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The Effect of Using Games on EFL Young   Learners' Vocabulary

The Case of Third Year Middle School Learners

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Dedication

First of all, I dedicate this work to myself for believing in me and my capacities and for every single effort I made.

*To the Iron woman , my Idol , « my beloved **Mother** », who loves, supports and guided me all the way to success, who tired and suffered for me, she taught me how to be patient and strong to face my tough times, without her I would never be here, all words cannot express my grateful to her.*

*To my lovely « **Father »**, the source of my power, and the diamond of my life for his unconditional love, care, patience, guidance and constant support.*

*I also dedicate this work to « **Walid** », the person who believes in my dreams and for his endless help and support to reach my goals.To the person who was the reason for my success, my first fan and my inspiration. To my husband, the companion of success. To the one who encouraged me to continue despite the tiredness, difficulties and responsibilities.*

*To my dear sisters **Rahma**, **Chourouk**, **Intissar**, **Rihab** and **Shahd** for their unconditional support and encouragement in my life and for sharing every moment of our lives with each other , especially Rahma, « my second mother » who made everything for me.*

*To my brothers **Omran** and **Abdallah**, the ones who I eternally thank for being the best brothers and for their support.*

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*Special dedication to my Sweetheart, my favorite « **Rania** » who has supported me in every step I done in my life, she is not just my best friend she is my sister.*

*To my partner and friend « **Sirine** » with her I shared the university moments with its lights and shadows.*

For all people who wish me luck.

Guedrour Nour El Houda

Dedication

Firstly, my unforgettable thanks are to the Almighty Allah forproviding me with uncounted blessings.

To the light of my life and the dearest persons to my heart: my parents. Thank you for all your encouragement, and above all your love.

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To all my beloving family for encouraging me.

To my fiancé, my future husband.

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Sirine

Abstract

In learning any language, vocabulary is both the most important and the hardest skill to master. As a result, teachers should be aware of the techniques they use to help their students, in our sample third-year middle school students, in solving issues and enhancing their understanding of foreign language items. The purpose of this study is to see how effective games are in helping students learn English vocabulary. In other words, this study aims at exploring the relation between using language games and vocabulary development for third year middle school pupils. To achieve the mentioned objectives a study is conducted; it is based on the analysis of data gathered from a questionnaire devoted to teachers, and interview for pupils. Moreover, the questionnaire explores teacher's perception to the usefulness of games as a technique for teaching vocabulary; whereas, the interview collects information about their reaction. Finally, language games should be used in the study of English vocabulary in order to develop students' results and achievements.

Key word: vocabulary, EFL learners, language games, middle school' pupils.

List of Acronyms

Q: Question

EFL: English as a Foreign Language

L2: Second Language

N: Noun

V: Verb

List of Tables

List of Figures

Table of Contents

Literature Review

Chapter One:

Teaching Vocabulary

Chapter Two:

Language Games

Chapter Three:

Field Work

General introduction

Teaching vocabulary is extremely significant talent, because it involves and progress listening, speaking, reading and writing and the essential elements that language needs. Many scholars considered vocabulary as the heart of any language since without having enough storage of vocabulary. There are many techniques and methods that can be used to introduce vocabulary; however, there are some factors that should be taken into consideration concerning the manner of presenting new lexical items. Furthermore, if the teacher wants learners to remember new words, he/she should present them in context, practice them,and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.

Games are an important method for developing EFL learners' vocabulary knowledge since they are a fun strategy that may help learners learn in a positive environment. They are the most common way for English learners to learn new words.Teachers of oral expression might think of gaming activities as a way to expand their students' vocabulary. Learners must also understand the value of employing games activities to improve their talents or develop their vocabulary knowledge.

The purpose of this study is to look at the relationship between gaming activities and their role in the vocabulary enrichment of EFL students. The importance of vocabulary knowledge in improving EFL language competency cannot be overstated. As a result, mastering or improving vocabulary knowledge is difficult since the majority of language learners suffer with vocabulary learning. Effective solutions are required to help pupils feel more comfortable when learning vocabulary.

Our research focuses on examining effective vocabulary learning through entertainment, specifically drawing a relationship between language games and vocabulary improvement. In addition, the importance of motivation and a relaxing atmosphere in EFL classes. As a result, the goal of this research is to shed light on the usefulness of employing games activities and to describe the importance of using them to enhance learners' vocabulary stock.

1- Statement of The Problem

During English lessons, it has been demonstrated that there is a lack of communication between teachers and students. As a result, when learning a foreign language, students face challenges and rely on teachers, it's possible that this is due to the employment of traditional educational methods. As a result, teachers must make their classes engaging. As a consequence, employing language games to achieve goals, increase their four skills' performance, achieve good outcomes, and realize learners' growth is the greatest way for making them interesting. As a result, using games for learning is a beneficial way.

2- Aim of the Study

This study targets to show the effect of using games in learning English as a foreign language, providing teachers with some factors considered when designing language games.In addition to introduce few useful games for teachers to apply them.

3- Research questions

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

- How can language games influence learners'vocabulary learning ?
- Do games facilitate learning a new Foreign Language?

4- Research hypothesis

We hypothesi that :

1- The use of language games for Middle School pupils has a great influence on their vocabulary improvement. So, language games contribute in improving learners' vocabulary.

2- Language games helps EFL learners to practice and use language in real world and in a suitable context.

Chapter one:
Teaching Vocabulary

Introduction

   Teaching students to understand vocabulary in the English language is important, and yet challenging. Its acquisition can help language learners to be able to understand and use language. Because vocabulary is the basis of a language, mastering it is crucial. Students should learn a sufficient amount of words and know how to use them correctly in order to communicate effectively in a foreign language. Without a strong vocabulary, people will struggle to communicate and comprehend written material. It's a component that connects together the four skills of speaking, listening, reading, and writing.

   In this chapter, we will discuss the main issues about teaching vocabulary in the classroom; we would like first to present vocabulary in EFL classes, steps of learning ,the importance of vocabulary in learning a foreign language and some teaching strategies.

1.1   Definition of vocabulary

   Since vocabulary is one element that links the four skills of speaking, listening, reading and writing all together, its definition relates to various views about its nature and its use.

   Vocabulary can be defined as " A core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them " Richards&Renandya (2002 p.255). Furthermore, being far from extensive vocabulary acquisition may create a difficulty for students to attain their potential and to benefit from opportunities provided to them such as listening to radio and communicating in different contexts.

   According to Smith (1998) our cohesiveness with the societies with whom we identify is determined by the grammar and vocabulary we learn. It is a mirror of our personalities . "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world", describes Stahl (2005 p.95). It means knowing a word involves not only a meaning, but also an understanding of how that word fits into the world.

We notice that vocabulary, lexis and word are used to refer to the same thing. However, according to Scrinever (2005), vocabulary and lexis are different terms. He stated that vocabulary " typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three word combinations (e.g. stock market, compact disc, sky blue, go off ". However, he defined lexis as " … our „internal database' of words and complete „ready-made' fixed/semi-fixed/typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar" (p. 227). The difference is summarized in the following figure :
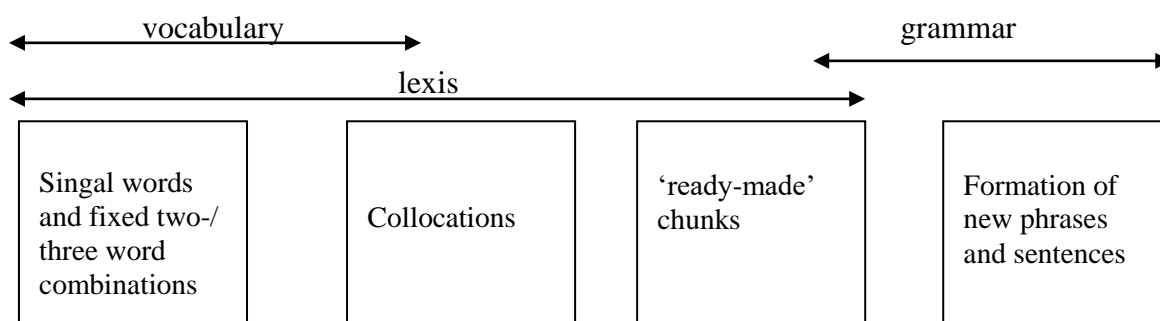
Figure 1: Vocabulary, lexis and grammar (Scrivener, 2005, p. 228)

There are many different definitions of vocabulary according to the different views about its nature and use. It is impossible to learn any language without learning and knowing its vocabulary. Ur (1981) define vocabulary as the words people teach in a foreign language .It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners.

To know a language, you need to know its vocabulary which is defined in Oxford Advanced Learner's Dictionary (online version, 2022) as "All the words that a person knows or uses, or all the words in particular language".

Also, vocabulary has two different kinds: receptive vocabulary (listening and reading) and productive vocabulary (speaking and writing).

Receptive

Listening   Reading

Oral   **Vocabulary**   Print

Speaking   Writing
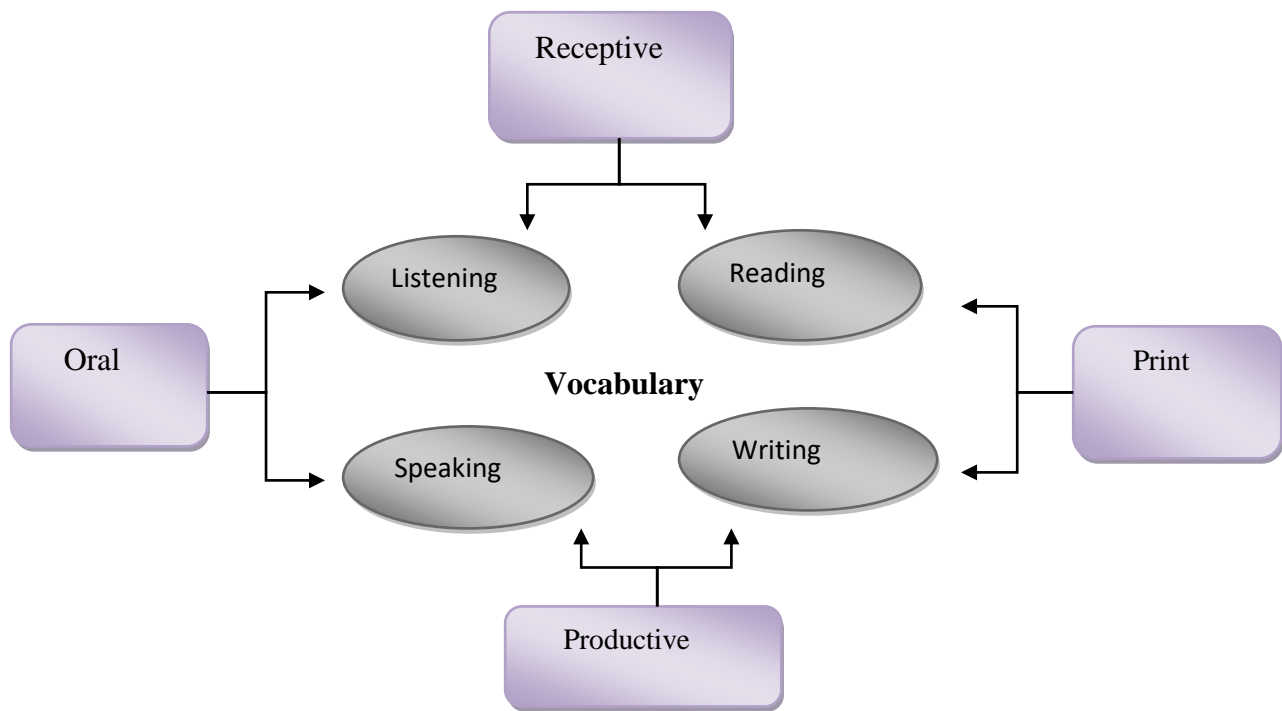
Productive

Figure 2: Receptive and Productive vocabulary

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

1.2 Vocabulary in EFL classes

Vocabulary was included at the margin within lessons of speaking, listening, reading and writing. Thus, few learners realized the importance of vocabulary. Recently, vocabulary teaching and learning process has been developed and gets such an importance in EFL classes.

There were a confirmation that learning a foreign language demand a knowledge of vocabulary rather than grammar "you can say very little with grammar, but you can say almost anything with vocabulary "(Wilkins,1972). It is an essential element of communication as Christopher Fowers (2000) argues that language learners who have a big vocabulary will be able to speak more clearly and efficiently. So, the more words a learner knows, the more he can speak and understand the others.

"Without vocabulary nothing can be conveyed" (Wilkins, 1972. p167). EFL learners may frequently communicate with only one word; they can usually express meaning without needing to master grammar.Vocabulary must be given significant value when learning a

6

language. On the one hand, the student must cover and understand the majority of the foreign language's terms, and on the other, he may use it throughout his life, not only in classroom.

However, infinite number of unfamiliar and literally changed items that he meets during his language learning process can cause problems for his comprehension and knowledge. Knowing a word is more than just knowing its meaning. It is:
 -Having the ability to recognize it in its spoken and written forms.
 -Knowing its different meanings.
 -Knowing its part of speech (V, N).
 -Being able to pronounce it properly.
 -Being able to use it correctly within a sentence.

Nation (2000, p. 40-41) summarized a number of factors needed in knowing a word in the following table:

Form	Spoken	R : what does the word sound like?
		P : how is the word pronounced?
	Written	R : what does the word look like?
		P : how is the word written and spelled?
	Word parts	R : what patterns are recognizable in the word?
		P : what word parts are needed to express the meaning?
		R: what meaning does this word from signal?

	Form and meaning	P : What word can be used to express this meaning?
Meaning	Concepts and refrents	R: what is included in the concept?
		P: what items can the item refer to?
	Associations	R: what other words does this make us think of?
		P: what other words could we use instead of this one?
Use	Grammatical functions	R: in what patterns does the word occur?
		P : in what patterns must we use this word?
	Collocations	R: what words or types of words occur with this one?
		P: what words or types of words must we use with this one?
	Constraints on use (register, frequency…)	R: where, when and how often would we expect to meet this word?
		P : Where, when, and how often can we use this word?

Table 1: What is involved in knowing a word?

R = receptive knowledge, P = productive knowledge.

The table signifies that the task of being knowledgeable about a word requires three main stages: starting by the word form, the word meaning and then the word use. The word form consists of the knowledge of the spoken and the written representation in addition to its different parts. The second component is the word meaning. In other words, what is the relation between the form and the meaning? More specifically, its conceptual meaning and its different referents in addition to the knowledge of the word associations with other words. Finally, the last requirement of knowing a word is being familiar with its use. It can be considered as a consolidating factor because it deals with the application of its meaning in context.

All of the given information here should be used by second/foreign language learners to help them acquire vocabulary and understand the different elements that are required. When teaching a new word, the teacher should begin by describing its form and derivations. Following that, he attempts to distinguish between terms that represent a single referent from those that represent several referents.

1.3 Steps for Learning Vocabulary

According To Hatch (1995), to help students build their vocabulary, take them through these five essential steps in vocabulary learning:

1.3.1 Encountering new words:
Hatch (2001) said that the first essential step for vocabulary learning is encountering new words, that is, having a source for words. The student strategies here included "learning new words by reading books, listening to TV and radio, and reading newspapers and magazines" (p. 373-377)

1.3.2 Getting the word form:
The second essential step to vocabulary learning appears to the getting of a clear image visual or auditory or both of the form of vocabulary items. The importance of getting the word form appears when learners are asked to define words (Hatch and Brown , 2001, p. 378-382).

1.3.3 Getting the word meaning:

According to Hatch and Brown (2001, p. 382-386) the third essential step in the learners' reported strategies is the one which is most often associated with the idea of vocabulary learning: getting the word meaning. This step includes such strategies as "asking native English speakers what words mean," "asking people who speak my native language the meaning of new words," "making pictures of word meanings in my mind," and "explaining what I mean and asking someone to tell me the English word."

1.3.4 Consolidating word form and meaning in memory:

The fourth necessary step revealed by Brown and Payne's (2001, p. 387-390) analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection, etc.

1.3.5 Using the word:

Hatch and Brown (2001, p. 390-392) claimed that this step is as necessary as the other steps, because the use of a word tests the learner's understanding of the word, learners feel more confident about their word knowledge once they have used a word without undesired consequences. Use of the word may simply be a form of hypothesis testing, allowing learners to see if the knowledge gained in the other steps is correct.

1.4 Vocabulary Selection

Teaching is a difficult task since the teacher is responsible for selecting acceptable input for learners at their proper levels, i.e. language teachers should carefully decide what they will teach, particularly when teaching vocabulary. The input for foreign or second language learners should be carefully chosen based on a variety of characteristics. Although there is no clear consensus on the most important characteristics that influence vocabulary choice, the most commonly used are usefulness, frequency, learnability, and teachability. In foreign language lessons, the teacher should consider these characteristics while choosing what is helpful and learnable for his students, especially beginners, in order to promote and increase vocabulary development.

1.4.1 Usefulness:

Knowing a language does not mean mastery of its whole vocabulary. The restricted classroom time for foreign language learners makes it difficult for them to achieve a high degree of competence. Richards (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to What words should be taught in a second language? This depends on the objectives of the course and the amount of time before teaching, Educated native speakers are thought to have a recognition vocabulary of some 17,000 words, but this is a much larger number words that can be taught in a language count, not all the words that native speaker know are necessarily useful for second language learners who have only a limited time available for learning Should they set out to learn 500, 1,000, or 3,000 words? And if so, which Ones? This is the issue of vocabulary selection in language teaching.

1.4.2 Frequency:

Jeanne McCarten point out that a list of the most frequently used words may provide us with a wealth of information about the spoken language. The most common word is I; the five most common verbs are know, think, get, go, and mean (apart from portions of the verbs be and have); the most common nouns are people, time, and things; and the most common adjective is excellent. We may also observe whether terms are more prevalent than words that are similar or related: Yeah is more common than yes; little is more common than small; and plurals such as things, years and children are more common than singular forms (thing, year, etc.).

1.4.3 Teachability:

Another factor to consider when selecting vocabulary for foreign language beginners is teachability. The term teachability refers to being easy to be taught. Thornbury (2002) declares that the use of visuals and real items may be used to show and clarify teachable words. They also claimed that tangible nouns are the most teachable terms. The teacher, for example, can more readily teach the word table than the term freedom. The concrete nouns will be taught first as a result of this.

1.4.4 Learnability:

Thornbury (2002, p.35) argue that learnability is not to be confused with teachability. Words are more easily teachable if they can be demonstrated or illustrated by the use of

pictures or real objects. It is easier to teach a word like blackboard than a word like though, even though is much more frequent, and probably more useful, than blackboard. As a rule of thumb, nouns are more easily taught than verbs or adverbs, and concrete nouns are more easily   taught   than   abstract   nouns.

1.5 Types of vocabulary

Vocabulary developement is a continuous process. It is a skill that gets better over time. There are four main types of vocabulary. Speaking, listening, writing, and reading are the four types of vocabulary. The first two are spoken vocabulary, while the third and fourth are written vocabulary. Many years before they begin to establish reading and writing vocabularies, learners begin to develop listening and speaking vocabularies. Written language is built on the foundation of spoken language. A learner's vocabulary develops with age and learning.

1.5.1 Speaking vocabulary :
One type of vocabulary that illustrates a person's word understanding is speaking. Other elements like facial expressions, intonation and tone can be used to assist others realize what you're saying. Knowledge of a word is demonstrated by its good usage and pronunciation. Speaking vocabulary consists of words that we actually speak.. These are used for giving instructions and conversations.

1.5.2 Listening Vocabulary :
Listening vocabulary comprises words that we understand through hearing. The person's listening vocabulary is all the words he or she can recognize when listening to speech or communication.

1.5.3 Writing Vocabulary:
The words we can use when we write to express ourselves. We typically find it simpler to explain ourselves orally, using facial expression to help get our points through, then it is to find the appropriate words to express ourselves in writing. The words we can spell have a major impact on our writing vocabulary.

1.5.4 Reading Vocabulary :

Reading is a major element of vocabulary development. It expands and improves student's vocabulary. Reading vocabulary refers to the terms we pick up when reading a text. It's possible that we acquire words through reading vocabulary even if we don't utilize it in speaking.

1.6 Importance of Vocabulary

Over time, one's vocabulary develops. A good vocabulary can help learners improve their comprehension skills and language mastery. Because all language abilities are based on acquiring vocabularies, vocabulary knowledge plays a significant role in learners' educational performance. As a result, communication does not exist if words are not available. Taylor (1990), explains that vocabulary has a special importance in language learning since it is the part which will not be slowed down by age. This implies that an explicit teaching and learning of vocabulary is essential especially when learning a new language is occurring.

" Vocabulary has traditionally been one of the language components measured in language tests " (Schmitt, 1999, p .189). It is therefore obvious that the development of vocabulary skills must be carried out as a crucial part in learning a new language.

Vocabulary is one of the most important-if not the most important- components in learning a foreign language, Without a sufficient understanding of words learners cannot understand others or express their thought and ideas.

Vocabulary and lexical units are of great significance in learning a language and communicating it. As Schmitt (2000) indicates, « without the mediation of vocabulary, it is not possible to employ grammatical or other types of linguistic knowledge in communication or discourse » (p. xi).

Wilkins(1972) uncovers the significance of vocabulary learning and use in very straightforward statement "with grammar very little can be conveyed ;without vocabulary nothing can be conveyed" (as it is cited in Nurgun, 2010, p. 23).Wilkins (1972) also states :

If you spend most of your time studying grammar, your English will not improve very much; you will see most improvement if you learn more words and expressions you can say very little with grammar but you can say almost anything with words.

13

Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. Nation (2001) further describes that vocabulary knowledge and language use are complementary: vocabulary knowledge facilitates language use, while language use enables the acquisition of new vocabulary.

Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

Vocabulary is one of the most essential elements in learners' proficiency level. It   is essential in english acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings. It is almost impossible to learn a language without words; even communication between human beings is based on words.

1.7 Techniques of Teaching Vocabulary

There are several techniques concerning the teaching of vocabulary. This part explains the strategies employed by an English teacher in imparting the meaning and form of vocabulary that we may use. There are several techniques that can be used to determine the teaching of vocabulary, but there are a few things to keep in mind. If a teacher wants to introduce a new vocabulary or lexical words to the students, it shows that the teacher wants the students to not only learn, but also remember the new words for the future. They must be practiced, learned, and corrected in order for pupils to remember the strategies that their teachers have taught them. Teachers can use the following techniques to teach students:

1.7.1   Using Objects
Visual aids, realia, and demonstration are all used in this method. Because our memory is extremely dependable for objects and pictures, visual strategies can work as signals for recalling words, they can assist learners retain language better. Furthermore, the actual objects approach is ideal for beginners and young learners, as well as for providing tangible

vocabulary. When the vocabulary consists of concrete nouns, objects might be utilized to demonstrate meaning. When a new term is introduced by exhibiting an actual thing, it is frequently easier for students to remember the word through imagery. Objects from the classroom or items brought in from outside can be used.

1.7.2   Drawing
Objects can be drawn either on the board or on flash cards. If they are composed of cards and wrapped with plastic, they may be reused in a variety of situations. They can assist young students in effortlessly comprehending and remembering what they have learnt in class.

1.7.3   Using Illustrations and Pictures
Students' past knowledge is linked to a new story through pictures, which helps them learn new vocabulary. Vocabulary may be presented via the use of drawings or visuals. They're excellent for clarifying the meaning of unknown terms. They should be used as frequently as possible. Posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs are among the images. Many different sources provide images for teaching vocabulary. They are sets of colourful graphics meant for schools, apart from those made by the teacher or pupils. Images taken from newspapers and magazines are very useful. Many vocabulary books, and course books nowadays include a large amount of words.

1.7.4   Contrast
Some words may be simply explained to learners by comparing them with their opposites, such as the terms "good" and "bad." Some terms, however, are not. It's almost impossible to compare and contrast terms whose opposite is gradable. When the word "white" and "black" are compared, the word "grey" stands in the middle. Furthermore, the verb "contrast" denotes "to display a difference," as in images that contrast "before" and "after" shots to demonstrate how much weight someone dropped. Many other studies have found that learning vocabulary is easier when it is related to what is previously known. It should come as no surprise that acquiring synonyms is a good approach to broaden our vocabulary.

1.7.5   Enumeration:
An enumeration is a list of all the objects in a collection that is full and organized. It can be used to convey information. In other words, when any term is difficult to describe visually,

this strategy helps a lot. We can say "clothing" and then enumerate or list other items to illustrate. The meaning of the term "clothing" will become evident once the teacher lists a variety of items, such as a dress, a skirt, and pants.

1.7.6 *Mime, Expressions and Gestures*
A mime or gesture that stresses the importance of gestures and facial expressions in communicating is beneficial. It may be used not just to express the meaning of a word in a reading passage, but also in speaking activities since it emphasizes communication. Mime, emotions, and gestures can be used to introduce many words. Adjectives such as "sad," "glad," mime and removing a hat from your head to teach hat, and so on. The importance of gestures in second language (L2) learning has been highlighted in several researches.

1.7.7 *Guessing from Context:*
L2 reading specialists have proposed guessing from context as a technique of dealing with new terminology in unedited selections. There are two kinds of context; the first is textual context, which comprises morphological, semantic, and syntactic information in a given text, and the second is non-textual context, which is the reader's background knowledge of the subject being read. The context in which that word is used, as well as the other words and phrases that surround it. As a result, other words in the context of the unfamiliar term frequently illuminate its meaning. These additional words can be discovered in the sentence that contains the unknown word, as well as in other sentences.

1.8 Teaching Vocabulary

According to recent research, teaching vocabulary can be difficult since many teachers are not confident about the best practices in vocabulary teaching and at times, are confused where to begin to develop an instructional emphasis on word acquisition. .As it cited in International journal of teaching and education, Thorubury (2002) mentions that teaching words is a crucial aspect in learning a language as languages are based on words. It's almost difficult to learn a language without words; even human communication is based on them. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

One of the most discussed parts of teaching English is vocabulary teaching. Teachers will encounter difficulties during the teaching and learning process. They have difficulty on how

to teach students in a way that produces satisfying results. There are many techniques that a teacher can find out and try to teach the students. A good teacher should be well-versed in a variety of current teaching methods. Teachers must be able to master the material for students in order to understand it and become engaged and motivated about the teaching and learning process in the classroom. Because when the materials that been used are interesting and challenging for the students they will participate and try to get the correct answer of it.

Teachers should be conscious that teaching vocabulary is a new and distinct experience from the students' native language. They must also consider that teaching English to young learners differs from teaching English to adults. Teachers must be aware with the characteristics of their students. They must also develop effective techniques and appropriate content in order to achieve the language teaching goal.

Commonly, there are several techniques concerning the teaching of' vocabulary.However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač 2008).

Teaching new words basically is learning a language as languages are based on words. It's not easy to learn a language without learning the words that can attract the conversation between two or more people.

1.9 Vocabulary Learning Strategies

Learning vocabulary is important in either a first or second language. As a result, researchers try to improve vocabulary development. There are two types of vocabulary acquisition strategies: explicit and implicit learning. The difference between the two strategies is based on the learner's learning focus: does the student concentrate on the language itself or on its use?

According to Schmitt (2000), explicit learning is the process in which the learner pays a great attention on the information to learn it in order to make the chance of acquisition

greater. Furthermore, Hatch and Brown (1995) stated that it is a planned process intended by the teacher or even by the learner. Through this strategy, the teacher aims to provide materials to present vocabulary, such as translation, word lists and word cards. In contrast, implicit learning is a process where the learner focuses on the use of the language more than learning. For example, it occurs when the learner focuses on understanding the message of a text rather than understanding its vocabulary (focusing on single words). It comes through extensive reading and verbal communication. Explicit and Implicit learning are two types of vocabulary learning strategies although they differ in the way the information is learned either intentionally or incidentally.

Many scholars reject the ideas of explicit instruction. For instance, Laufer (in Boers & Lindstromberg, 2008) mentioned that learners when encountering new word, they try to understand it from context. However, they may not remember the word or they acquire only partial information. In that case, they will retain the knowledge or expend it only through much encounter with the same word. In contrast, Hunt and Beglar (2002) believed that intentional learning is important to vocabulary development because vocabulary limitation can impede learning through reading.

As a result, it is better to begin offering "explicit training" to assist children build a strong vocabulary basis that will aid them in incidental learning. Although there is some debate over which technique is the most successful for improving vocabulary, both are required.

1.10 Vocabulary Testing

Vocabulary testing is important for language learners and their teachers. Developing a large vocabulary is a key goal for language learners because it supports all their other language skills of reading, writing, listening, and speaking.

According to Thornbury (2002, p. 129) without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test. It also provides an excuse for further, post-test, review - when, for example, the teacher

goes over the answers in class. In this way, testing can be seen as part of the recycling of vocabulary generally. In fact, the only difference between many recycling exercises and tests is that only the latter are scored.

There are two types of vocabulary assessment, discrete vocabulary where vocabulary is measured as a test on its own right; this type include multiple–choice question format, matching format, sentence completion or gaps fill items and translation. However, when the test of vocabulary forms a large part of construct, it is called embedded vocabulary, this type based on assessing vocabulary in reading, in writing and in speaking (Combee, 2013)

Ur (1996, p.69) listed many useful vocabulary testing techniques including; "multiple-choice tests, matching tests, sentence making, dictation, dictation-translation, blank-filling, and translation tests". He also gave comments on these different techniques. For example, he mentioned that designing multiple-choice tests is time consuming and tricking, but their answers are clear and easy to score. As for sentence making, he remarked that it is difficult to grade them objectively.

In testing vocabulary we take also into consideration:

- The word's form - both spoken and written.
- The word's meaning (or meanings).
- Any connotations the word might have.
- Whether the word is specific to a certain register or style.
- The word's grammatical characteristics - e.g. part of speech.
- The word's common collocations.
- The word's derivations.
- The word's relative frequency.

Furthermore, all these aspects of word knowledge can be realised receptively (in listening and reading) or productively (in speaking and writing). Any vocabulary test, therefore, needs to take into account the multi-dimensional character of word knowledge.

Conclusion:

To conclude this chapter, the importance of teaching vocabulary must be considered because traditional techniques place a greater emphasis on the structure of language and grammar rather than vocabulary. Teaching English necessitates not only the provision of a set of laws, but also the provision of methods and techniques to students, to learn how to deal with English as a foreign language and how to apply it in everyday situations. This implies that teachers must devise techniques to assist and engage students in the use of English.

Chapter Two

Language games

Introduction:

Learning a foreign language necessitates knowledge of its vocabulary; as a result, teachers looking for new methods to make learning English easier, such as the use of games. Using games in teaching can help increase student participation, foster social and emotional learning, and motivate students to take risks.In this chapter, we will try to discuss the benefit of using games in classroom which include several elements; we begin by exposing the different definitions of games and their types. Also, we will introduce the importance of using them in learning and teaching vocabulary and the role of teachers in implementing games.

2.1 Definition of games

Games are good techniques in teaching and learning a foreign language and using them in classroom is not only for entertainment but also for helping students to enrich their English vocabulary. Games as a term had been defined by many researches. For that; games have many different definitions according to each author's point of view.

Games have a long and rich history. According to El Shamy (2001) many ancient games, such as those played by North American Indians, were employed in religious ceremonies and festivities, the majority of games performed in Europe and North America up until the late eighteenth century were exclusively for recreational purposes. Certain games, particularly more physical, sporting-type games, may have aided in the development of agility and dexterity, which are helpful in certain jobs, but games were not employed as a mode of instruction until the nineteenth century.The first educational game was " The Mansion of Happiness", the first board game produced in the United States, had the pedagogical purpose of teaching children the difference between good and bad. Moreover, games continued changing till they become tools of training. In addition, after many improvements, games have acquired their significance to be used in teaching and learning.

Longman'dictionary (2010, p. 248) defines games as "an organized activity with the following characteristics: a specific task or objective, a set of rules, player competition, player communication via spoken or written language, etc. In communicative language instruction and humanistic techniques, games are frequently used as a fluency activity". In addition, on Oxford' dictionary (2011, p. 181) games are defined as "form of play or sport with rules" .

Wright, Betteridge and Buckby (2006) mentioned that "for the purpose of all three editions of this book we have taken the word'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others".

Uberman (1998) said that " games are not only fun but help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users".

Game is also defined as an "activity with rules, a goal, and an element of fun" (Hadfield, 1999, p. 4). There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (Lee 1979 p.3).

According to the definitions above, games are a valuable strategy that teachers should use in classroom since they are a great way for students to interact. Also, they are used to improve students' vocabulary knowledge.

2.2 Importance of games

The first thing that most people think about the term game is fun. Many years ago, people consider game as a way to entertain themselves, compete with their friend and have fun with them. Nowadays, games occupies a large space in learning a foreign language, they give EFL's learners a relaxed learning environment in classroom. Furthermore, games also increase student's motivation and make students to be morecompetitive in teaching learning process.

Huyen & Nga (2003) agreed that games make an enjoyable and relaxed atmosphere in which young learners may learn quickly and retain words better.

As Vernon (2009) argued that games are an efficient way to teach young children vocabulary. Because they enjoy themselves in the classroom, children engage and pay more

attention. They also feel and perform better during and after the game. Children will find repetition less boring and enjoyable, which will help them to consolidate their acquisition of new words. Also, Kalaycıoğlu (2011) investigated the effect of vocabulary games in children's vocabulary learning performances and concluded that when presented vocabulary through pictures and games, the learners performed remarkably better.

Games are useful for teaching vocabulary because they highlight the necessary words that are required to complete the game's objectives (Allen, 1983). According to Lewis (1999) games are popular among children because they like to play. Young learners might participate, explore, and experiment with their environment through games. Students' motivation is increased by using games, which also give an incentive and stimulus to utilize the language.

Vernon (2009) stated that games that involve learners to take part in a healthy competition could help them in learning more without forcing their participation.Thus, choosing the right game can support healthy competition in the classroom.

Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and the will guarantee their participation

In summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

2.3 Types of games

It is difficult to classify games into categories because such categories often overlap. A good teacher has to have several games on hand at all times. There is a number of ways in which games can be put into particular types or categories which means that much depends on the criterion followed.

Hadflied (1999) classifies games in two parts; linguistic games that focus on accuracy and communicative games that focus on exchanging information. He claims that games can be in different following forms:

- o **Information gap games**

An information gap game is an activity where one or more learner have information that other learner need to complete a task. For example, learner A might have a drawing and learner B needs to create a similar drawing by listening to the information given by learner with the drawing.

- o **Guessing games**

These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

- o **Searching games**

Searching games are popular for helping students recognize words. In searching for words the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling.

- o **Matching games**

As the name implies, participants need the match for a word, picture or card. These games involve matching pairs of cards or pictures.Everyone must find a partner with a corresponding card or a picture.

- o **Exchanging games.**

Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

- o **Collecting games**

Players need to collect cards in order to complete a set.

o   **Combining games**

Combining activities. Players must act on certain information in order to arrange themselves in groups.

o   **Role playing games:**

Students play roles that they might not play in real life. Theymight also practice dialogues.

Language games may be also classified as follows:

- **Listening games:**

In class, listening is often carried out in a boring and uninteresting way what makes the lesson more stressful. To make students enjoy listening, the teacher needs to bring it closer to them. A good way is the use of listening games to maintain the student"s attention and interest.

- **Speaking games**

Many teachers have faced the strangle encouraging students to speak. So, they try to focused on what is the appropriate strategy to make their students master skills. Simply which can be used at any time as listening type to enforce vocabulary and expression heard before, the main aim of this type is to make speaking enjoyable in the classroom.

- **Kinetic games**

This type based on refreshing the classroom's atmosphere, They are motivating activities. Because they encourage tired pupils to join again the lesson but with another technique different from the ordinary one.

- **Experiential games**

The aim of this type is not to win or complete a language task but to experience the process and learn from it.

2.4   Some examples of language games :

Games are very helpful in the learning of vocabulary, which aims at supporting learners to improve, reinforce and use words in different contexts and making the lesson exciting and enjoyable. Moreover, vocabulary games can create some kind of relaxed atmosphere and bring a foreign language to life in the class.

There are several language games that facilitate the learner learning vocabulary, some of them can be defined as follows:

- ❖ **Crosswords :** the most common one. It is a popular form of word puzzle it takes the form of a square grid of white and shaded squares. The white cells are supposed to be filled with letters whereas the shaded ones are used to separate the letters or words.

- ❖ **Today's question :** the teacher write a question on the board before the students arrived, the fast one answer properly has a reward.

- ❖ **Criss-Cross :** played on a piece of card board with letters made of wood. Each player forms words down and across.

- ❖ **Last one standing**: the teacher gives them a topic and asks them to stand up; he claps up a beat followed by a word related to the topic. After the next beat, the first student gives a topic-related word and so it continues. The one cannot think of a word sits down and the winner is the last one standing.

- ❖ **Taboo :** in this game, one player has to get the other guess a certain word using verbal explanation, the time is defined for the person to explain.

- ❖ **Word telepathy**: the teacher asks a volunteer to sit at the front with his back to the board and he writes a word on the blackboard. Classmates must say things related to the word to help the volunteer identifying it.

- ❖ **Coded words :** in this game, teachers gives students an alphabetical code (eg: a is b e , b is …) and he gives the some words or sentences which they have to decode .

2.5 The advantages of using language games:

Many expert textbook and methodological manual authors have suggested that games are not only entertaining but also informative.Lee (1995 as cited in Huyen&Nga, 2003) lists some main advantages when games are used in the classroom, including; "a welcome break from the usual routine of thelanguage classroom", "motivation and challenging", "effort of

learning" and "language epractice in various skills". Yuliani (2017) also report that when a guessing game is used when teaching vocabulary, students tend to learn the words more effectively and eventually score better compared to the traditional ways of teaching vocabulary. The advantages of games can change the direction of a class. Many advantages can be found from using games. Beside it is fun, it give many benefits. As stated by Brewster and Ellis (2004, p. 173) the advantages of using games are:

First, they add the variety to the range of learning situations.

Second, they change the pace of a lesson and help to keep pupils' motivation.

Third, they lighten more formal teaching and can help to renew pupils' energy.

Fourth, they provide hidden practice of specific language patterns, vocabulary and pronounciation.

Fifth, they can help to improve attention span, concentration, memory, listening skills and reading skills.

Sixth, pupils are encouraged to participate; shy learners can be motivated to speak.

Seventh, they increase pupil-pupil communication which provides fluency practice and reduces the domination of the class by the teacher.

Eighth, It helps create a fun atmosphere and reduces the distance between teacher and pupils.

Ninth, They can help reveal areas of weakness and the need for further language.

Tenth, they can help to motivate and improve writing skills by providing a real audience context and purpose.

Finally, they are valuable for all language learners since they can be easily adjusted for age, level and interests.

2.6 The use of games

EFL' learners should practice the language in order to considerate their knowledge. Games assist students in making and maintaining learning attempts; games provide language practice in a variety of abilities, including speaking, writing, listening, and reading; they stimulate learners to connect and communicate; and they provide a meaningful environment in which to use language.

Game-based learning is more effective for all levels of students to feel at ease and learn new terms. Adolescents, on the other hand, are more capable since they are younger and like learning. Furthermore, learners find it difficult to recall new terms for the first time, making

the work tough for them to complete. Learning new words necessitates repetition, but not all repetition is helpful. Instead of repeating words for pupils, the teacher might play a game. Furthermore, the game fosters a positive interaction between students and the foreign language. By the end of the course, students have realized that language is more than just a collection of words.

Wright, Betteridge and Buckby (2006, p. 8) said "Don't think that the use of the word "game" is a guaranteed way of motivating the students. They are too sceptical. It must be a genuinely engaging activity". Don't tell the learners that they are going to play a game because they may not accept that some of them are games and they may protest and be distracted from a positive attitude to what should be a pleasurable experience.
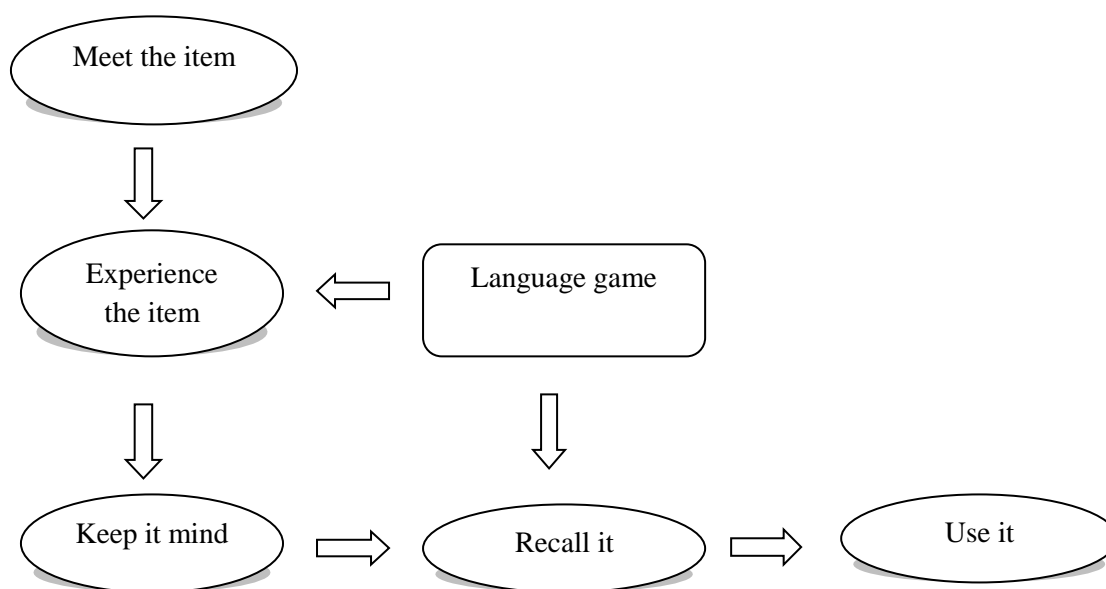
Figure 3: The Use of Games

2.7 Choosing the game

Games are one of many types of learning activities from which you can choose. There are various criteria that should be considered as you make your choices.

According to Millano and Ullius (1998, in El Shamy 2001) The following characteristics should be considered while selecting a learning activity, according to Designing Powerful Training. A good learning exercise should include the following:

- Support the learning objective.

- Fit with the course content.

- Add variety to the course.

- Assisst transfer of learning suit your participants.

- Conform to trainer competencies.

- Fit within logistical constraints.

- Work within time constraints.

- Be responsive to adult learners and learning styles.

Furjanic and Trotman in their book," Turning Training into Learning", include additional criteria in selecting a game. A few of the questions they suggest you ask yourself when considering a game include if the strategy for winning correspond with the learning objectives of the session . . . If the game calls for using bells, buzzers, or other signaling devices, will these devices be accepted (or tolerated) by occupants of surrounding classrooms or offices . . . and if all players allowed to actively participate.

"Will the time invested in the game offer a reasonable quantity of learning?" Furjanic and Trotman ask as a final inquiry. This is an important question to ponder. As previously mentioned, it is simple to grow infatuated with some games. They can be irresistible sometimes—clever and funny. However, they can be time consuming. If your program has a limited amount of time and a lot of content to cover, you should use games that don't take long or cover a lot of ground.

There is another factor that affects on selecting a useful game which is the game appropriateness to learner's level and age. As Uberman (1998) states, in order to achieve a desired result, games should correspond to learner's level, age and the material introduced. Most importantly, Beak (2010) adds that a game should have a balance between "educational requirements and motivational factors" (p. 271).

El Shamy (2001) summarizes all the criteria needed to assess the usefulness of the game in the following table:

The Ultimate Training Game Assessment Game assessed: Rate each item: 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = awful					
Value as a Game:	4	3	2	1	0
1. fits with content, design, objective					
2. is challenging and engaging					
3. adds variety and energy					
4. has objective, measurable results					
5. yields worthwhile amounts of learning					
6. has suitable strategy for winning					
7. works with various numbers of players					
8. has a high fun facto					
Learning Issues:					
9. repeats and reinforces key learning					
10. gives immediate feedback					
11. provides safe practice of new skills					
12. develops understanding of concepts					
13. provides meaningful challenge					
14. stimulates many senses					
15. promotes intense dialogue, discussion					
16. provides social contact, group work					
17. has realistic, complex experiences					
18. has analysis, interpretation, reflection					
Trainer Friendly:					
19. has minimal advance preparation					
20. fits time, space and cost constraints					
21. fits trainer competencies					
22. is flexible and adaptable					
23. is nondisruptive to surroundings					
24. is easy to transport					
25. you like it!					
Comments : add up your ratings and get a total score:					

Table 2: Checklist of assessing a game (El Shamy, 2001, p. 120)

In foreign language classes, the teacher might use these features to offer a simple and effective game that achieves the main goal of enhancing the vocabulary or other language abilities of the students. To put it differently, the teacher should choose a basic game to help students develop their vocabulary by making interaction with it easy.

2.8 Stages of using a game

After selecting the appropriate game, applying it in the classroom is the next step. In order to play a game, you should go through three steps. After presenting the game, the teacher may give the students the sign to begin it. After the game or the time limit has expired, feedback should be given.

2.8.1 Introducing the game

The first stage in playing a game is the introduction. It's crucial because it lets students know what's going to happen next. The results are determined on how the game is introduced. More precisely, if the teacher presents the game properly, he or she may be able to attain the required goals. As a consequence, the teacher strives to establish a clear, appealing, and inspiring introduction for an effective game. According to El Shamy (2001) there are four basic elements in the introduction. The first is the teacher's method, which entails demonstrating his enthusiasm through his introduction. He said: "If youare positive and enthusiastic, the participants will respond accordingly"(p. 103). The game's setup is the second element. It implies that the teacher must stimulate the students' interest in participating and learning by explaining why they should play the game. For example, he can say: "through this game you will practice what have been studied and you will enjoy it". Explaining the instruction is the element, this step entails determining the game's subject, the roles assigned to participants, and the procedures. The final step is managing the groups before beginning the game. Doveston and Keenagham (2006 in Westwood, 2008) support the importance of the introduction. They suggest that "there is a great value in discussing openly with a class the best way of making group work effective, and explicitly identifying the skills necessary tocorporate productively with others" (p. 46).

The introduction contains all of the necessary information to play the game. Teachers can encourage students to begin playing after motivating them, stating the objectives, establishing the rules, and splitting them into groups.

2.8.2   Managing the game

After the teacher has explained the game to the students, he/she can grant them permission to begin. During the game, the teacher's responsibility is to observe what is going on. As El Shamy (2001) said: "You do want to observe how players play" (p. 110). However, it does not mean that the teacher does not have any role. He or she may serve as a source of excitement. For example, if a problem arises during the game, the teacher can halt it and resolve the issue before allowing them to continue. Supporting to this idea, Westwood (2008) declares that the teacher should monitor what is going on during the exercise and intervene as needed to assist students who are having difficulty, to encourage them, and to provide examples of cooperative attitude. He/she may remark, for example, that during group work, they can correct and accept each other's comments in order to keep the group functioning. When the time is over, the teacher asks the students to stop so that they can get feedback.

2.8.3   Debriefing the game

The final step of a game is to provide feedback. It's significant since it's a form of assessment. During this step, the teacher discusses the game's outcomes with the students. Furthermore, it facilitates discussion so that learners may use the language. Westwood (2008) agrees that immediate feedback is necessary when playing a game. He believes that engaging students in interesting activities allows them to react actively and receive rapid feedback. More importantly, while debriefing a game, the teacher's assessment as well as the students' remarks must be included. The teacher can inquire about how the students are enjoying the game, how they are feeling, and what they have learned. On the same point, El Shamy (2001) confirms that when debriefing the game, the teacher should address a variety of topics. She includes a sort of checklist with a number of elements to consider. Furthermore, she claims that the teacher may adapt them to the game, i.e., he or she can choose only what is appropriate for his or her game and objectives.

1. What Happened?

- How did you begin?
- Roles and responsibilities
- Easy vs. difficult
- Any conflict?

2. How Do You Feel?

- Positives? Negatives?

- Frustrations, disappointments

- Satisfactions, successes

- Other reactions

3. What Did You Learn?

- What worked? What didn't?

- Cooperation, competition

- Communication issues

- Any "do differentlies?"

4. How Does This Relate?

- To your job?

- Your department?

- Your company?

- To our training purpose?

This checklist can assist teachers in determining whether the game objectives have been achieved or not, as well as the amount to which the students have gained from the game or activity.

2.9   Teachers' role in the classroom

The teacher has an important role as one of the main elements in the teaching and learning processes. What defines a teacher is his/her ability to teach students and a positive influence on them.According to Lopez (2009), the teacher's role in learning process is transmitting the correct use of the knowledge and providing an appropriate strategies.

2.9.1 Teacher as facilitator

The teacher's role as a facilitator is to encourage and support students by providing them with the tools and resources they need to become more self-sufficient and focused on their problems. Teachers can make learning easier for students by offering a variety of solutions to common issues or challenges. Students may have difficulties while learning or practicing certain skills if they do not know how to create an idea, convey their thoughts, or even express a certain opinion. In this case, the teacher can help them by guiding them to the right way.

Mainly, To make the learning process easier for pupils, the teacher should employ a variety of approaches and activities as Littlewood (1981) supports that "a teacher is a facilitator of learning" (p. 92). So in order to develop students' skills, he should use games in the classroom. As Harmer (2001) agrees that the teacher can assist his or her students, but only to a certain extent, and his or her role is limited to encouraging them to work independently.

2.9.2 *Teacher as organizer*

Teacher as organizer is the most important role the teacher has to play. Many activities rely on strong organization and students understanding about what they are exactly supposed to do next. This role necessitates the giving of instructions as well as the planning of activities. The teacher is responsible for organizing his classroom and providing training to students on how to get benefits from playing classroom activities in order to learn the ability to speak a foreign language effectively. According to Harmer (2001) organizer " is one of the important roles that teachers have to perform is that of organizing students to do various activities" (p. 58).

Harmer summarizes the role of organiser in the following figure :

Engage → instruct (demonstrate) → initiate → organize feedback
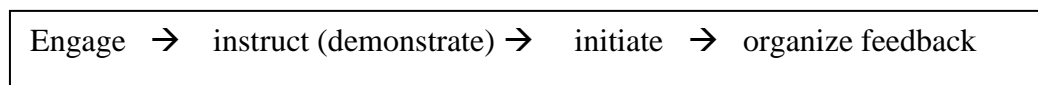
Figure 4: The role of organiser (Harmer, 2001, p. 59)

This figure shows that before beginning to play games in the classroom, the teacher should get students' attention to what is about to happen, how they will use this game, and how they should play it. As well as he should inform students what happen during the game. While playing the game, the teacher can observe what is going on in order to make a feedback after the game finishes.

2.9.3 *Teacher as controller*

Harmer (2001) agrees that " when teachers act as controllers they are in charge of the class and the activity taking place "(p. 58). The teacher's role when designing a game shows his/her responsibility to control learners' curiosity to discover new knowledge through playing the game. When the teacher applies games, he should walk around the classroom in order to control the students and help them when it is necessary. This control may help teacher to evaluate their students. Harmer (2001) " teachers who view their job as the transmission of

knowledge from themselves to their students are usuallly very comfortable with the image of themeselves as controllers "(p. 58)

Conclusion:

Games are fun and motivating activities that help learners interact with the language more effectively. Furthermore, games can benefit students to improve their language abilities, increase their vocabulary stock, avoid grammatical errors, enhance their pronunciation, and keep their minds active by playing with words and letters, which also aids in the development of their communication skills. As a result, games can help students learn English by improving their verbal communication and cognitive abilities.

Chapter Three
Field Word

Introduction

This chapter will mainly deal with gathering data to explore the effect of using games on EFL young learners' vocabulary. It is devoted to investigate about the hypotheses presented in the general introduction. To serve the hypotheses needs, the empirical touch will be sustained from a teachers' questionnaire and a students' interview to collect data about their attitudes toward vocabulary and their concerns of language games. Firstly, we are going to state the method used, sample population and the research tools and then to interept and analyse the data obtained.

3.1 The Method Used

The data collected in our research will be both quantitatively and qualitatively analysed

3.2 The Sample of Population

Our study deals with the third year learners at Mohamed Bengharbi middle school. Hence, a sample of twenty-seven learners was randomly chosen by the random choice of nine learners from each class from the three classes. This sample corresponds to the students who have been interviewed.

Concerning the teachers' questionnaire, the sample was with the teachers who work in the school where our study was conducted.

3.3 Teachers' Questionnaire

The questionnaire items are created from the various themes mentioned in the research's theoretical section. It consists of a mix of close-ended questions in which participants must tick the appropriate answers and open-ended questions in which they must give their own answers or explanations. To gain a better understanding of the subject, certain closed-ended questions are followed by open-ended ones.

Three questionnaires were distributed to teachers from different ages and experiences. They were all females. Teachers' questionnaire is made of eleven questions(11). The questionnaires were collected later.

The questionnaire was divided into three parts:

Part one :

This part aims at gathering relevant information about the participants (teachers). It contains two questions; the first question deals with teacher's gender and the second question seeks information about their teaching experience.

Part two :

The second part is related to the research's first chapter, which focuses on teachers perceptions about vocabulary and techniques used to teach it. Its goal is to obtain teachers' opinions on whether the students have any difficulties the mastery of vocabulary (Q3) and how they introduce vocabulary in each lesson and what techniques they may apply to do it (Q4). The question is intended to elicit teachers' opinions on how they find the teaching of vocabulary (Q5). The next question (Q6) investigates the teachers' opinions on student's motivation to use the language.

Part three :

This part investigates the teachers' concerns and attitudes towards the language games. The aim of this section is to see if teachers use the games in their sessions (Q8). The questions (Q9) and (Q11) investigates the teachers' beliefs towards the usefulness of games in creating good learning atmosphere and improving their vocabulary. (Q10) aim at exploring the teachers' view towards the use of games.The last question (Q12) investigates the possibility of using games in recalling information.

3.4 Students' interview

The interview is a conversation between two persons where questions are asked by the interviewer to obtain information from the interviewee.

The interview is devoted to students, who are the essence in this work, and who are more equipped to answer questions on game efficacy than others since they are actively involved in games through play and interaction in order to obtain their feedback. Because third-year

middle school students cannot understand a whole phrase in English, we asked them in their native language, "Arabic."

In order to answer these questions, an interview was conducted with 27 students from the same middle school (Mohamed Ben Gharbi), from three different classes and different levels. The interview is composed of two (02) parts; the first one was about English vocabulary, and the second about the use of games in teaching vocabulary.

Part one:

This part is related to English vocabulary it contains four questions; about learning English and if they like learning English vocabulary, the method that their teachers use to teach English vocabulary lesson and the difficulties they faced in learning new vocabulary.

Part two:

The second part is about the use of games in learning English vocabulary; we asked students if they like language games, their opinion about using games for learning vocabulary and if they remember new words when teaching with games.

3.5 Data Analysis and Interpretation

This section is mainly concerned with qualitatively analysis of the data obtained through the research instruments.

3.5.1 Analysis of the Questionnaire

Item1 : Teachers' gender

Answers	Participants	Percentage
Male	0	0%
Female	3	100%
Total	3	100%

Table 3: Teachers' gender
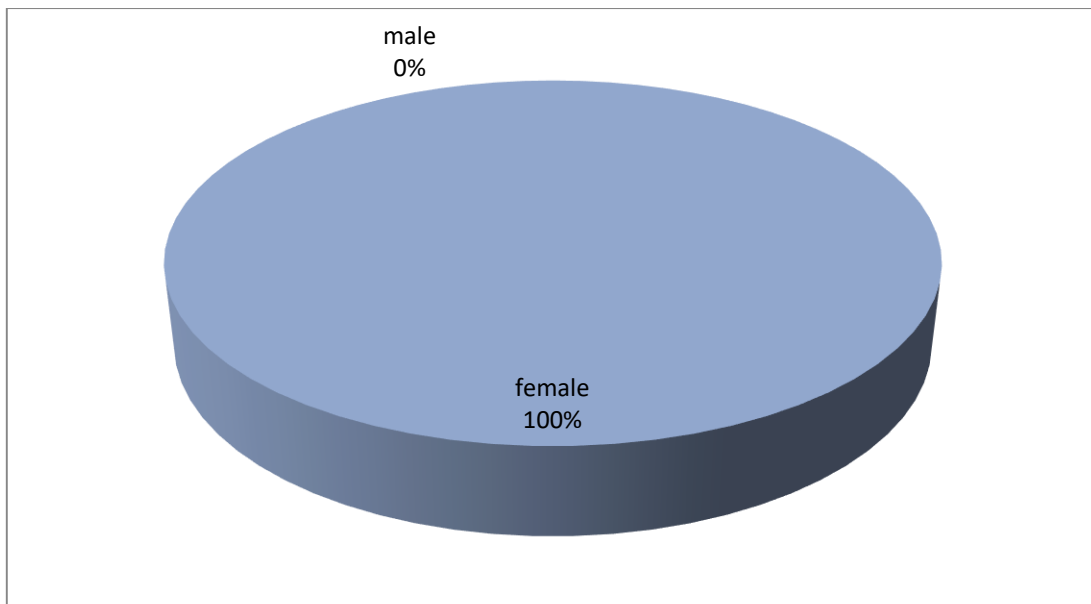
Figure 5: Teachers' gender

The table shows that all teacher who have answered the questions are female.

Item2 : Teaching experience

Answers	Participants	Percentage
Less than 5 years	0	0%
5 _ 15	1	33,33%
15 _ 25	1	33,33%
25 _ 35	1	33,33%
Total	3	100%

Table 4: Teaching experience
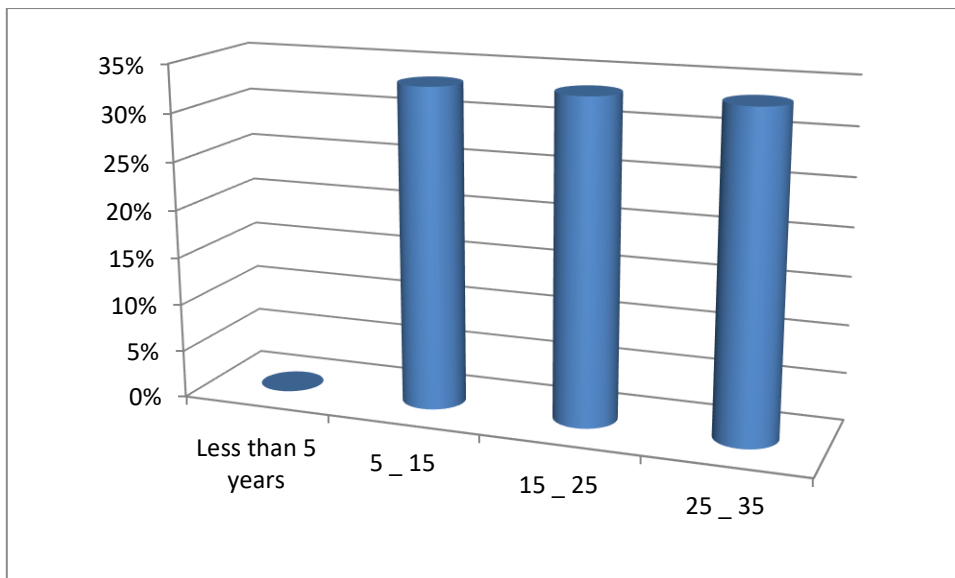
Figure 6: Teaching experience

The aim of this question is to determine how long the teachers have been teaching English. The results divide the teachers into three types. One teacher answered with "5-15 years", it represent 33,33%. However, One (01) teacher have been teaching between "15-25 years", 33,33%. And the last one have been teaching about "25-35" years, who represents a percentage of 33,33%.

Item3 : Learners' difficulties with vocabulary mastery

Option	Number	Percentage
Yes	1	33%
No	0	0%
Sometimes	2	67%
Total	3	100%

Table 5: learners' difficulties with vocabulary mastery
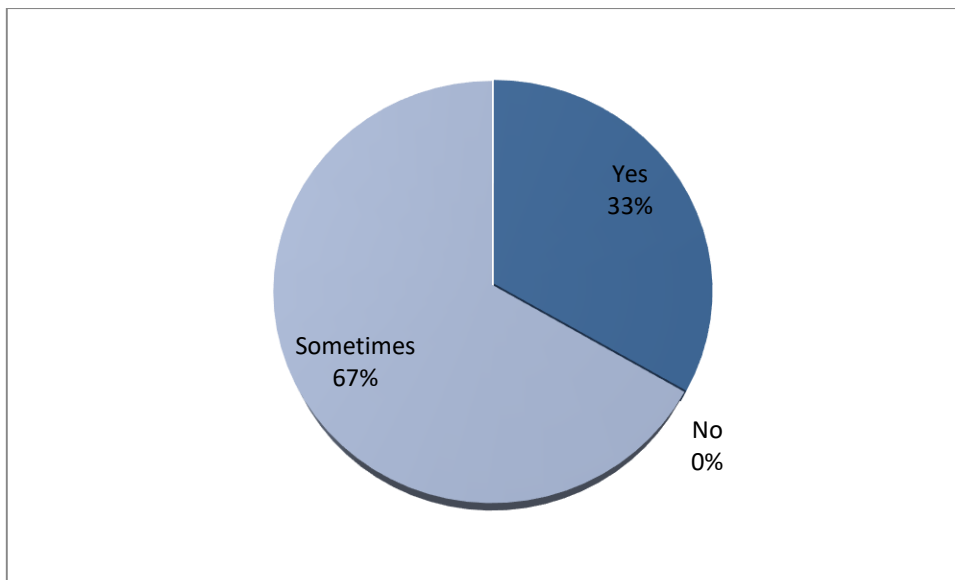
Figure 7: learners' difficulties with vocabulary mastery

The above results shows that the three teachers have different answers. The first teacher said yes who represent 33%. And the other two teachers said sometimes students face difficulties with the mastery of vocabulary, they represent 67%. No one chooses the option "No".

Item4: Presenting new words

Options	Always		Sometimes		If necessary		Rarely		Never		Total
	Participants	Percentage	Participants	Percentage	Participants	Percentage	Participants	Percentage	Participants	Percentage	
Visual representations (e.g : pictures)	1	33,33%	1	33,33%	1	33,33%	0	0%	0	0%	3
Definition	1	33%	2	67%	0	0%	0	0%	0	0%	3
Synonyms/antonyms	2	67%	1	33%	0	0%	0	0%	0	0%	3
Translation	0	0%	1	33,33%	1	33,33%	1	33,33%	0	0%	3
All of them	0	0%	1	33%	2	67%	0	0%	0	0%	3

**Table 6:** Techniques for presenting new words

The question tries to identify the most used techniques in teaching vocabulary. It appears that synonyms/ antonyms are widely used because (67%) of the respondents state that they "always" use them and (33%) said that sometimes use them. It also appears that there is another technique used by the majority of teachers (67%) which is using the "definition" but

they are "sometimes" used and (33%) always use it. For the visual representation one of the teachers used them always with (33%). The other sometimes represent (33%) and the last teacher said that she use visual representation if it is necessary with (33%). About translation one of the teachers said that sometimes use it with (33%). The other if it is necessary with (33%) and the last teacher rarely she used translation.

Item5 : finding the teaching of vocabulary

Answers	Participants	Percentage
Easy	1	33%
Difficult	2	67%
Total	3	100%

Table 7: The way teachers find the teaching of vocabulary
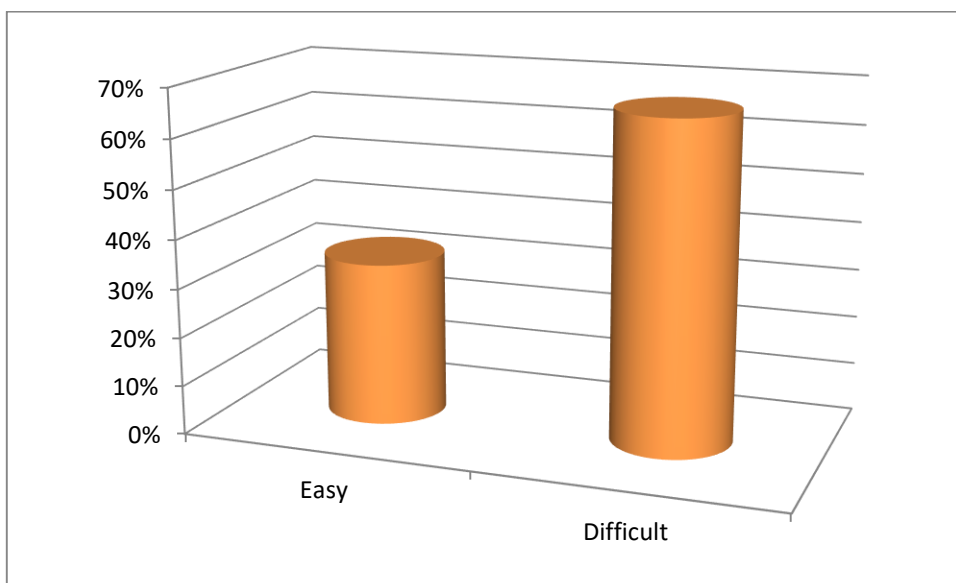
Figure 8: The way teachers find the teaching of vocabulary

   The aim behind this question is to look at the way teachers find the teaching of vocabulary, by giving the options "easy" or "difficult". Two (02) teachers answered with "difficult", with 67%. However, one teacher (01) of them answered with "easy", with 33%. For those who said that is difficult, the reasons are :

- The difference between the learners mother tongue and the foreign language
- The complexity of word knowledge

- Students do not pay attention in classroom

- Sometimes the written form is different from the spoken one

Item 6 : Teachers' perception about students' motivation in using english language

Options	Participants	Percentage
Yes	1	33%
No	2	67%
Total	3	100%

Table 8: Teachers' perception about students' motivation in using english language

  One teacher said that the student are motivated with 33% and the two other teachers stated that their students are not motivated enough to use the language with 67%. The main reasons stated by them are:

- Student finds it weird to use a foreign language with their families and pals

- The lack of interest

- Learning disabilities and difficulty concentrating

Item7 : The use language games during the lesson

Options	Participants	Percentage
Yes	2	67%
No	1	33%
Total	3	100%

Table 9: The frequency of using games in the classroom
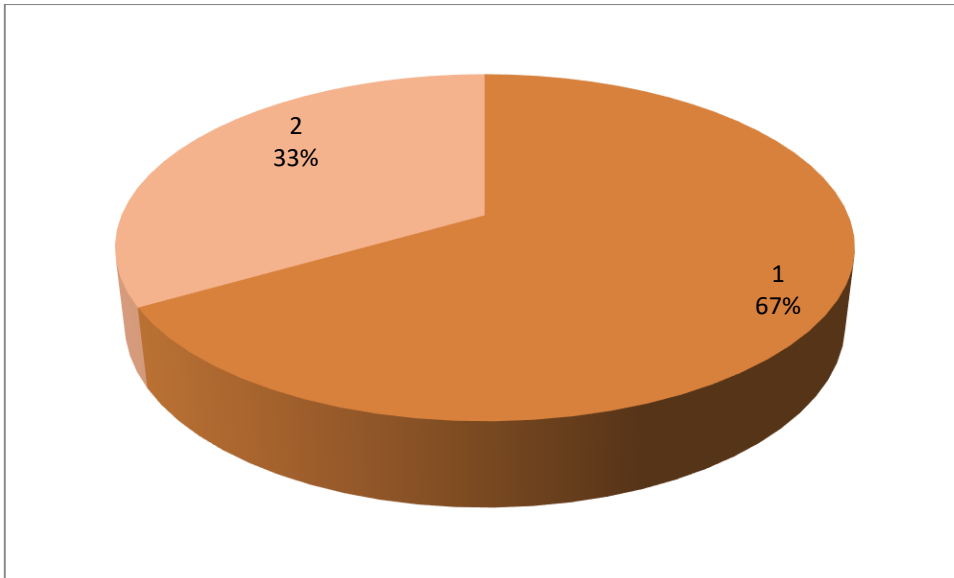
Figure 9: The frequency of using games in the classroom

The majority of teachers (67%) state that they use the games activities during their lessons. Whereas one teacher who present (33%) of the sample said that she does not use games during her lessons.

Item8 : games' learning atmosphere

Answers	Participants	Percentage
Yes	3	100%
Sometimes	0	0%
No	0	0%
Total	3	100%

Table 10: Teachers' perception about creating good learning atmosphere through games
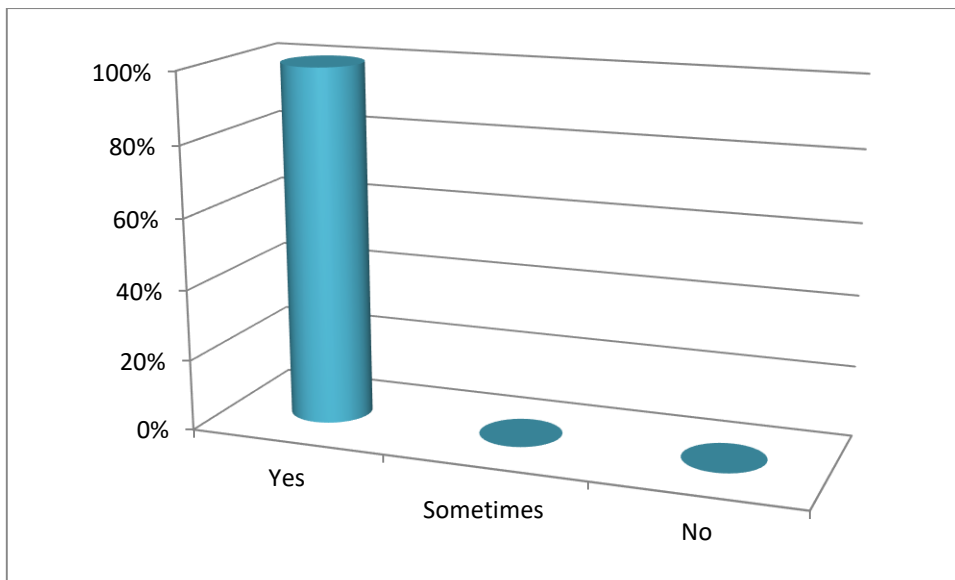
Figure 10: Teachers' perception about creating good learning atmosphere through games

The table shows the teachers' opinions on the role of games in providing good learning atmosphere. All teachers with 100% claims that games really provides a good learning situation and support the idea of games effectiveness in creating enjoyable learning climate

Item9 : Teachers' opinion about games

Answers	Participants	Percentage
Entertaining	1	33,33%
Engaging	1	33,33%
Fun	1	33,33%
Boring	0	0%
Total	3	100%

Table 11: Teachers' opinion about game
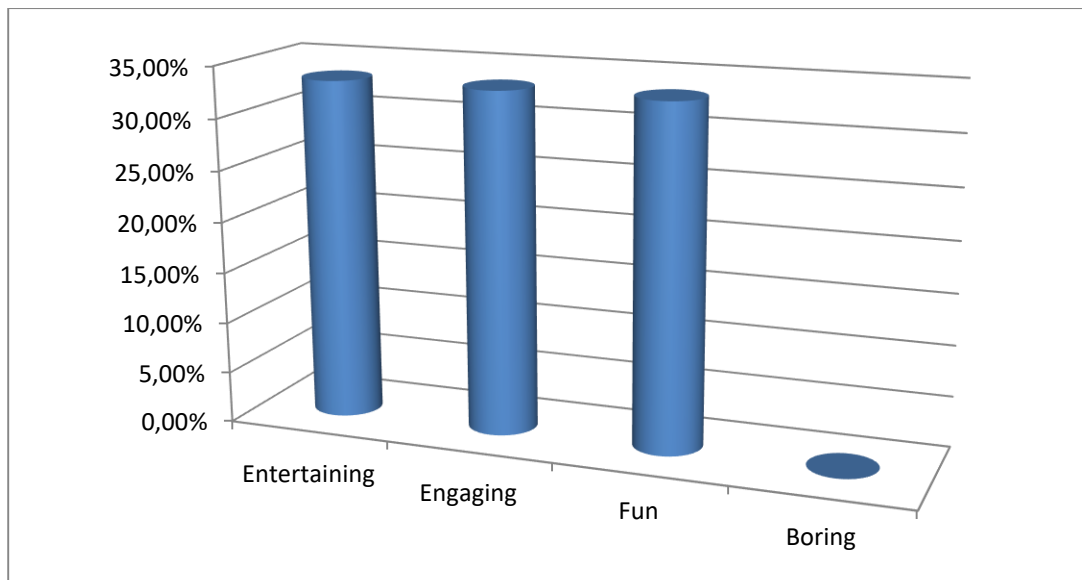
Figure 11: Teachers' opinion about game

Throughout teachers' answers to this question concerning their opinion about fun activities when teaching vocabulary. they have different point of view. The first one said that it is entertaining(33%), the second teacher said that it is engaging with (33%) and the last one found it fun(33%). While no one said that it is boring who present (0%).

Item 10: Using games to improve students' vocabulary knowledge

Options	Participants	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

Table 12: Using games to improve students' vocabulary knowledge
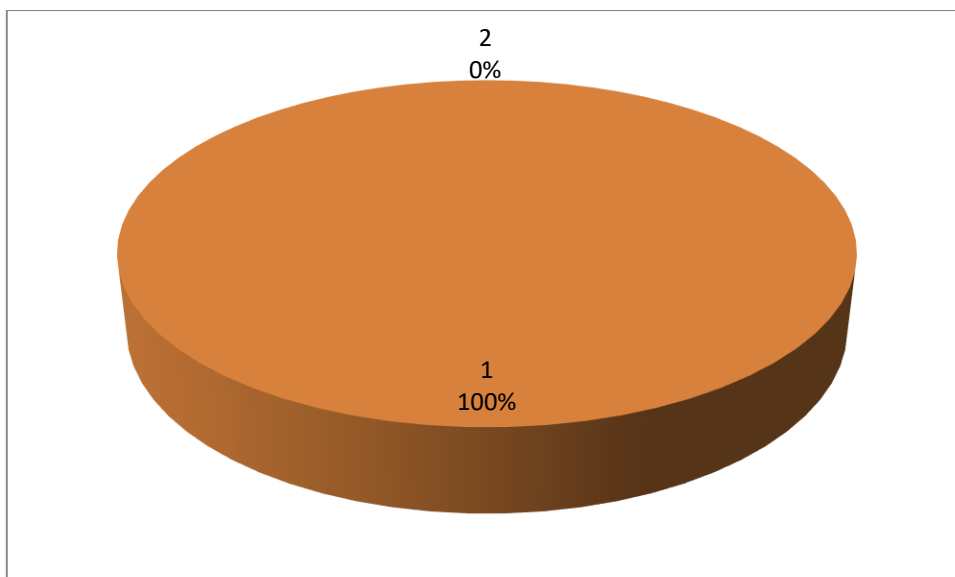
Figure 12: Teachers' view on improving vocabulary through games

The table confirms the previous item's answers because all teachers with 100% strongly agree that games improve learners' vocabulary knowledge.

Item11 : Games' role for recalling information

Options	Participants	Percentage
Yes	2	67%
No	1	33%
Total	3	100%

Table13: Games' usefulness for recalling information
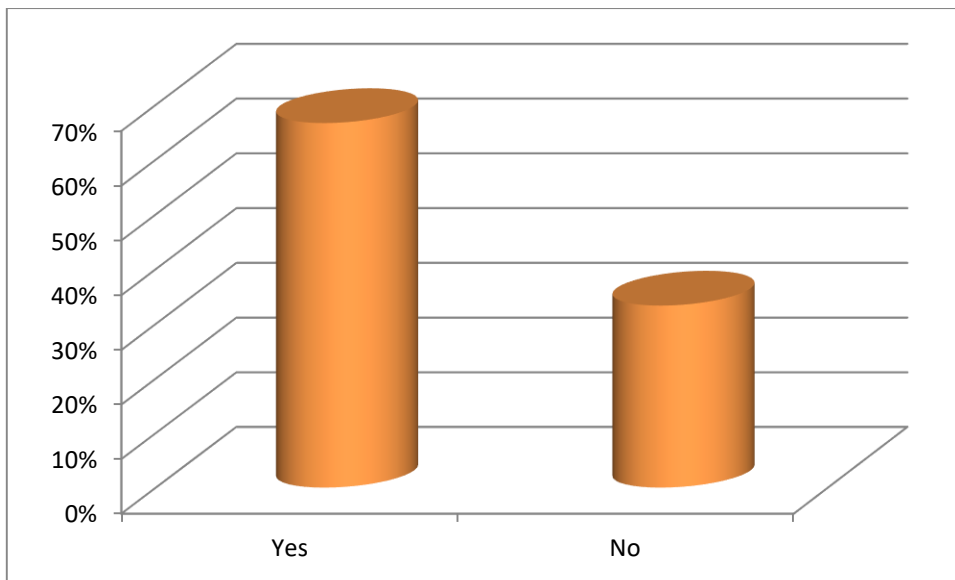
Figure 13: Games' usefulness for recalling information

Concerning teaching via games for recalling information 67% of teachers agree that the use of games is helpful and the rest with 33% disagree

3.5.2 Analysis of the interview

Q1: How do you find learning English?

The answers were between easy, very easy and difficult, where most of the students said that learning English is easy while 3 students said that it is difficult and 2 of them find it very easy.

Q2: What are the main difficulties you face in learning new vocabulary?

All the interviewed students have common difficulties:

- I do not pronounce it in the correct way
- Lot of words are similar so that I do not distinguish them
- I remember its meaning in Arabic but I do not remember how to write it
- I do not know how to use it in the correct manner
- I have difficulties to understand the meaning of words

50

Q3: Do you like learning English vocabulary?

26 of students said "Yes" they like learning English vocabulary because they can learn it quickly and excited to get new English vocabulary information, only one student said No.
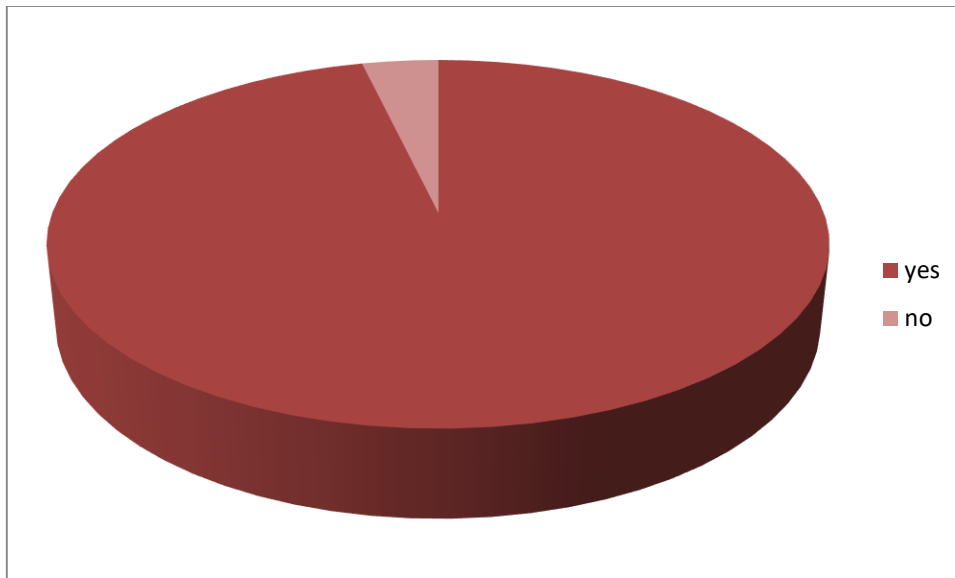
Figure 14: Students' perception about learning English vocabulary

Q4: Do you like the method that your teachers use to teach English vocabulary lesson?

All students said that they like the mothed of their teacher in teaching English vocabulary for these reason:

- Facilitate the lessons and make it easy.
- Explain in a good way.
- Translate the meaning if it is necessary.
- Use synonyms.
- Teacher gives us techniques to use for remembering new words that we have learned, which is using note book for the new words.
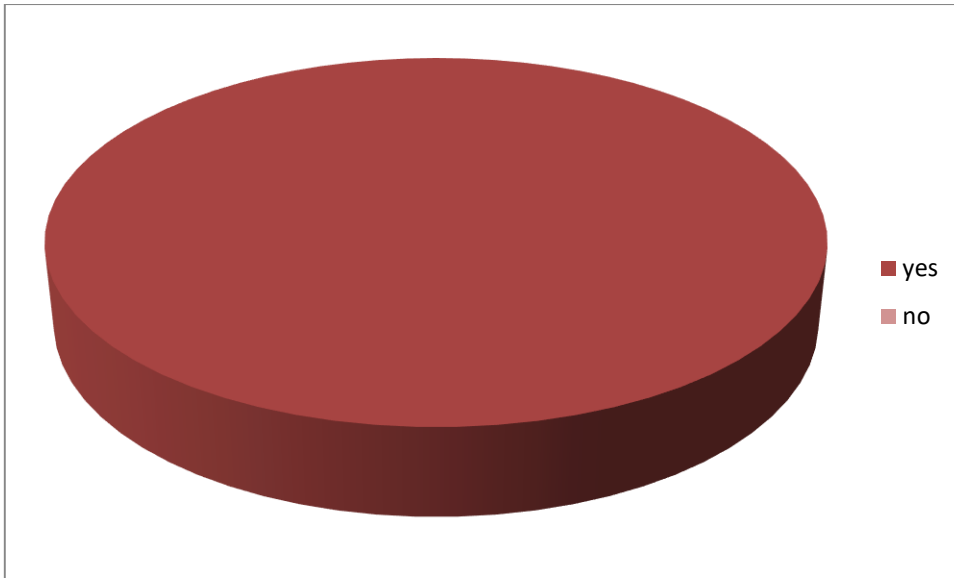
Figure 15: Students' opinion about teachers' method in teaching

Q5 : Do you like language games ?

26 of the students said "Yes"and their answers show their appreciation of the game and their great enjoyment while learning through game because "it is pleasant, enjoyable, attractive and amusing." Only one student said "No".
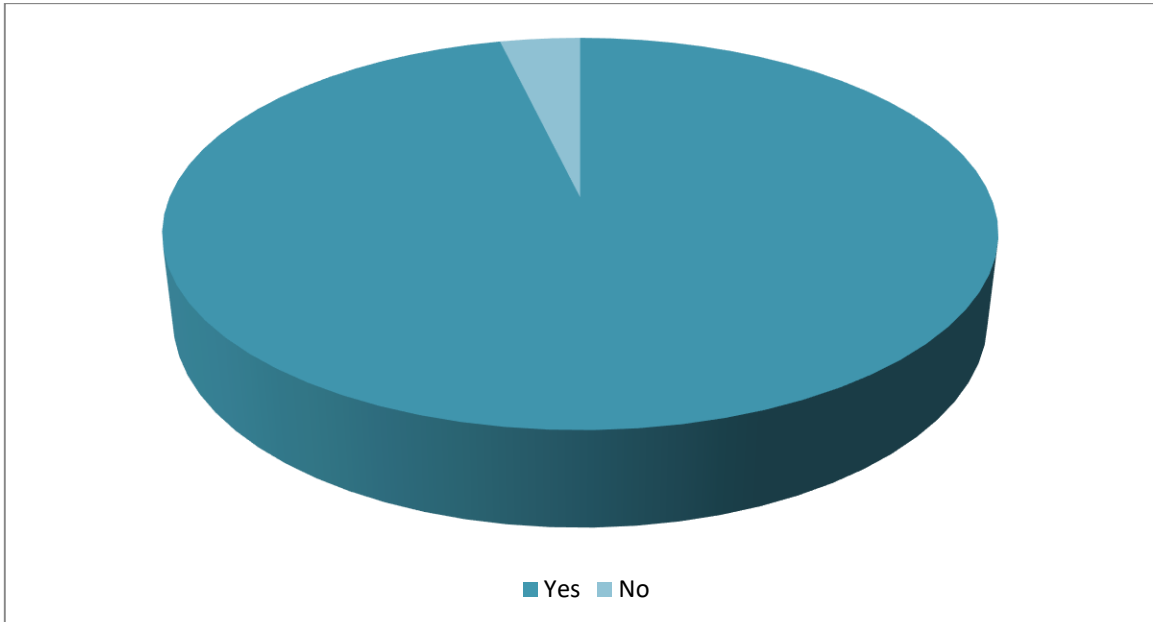
Figure 16: Students' feeling about language games

Q6 : If you Learn new words from games, will you remember them?

 Most of the students stated that they really benefit from the language games; they can learn new words, one of them said that when you have fun you will remember easily .While the others answered by "No" and "Sometimes". However, they asserted that these new words need more practice to be remembered.

Q7: How do you see using games for learning vocabulary?

When examining the results of games' use all the students agree that :

- Games have important role in motivation the learning of English
- They are a kind of fun
- They are beneficial and interesting
- Through games the understanding of words will be better
- They make them exciting and motivating
- It facilitated learning and memorizing new words
- They are funny and enjoyable
- I have learnt new words from the game
- They are the best way to learn new words
- I have learnt faster through the game

Only one student answered that that the use of games for learning vocabulary is " Boring" (the one who said that he didn't like language games)

Q8: How do find yourself when learning English vocabulary?

This question aims to know the learners feeling when learning English vocabulary. The majority of learners said that they feel themselves comfortable and motivated. There are also some other answers :

- I feel myself concentrated to learn new words
- I feel that I acquire language better through games
- I feel that I'm developing myself in English vocabulary
- I feel excited
- I feel as if I am in a real competition

Few of them said that they feel uncomfortable and feel with difficulty.

Recommendations

Teaching is a human contact that teachers build with their students on a pedagogical level, where the teacher is the focal point of the classroom. Teaching is, in reality, a difficult task that is not granted to everyone. Learning, on the other hand, is not memorization; rather, it is the process through which learners gain information, which is one of our abilities; it varies from one learner to another due to our various learning styles.

In the light of our study's results, it would be useful to suggest some recommendations that may help in improving the results of using games.

The majority of students associate their feelings about a lecture with their feelings towards the teacher. Furthermore, foreign language learners are unfamiliar with the language, and their perceptions of it are influenced by their teachers' actions; as a result, they must pay close attention to how they operate. Furthermore, in order to accomplish more advanced levels, teachers must make their lectures attractive and encouraging.

Teachers are sometimes knowledge givers when proving pupils data and rules, in other moments are like guides just controlling learners when participating and sometimes are observers during a piece of performing. The teacher should neither overuse nor rarely use language games; both cases may negatively affect the class. So, it is preferable for teachers to design a specific rhythm for implementing a game; the teacher should be very careful about the manner in which the games are introduced; the rules, the objectives and the instructions should be clear and understood by everyone.

We recommend for teachers to select easy and simple games according to learners' levels and abilities. Furthermore, in order to attract the majority of pupils, teachers have to consider their preferences in choosing the game; they can devote a session where they collect information needed for designing the game. For instance, they can ask learners which kind of games they like or prefer.

One of the major goals of playing games is to assist students enhance their vocabulary and cooperative learning skills. In view of that, EFL learners need to be aware enough about the advantages of this type of that activities in promoting their general level of English and their vocabulary knowledge in particular. Learners should be active and don't rely only on teachers; they should be involved in the process of designing games ; the teacher may ask them, for example, to search some games to play or to choose and discuss a game.

Everyone should have his opportunity to participate even with mistakes to develop their self confidence.

Conclusion

The aim of this chapter was to provide teachers with a variety of games to use as methods in the classroom. Language games have a great effect on learners' vocabulary improvement and memorization. It is preferable to apply certain helpful techniques that may add an attractive environment in the classroom and inspire learners to learn vocabulary, which helps them remember and enhance it efficiently, in order to make learning English vocabulary easy and entertaining for learners.

General conclusion

The problem of vocabulary acquisition is one of the issues that EFL learners face especially middle school students, and because vocabulary is very important in learning a language, many researchers investigate the possible factors that may help in facilitating vocabulary learning. After many studies, scholars found that pleasant and motivating atmosphere can greatly contribute in enhancing learning vocabulary process. Furthermore, employing games is one of the ways for creating an amusing, pleasant, and engaging situation.

The present research is conducted to highlight a clear relation between language games and effective vocabulary learning; to what extent learning entertainment is effective ; it tries to study how language games can affect on learners' vocabulary storage development. For this aim, we set two hypotheses : the first one if the students learn vocabulary through games their level of mastering English will increase. Whereas, the second hypothesis states that language games helps EFL learners to practice and use language in real world and in a suitable context.

The first chapter defines vocabulary identifying this skill in EFL classes and introducing some steps for learning vocabulary. It discussed the importance of vocabulary and provided various vocabulary teaching techniques. Furthermore, it included that teacher should be responsible for selecting acceptable vocabulary for learners at their proper levels, so learners can learn and use them. In addition, this chapter highlighted the significance of teaching and mastering language. Also, The manner these lexical elements are presented can have an impact on how well they are learned. New vocabulary will be appropriately and effectively learnt if it is taught in a clear and concise manner.

The second chapter discusses the main points concerning using games activities in the classroom. We conclude that games activities bring fun, increase motivation, and enhance learning through an enjoyable atmosphere, because using games in the classroom create a good atmosphere. Teachers should pick the suitable game by examining many elements in order to achieve this aim. They must select a game that is appropriate for the course material, learners' levels, time limitations, and objectives. Furthermore, entering the classroom demonstrates the teachers' role in the game. More precisely, learners must apply their knowledge to learn new things while playing games. As a result, teachers may only assist pupils in completing the task and inspire them.

The third chapter is the practical part of our research work, it deals with testing the given hypotheses from analyzing and interpreting the data gathered through a questionnaire to have teachers¨ opinions about vocabulary and implementing language games in teaching it and an interview aim to check students points of views towards learning vocabulary through using games activities.

In the end, it is obvious that learning through games is efficient, especially when learning and memorizing new words. Games are affective in attracting the learner's attention, taking into account their interest, making them active, giving them the desire to learn, where he/ she dares to participate and speak in front of his/ her teacher and classmates as well. This shows the importance of fun activities in teaching-learning English vocabulary. Thus, we can realize that two proposed hypotheses are confirmed and the effectiveness of using language games in improving middle school learners' vocabulary is proved.

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Appendices

Appendix One

Teachers' Questionnaire

Dear teacher,

The following questionnaire is a part of research work that deals with language games and their impact on the vocabulary presentation for the third year middle school students.

Your answers will be of great help for our research, you are kindly asked to tick the appropriate box and make statements whenever required.

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

Q1: Gender:

Male ☐   Female ☐

Q2 : Teaching experience :

……………………………………………………………………………………………

Q3 : Do learners face difficulties with the mastery of vocabulary?

Yes ☐   No ☐   Sometimes ☐

Q4: How do you present new vocabulary?

Options	Always	Sometimes	If necessary	rarely	never
Visual representations (Eg: pictures)					
Definition					
Synonyms/antonyms					
Translation					
All of them					

If others, specify please.

………

………

Q5 : How do you find the teaching of vocabulary?

Difficult ☐

Easy ☐

Explain :

……

……

……...

Q6 : Do you think they are all motivated to use the language?

Yes ☐   No ☐

Why?

....

....

....

Q7 : Do you think that teaching vocabulary is easy or not?

Yes ☐   No ☐   Sometimes ☐

Why? Explain?

....

....

....

Q8: Do you use language games during the lesson?

Yes ☐   No ☐

Q9 : Do you believe that games provide a good learning atmosphere?

☐   ☐   63 ☐

Yes   No   Sometimes

Q10: What do think about games?

Entertaining [____]

Engaging   [____]

Fun   [____]

Boring   [____]

Q11 : Do you think the use of games improves students' vocabulary knowledge

Yes [____]   No [____]

Q12 : Do you think games are helpful to recall information?

Yes [____]   No [____]

Thank you

Appendix Two

Student's Interview

1. How do you find learning English?

2. What are the main difficulties you face in learning new vocabulary?

3. Do you like learning English vocabulary? Yes / No

4. Do you like the method that your teachers use to teach English vocabulary lesson? Yes / No *Why?

5. Do you like language games?

6. If you learn new words from games, will you remember them?

7. How do you see using games for learning vocabulary?

8. How do find yourself when learning English vocabulary?

Résumé

Le vocabulaire est la compétence la plus importante et la plus difficile dans n'importe quelle langue, c'est pourquoi les enseignants doivent être conscients des techniques qu'ils utilisent pour aider leurs élèves. L'une des techniques qu'ils peuvent utiliser consiste à intégrer les jeux de langage. Les jeux de langage sont ce que notre recherche suggère comme un moyen efficace pour enseigner le vocabulaire. Cette recherche vise à explorer l'effet de l'utilisation de jeux sur le vocabulaire des élèves. L'étude émet l'hypothèse que le choix des jeux comme stratégie d'enseignement du vocabulaire a un impact positif sur la connaissance du vocabulaire des élèves. Pour atteindre les objectifs énoncés, une étude descriptive a été menée et elle s'appuie sur l'analyse des données recueillies à partir de questionnaires soumis à trois enseignants, ainsi que sur des interviews d'étudiants réalisées auprès de vingt-sept étudiants. Les résultats obtenus à partir de cette étude ont montré que l'utilisation d'activités de jeu peut aider les élèves à améliorer leur vocabulaire. Cependant, il doit être utilisé avec des conditions telles que l'adéquation du niveau des élèves, les objectifs de la leçon et les limites de temps. De plus, ils étaient très motivés et intéressés. En conséquence, il est recommandé d'utiliser des jeux de langage dans l'enseignement du vocabulaire.

الملخص

المفردات هي أهم وأصعب مهارة في أي لغة، لذلك يحتاج المعلمون إلى أن يكونوا على دراية بالتقنيات التي يستخدمونها لمساعدة طلابهم. إحدى التقنيات التي يمكنهم استخدامها هي دمج الألعاب اللغوية. الألعاب اللغوية هي ما يقترح بحثنا أنها طريقة فعالة لتعليم المفردات. يهدف هذا البحث إلى استكشاف تأثير استخدام الألعاب على مفردات الطلاب. تفترض الدراسة أن اختيار الألعاب كاستراتيجية لتعليم المفردات له تأثير إيجابي على معرفة مفردات الطلاب. لتحقيق الأهداف المعلنة ، تم إجراء دراسة وصفية تستند إلى تحليل البيانات التي تم جمعها من الاستبيانات المقدمة إلى ثلاثة معلمين ، وكذلك على مقابلات الطلاب التي أجريت مع سبعة وعشرين طالبًا. أظهرت النتائج التي تم الحصول عليها من هذه الدراسة أن استخدام أنشطة اللعبة يمكن أن يساعد الطلاب على تحسين مفرداتهم. ومع ذلك ، يجب استخدامه مع شروط مثل ملاءمة مستوى الطالب ، وأهداف الدرس ، والحدود الزمنية. علاوة على ذلك ، كانوا متحمسين للغاية ومهتمين. وفقًا لذلك ، يوصى باستخدام الألعاب اللغوية في تدريس المفردات.