite the word's definition to them. Passive vocabulary is typically included in reading or listening resources for learners. When they read the words in a text, they will discover the word's meaning and will be aware of the significance of any other words that are available.

1.3. Importance of vocabulary

Vocabulary is essential for acquiring the four language skills, and it can also assist people in communicating with others. Alemi & Tayebi (2012) explain that vocabulary is the core component of language ability, which serves as a foundation for learners' performance in all language skills. Besides, Schmitt (2000, p. 55) states that “lexical knowledge is central to communicative competence and to the acquisition of a second language” Because all language abilities are dependent on learning vocabularies, vocabulary knowledge plays an important part in learners' educational performance; subsequently, communication does not occur if words are not accessible. Thornbury (2005, p. 22) states that “spoken language also has a relatively high proportion of words and expression”. Wilkins (1972) argues that learners who lack grammar knowledge may struggle to express everything they desire, but those without a grasp of vocabulary will struggle to convey anything at all. To summarize, vocabulary is crucial to develop. Students with a limited vocabulary will have problems in understanding the lessons at school. Students with more vocabulary understand the meaning, context, and explanation provided by the teacher more clearly than students with fewer vocabulary. That is why studying vocabulary is essential. In order to improve the quality of acquiring vocabulary, research in vocabulary development must be accomplished. McCarthy (1990) claims that Effective communication in a second language requires more than just mastering the sounds; it necessitates a diverse vocabulary to convey a broader range of meanings and engage in meaningful interactions.

1.4. How vocabulary is learnt, stored, and retrieved from the long-term memory

According to Squire (2009) process of learning, storing, and retrieving vocabulary from long-term memory is complex and involves a number of cognitive functions.

Firstly, the process of picking up new words and including them in one's lexicon, or mental dictionary, is called vocabulary acquisition. It is an essential part of language acquisition and development and can take place in a variety of ways, including direct

instruction, reading, listening, and exposure to others speaking in their native tongue. There are several variables that may affect vocabulary development such as:

Exposure frequency: A person is more likely to learn and remember a term the more often they are exposed to it.

Contextual clues: By adding details that can help to solidify a word's meaning, contextual cues like images, gestures, and other verbal or nonverbal cues can make it easier for people to learn new words.

Relevance: Words are more likely to be learned and recalled when they are relevant to a person's interests, needs, or ambitions.

Teaching techniques: Detailed education that emphasizes word meaning, form, and use helps hasten the acquisition of vocabulary, especially for language-challenged students. From one context to another, such as from reading to writing or from one language to another, learners are able to transfer their word knowledge.

Secondly, encoding in vocabulary is the process of transforming a new word into a mental image that may be stored in long-term memory. It was first demonstrated by Bousfield (1935), The initial stage in encoding a new word is to pay attention to it. This process consists of several parts. Focusing on the word and examining its context, pronunciation, meaning, and spelling are necessary to do this. Furthermore, semantic processing takes place. The brain must first concentrate on the new word before analyzing its meaning. This can require relating the phrase to knowledge that has already been acquired or elaborating on its meaning by using contextual cues or connections with other words. Semantic analysis is when the brain must first concentrate on the new word before analyzing its meaning. Then follows processing phonologically; since the brain must cognitively represent a word's sound in order to retain it in long-term memory, a word's sound affects how it is encoded. Orthographic transformation is how a word is spelled; is another aspect of encoding, particularly for printed words. The brain must create a mental representation of the words' letters and their arrangement in order to store a word in long-term memory.

Thirdly, the process through which freshly decoded words are kept in long-term memory for later retrieval is referred to as storage in vocabulary. A wide and intricate network of data can be stored in long-term memory and kept there for months or even years at a time.

As mentioned by Squire (1994), Declarative (or explicit) memory and non-declarative (or implicit) memory are the two main categories of long-term memory. Declarative memory, like recalling a list of vocabulary terms, is conscious and expressible through language. Unconscious non-declarative memory refers to learning that is demonstrated by performance or behavior, such as mastering the art of bicycling. Following encoding, new vocabulary is kept in declarative memory. Consolidation, which entails fortifying the connections between neurons involved in the encoding of new language, is the process through which the brain maintains knowledge in long-term memory. The frequency of exposure to new words, their applicability to the learner's interests or requirements, and the level of processing required to encode the new words are all variables that might have an impact on the retention of vocabulary in long-term memory.

Finally, to retrieve and recall words that have been previously stored in long-term memory is the process of retrieval in vocabulary. Finding the correct word requires looking through the extensive network of associations and connections in long-term memory. The strength of the memory trace, or the strength of the connections between the neurons responsible for representing the word, the accessibility of retrieval cues, and the degree of interference from competing memories are some of the variables that might affect retrieval. The frequency and recency of exposure to the word, as well as the level of processing required for storing the word, all have an impact on how strong the memory trace is. Words that have been used lately and frequently, or that have been deeply and elaborately encoded, are more likely to retain lasting memory traces and be retrieved with ease. Retrieval cues are bits of knowledge that can prompt the recall of a specific word from memory. These cues can be contextual, auditory, visual, or any combination of these. An image of a cat, for instance, might make it easier to recall the word "cat" from memory. Retrieval may also be slowed by interference from competing memories. Several memories that are connected to the same cues or situations may conflict with one another and make it more challenging to recall the desired phrase. Using mnemonic devices, such as linking the new word with a picture or a personal connection, or participating in spaced repetition, which entails returning to the new word at progressively longer intervals over time, are strategies that can aid in improving vocabulary retrieval.

Overall, the processes of attention, perception, encoding, storage, retrieval, and metacognition are all intricately intertwined during the processes of vocabulary learning, storage, and retrieval.

2. Games in language learning

2.1. Games definition

It is clear that learning a foreign language takes a lot of work, and effort and energy must be sustained over an extended length of time. Since we need context for language acquisition, genuine language use helps us make and follow many techniques and procedures. We can create an interactive environment through creative processes, and this could advance the process of acquiring a foreign language. One of the crucial techniques a teacher may employ in the instruction of a foreign language is the use of games, particularly educational games. Researchers have provided numerous definitions to explain the concept of games in the teaching and learning process. According to Elshamy (2001, p.15) defines a game as a "competitive activity played according to rules within a giving context, where players meet a challenge to achieve an objective and win". This indicates that games include rules, rivalry, entertainment, and learning in particular Rules must be clear and easy to understand for pupils to understand them. They are made in various regions and at various levels to accommodate a wide range of the levels and needs of the pupils which determine how much fun they have as a group and how well they perform and accomplish the great result. As mentioned by the Long Dictionary of Language Reaching and Applied Linguistics (Richards and Platt, 1995, p.89), games are defined as "an organized activity that usually has the following properties: A particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language". According to Haldfield (1999), " a game is an activity with rules, a goal and an element of fun [...] games should be regarded as integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term". This definition gives game in the classroom a high rating because it recognizes them as valuable teaching technique that gives instructors the opportunity to add a positive touch to their classroom with entertainment and challenge.

Royle (2008, p. 12) says that educational games "are games designed with a specific curriculum objective in mind. To comprehend the language, EFL students need to know their vocabulary and the teacher should devise a fresh approach for distributing the information to the students in order to help them acclimate to acquiring vocabulary and the one strategy is to engage the students in some enjoyable activities.

Moreover, games are also helpful for reviewing vocabulary words. They typically have a theme that makes it possible to teach and learn the target words in a relevant context with limitless opportunities for repetition.

In some subjects, games are used to help students comprehend and remember vocabulary more quickly. The pupils do not believe they are learning anything from the activities they are playing. In actually, though, they pick up a lot of knowledge through play activities.

2.2. Types of games in the language classroom

Well, several authors categorize educational games in different ways. Lee (2000) classified language games into ten kinds which are: structure games, vocabulary games, spelling games, pronunciation games, writing games, number games, listen and do games, read and do games, miming and role play games, and discussion games. But Elshamy (2001) and Yahoui (2012) have another opinion. According to Alshamy (2001) and Yahoui (2012), four types of educational games have been known and identified which are: Content-focused games, experiential games, content-focused frame games, and experiential frame games.

- Content-focused games are the most suitable ones for language classes. In these games, the game's substance is crucial and is created to make it easier to understand the material. The classification that follows is determined by the substance used.
- Card games: A set of cards with various particular aspect is used in these games. They have features and definitions, and the learner should interact with them to get knowledge. The person should carry them out by placing cards, finishing tasks, or responding to questions. They are appealing because they are interactive and facilitate different learning methods (Elshamy, 2001; Yahoui, 2012)
- Act it out games: Students should choose a word that accurately describes their definition on their own features as well as those of the teacher. Because vocabulary is built through performing and making assumptions, it can be increased by introducing new terms to learners. Teachers can use these games to identify where their students struggle with knowledge learned material (Hayns & Zakarian, 2010; Yahoui, 2012).
- Crossword puzzle games: This type of games in general allows learners to write the words into numbered squares that travel across and down, and guess the answers to

clues. In detail, the letters are meant to be placed inside the white squares, students should arrange words in a square diagram so that they fit across and downward into the spaces with the numbers. They provide an explanation for several signals. Teachers use these games in accordance with the learning objectives and level of their students . Yahooui (2012).

- Spelling puzzle games: Students learn to spell different words by rearranging the letters. Combining word knowledge by linking its spelling to its visual representation is the goal . Yahooui (2012).

Also, Hadfield (1984) outlined two categories for educational games: Linguistic games that put precision first and communicative games that emphasize information exchange. Moreover, according to Hadfield (1984) games are broken down into more specific categories that include both linguistic and communicative games such as:

- Matching games: Kids must find a match for a word, image, or card.
- Guessing games: As other students try to guess the word, the students with the flash card must just mime it.
- Searching games: Everyone is given a hint to identify the offender, for instance. To fix the situation, they enquire and respond.

Come to an end, these above games can be played in pairs, groups, or with the whole class .It is important to make learning exciting for students with interactive activities. In addition to that, incorporating fun classroom games into lessons offers a simple way to motivate students, and encourage them to draw on their creativity and imagination.

2.3. Characteristics of games in the teaching /learning process

Vocabulary instruction is quite regimented and has predetermined objectives for students. Additionally, learning vocabulary through games inspires teachers and students to use their skills and imagination to accomplish objectives of the teaching and learning process. Lee (1979) asserts that the majority of games encourage language use rather than thinking about mastering the right syntax and forms. Students become more flexible and enjoy class when playing games because it offers a fresh technique to teaching and learning vocabulary and language.

According to Gardner (2012) there are further advantages of using games in language instruction as educational games involve interpersonal intelligence. Besides, games have an amazing ability to draw our attention to everything around us. Psychologist fundamental tenets tell us that motivation is required for something to be done frequently, by so many people, and on its own. According to Al Neyadi (2007), there are numerous types of intriguing concepts games are enjoyable, and enjoyment is motivating. There is something satisfying and strong about games that makes them motivating. Educational games encourage kids to interact and converse because they foster a welcoming environment where participants feel equal, and relationships are built and opportunities are provided for language learners to practice the four skills.

In contexts drawn from daily life in the academic life of students, educational games can help them feel less anxious and make the classroom more engaged. According to Hansen (1994) they are able to create, amuse, and help students to be more creative.

A successful learning game provides a way to motivate and inspire students to explore science, technology, math ...etc. It is more effective way of conveying information to learners. Educational games are interactive in nature. They should contain plenty of interactive elements and give the learners a chance to reflect on their experiences. According to Silvers (1982, p. 29) educational games help students by providing additional context around learning materials and acting as a subliminal memory technique. In many cases, learning objectives are not necessarily linear through educational games, learners can connect each step of the learning journey with similar stages in the game.

Educational games encourage team work, stimulate creativity and concentration. Students gain more decision-making skills by participating in games and learn more principles than by studying in the traditional way. Participating in games also will have a big impact on students' views, behaviors and attitudes.

Huang (1996, p.1) stated that Learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Also, diversity among students of all ages and academic levels is fostered by educational games, and diversity is necessary for any academic activity to be progressive.

Further, Uberman (1998, p.20) asserts that " games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming ". To put it in another way, language learners must be emotionally engaged; they must experience some sort of emotion while learning the language. Intense feeling like joy, pleasure, excitement, and suspense enables students to feel positively. They provide students with information about their learning environment and are therefore likely to promote language learning. As we mentioned in this part, educational games are a support for instructors, not a replacement for them.

2.4. When to use educational games

Traditional lesson plans can be transformed into interesting learning experiences in the classroom by using educational games. In a classroom, activities like games are frequently employed for individual study, team working and even exam preparation. When carefully thought out and incorporated into learning objectives, games are most effective. According to Hadfield (1990), games should be acknowledged as an essential component of any language curriculum, especially when they introduce and confirm a linguistic structure or role. Additionally, this opportunity allows students to practice in real-world setting. Educational games can help students learn languages better and can give them a relevant context in which to utilize their language during class.

A game shouldn't be seen as a supplemental activity to fill in empty time for the teacher and the class. Games should be used throughout the session at each stage, given that they are appropriate and well-selected, and they should be in the center of the teaching of foreign languages. Additionally, games are excellent for revision exercises that help students in remembering information in a fun and enjoyable way. Another aspect that teachers ought to keep in mind is to make a good decision when selecting a game to use in the classroom since, even though a game may be ideal for one teacher or one set of students, it may not be the best option for another teacher or group of students. According to Sigurgeirsson (1995, p. 3), "First, the teacher must consider the group that will be playing the game, and then he or she must specify a goal for the group toward which the game should strive." Alanna Jones (1998). It can be challenging to choose a game that is appropriate for a group of students who are working toward a particular objective because, for instance, teachers must ensure that the game is pertinent to the subject, that it is age-appropriate for their students, and that it is not

overly difficult for the students to understand. Before beginning the game, teachers must also ensure that all instructions are understood and the regulations are thoroughly explained. While the students are playing the game, it is crucial for the professors to watch and be available to assist without needlessly interfering with the action because doing so could damage the fluency and discourage kids from engaging. It is a good idea to organize some form of follow-up activity after the game since it provides the students time to consider the game and how it went. According to Langran & Purcell (1994. p.15-19) it's crucial for teachers to understand that adding more features to a game is acceptable and, in some circumstances, even necessary. Games that are harder can be made easier so that younger or less competent players find them challenging rather than too difficult (Hadfield 1990. p. 7). Although games can typically be adjusted to suit students of different ages, some aspects of games appeal to kids in particular age groups. Games for kids ages 6 to 8 frequently include repetition, have few rules, and are generally short in duration. Children between the ages of 9 and 11 can tolerate longer games that frequently have much more suspense. When kids reach this age, they also start to be able to modify games on their own, such changing the rules to make it more suitable to their group. Games for kids over the age of 12 are frequently much more organized and frequently place an emphasis on teams and teamwork (Gumundsdóttir 1981).

In addition to that, it is impossible to design a game that meets all of the instructor's requirements. Instead, games must be modified to fit the language, natures, personality, and learning styles of the students, and integrated into learning objectives. Educational games should be used when they can provide learners with amusement and educational value otherwise, they are ineffective and wasteful.

2.5. The role of educational games in developing learning vocabulary

Educational games are now widely recognized as useful resources for fostering efficient language acquisition and growth. Both educators and researchers have focused a lot of attention on how they might improve language learning. The purpose of this introduction is to clarify the value of educational games in the context of vocabulary development. According to Huyen and Nga (2003), games give students the chance to use English in a truly communicative setting, highlighting the importance of this role. Similarly, Kalaycioglu (2011) emphasized the value of educational games, which place students at the center of attention in the classroom. Abd El-Alem (2014) outlined several advantages of using games, including the following:

1. Games provide children with opportunities to experiment, discover, and interact with their environment, making them a vital and natural part of learning and growth.
2. Games introduce variety to the range of learning situations.
3. Games can motivate students, especially when classes are challenging. The knowledge that games await them at the end of the class can encourage them to put forth their utmost effort during the lesson.
4. Games help change the pace of a lesson, maintaining motivation among students.
5. Games can be used to break up long formal teaching units and re-energize students before returning to more formal learning.
6. Games allow for "hidden" practice of specific language points without students being aware of it.
7. Games encourage student participation and reduce inhibitions for those who feel intimidated by formal classroom situations.
8. Games transform the teacher's role from that of a formal instructor to that of a manager or organizer of activities that students enjoy participating in.

Learning through games is not a new phenomenon. Bradshaw and Lowenstein (2007) noted that games have been used as an educational tool for a long time, such as in coaching soldiers for war. Avedon and Sutton-Smith (1971) made the following observations about the benefits of using games as educational tools:

1. Games with simulated environments generate more student interest compared to conventional classroom activities.
2. Participation in games leads to the acquisition of more facts and principles compared to conventional studying.
3. Information learned through games tends to be retained longer than information presented through conventional methods.
4. Participation in games with simulated environments helps develop critical thinking and decision-making skills.
5. Taking part in games significantly alters learners' attitudes.

3. Related Studies to the effect of games on English vocabulary

Several research studies have been conducted on this topic, in which researchers tested the effectiveness of employing games to teach vocabulary in the English language. For instance, a study conducted by Mehregan (2014) looked into how language games affected Iranian learners' vocabulary development. The study's results demonstrated that the experimental game-based group outperformed the comparison group in terms of vocabulary achievement. In a similar vein, Taheri (2014) investigated how language games affected elementary pupils' vocabulary memory. The question that motivated this study was whether or not using language games may help Iranian elementary EFL students retain more vocabulary. It was determined that using language games had a very significant impact on participants' vocabulary memory and retention. Al-Jifri and Elyas (2017) conducted another study on five young male students in Jeddah. The results confirmed that the use of video games enriches the process of learning a language and increases the motivation of the learners. Also, it has been discovered that the games aid kids in developing a variety of language proficiency skills, including speaking and reading. Although children's skills are improved unintentionally by playing games, it is a very effective way to hold their attention during the class. This method assists the instructors to create an interactive and cooperative context, particularly within a competition where a winner is announced (Ashraf, Motlagh, & Salami, 2014). Alemi (2010) emphasized the challenge of retaining vocabulary in foreign language learning and highlighted the recommendation of scholars to employ various techniques, including games, to address this difficulty. In support of these ideas, research has shown that the use of word games has a positive effect on the vocabulary development of third-grade junior high school students. Furthermore, the participation of different students in these games offers unique perspectives and interpretations of words or their meanings. This diverse involvement enhances the learning experience by providing other students with new insights and perspectives. Such an approach underscores the importance of games as a valuable tool in language learning.

Another study focused on the function of word games in learning a second language (Ojeda, 2004). In this research, the experimental groups used games on four occasions while the control groups undertook more traditional pedagogical activities. The qualitative evidence suggested that word games may prove to be an effective tool in second language acquisition if the games are challenging, if they fulfill a pedagogic goal and if they encourage the learner to actively participate. In order to determine how well games work as a tool for teaching

vocabulary to young learners, Gruss (2016) carried out a study which involved 67 participants at the age of 6-7 who were chosen from different kindergartens. The researcher divided the participants into 3 groups (group A consisted of 24 students, group B consisted of 20 students and group C consisted of 23 students). There were three data collecting instruments: An observational sheet, a vocabulary test, and a picture-based survey. The study focused on three games which are “spider is coming”, “a board with shapes” and “colors and a board game with colorful sheets”. One and a half months were spent on the study. The results showed a difference in performance among groups. When the children participated in the games, group A's faults decreased. The mistakes went from 63% (first game) to 38% (the second game), to 21% (the third game). Group B results were somewhat similar to group A, the mistakes made by students were 60% (first game), 50% (second game), and 25% (third game). However, group C had different results. The percentage of mistakes was low at the first game 26%, yet it increased during the second game to 39%, for it to decrease again with the third game 26%. The analysis of this study shows that it is advantageous to use games in the classroom where students make auditory-visual associations between pictures and pronunciation. Moreover, it is important to notice and explore what children like and do not like most, and how they react to certain games to have the maximum effect as the educational process continues.

A research study was conducted by Quispe (2016) at the Americana Adventist School in Juliaca City. Forty pupils of the 3rd year of primary school were randomly chosen for this research. The researcher divided the participants into two groups, control and experimental. A vocabulary exam with six sections and a total of 20 points was used as the study's instrument (pretest, posttest). Using Microsoft Excel to evaluate the data, the researcher discovered that both the control and experimental groups received pretest scores ranging from 0 to 10, indicating that all participants are novices. Additionally, the control group received an average of 3.75 while the experiment group received an average of 4.9, indicating that the two groups began with merely the same average level of vocabulary knowledge. According to the posttest results, 40% of the experimental group's students scored from 0 to 10, 25% from 11 to 13, 35% from 14 to 16, and 0% from 17 to 20, while in the control group, 85% of students scored from 0 to 10, 5% from 11 to 13, 10% from 14 to 16, and 0% from 17 to 20. We can infer from these data that the experimental group's vocabulary expanded more than the control group's did.

Also, Alemi (2010) conducted a study on this subject in which 60 pupils were chosen at random from a group of 100 junior high school students in the third grade. They were split

into the control and experimental groups, which were identical. Both a proficiency pretest, which included questions on vocabulary, sentence structure, expressions, and pronunciation, and an achievement posttest, which was conceptually comparable to the pretest, were used to assess students' proficiency. According to the research's findings, games have been found to improve student performance since they involve and engage students in the learning process and foster relationships between them and their professors. The associations that kids make with words through games can later affect other skills. Moreover, Spanish, French, Russian, Chinese, Gujarati, and Creole were the participants' first languages. The access test was the first tool utilized in the study to gauge pupils' level of English ability. The Measure of Academic Vocabulary a modified vocabulary scale, served as the second tool. The investigation lasted for about two months. The performance of the control and experimental groups did not differ significantly once the findings were analyzed.

Conclusion

As a conclusion to this chapter, it can be claimed that vocabulary instruction is crucial because traditional approaches place more emphasis on language structure and grammar than on vocabulary. Also, traditional teaching techniques rely on students memorizing a list of words. In order to help students, learn vocabulary and determine what a word means, it will be crucial to consider innovative teaching techniques. Thus, we must not overlook the fact that games are enjoyable and encourage students' engagement in their learning in addition to fostering the required diversity in the classroom and serving as an effective teaching strategy. We can all agree that learning does not occur without student participation in the learning process, regardless of the instructional strategy employed. Educational games are used not only to inspire and amuse students, but also to teach them in a way that will help them retain and recall the information.

Chapter Two:

Methodology

Introduction

The objective of this research is to examine the effect of educational games as a teaching technique for developing learners' vocabulary knowledge. This chapter is intended to describe the methodology used in our investigation. In order to do this, the study's experimental design and its subjects are first presented. The tests that were employed and how they were conducted are then described. The treatment condition is described in depth in the section that follows, together with a description of the instructional structure employed and the main categories of tasks and games that were played. An explanation of the quantitative data analysis process is left for the final parts.

1. Restatement of the Research Objectives

Language competency is greatly influenced by vocabulary development, which is a vital component of language learning. However, many learners find it difficult to acquire new words, and certain pupils may not benefit from standard teaching strategies like rote memorization. The use of educational games in the classroom for a variety of subjects, including language instruction, has grown in popularity in recent years.

The purpose of this research project is to determine whether educational games are useful as a teaching technique for boosting learners' vocabulary learning. Even though the use of educational games for language learning has been extensively studied, research on how these games specifically affect vocabulary development is still needed. This study uses quantitative data in order to investigate whether engaging and fun educational games can improve vocabulary acquisition more than conventional teaching techniques.

This study intends to shed light on how educational games might be integrated into language learning programs by looking at how effective they are at helping students learn vocabulary. The results might also guide the development of brand-new games that are intended to improve vocabulary learning. The ultimate goal of this research is to determine the significance of educational games as a teaching strategy for developing students' vocabulary acquisition, which will help to improve language teaching and learning techniques.

2. Quasi-Experimental Design

To evaluate the efficiency of using educational games to improve vocabulary acquisition, a quasi-experimental design is followed. "Quasi-experimental designs are a valuable tool in research, providing valuable insights when random assignment is not possible or practical" (Cook & Campbell, 1979, p. 13). Quasi-experimental design provides valuable insights into causal relationships by comparing groups that have not been randomly assigned.

"Quasi-experimental designs play a crucial role in applied research, allowing investigators to assess the impact of interventions and treatments in real-world settings. By carefully selecting and matching comparison groups, quasi-experimental designs provide valuable evidence of causal relationships, bridging the gap between experimental and observational studies" (Shadish, Cook, & Campbell, 2002, p. 8).

This study includes both an experimental group and a control group. A pre-test was given to the two groups at the beginning of the inquiry, and the findings were compared. A quantitative examination of the students' responses was conducted with the goal of illustrating the potential effect of educational games on vocabulary knowledge. Then, through a period of 2 weeks, the experimental group received lessons using educational games, while the control group did not. After the instruction, a post-test was administered to the two groups. Their scores were compared to verify whether the lessons the experimental group received had any effect on their performance compared to the pre-test, and also in comparison to the post-test scores of the control group.

3. Participants and Settings

The study took place at Lorak Brothers Middle School -Borj Bou Arreridj. The participants in this study were first year students for whom English is a foreign language. They were selected purposefully regarding the aim of the study. The population consisted of 125 first year EFL pupils, the participants were selected by means of a convenience sampling technique, the experimental group was comprised of twenty-two students and the control group was comprised of twenty-two. The researcher started the study with 33 participants in the experimental group and 29 in the control group. Yet by the end, the researcher only relied on the answers of 22 participants for each group because of the absence of some students. The participants were between 12 and 13 years old, and all of them were beginner learners. The experiment was conducted during the students' first year of learning English as a course in the

curriculum. The experiment took place during the third semester of the academic year, and groups of students had already been formed. It is important to note that the learners were not divided into groups based on academic achievement but rather through standard administrative processes. Due to the somewhat short duration of the instruction and its potential impact on the participants' commitment and attendance, the option of using volunteers as participants was avoided. However, having complete classes at least ensured that the teachings would be simple to incorporate into the lessons. The experimental group was taught using games in which the learners were involved. On the other hand, the control group was taught using a more “traditional” method with their teacher.

4. Instrument

This study used two strategies for teaching English vocabulary: The game based and the Traditional Approaches. This research depended on two tests: A pretest, and a posttest. The vocabulary of sequences 4 and 5 were tested in four activities over the course of an hour. The researchers chose this test to make sure that there were not any distractors and other factors that may affect the reliability of the results.

The researchers took several steps to ensure the validity of the tests. They aligned the test content with the vocabulary sequences and learning objectives, maintained a controlled environment to minimize distractions and standardize conditions, and utilized reliable scoring methods with established rubrics and objective criteria. These measures were implemented to enhance test validity, accurately evaluate learners' vocabulary acquisition, and assess the effectiveness of the two teaching approaches.

5. Ethical Consideration

Considering the importance of ethical considerations in any investigation involving human participants, the researchers were highly committed to obtaining consent from the school, teacher, and learner prior to implementing the intervention.

6. Procedures

In what follows, we will provide a description of the data-collection procedures, the way the tests were administered, and the treatments that the two groups received.

7. The Pre-test

7.1. Description of the Pre-test

The objective of the pre-test served a dual purpose. Firstly, it functioned as a means to assess the vocabulary of sequence four and five for both the experimental and control groups prior to implementing the treatment. Secondly, it generated quantitative data regarding the learners' proficiency levels in the assessed vocabulary areas. The test was composed of four types of tasks:

In task number one, the students were required to match each job with its definition in order to test vocabulary that was already studied before. The definitions were well selected from the lesson they had already seen before (jobs).

To evaluate the learner's vocabulary proficiency in various areas, including countries, nationalities, jobs, school places, and prepositions of places, the second task involved identifying the odd word out. Each group presented five sets of four words, with one word in each set being the odd one.

The third task was about a lesson had seen with their teacher about Rights and Duties inside the School. The learners were asked to classify each sentence in the right column.

The last task was about filling the blanks using a word bank related to a lesson they had seen about the theme Me and my Daily Activities.

7.2. Administration of Pre-test

The pre-test was administered to both groups in two different classrooms. Before administering the test, the papers were verified for any type of misprint. Prior to the test, the

papers were counted and divided according to the groups. Students were told that the objective was to test their prior vocabulary and that the test was not marked. They were asked to write their names and groups on the test papers. Clear explanations of the tasks were given and, in some cases, the researcher helped the students individually. The researcher watched over the children while they worked in peace for one hour. After the time was done the test papers were collected and the students were thanked.

8. Treatment

8.1. Experimental Group

The experimental group was provided with lessons in a classroom setting that included 19 tables, chairs, and a whiteboard. The classes were conducted three times a week, with each session lasting 3 hours, over a two-week period.

In the first session the learners needed an icebreaker to ensure that the lesson would satisfy their needs and to put them at ease because the researcher was unfamiliar to them and had taken the place of their regular teacher.

After the pre-test, the researcher gave the students an explanation about the treatment and she told them that the objective of this study is to test their prior vocabulary knowledge. The researcher began the lesson with a warm up by asking a question about school rooms, then she presented the lesson using the umbrella game. The researcher printed flash cards about school places and then she brought an umbrella, then she pasted those flash cards on each side of the umbrella. The researcher rotated the umbrella and a student was chosen at random to stop the umbrella and name the school room that he gets.

To promote student learning and development, the researcher used a variety of instructional strategies, corrections, and feedback procedures. To ensure that pupils understand the topics being taught, the researcher used educational games to present lessons and content in a straightforward and organized manner. A selection of games, worksheets, or practical exercises to keep pupils interested and encourage active learning. The researcher corrected students when they made faults or errors to help them arrive at the right understanding or answer. This could be giving quick comments, calling attention to misconceptions, or offering assistance via Arabic. The corrections were given positively and encouragingly to assist pupils in growing from their errors and strengthening their

comprehension. The researcher's strategy placed a high priority on feedback. Students received feedback from the researcher on a regular basis that highlighted both their areas of strength and need for development. Feedback may be provided orally, via written comments on work, or in one-on-one conversations. Students could reflect on their progress and make the required adjustments thanks to the feedback's specificity, promptness, and emphasis on the learning objectives. Overall, to assist students' learning processes and foster their academic development, the researcher used an instructional style that included explicit justifications, corrections where appropriate, and continuous feedback.

In the second session, the researcher used another type of game which is goblet game. The researcher drew a school map on the board and she brought a table. On the table there were goblets, some of which contained pieces of paper. Each piece of paper had a preposition of place, and the rest had candies under them. The researchers elected a student randomly to choose one of the goblets with closed eyes. If he/she finds a candy under the goblet, he takes it and sits down. However, if he/she finds the piece of paper, then he will use it to form a meaningful sentence according to the school map.

In the third session the researcher used a game called earth globe where she brought an earth globe from the school lab, and placed it on the desk. Then, she started the game by turning the earth globe and stopping it suddenly on a country, such as Algeria. She told the students that this country is Algeria, and asked one of them to guess what is the nationality of someone from Algeria. He/she answered " I am from Algeria, I am Algerian". Then she continued with other countries like China, France, and Italy.

In the fourth session, the researcher engaged the pupils in a game called Pass the Clap. The students formed a circle, with the teacher participating alongside them. The game involved one student starting by mentioning a country. The student's right neighbor would then receive a handclap and proceed to state the nationality corresponding to that country. Afterward, they would pass the handclap to their right neighbor, continuing the game.

During the fifth session, the researcher introduced a game called jumping Between the Dishes. To facilitate the game, the researcher brought plastic dishes from home and scattered them on the floor. Each plate was topped with a textbook, enabling the students to learn the English names of the books by jumping between the dishes.

Finally, in the last session, the researcher used hula hoop game. She started writing on the board a group of random sentences that contain the rights and duties of the students. Then,

she chose two students at random; a girl and a boy. They came to the board and the researcher pasted in the chest of each student a worksheet with rights written on it and the other with duties written on it. The two students carried a hula hoop with their hands and the researcher chose one of the students to stand up to the board and read one of the sentences. At the same time, the student is holding a ball in his/her hand then he/she reads one of the sentences and classifies it according to rights or duties by throwing it into the hula hoop.

In addition to the games mentioned, researcher used worksheets with a variety of educational games such as cross words, puzzle game, fill in the gap etc. At the last part of each lesson to help the students solidify what they had learned.

8.2. Control Group

The control group was taught by their school teacher using traditional methods. It should be mentioned that both the experimental group and the control group dealt with the same lessons in the third semester and they have seen the vocabulary in sequence 4 and 5 with their teacher. This took place in an ordinary room, and included direct explanations of rules and which targeted vocabulary skills.

9. The Post-test

9.1. Description of the Post-test

The post-test was similar to the pre-test in both the format and the sorts of tasks. The latter were designed with a similar degree of difficulty. It had four tasks. The first task involved vocabulary from a lesson on school locations, and it required students to read the sentences and write the name of the location from a word bank.

The second task required students to cross the odd word. In contrast, task three required participants to arrange the phrases in the proper column, while task four involved selecting the correct word.

9.2. Post-test Administering

The same procedure as the pre-test was followed. The experimental group and the control group were tested in two different classrooms in which they were given the test papers. The tasks were read and explained by the researcher and the participants were given one hour to answer them.

10. Data Analysis Procedures

The methods for gathering the data in this study were a pre-test and post-test because the pre-test reveals the level of students before the treatment, and the post-test examines the change, improvement, or impact resulting from the use of educational games. In order to examine the performance of the students, quantitative data was gathered and analyzed. The scores of both groups were typed into a table that was created for this reason. This technique facilitated the comparison and analysis of scores for both groups.

11. Quantitative data analysis

The Statistical Package of Social Science (SPSS) software, version 21 was used to analyze the data. All of the test results from each group were initially graded in order to examine the data; the correct answers were given one mark (1) and or a half mark (0,5), and false answers were scored as zero (0). Students could score twenty a total of (20) points by responding all the tasks correctly and zero by answering them wrongly. Minor spelling errors that did not alter the word forms in the answers were not rejected. The pre-test results of the two groups were turned into descriptive statistics, and to ensure there was no difference before the process between the two groups' mean scores, an independent samples t-test was used to compare them.

The post- test findings were examined using the same procedure to see whether there was a statistically significant difference between the mean scores of the two groups following the experimental condition. Therefore, to determine if the treatment had a substantial impact on the gain scores of the two groups, the results of each group's pre-and post-tests were compared and a paired samples t-test was employed in this process.

Conclusion

The methodology used to test the study's hypotheses was thoroughly described in this chapter. The research instruments and tools that the researchers chose to address the study's questions would enable the collection of quantitative data. And, by measuring the participants' performances before and after the treatment, the results of analysis of the quantitative data will help determine whether or not the treatment the experimental group received had an effect on their performance.

The results and the outcomes of the data analysis and the discussion of the conclusions and findings are presented in the next chapter.

Chapter Three

Data Analyses

Introduction

This chapter presents the results and findings of the experimental group (EG) and the control group (CG) regarding their performance on the tests. Descriptive statistics are used to analyze and compare the pre-test results, scores, and means of the EG and CG. The aim is to determine whether any differences exist between the two groups.

Next, the results of the post-test are handled in the same manner. The scores and means of the EG and CG are presented, analyzed, and compared to assess whether there was a significant difference after the treatment period given to the EG compared to the CG.

In addition to the discussion section, these comparisons and analyses provide insights into the impact of the treatment on the performance of the EG and help determine any significant differences between the two groups

1. Restatement of the research questions and hypothesis

Let us not forget that the main reason behind this research is to identify the effectiveness of educational games and how the teacher is responsible to use them as a teaching technique for developing learners' vocabulary knowledge. The objective is to examine the effectiveness of using games to support EFL students master new vocabulary. The research question is as follow:

1/ Can educational games improve young EFL learners' vocabulary?

The question examines the possibility of improving vocabulary via educational games. Quantitative analysis of the post-test scores of the EG and the CG improves the purpose of answering this question; the scores of the participants were treated with the means. The following hypotheses serve as the foundation for investigating these research questions:

1/ The use of a variety of educational games offers young EFL learners the opportunity to acquire vocabulary knowledge.

2/ The use of educational games has positive effects on developing young EFL learners' vocabulary knowledge

To conduct inferential statistics analysis, it is necessary to create testable hypotheses. In this case, our hypothesis states that the performance of the experimental group (EG) will

differ from that of the control group (CG) in relation to the outcomes of the treatment. Hence our alternative hypothesis is:

- H1: There is a statistically significant difference between the means of the EG and the CG.

The null hypothesis, which will be actually tested is:

- H0: There is no statistically significant difference between the means of the EG and the CG.

2. Results of the Experimental group

2.1. Pre-test

The pre-test was conducted to assess the initial proficiency of the participants in the Experimental Group (EG) in terms of prior vocabulary knowledge. The scores obtained ranged from 2.5 to 20, indicating a diverse range of abilities among the group members, suggesting that there was room for improvement in their vocabulary knowledge. It is worth noting that some participants obtained significantly lower scores compared to others, indicating varying levels of initial proficiency within the group. These pre-test results provide a baseline understanding of the participants' initial vocabulary knowledge, which serves as a basis for evaluating the impact of the subsequent treatment.

Table 1: *The Experimental Group's Pre-test Scores*

Pre-Test	
Student	Score
S1	9.00
S2	4.50
S3	7.00
S4	7.00
S5	4.50
S6	12.50
S7	11.00
S8	2.50
S9	7.50
S10	12.50
S11	20.00
S12	20.00
S13	15.00
S14	14.00
S15	20.00
S16	10.00
S17	19.00
S18	17.50
S19	19.00
S20	19.00
S21	5.50
S22	15.00

2.2. Post-test

Following the same procedure as in the table 1, table 2 shows that most of the participants of the EG obtained higher scores in the post test, the maximum score was 20 whereas the minimum score was 6 and just 3 scores under 10. Besides, most of them were higher than 15.

Table 2 :The Experimental Group's Post-test Scores.

Post-Test	
Student	Score
S1	13.00
S2	6.00
S3	10.00
S4	14.00
S5	10.00
S6	16.00
S7	14.00
S8	15.00
S9	8.00
S10	9.50
S11	19.50
S12	19.00
S13	10.50
S14	12.00
S15	19.00
S16	17.00
S17	18.50
S18	17.50
S19	20.00
S20	18.50
S21	15.00
S22	18.00

3. Results of the control group

3.1. Pre-test

Table 3 displays the pre-test scores of the participants in the control group (CG), which were obtained using the same procedure as in the experimental group (EG). The scores range from 3.5 to 20, with the participants of the CG achieving relatively lower scores compared to the post-test results of the EG, as indicated in the table.

Table 3: *The Control Group's Pre-Test Scores*

Pre-Test	
Student	Score
S1	7.50
S2	7.00
S3	3.50
S4	6.50
S5	6.00
S6	19.00
S7	6.50
S8	8.00
S9	5.50
S10	17.50
S11	14.00
S12	20.00
S13	20.00
S14	8.50
S15	18.50
S16	17.00
S17	16.50
S18	17.00
S19	14.00
S20	7.50
S21	7.00
S22	15.50

3.2. Post-test

Table 4 presents the post-test results of the control group (CG). The scores obtained by the participants in the post-test were lower compared to the post-test results of the

experimental group (EG). The highest score recorded in the CG was 19, while the lowest score was 3. Notably, nine participants in the CG achieved scores below 10.

Table 4: *The Control Group's Post-Test Scores*

Post-Test	
Student	Score
S1	9.00
S2	13.00
S3	3.00
S4	4.00
S5	12.00
S6	19.00
S7	13.00
S8	7.00
S9	3.50
S10	15.50
S11	10.00
S12	13.00
S13	15.50
S14	5.50
S15	17.00
S16	15.00
S17	15.00
S18	9.00
S19	13.00
S20	7.50
S21	9.00
S22	13.00

4. Descriptive Statistics of the Pre-test and Post-test Results of the Experimental Group and the Control Group

The descriptive statistics of the pre-test and post-test data are presented in table 5. An independent samples t-test was used to compare the levels of the two groups before the research. Table 5 indicates that the EG scored numerically higher, $M=12.3636$ ($N=22$, $SD=5.84763$), than the CG, $M=11.9318$ ($N= 22$, $SD=5.64694$). The means of the two groups were very low in comparison to the test scale.

The analysis of the post-test descriptive statistics (Table 5) shows that the EG obtained numerically higher mean compared to the pre-test. Whereas, the CG obtained numerically

lower mean score compared to the pre-test. In addition, the mean of the EG, $M=14.5455$ ($N=22$, $SD=4.15735$) was numerically higher than that of the CG, $M=10.9773$ ($N=22$, $SD=4.54731$).

Table 5: Descriptive Statistics of the Pre-test Results of the two Groups

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
PreTest	CntrlGrp	22	11.9318	5.64694	1.20393
	ExpGrp	22	12.3636	5.84763	1.24672
PostTest	CntrlGrp	22	10.9773	4.54731	.96949
	ExpGrp	22	14.5455	4.15735	.88635

Table 6: Descriptive Statistics of the Pre-test and Post-test Results of the Experimental Group and the Control Group

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
PreTest	Equal variances assumed	.114	.737	-.249	42
	Equal variances not assumed			-.249	41.949
PostTest	Equal variances assumed	.274	.604	-2.716	42
	Equal variances not assumed			-2.716	41.667

5. Independent Samples t-test between the Pre-test and Post-test Results of the Control Group and the Experimental Group

Firstly, for the pre-test, an independent Samples t-test was conducted to determine if there was a statistically significant difference between the pre-test scores of the two groups. The pre-test data was normally distributed for the purpose of conducting a t-test ($p=.212 >.05$) (there is no statistically significant difference between the obtained data and a normal distribution). The results of the t-test (Table 6) show that there was no statistically significant difference between the means of the EG and the CG in the pre-test, $t(42) = -.249$, $p=.804$. Hence, the null hypothesis H_0 was not accepted in favor of the alternative hypothesis H_1 . It

can be said that the participants in the two groups performed similarly at the beginning of the experiment.

Secondly, for the post-test, an independent samples t-test was performed between the post-test means of the two groups. For the purpose of performing an independent samples t-test, the post-test data were normally distributed according to the results of Shapiro-Wilk's (1965) test of normality, $p=0.539 >.05$. The results of the t-test (Table 5) revealed that $t(42) = -2.716, p=.010$. The null hypothesis H_0 was rejected in favor of the alternative hypothesis H_1 . As a result, the mean of the EG was statistically significantly higher than that of the CG after the treatment.

Table 7: Independent Samples t-test between the Pre-test and Post-test Results of the Control Group and the Experimental Group

		Independent Samples Test			
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
				Lower	
PreTest	Equal variances assumed	.804	-.43182	1.73314	-3.92943
	Equal variances not assumed	.804	-.43182	1.73314	-3.92956
PostTest	Equal variances assumed	.010	-3.56818	1.31359	-6.21912
	Equal variances not assumed	.010	-3.56818	1.31359	-6.21975

6. Paired Samples t-test between Pre-test and Post-test Results of the Experimental Group and the Control Group

To test whether the means of the pre-test and post-test for each group were equal, paired samples t-tests were performed. The CG's paired samples t-test results (Table 7) revealed that $t(21) = 1.205, p=.242$. This suggests the CG's numerically lower post-test mean was not statistically significantly different from that of the pre-test, and no significant improvement was found among participants in this group. Though, for the paired samples t-test of the EG's pre and post results, $t(21) = -2.455, p=.023$. Therefore, the null hypothesis H_0 was rejected in favor of the alternative hypothesis H_1 . There was a significant improvement in the performance of the EG.

Table 8: Paired Samples t-test between Pre-test and Post-test Results of the Experimental Group and the Control Group

		Paired Samples Test			
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	CntrlPre - CntrlPost	2.60205	1.205	21	.242
Pair 2	ExpPre - ExpPost	-.33394	-2.455	21	.023

7. Discussion

This study aimed to investigate the effect of using educational games on vocabulary knowledge on 1st year middle school learners in Borj Bou Arreridj -Algeria. To meet this aim, we made use of descriptive statistical analysis. This analysis also aimed at investigating the previously mentioned hypotheses.

As it has been found, games may entertain, educate, inspire, and improve young learners' fluency. The results of this study showed that using educational games to teach vocabulary had a positive impact on the participants. In fact, some students remarked to their teacher at the end of every lesson: "We can't wait for our next English language class, with games it is always interesting."

From the descriptive analysis of the control group and experimental group in the Pre-Test, we deduced the following. First, both groups started the experiment with a slight difference, considering the means (Control Group Pre-Test: $M=11.9318$; Experimental Group Pre-Test: $M=12.3636$). This result was confirmed by an independent samples T test conducted between the two group Pre-Test scores. Moreover, by considering the obtained p value which is $p=0.804 > 0.05$. "Inferential statistics suggest no difference between the experimental group and the control group before the treatment regarding their vocabulary knowledge". As a result, it could be said that any improvement at the end of the experiment would be linked to

the effects of the independent variable which is, in this study, the lessons delivered using educational games.

The descriptive analysis of the experimental group Post-test showed a positive improvement of vocabulary knowledge level. Considering the means (Experimental Group Pre-Test $M = 12.3636$; Experimental Group Post-Test: $M = 14.5455$) and $p = .023 < .05$. This indicates that experimental group students' vocabulary was improved numerically after the treatment period. In addition, the results of inferential statistics suggest that this improvement has statistical significance, which indicates that the treatment the experimental group received did have an effect on their vocabulary learning. Accordingly, it could be said that the use of educational games was effective in improving middle school learners' vocabulary. This is consistent with the findings of a research conducted by Nguyen & Nga in 2003; games, according to them, help students in quickly remembering new vocabulary.

The descriptive analysis of the control group post-test showed a negative improvement of vocabulary knowledge level. Considering the means (Control Group Pre-test $M = 11.9318$; Control Group Post-test: $M = 10.9773$) $p = .242 > .05$. This indicates that the control group students' vocabulary was not improved numerically after the treatment period. So, we can conclude that the experimental group confirmed the effectiveness of using educational games rather than the control group who follow the traditional method. The findings revealed that young learners can effectively acquire English vocabulary through game-based learning, leading to a positive impact on achievement compared to traditional methods. The participants' overwhelmingly positive feedback emphasized their thorough enjoyment and satisfaction with the classes, highlighting how the games made learning feel like playtime. They found the games to be fun, engaging, and exciting, which increased their motivation to actively participate and improve their vocabulary skills. The variety of games prevented monotony and added an element of surprise, enhancing the learning experience. Furthermore, participants reported feeling more confident in using English and appreciated the memorability and enjoyability of the games. The study also demonstrated that gamification as a learning technique increased learner engagement, facilitated knowledge absorption and retention.

8. Limitations and Pedagogical Implications of the Study

8.1. Limitations of the study

We had a range of challenges and limitations throughout our research that we had to conquer and find a solutions as soon as possible. One of the biggest obstacles we encountered was the lack of materials. Since we were teaching in a middle school, it is necessary that all materials be available to teach the student to the fullest, but we did not know that we would face a challenge and that we would not find the necessary tools that we needed for teaching, for example the sports tools that should be in the sport hall are not available at all. Unfortunately, we faced the exact opposite, and we had to find a solution immediately to complete the lesson the way we want. Also, there were a large number of absences of students. We even faced a challenge with a student suffering from autism who did not understand the questions and we faced a lack of respect from the headmaster of the school too, on the last day we were supposed to do the post-test in the afternoon but he made a general exit for the students in the middle of the day. So, we had to do the post-test in the morning with a good preparation for it in the last minutes, and when the teachers told him about this matter he didn't show any interest or respect and he said that our study does not mean to him completely. But with all these huge problems and obstacles, we completed our study the way we want it.

8.2. Pedagogical Implications

Based on the findings of this study, we can provide implications to enhance the effectiveness of educational games for developing learners' vocabulary. First, it is advisable for EFL teachers to incorporate game activities into their oral expression sessions, because vocabulary development requires a significant amount of time and attention. Additionally, EFL teachers should create educational games that align with the specific needs of their learners and actively raise awareness among students about the importance of vocabulary. By using this technique more frequently, teachers can maintain learner motivation consistently. Second, EFL learners need to be aware enough about the advantages of educational games in promoting their general level of English and their vocabulary knowledge in particular. It is essential for learners to understand the advantages of these games. Additionally, learners should allocate more time and effort to extensively practice different types of games, even

outside the classroom. This dedicated engagement will not only enhance their English skills but also enrich their vocabulary knowledge.

9. Recommendation

There are several key recommendations for further research on the effect of using educational games as a teaching technique for developing learners' vocabulary knowledge. Firstly, future researchers should focus on bringing something new to the teaching process by being creative and introducing innovative games beyond the traditional ones, such as puzzles. This could involve exploring different game formats, incorporating technology, or designing games that target specific vocabulary learning objectives. Secondly, to enhance the reliability and generalizability of the findings, conducting a quantitative study on a larger sample size is recommended. A larger sample would provide more robust data and increase the validity of the research findings, allowing for more confident conclusions. Additionally, researchers can gain fresh insights by modifying the target population while maintaining the same research variables and study design. For example, investigating the effects of using educational games as a teaching technique for developing vocabulary knowledge in primary school students, where English language learning is relatively new, could yield interesting and novel data. By considering these recommendations, future researchers can build upon the existing findings and contribute to a more comprehensive understanding of the effect of using educational games as a teaching technique for developing learners' vocabulary knowledge. This will help improve language learning strategies and contribute to more effective vocabulary instruction in educational settings.

Conclusion

To conclude, this research has investigated the effect of educational games as a teaching technique for developing learners' vocabulary knowledge in the English language classroom. The findings show that young learners can acquire English vocabulary through games as a means of learning. There was a positive effect on the achievement of the experimental group compared to the control group. This research investigated the effect of educational games as a teaching technique for developing learners' vocabulary knowledge in the English language classroom.

General Conclusion

Since vocabulary is a core skill in the English language, particularly for beginners who do their best to learn as many foreign words as possible, the teacher can use any of his words and experience to teach this skill in different ways. It is crucial for him to choose methods, techniques and strategies that bring together all the necessary elements to effectively facilitate learning for learners. Language games as a teaching technique have been shown in numerous studies to significantly increase vocabulary learning as well as psychological development. Using educational games to provide an enjoyable, calming, motivating, and appealing learning environment for young students is one of the techniques that benefit the student's vocabulary acquisition.

The main goal of this study was to examine and clarify the effect of educational games on students' vocabulary knowledge and to show a clear connection between language games and successful vocabulary learning. It also sought to determine how effective the learning entertainment is. Two hypotheses are put forth to achieve this aim: In the first, we think that in addition to the EFL middle school learner having fun while learning the language efficiently, he is extremely inspired and motivated to learn by the beauty of a language other than his own. In the second, we think that most language games put the students in settings where they practice and use the language, helping them to understand what a word actually means and providing EFL students with opportunities to study and practice new and various vocabulary forms and functions. The findings have shown that educational games represent one of the useful techniques for developing learners' vocabulary knowledge. The two hypotheses are confirmed, and the performance of the experimental group improved as a result. Many of the learners expressed good comments, demonstrating how satisfied they were with this experience. Besides, the data showed that since games involve friendly competitions that keep learners interested and help them remember vocabulary more quickly and

effectively, they encourage students to learn words in a relaxed environment and urge them to actively engage in the learning activities to develop everyday use. Finally, we can say that the results suggest that using learning games is effective in enhancing middle school learners' vocabulary. Educational games are effective teaching techniques for developing learners' vocabulary knowledge.

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Appendices

Appendix A: A sample of the pre-test

Lorak Brothers Middle School

Full name:

School year: 2023/2024

Level: 1st year middle school

The pre-test

Task one: Match each job with its definition.

A person who makes things from wood including houses and furniture.	Farmer
A person who makes bread and cakes.	Dentist
A person who can fix problems you have with your teeth.	Dustman
A person who collects trash/rubbish from bins in the street.	Carpenter
A person who grows plants and raises animals for human use.	Baker

Task two: Cross the odd word.

- Classroom - Computer room - Carpenter - Library
- Arabic - Flag - Maths - Geography
- Algeria - China - America - Nurse
- Next to -Between -Near -Mother
- Lawyer -Chair -Vet - Farmer

Task three: Put the following sentences in the right column.

- | | |
|-------------------------------|-------------------------------|
| * I arrive to school on time. | * I play in school yard. |
| * I participate in the class. | * I don't write on the walls. |
| * I keep my school clean. | * I use the school library. |

My duties	My rights

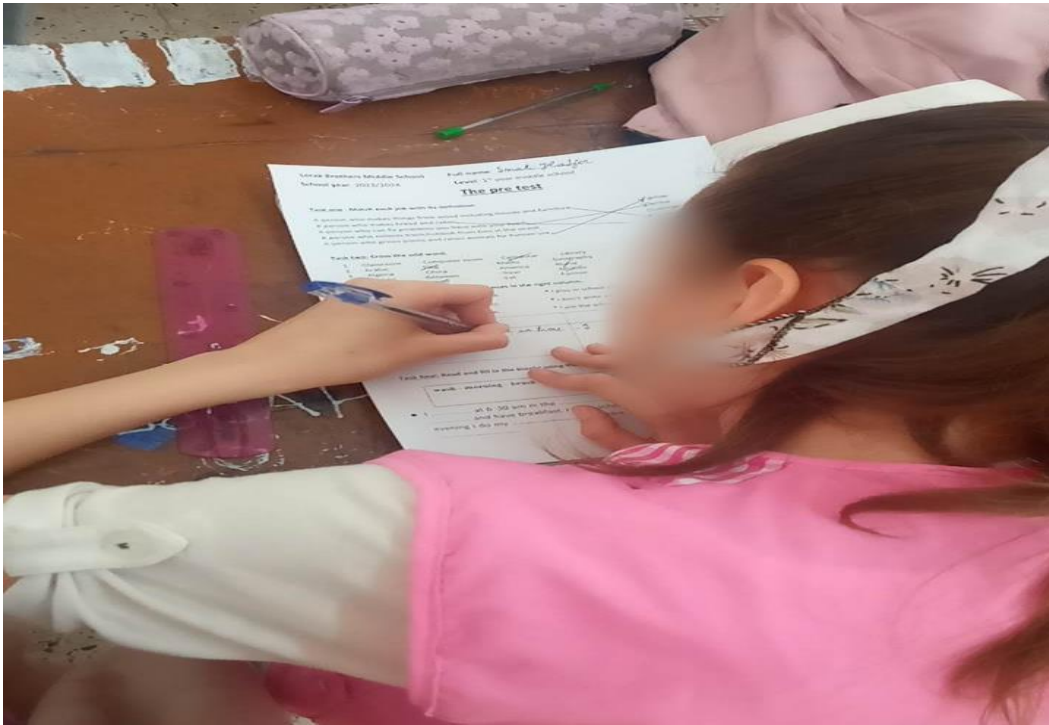
Task four: Read and fill in the blanks using the word bank.

wash - morning - brush - get dressed - get up - home work - bed - watch TV – dinner.

- I at 6:30 am in the I my face and I my teeth, I and have breakfast. I go to school at 7:45 am. After school, I In the evening, I do my and have with my family. After dinner, I go to

Appendix B: The treatment



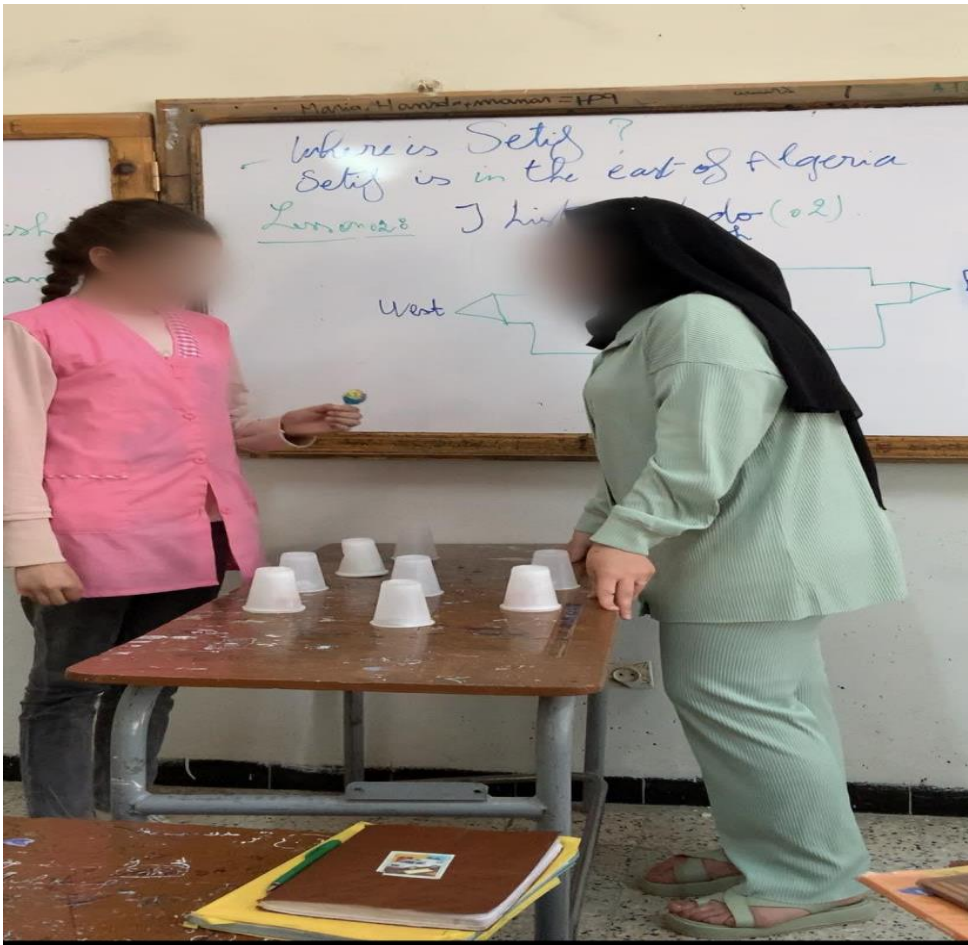


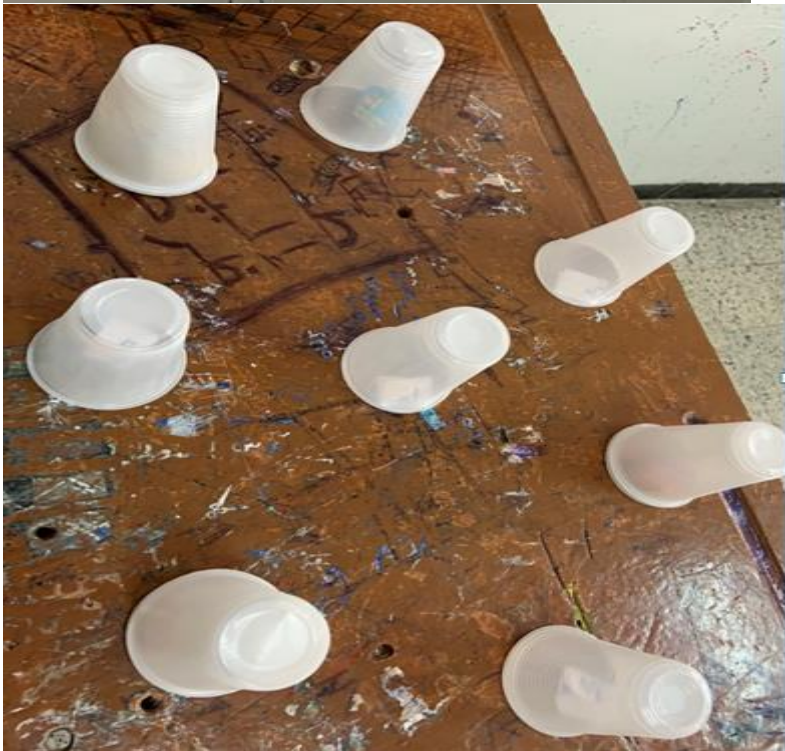
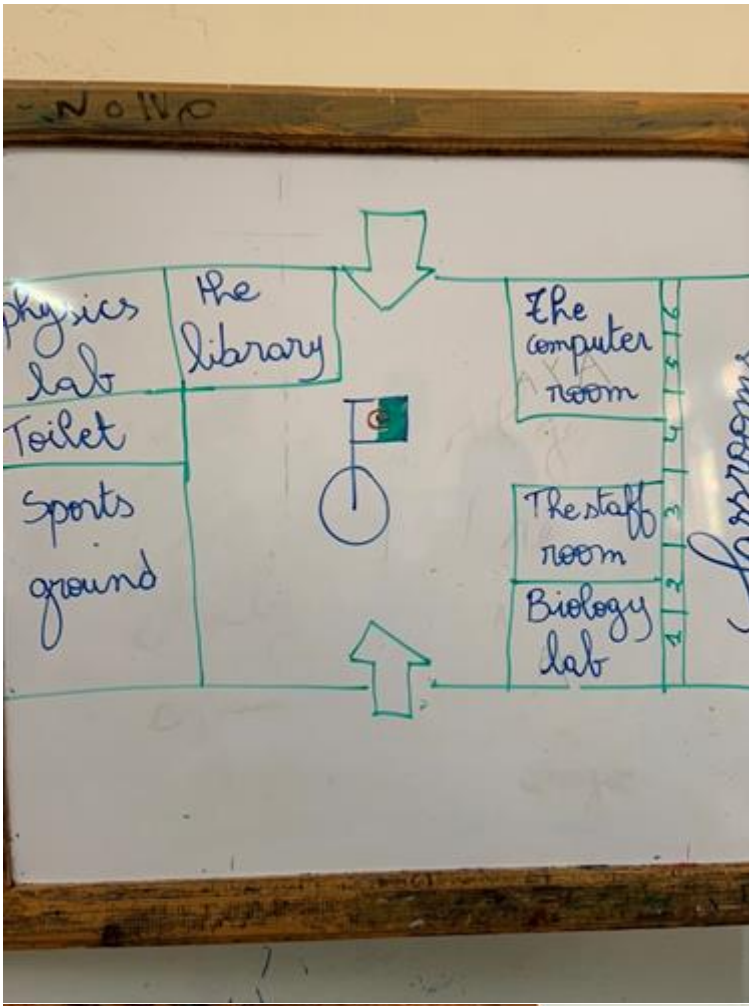




















Where is he -she from?



He's from Turkey.
He is.....

She's from
She is.....



He's from
He is.....

He's from
He is.....



She's from
She is.....

He's from
He is.....



She's from
She is.....

School places

1) Classroom



2) Staff room/ teachers' lounge

3) Hallway/corridor



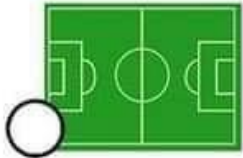
4) Principal's office

5) Vice principal's office



6) Library

7) Computer room



8) Music room

9) Art room



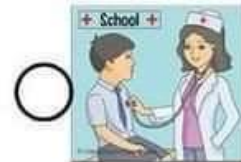
10) Playground/ schoolyard



11) Science room

Miss

12) Cafeteria/ canteen



13) Toilet/restroom

14) Gymnasium



15) Field



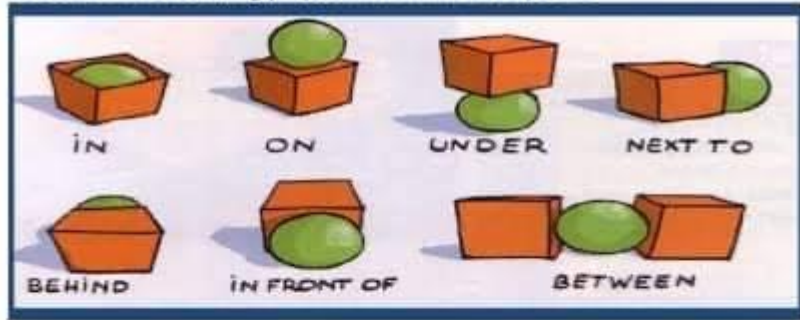
Mr

16) Chief Education Advisor's office



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LOOK FOR the following prepositions in the word puzzle



B	E	H	I	N	D	B	G	U
N	E	X	T	T	O	O	V	N
C	G	T	D	Y	U	N	B	D
C	V	B	W	Q	S	D	C	E
I	X	C	J	E	N	B	T	R
N	V	B	N	A	E	W	T	U
V	B	N	O	P	R	N	H	I
I	N	F	R	O	N	T	O	F

Appendix C: A lesson plan

Level: <u>AMS</u>	School: <u>Lovak Brothers Middle School</u>	Teacher: <u>Chemah Zinab</u>		
<p><u>Sequence (A):</u> <u>Me... and... My... School</u></p>				
<u>Lesson (a):</u> <u>...School...rooms</u>	<u>Language focus:</u> Language Learning/Use	<u>Frame work:</u> PDP/PPU		
<p><u>Learning Objective(s):</u> <u>By the end of the lesson, learner will be able to name.....</u> <u>the different places at school appropriately.....</u></p>				
<u>Targeted Competencies:</u> interact / interpret / produce		<u>Domains:</u> Oral/Written/both		
<u>Materials:</u> - W Board - Umbrella - Flashcards -	<u>Target Structure:</u> <ul style="list-style-type: none"> • <u>lexis related</u> • <u>to school places</u> • <u>(school rooms)</u> 	<u>Core Values:</u> - <u>Being polite</u> - <u>Respecting their mother tongue and other languages</u>		
<p><u>Cross-curricular Competencies:</u></p> <p><u>Intellectual:</u> They can interpret verbal and non-verbal messages</p> <p><u>Communicative:</u> They can use a role-play to communicate effectively.</p> <p><u>Methodological:</u> They can work in pairs or in groups.</p> <p><u>Personal and social:</u> They can socialize through oral and written exchanges.</p>				
Time	Procedure	Focus	Objectives	vakt
10 min	<p>Warm-up:</p> <p>The teacher greets her learners and asks them about school rooms.</p>	T-L	<p>To create a positive atmosphere</p>	A
20 min	<p>Presentation:</p> <p>T. sticks flashcards on the board that contains school rooms (canteen - classroom - biology lab - playground - library).</p>	T-L	<p>To introduce the new lexis</p>	V

	<p>T-presents each picture (Pupils repeat each time chorally then individually)</p>	T.L	To memorize the school rooms.	A.V
10 min	<p>Practise: T. sticks the same flashcards on an umbrella (each picture on each side). T. rotates the umbrella and she chooses a student at random to stop the umbrella and name the school room that he gets</p>	T.L		V
15 min	<p>Use: T. draws on the board a map about the school then she gives the students a chance to take turns and ask each other about each room and what it is reserved for.</p>	L.L	make the learner differentiate between school rooms	A.V

Appendix D: A sample of the post-test

Lorak Brothers Middle School Full name:

School year: 2023/2024 Level: 1st year middle school

The post-test

Task one: Read the sentences and write the name of the place from the word bank:

Computer room	Play ground	Canteen	library	Biology lab	Music room
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1. You can play a music instrument in the _____
2. You can read a book quietly in the _____
3. You can eat your lunch in the _____
4. You can make experiments in the _____
5. You can play hide and seek in the _____
6. You can search in the internet and do coding in the _____

Task two: Cross the odd word out:

1. -Germany - English - French - Spanish
2. -Teacher -Biology - chemistry - geography
3. -Fantastic - Nice - Wonderful - Dish
4. -Student -Teacher -Physics -Headmaster
5. -East -Vegetable -South -North

Task three: Put the following sentences in the right column:

- I always arrive on time. * I don't bring my mobile phone.
- I respect my teacher and my friends. * I play in the school yard.
- I put on my uniform. * I clean my classroom.

My rights	My duties
-	-
-	-
-	-

Task four: choose the correct word:

- a) This toy is made in **China / Chinese**
- b) Pizza and spaghetti are **Italy / Italian** food
- c) This movie is produced in **America / American**
- d) Cristiano Ronaldo was born in **Portugal / Portuguese**
- e) Yesterday I wore an **Indian / India** dress at the wedding
- f) The Eiffel tower is located in **France / French**

ملخص

على الرغم من ضرورة وملائمة المفردات في جميع اللغات، فإن هذا الجزء من اللغة يحظى في الواقع باهتمام أقل من الأجزاء الأخرى من اللغة خاصة للمتعلمين الصغار. نتيجة لذلك، فإن الاعتماد فقط على نشاطاتهم اليومية لتحسين تخزين المفردات لديهم يعتبر أقل تحفيزاً للتلاميذ، حيث يتم تمييز معنى الكلمات الجديدة بشكل متكرر، ينظر الى تعلم المفردات على أنه عنصر ضروري وصعب في تعلم أي لغة أجنبية لهذا السبب، يجب على معلمي اللغة الانجليزية إتباع استراتيجيات عملية للحفاظ على اهتمام الطلاب وحماسهم للغة. تتمثل إحدى هذه التقنيات في تعليم المفردات بشكل أكثر كفاءة عبر الألعاب التعليمية، لذلك فإن الهدف من الدراسة البحثية الحالية هو إظهار تأثير استخدام الألعاب التعليمية في فصول اللغة الإنجليزية كلغة أجنبية وتقييم إمكاناتهم لتحسين تعلم المفردات لطلاب اللغة الإنجليزية كلغة أجنبية ، حيث تم إجراء البحث في المدرسة الإعدادية الإخوة لوراك في برج بوعرييج ، تألف مجتمع الدراسة من 125 تلميذا وعينة تكونت من 22 طالبا كانوا بين سن الحادية عشر والثانية عشر ، تعاملت هذه الدراسة مع طلاب السنة الأولى متوسط من متعلمي اللغة الانجليزية كلغة أجنبية وكلهم من المتحدثين الغير أصليين .تم تقسيم المشاركين إلى مجموعتين ،مجموعة التحكم ومجموعة تجريبية ،تتكون كل مجموعة من اثنين وعشرين متعلما .تلقت المجموعة التجريبية تعليمات من خلال الألعاب التعليمية، تم تقديم التعليمات لمجموعة التحكم من ناحية أخرى من خلال الطريقة التقليدية المعتادة وتم منح كلا المجموعتين اختبار قائم على المفردات الذي تم تقديمه كاختبار تمهيدي واختبار ما بعد التدريس . استند التحقيق إلى تصميم شبه تجريبي. تم تحليل البيانات من أجل معرفة ما إذا كانت النتائج إيجابية أو سلبية فيما يتعلق بتأثير التقنية التعليمية على تطوير المتعلمين .النتائج اقترحت أن استخدام الألعاب التعليمية هو تقنية مفيدة لتعزيز مفردات الطلاب.