

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF 8 MAI 1945 GUELMA

جامعة 8 ماي 1945 قالمة

FACULTY OF LETTERS AND LANGUAGES

كلية الآداب و اللغات

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

قسم الآداب و اللغة الإنجليزية



OPTION: LINGUISTICS

**Teachers' and Students' Attitudes towards the Use of Language Games in
Enhancing EFL Students' Vocabulary Knowledge.**

Case Study: Third-year LMD students, 8 Mai 1945 University of Guelma.

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for Master's Degree in Language and Culture.**

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June 2023

Dedication

In the name of Allah, Most Gracious, Most Merciful

All the prayers are due to God alone, the sustainer of all worlds.

*I would like to dedicate this master's dissertation to my parents, **ABD ALKARIM** and **SORAYA**. Thank you so much for everything! Words can hardly describe my thanks and appreciation for you. You have been my source of inspiration, support, and guidance. You have taught me to be unique, determined, to believe in myself, and to always persevere. I am truly thankful and honored to have you as my parents. To take a quote from Albert Schweitzer, "**At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.**" You, mom and dad, have been that spark for me when my light blew out. Thank you for your unwavering love and support during this journey I have taken. I love you both always and forever.*

*To my brother **Salah** and sister **Bouchra**, my support and companion in this life, who look to my success with looks of hope.*

*To my marvelous friend **Houda** thank you for your love and for your encouragement.*

*To amazing Uncle **Adel**, an extraordinary person in my life who supported and encouraged me at every step of my education; my thanks to you cannot be written in lines.*

*To my soulmate, **Ms. Sirine**, and sweetheart, who encouraged me to achieve my dream and were with me in all my situations, thank you so much.*

CHAIMA

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful, All the Praise is due to Him

Alone, the Sustainer of the entire World.

*I dedicate this modest work to: my lovely family, the light of my life my parents “**Belagoun, B.**” & “**Feragua, H.**”, my lovely sisters (their husbands & children) who are always taking care of me, my brothers; strength after my parents “**Saif**”, “**Fares**”, & “**Zaki**” (their wives & children), my sweet uncles, aunts, and cousins, to the spirits of my little brother and my grandparents “*May Allah Bless Them*”.*

*To my mate; the one who shared with me every moment: “**Malki Chaima**” and her family.*

*To my beloved teacher “**Mrs. Afaisia Souaad**” for her endless support and encouragement to finish my studies.*

*To my lovely friends who were my second family: “**Chaima Bdj**”, “**Takoua**”, “**Salma**”, “**Nihed**”, “**Iness**”, “**Marwa**”, “**Cherifa**”, “**Nour**”, “**Houssna**”, “**Hadil**”, and “**Amira**”.*

To all my teachers and classmates from the primary school to the last year at the university.

Thank you for your unwavering support and encouragement which have been the driving force behind my academic journey. Your belief in my abilities and constant motivation have kept me focused and determined throughout the ups and downs of this research endeavor. I am grateful for your patience, understanding, and sacrifices you made to accommodate my pursuit of knowledge. This accomplishment is as much yours as it is mine.

Thank you for being my pillars of strength and for always believing in me.

HOUDA

Acknowledgment

Writing a thesis was such a rigorous process for us from the beginning to the end that it would not have been possible without the guidance and assistance of many individuals, to whom we are very grateful.

Above all, we would like to thank Allah the Almighty for providing us with patience and the will to study, reach this level, and finish our thesis. All praise is due to Allah.

*We would like to express our sincere gratitude to our supervisor, **Ms. Haridi Samiya**, for her unaccountable guidance, support, assistance, and patience. As a result, we are grateful for her precious advice, continuous assistance, and valuable remarks and suggestions throughout the preparation of this dissertation.*

We would like to express our warm thanks to the members of the jury who will examine our dissertation.

Profound thanks to all the teachers, and students who accepted to take part in this thesis.

Last but not least, we would like to express our immense gratitude to our family. We are indefinitely indebted to our parents, who devoted all their time to us during the sleepless nights and long days that we worked hard on this research.

Abstract

The most difficult task for EFL students is learning vocabulary. Teachers need to be aware of the strategies they use to help their students. In this regard, integrating language games may be a successful tactic to use. Therefore, the purpose of this study is to investigate teachers' and students' attitudes towards the use of language games in enhancing students' vocabulary knowledge. Thus, it is hypothesized that teachers and students may have positive attitudes towards the current subject. A descriptive quantitative approach is used to accomplish the aforementioned hypothesis; it is based on the analysis of information acquired from two questionnaires addressed to EFL teachers and students at the department of 08 Mai 1945 university of Guelma. The collected findings confirmed the main hypothesis, which implies that EFL teachers and EFL students have positive attitudes toward the use of language games in enhancing students' vocabulary knowledge.

Keywords: Attitudes, Language Games, Vocabulary Knowledge, EFL teachers, EFL Students.

List of Abbreviations

EFL English as a Foreign Language

L1 First Language

L2 Second Language

CLT Communicative Language Teaching Approach

TBL Technology-Based Learning Approach

CBA Competency Based Approach

VLS Vocabulary Learning Strategies

LG Language Games

LMD License, Master, Doctorate

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General Introduction

Learning vocabulary has always been a challenging and an urgent task for students of English as a foreign language because they need words to communicate and have better achievement in the target language. Moreover, having rich vocabulary means that students will be able to comprehend not only what they hear and read, but also produce appropriate and meaningful language in different contexts. As the activity of learning vocabulary is becoming more demanding and crucial, more ways, tools and techniques are becoming available. One of the techniques that might be helpful for EFL students is the use of language games, which might encourage them to enhance their vocabulary knowledge in an informal context enjoyably.

1. Statement of the Problem

Since vocabulary is the system of symbols serving as means of expression, it is seen as one of the most important aspects of acquiring any language. Therefore, many third-year students in the English department at the University of 8 Mai 1945 Guelma struggle with the English language and face difficulties due to their poor level of vocabulary knowledge. Accordingly, in order to make teaching vocabulary an easy process, the majority of EFL teachers attempt to choose the applicable techniques and strategies to achieve their goals. Thus, the current study investigates teachers' and students' attitudes towards the use of language games in EFL classrooms to enhance students' vocabulary knowledge.

2. Aims of the Study

The main objective underlying this study is to raise both students' and teachers' awareness towards the importance of language games in enhancing students' vocabulary knowledge. Additionally, this research investigates whether or not language games are

significant in building up students' vocabulary. It aims to get an idea about their views about acquiring vocabulary using language games.

3. Research Hypotheses

Using language games in the classroom may help EFL students enhance and enrich their vocabulary knowledge. Hence, it is hypothesized that:

H₁: Teachers and students may have positive attitudes towards the use of language games in enhancing EFL students' vocabulary knowledge.

H₀: Teachers and students may have negative attitudes towards the use of language games in enhancing EFL students' vocabulary knowledge.

4. Research Methodology and Design

4.1. Participants

Since this research is concerned with the attitudes of teachers and students towards the use of language games in enhancing EFL students' vocabulary knowledge, the case study consists of 25 teachers and 136 students, who were chosen randomly at the department of Letters and English Language, University of 8 May 1945, Guelma. Hence, third-year students of English are chosen as a sampling population for this research because they are advanced learners, and had a previous contact with English language for at least thirteen years. On the other hand, some of EFL teachers used to implement language games in the teaching process.

4.2. Materials

In order to achieve the aims of the research, and test the proposed hypotheses, the current study followed a descriptive quantitative method in collecting the data. The descriptive quantitative method is a research method used to describe and summarize the characteristics,

behaviors, or attitudes of a particular population or phenomenon. It involves collecting data through observation, survey, interview, or other methods. The goal of the descriptive method is to provide a detailed and accurate picture of the subject being studied. Therefore, two questionnaires, administered to teachers and students as the main research tools, were used to test out the hypotheses at the level of the English Department, University of 8 Mai 1945, Guelma. The first questionnaire was directed to one hundred thirty-six (136) third-year LMD students chosen randomly from the whole population (200), and it aims to know their attitudes towards enhancing their vocabulary knowledge through the use of language games. The second questionnaire, which was administered to twenty-five (25) teachers, gives an idea about their attitudes with regard to the use of language games in enhancing EFL students' vocabulary knowledge.

5. Operational Definition of the Term vocabulary knowledge

Kamil & Hiebert (2005) stated that Vocabulary is generically defined as the knowledge of words and word meanings. They added, more specifically, using vocabulary refer to the kind of words that students must know to read increasingly demanding text with comprehension. This definition indicates that "Vocabulary" and "Vocabulary Knowledge" are used interchangeably. Therefore, the term "Vocabulary" is used to mean "Vocabulary Knowledge" in the context of the present investigation.

6. Structure of the Dissertation

The present dissertation is structured into three chapters, two theoretical chapters and one practical chapter.

The first chapter focuses on the first variable "Vocabulary Knowledge". It sheds light on both concepts of vocabulary and vocabulary knowledge including the different types of

vocabulary, as well as the depth and breadth of vocabulary knowledge. In addition to the importance of vocabulary, aspects of new vocabulary (denotation, connotation, and collocation) and approaches to vocabulary knowledge (Communicative Language Teaching, Technology-Based Learning, and the lexical approaches). Moreover, both processes of vocabulary teaching (steps and new techniques for teaching vocabulary) and learning (stages and strategies of learning vocabulary learning) will be tackled in this chapter. The second chapter highlights the second component of this research, which is integrating language games in the EFL classroom. This chapter explores the history of language games as well as the various kinds of language games that may be employed in the teaching process. The last chapter is entitled "Field Investigation". This practical chapter deals with the information gathered from both teachers' and students' questionnaires, analyses and summary of the results qualifying the investigators to validate or reject the proposed hypotheses, as well as pedagogical implications, limitations of the study, and suggestions for further research.

Chapter One:

Vocabulary Knowledge

Introduction

One of the four language components that English language learners should focus on is vocabulary, along with spelling, grammar, and phonology. Furthermore, it is impossible to study any language successfully without knowing its vocabulary because it is one of the most fundamental components. Therefore, learning vocabulary should be the first ability that students focus on to improve their language. This indicates that in learning any language, grammar is not sufficient enough and, thus, more importance has to be given to vocabulary. In other words, people with a large and diverse vocabulary can express and introduce their ideas more effectively, even if they lack some grammatical rules.

In this section, the researcher sheds light on the concepts of vocabulary and its different types, as well as the concept of vocabulary knowledge followed by its depth and breadth. In addition to the importance of vocabulary, aspects of new vocabulary (denotation, connotation, and collocation) and approaches to vocabulary knowledge (CLT, TBL, and the lexical approaches). Moreover, both processes of vocabulary teaching (steps and new techniques for teaching vocabulary) and learning (stages and strategies of learning vocabulary learning) will be tackled in this section. Finally, the current section deals with challenges in teaching and learning vocabulary, as well as strategies for developing students' vocabulary knowledge.

1.1 The Concept of Vocabulary

1.1.1 What is Vocabulary

Todd (1987) claimed that there is no one satisfactory definition of the term vocabulary. Moreover, he explained that there are four aspects of a word; morphological, lexical, semantic,

and orthographic aspect. A morphological word solely focuses on its physical structure. A lexical word encompasses all the different forms a word can adopt while maintaining a clear connection in meaning. A semantic word takes into account the differences in meaning between items that may appear identical in their structure. Lastly, an orthographic word is surrounded by spaces on both sides. McCarthy (1990) emphasized the crucial role of vocabulary in facilitating meaningful communication in a second language (L2) claiming that without a wide range of words to convey various meanings, effective L2 communication becomes impossible. This underscores the significance of vocabulary in the communication process, as communication cannot exist without access to words. Furthermore, Hutch and Brown (1995) defined vocabulary as a collection or inventory of words specific to a particular language that individual language speakers employ. In essence, an individual's vocabulary comprises the total number of words they possess and utilize when discussing a specific subject. Consequently, it can be concluded that vocabulary is one of the most important components which make up any language, and which enable language users to express their ideas effectively. So, it becomes a basic and crucial element for people to communicate, because without vocabulary an idea cannot be communicated. Yet, it does not contain words only but also contains all the information about using those words as well as their meanings in the appropriate context.

1.1.2 Types of Vocabulary

The topic of vocabulary has been discussed and divided into different types. For instance, Wallace (1988) categorized vocabulary into four types; listening, speaking, reading, and writing. Firstly, the words that a person can recognize when listening to speech make up his *listening* vocabulary. Moreover, the context and tone of voice help to increase the amount

of this vocabulary. Secondly, all the words a person may employ in conversation are considered to be that person's *speaking* vocabulary. However, words are frequently used incorrectly during speaking because of the vocabulary's impulsive nature; this modest and unintended misuse may be made up for with stern gestures, harsh facial expressions, or vocal intonation. Thirdly, *reading* vocabulary refers to any term a person can identify while reading. Just because it encompasses the other three types- listening, speaking, and writing-, this category of vocabulary has the most number of words. In contrast to the previous three vocabulary categories, a person's *writing* vocabulary is all the words s/he can use in writing. Therefore, this sort of vocabulary was also provided by the writer (Wallace, 1988).

On the other hand, Gruneberg & Sykes (1991) divided vocabulary into two types; *active* and *passive* vocabulary. The former pertains to words that have been taught to students and which they are expected to use, whereas the latter refers to words that students can recognize but may struggle to pronounce.

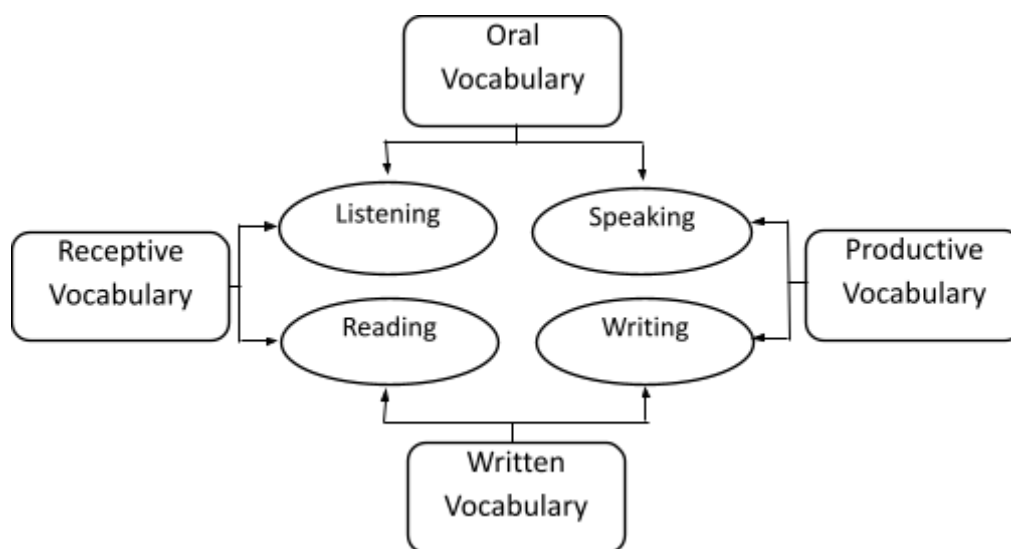
Another distinction was about the knowledge of words. In this regard, Haycraft (1978) claimed that vocabulary is divided into *receptive* and *productive*. He described receptive vocabulary as the words which students recognize and understand when they occur in a context but which they cannot produce correctly, while productive vocabulary refers to the words which students understand, can pronounce correctly, and use constructively in speaking and writing (as cited in Hutch and Brown, 1995, p. 370). Likewise, Stuart (2008) confirmed that receptive vocabulary is the kind of language that students encounter or identify when reading a book but do not use in speaking or writing. However, the words that learners comprehend can pronounce correctly, and can use effectively in speaking and writing making up productive vocabulary; it comprises the elements required for receptive vocabulary in

addition to the capacity to speak or write at the proper moment. Since learners may create the words to communicate with others, productive vocabulary can be handled as an active process (Stuart, 2008) i.e. communication allows learners to speak and interact freely, using a variety of words to express their ideas, this will create an active atmosphere. Conversely, recognition or receptive vocabulary is larger than production vocabulary. i.e. language users receive a lot of words from different sources such as reading and listening, yet when they communicate, they will filter these words and use only what is appropriate.

In contrast to what had been said, Al-Dersi (2013) came up with another distinction between *oral* and *written* vocabulary knowledge; claiming that the words which we recognize and use when speaking and listening are referred to as oral vocabulary. While the words we recognize and use when reading and writing are referred to as print vocabulary.

Figure 1. 1

Presentation of vocabulary types (Al-Dersi, 2013, p. 74).



From the above figure which summarizes the different types of vocabulary according to Al-Dersi (2013, p. 74) and how they are working together, it can be concluded that there are

four types of vocabulary which are: listening, speaking, reading, and writing. On one hand, listening and speaking vocabulary represent spoken vocabulary, whereas, reading and writing represent written vocabulary. On the other hand, reading and listening vocabulary are receptive vocabulary, however, speaking and writing are productive vocabulary.

1.2 The Concept of Vocabulary Knowledge

1.2.1 What is Vocabulary Knowledge?

Foreign language learners often strive to acquire, use, and enhance their vocabulary knowledge. However, they may not have a clear understanding of what exactly the word knowledge entails. While scholars and researchers have provided various definitions of word knowledge, there is a consensus that it encompasses familiarity with the form, meaning, and usage of a word. For instance, Pavičić (2008, p. 10) emphasized that knowing a word involves being aware of its diverse attributes, including its phonological, orthographic, morphological, syntactic, and semantic characteristics.

Hubbard (1983) argued that the more words students know, the more they can express the exact meaning they want. So, vocabulary helps students with language production which is why students have to overcome the lack of vocabulary knowledge to communicate effectively. Unlike Leki & Carson (1994) who stated that the lack of vocabulary will harm the quality of students' writing, Pullido & Hambrick (2008) added that the knowledge of vocabulary is an indicator of the quality of a person's vocabulary; an indicator of writing, reading, listening, and speaking skills. Researches show that a student's command of vocabulary has a significant impact on the caliber of their writing (Staehr, 2009; Milton, 2009; Park, 2012). i.e. to comprehend and communicate meaning in writing, students learning a second language or a foreign language should possess a large and diverse vocabulary (Milton, 2013). Consequently, Schmitt (2008) came to the simpler conclusion that fluency, receptive and productive mastery,

understanding of the components of vocabulary, and lexical organization all constitute vocabulary knowledge. As a result, the knowledge of vocabulary is one of the main keys to successful communication in language, and knowing how to use vocabulary constructions is just as important as knowing the word itself.

1.2.2 Breadth and Depth of Vocabulary Knowledge

Several researchers (Read, 1993; Meara, 1980; Wesche & Paribakht, 1996; Qian, 2002; Hudson 2007) proposed that the two dimensions of vocabulary knowledge are known as 'depth' and 'breadth'. "The breadth or size of word knowledge", as defined by Hudson (2007, p. 229-233), refers to the extent of a learner's mastery of word frequency, or simply put, the number of words an English as a Foreign Language (EFL) learners know in a second language. On the other hand, "depth of word knowledge" pertains to a learner's understanding of various aspects associated with a specific word. In essence, vocabulary depth represents the level of comprehension regarding different facets of a given word. The researcher also posited that a crucial aspect of vocabulary depth is the connection between the depth of knowledge for a word and the knowledge of associated words. In other words, as the understanding of a word becomes more profound, so does the familiarity with other words related to it. Furthermore, the relationship between depth and breadth of vocabulary knowledge was described as an "*interdependent relation*" (Hudson, 2007, p. 233). This implies that the greater the breadth of a learner's vocabulary repertoire, the deeper their understanding of words will be.

1.3 Importance of Vocabulary

In a straightforward statement, the British linguist David Wilkins (1972, p. 11) highlights the significance of vocabulary learning and usage saying: "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed" (as cited in Thornbury,

2002, p. 13). This implies that vocabulary holds greater importance compared to grammar because messages can still be understood without perfect grammar, but learners cannot effectively communicate unless they possess the necessary words. In other words, having a vast and enriched vocabulary allows individuals to express themselves effectively and convey their ideas even if they have some gaps in grammatical knowledge. On the contrary, lacking vocabulary will present significant difficulties in expressing oneself, even if all the grammatical rules are known.

In 1980, Paul Meara (as cited in Lightbown & Spada, 2006, p. 96) referred to vocabulary learning as a neglected aspect of language acquisition, as the primary focus at that time was on syntax and morphology. However, Meara's observation sparked increased attention and recognition of the importance of vocabulary, considering it as the fundamental building block of learning a foreign language. Additionally, Allen (1983, p. 5) emphasized that communication often encounters obstacles due to lexical issues, leading to breakdowns in understanding when individuals do not employ the appropriate words. Consequently, mastery of vocabulary enables successful communication, while a lack of vocabulary can result in misunderstandings and communication failures. Moreover, vocabulary holds significant importance in the context of international business, trade, intellectual growth, social development, and cultural understanding (Nathan, 2013). Therefore, it becomes crucial for learners to achieve mastery over vocabulary to comprehend the language effectively (Susanto, 2017, p. 185). This is because the four language skills heavily rely on a solid vocabulary foundation, and it should be recognized that vocabulary mastery is an essential component of language proficiency (Susanto & Fazlinda, 2016). In other words, possessing a wide range of vocabulary is necessary for expressing ideas and understanding the expressions of others.

1.4 Aspects of New Vocabulary

Learning new words is the first important step in learning any language. Furthermore, numerous researchers by (McCarten, 2007; Barthes & Shobur, 2009; and Chandra SekharRao, 2017) provided three key aspects of new vocabulary that learners should master which are: denotation, connotation, and collocation. They classified them as follows:

1.4.1 Denotation

According to Chandra Sekhar Rao (2017), denotation is a word's literal or dictionary meaning. The majority of terms used often in English have many meanings. As an illustration, the word "pound" can indicate or signify a unit of weight, a facility for keeping stray animals, or a unit of currency in the British system.

1.4.2 Connotation

McCarten (2007) argued that connotation refers to the implied meaning of emotions and feelings associated with a word. It is believed that any word can have both positive and negative connotations, depending on the circumstances. In addition, Barthes & Shobur (2009) stated that Connotation is a phrase used to suggestively describe the sensation and emotion that a word elicits. For example, the terms "woman" and "lady" are considered synonyms; however, the word "lady" carries connotations of elegance and grace, whereas the word "woman" is more neutral in its implications (McCarten, 2007).

1.4.3 Collocation

An additional crucial component of vocabulary is collocation i.e. the co-occurrence of two words in a specific connection. For instance, some words in English are followed by other words such as the word *party*; non-native speakers use this word along with the verb *make* or *do* (do a party /make a party). However, for native speakers, the word *party* is collocated with

the verb *have* (have a party). Therefore, verbs like *have*, *do*, *make*, and *get* do not have their meaning but take it from words which they are collocated or used with (McCarten, 2007).

Finally, it can be said that denotation, connotation, and collocation play a vital role in learning new vocabulary because they help EFL students to understand, enrich, and distinguish their explicit and implicit meanings, as well as their emotional feelings and ideas.

1.5 Approaches to Vocabulary Knowledge

Given that vocabulary instruction is a highly debated aspect of teaching English as a foreign language (EFL), teachers may face challenges when delivering lessons in this field. They struggle with how to instruct students in a way that produces satisfying outcomes. Moreover, to make students understand and enjoy the teaching and learning process in the classroom, a competent teacher needs to organize and determine the best approaches for assisting students in enhancing their vocabulary. Therefore, some of these approaches are:

1.5.1 Communicative Language Teaching Approach

Communicative Language Teaching (CLT) is commonly recognized as an approach to language instruction, which is based on a specific model, research paradigm, or theory (Richards, 2006). It operates on the belief that the primary purpose of language is communication, and its main objective is to foster the development of communicative competence among learners. In essence, the communicative approach is a comprehensive term used to describe a teaching methodology that focuses on teaching students effective communication skills. It also highlights the importance of students taking responsibility for their learning. This approach promotes cooperation within groups, encourages self-directed learning activities, and emphasizes the use of dictionaries as a learning tool.

Unlike traditional approaches that prioritize knowledge of formal language features, CLT

places a strong emphasis on enabling learners to use language effectively in real-life contexts. Additionally, CLT takes a pragmatic or performance-oriented approach to learn, seeking to enhance learners' proficiency in language skills by engaging them in meaningful and contextualized communicative learning tasks (Celce-Marcia, 1995). Additionally, developing language abilities is just one aspect of learning a language, but putting as much emphasis on communication skills is equally important. In order to participate completely in the learning environment, students are also urged to refrain from using their native tongue. Students were instructed to utilize English as their primary language throughout the assignment. Though, language mistakes could be heard during the conversation. Savignon (2002) added that the Communicative Language Teaching approach focuses on teaching students how to acquire and use the language, not just to increase their vocabulary. This approach encompasses both controlled presentation and semi-controlled language practice, leading to the optimal development of students' language skills.

In summary, the communicative approach in language teaching involves classroom activities where students use language for communication purposes, aiming to accomplish specific tasks. Students are encouraged to use all aspects of the language they know and gradually develop their communication strategies.

1.5.2 Technology-based learning (TBL)

Technology-based learning is the acquisition of knowledge through the use of electronic mediums such as the Internet, satellite broadcasts, audio and video tapes or conferencing, games, chat rooms, etc... (ASTD, 2005). Moreover, related words such as online learning, web-based learning; which refers to learning that takes place online, and computer-based learning; which is limited to learning using computers, are examples of Technology-Based Learning. Hence, Technology-based Learning is now generally replaced in

business and academic fields by the term e-learning. Likewise, technology-enhanced learning is another system in which technology plays a supporting role in enhancing face-to-face learning in the classroom.

1.5.3 The Lexical Approach

The lexical approach views words and word combinations as the fundamental building blocks of language when teaching a foreign or second language. This method of teaching languages aims to increase students' vocabulary and understanding of linguistic conventions (Vance, 2008, p.1). In other words, Lexis is necessary for meaning generation.

1.6 Vocabulary Teaching

Teaching vocabulary is an essential component of language learning because language is built on words (Alqahtani, 2015). And since communication between people is reliant on words, it is nearly impossible to learn a language without knowing its words. Furthermore, both teachers and students agree that acquiring vocabulary is vital in language instruction (Walters, 2004). Recent studies suggested that teaching vocabulary may be a challenging task due to a lack of confidence among many teachers regarding the most effective methods of vocabulary instruction. and often do not know where to start from when it comes to emphasizing word learning (Berne & Blachowicz, 2008). During the teaching and learning process, teachers may encounter difficulties in teaching students to achieve satisfactory results. Thus, teachers must consider that teaching vocabulary is different from teaching students their native language and that teaching English to young learners is distinct from teaching adults. As a result, teachers should prepare and employ appropriate techniques to help their students such as using visual aids, active involvement, word games, etc.

Furthermore, Susanto (2017, p. 186) stated that competent learners ought to equip themselves with a range of current techniques; To effectively connect with and involve

students in the learning process, teachers must have both a creative mindset and a profound comprehension of the subject matter. Additionally, teachers should be familiar with the unique traits of their students, and to be able to devise appropriate methods and techniques to accomplish the objectives of language instruction. Susanto (2017) added that there are various techniques used to teach vocabulary, but there are specific considerations that English teachers should keep in mind when introducing new words to their students. i.e. to help students to remember new vocabulary, teachers must ensure that the word is learned, practiced, and reviewed regularly to avoid forgetting.

1.6.1 Steps of Teaching Vocabulary

When developing a vocabulary course, teachers need to consider both the learning environment and the approach to selecting, organizing, and presenting vocabulary. According to Nation and Newton (as cited in Coady & Huckin, 1997, p. 239), these factors should be taken into account to design an effective vocabulary curriculum.

1.6.1.1. Selection

Initially, early researchers focused on identifying the optimal vocabulary for effective learning. They compiled lists of the most commonly used words during the early stages of language acquisition, estimating around 2000 words. Another aspect considered in vocabulary selection was the inclusion of words commonly used in spoken language. However, frequency and range were not the sole determining factors. Researchers also recognized the importance of factors such as word combinations, definitions, and word substitutions. To facilitate learning, a suitable approach is "selective attention," where the teacher directs learners' focus to the target word and ensures their awareness of it. This can be achieved through techniques such as underlining, bold-facing, and circling (Nation and Newton, cited in Coady & Huckin, 1997, p. 239).

1.6.1.2. Sequencing

Nation and Newton introduced two primary approaches for organizing vocabulary instruction. The first approach involves categorizing vocabulary into different levels: high frequency, academic, technical, and low frequency. Each level serves a specific purpose, such as academic words being used for further studies, while low-frequency words are more commonly used in social communication. The second approach focuses on grouping and ordering words based on their combination to form meaningful sentences. Nation's (1990) table below illustrates the division of vocabulary levels.

Table 1. 1

Levels of Acquiring Vocabulary (as cited in Coady & Huckin, 1997, p. 239)

Levels	Number of Words	Text Coverage %
High-frequency words	2.000	87
Academic vocabulary	800	8
Technical vocabulary	2.000	3
Low-frequency words	123.200	2
Total	128.000	100%

From the above table, it can be said that the use of English is based on 2000 highly frequent words. When learners acquire these words, they move to the next level which is academic vocabulary. In other words, if learners want to continue their studies, they must learn some academic words. On the other hand, technical vocabulary has a very narrow range; because each field has its own technical words. For instance, law, medicine, chemistry, and mathematics have different and specific vocabularies and terminologies. However, low-frequency words can be read neither in academic texts nor novels; because English is used

for social purposes only.

Concerning the second sequence, it can be said that grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than to learn items that are near synonyms or opposites. For example, following the instruction, learners may experience uncertainty regarding whether "hot" signifies "hot" or "cold.". After the lesson, learners cannot be sure if “hot” means “hot” or “cold”. Ordering is very important in teaching a foreign language (Nation & Newton, (n.d.) as cited in Coady & Huckin, 1997, p. 239) Therefore, different items should not be taught separately. i.e. there must be a kind of combination between these words to produce meaningful sentences.

1.6.1.3.Presentation

Once the selection and sequence of words have been determined, teachers move on to the presentation of new vocabulary to their learners. The presentation can either be programmed or unplanned, depending on the vocabulary being taught. Sometimes, learners may request additional explanations, and in such cases, the teacher provides impromptu explanations without prior preparation. According to McCarten (2007, p. 23), during the presentation, teachers can employ various techniques to engage learners, such as relating situations to learning objectives and incorporating different activities to reinforce what has been taught. In essence, teachers aim to develop strategies that enhance learners' focus and concentration.

Nation and Newton (as cited in Coady & Huckin, 1997, p. 239) suggested several general principles for handling high and low-frequency vocabulary, which can be implemented directly or indirectly. The direct approach involves explicit vocabulary exercises, including activities like crossword puzzles, matching words with different definitions, studying

vocabulary in context, and using split information activities that focus on vocabulary. In contrast, the indirect approach to vocabulary teaching integrates vocabulary learning within communicative activities such as listening to stories and engaging in information gap activities, where vocabulary is not the primary focus but is acquired implicitly.

1.6.2 New Techniques for vocabulary teaching

Takač and Singleton (2008) claimed that techniques used by teachers to teach vocabulary depend on various factors, including the subject matter, time constraints, and the relevance of the vocabulary to the students. Hence, teachers decide what technique is appropriate for presenting new vocabulary, and they typically use a combination of techniques instead of relying on a single one. Therefore, some of the techniques proposed by experts for teaching vocabulary were:

1.6.2.1 Drawing, illustration, and Pictures

Teaching vocabulary using pictures connects students' prior knowledge to a new story, and this process helps them to learn new words. Moreover, objects, illustrations, and visuals like posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs are employed as teaching aids (Pinter, 2006; Takač&Singleton, 2008). These objects can be either sketched on the blackboard or created as reusable flashcards, which can be covered in plastic and utilized in various scenarios. In addition, Gairns&Redman (1986) stated that the real objects technique is appropriately employed for beginners or young learners when presenting concrete vocabulary. Consequently, this technique can help learners easily to understand and realize the main point that they have learned in the classroom; especially for visual learners.

1.6.2.2 Guessing from Context

L1 and L2 reading experts have widely recommended using context to figure out

unfamiliar vocabulary in unedited texts (Dubin, 1993). Alqahtani (2015) suggested two types of context: *specific context* within the text that provides information on morphology, semantics, and syntax, and *general context* outside of the text that refers to the reader's background knowledge of the subject matter. Furthermore, he emphasized the importance of surrounding words and sentences in understanding unfamiliar words and suggested that learners can acquire this skill not just through extensive reading, but also through conversations, listening to stories, films, television, or the radio, etc... (Alqahtani, 2015, as cited in Nation, 2001). Additionally, to effectively use context to guess meanings, four elements are required: the reader, the text, unknown words, and clues in the text including some knowledge of how to guess. If any of these elements are missing, learners' ability to guess may be affected. Thus, using this technique can encourage learners to take risks, which can build their self-confidence and ability to figure out the meanings of words independently. Therefore, many clues learners can use to establish meanings, such as illustrations, the similarity of spelling or sound in their native language, and general knowledge (Walters, 2004).

1.6.2.3 Visual Aids

According to Allen, Kate, and Marquez (2000), using visual aids in the classroom is a crucial part of the teaching strategy for students learning English as a second or foreign language. i.e. using visual aids can allow students to reinforce what they have learned because most foreign language research has determined that memorizing language forms and vocabulary is a fairly unproductive technique for learning a target language. Also, using video as an audio-visual medium can aid in vocabulary instruction and encourage students to pick up new words. Additionally, the language used in videos is the actual language that native

speakers use for communication rather than just for grammatical considerations.

1.6.2.4 Enumeration, Contrast, and synonymy

Gruneberg & Sykes (1991) defined the term enumeration as a list of all the things in a collection that is comprehensive and organized, it can be applied to present significance, and this strategy is helpful when a term is difficult to understand visually. For example, the definition of the word "clothing" will become evident if the teacher lists a variety of items, such as a dress, skirt, pants, etc. The same applies to "furniture" or "vegetable". On the other hand, Alqahtani (2015) stated that certain words can be easily understood by being contrasted with their opposites, such as the terms "excellent" and "bad". Moreover, the word "contrast" denotes showing a difference, for instance comparing "before" and "after" photos to demonstrate a person's weight loss.

Further studies have also demonstrated that learning vocabulary is more effective when it is similar to what has already been learned (Elisabeth, 1999). It is not surprising that learning synonyms is a way to expand students' vocabulary, since learning about synonyms is important because this is how dictionaries are organized. Setting bilingual dictionaries aside, a monolingual dictionary primarily employs words to define other words, often utilizing synonyms in the process.

1.6.2.5 Language Games

Games can serve as an alternative approach to traditional methods of vocabulary teaching, offering a more engaging and practical instructional experience. According to Klabbers (1999, as cited in Whitton, 2010), games are activities or sports with fixed rules that involve skill, knowledge, or chance, aiming to win or solve a puzzle. By incorporating games into foreign language classrooms, students can develop their vocabulary knowledge unconsciously. Additionally, games provide an opportunity for students to take on more

responsibility and engage in independent learning. Allen (1983) highlighted the significance of games by emphasizing that they create a sense of importance and necessity for specific words, as their absence would impede the accomplishment of game objectives. i.e. games can be an effective means of assisting the learners to recognize the usefulness of words, and their absence may be the main obstacle to delivering such goals. Thornbury (2002, p.105) added that games can draw the learners' attention to engage in learning new lexical items and may encourage them to recall through guessing and categorizing. To conclude, it can be said that playing games is an efficient way of the acquisition of new vocabulary items for both teachers and students.

1.7 Vocabulary Learning

One reason why vocabulary learning is considered a challenging task is that it does not have clear rules like syntax or phonology that language learners can follow in acquiring knowledge. Unlike those components, it is not clear which vocabulary items should be learned first or what rules apply. Oxford (1990) noted that vocabulary is the largest and most difficult component to learn in any language, because of the vast number of different meanings. Despite these difficulties, language learners are still required to learn vocabulary for language exams, which typically include vocabulary as a component. Many learners view second language learning as primarily a matter of learning vocabulary, and they spend a lot of time memorizing word lists and using bilingual dictionaries to communicate. As a result, language teachers and applied linguists recognize the importance of vocabulary learning and, they are researching strategies to promote it more effectively, including investigating specific vocabulary learning strategies (VLS) as a focus of attention. Schmitt (2000) stressed the significance of acquiring a broad range of words, stating that lexical knowledge plays a crucial role in both acquiring a second language and achieving communicative competence. i.e. the

significance of vocabulary is demonstrated daily both inside and outside of educational institutions; within classrooms, students who excel typically possess a more comprehensive vocabulary. Nation (2001) supported this idea explaining that vocabulary and language practice go hand in hand with a good vocabulary facilitating language use and vice versa. Additionally, using language can lead to the improvement of vocabulary knowledge. Several researchers (Laufer & Nation, 1999; Maximo, 2000; Read, 2000; 2004; Nation, 2001; 2005; Gu, 2003; Marion, 2008; Susanto, 2016) have recognized that acquiring vocabulary is crucial for effectively using a foreign language and plays a critical role in creating coherent spoken and written content. i.e. Acquiring vocabulary is crucial for proficiency in all language abilities, encompassing listening, speaking, reading, and writing skills (Nation, 2001).

Alqahtani (2015) argued that obtaining an adequate vocabulary is essential for the successful use of a foreign language because, without a wide-ranging vocabulary, language learners will be unable to apply the structures and functions that they have learned to achieve effective communication. Research indicated that second-language readers heavily rely on their vocabulary knowledge and the lack of it; is the primary and most significant obstacle for readers to overcome (Nation, 2001; Alqahtani, 2015).

1.7.1 Stages of Vocabulary Learning

Hutch (1995) claimed that there are five crucial steps in vocabulary learning:

1.7.1.1 Encountering new words

According to Hutch (1995), the primary stage in vocabulary learning involves encountering new words, which entails finding a word source. Furthermore, the effectiveness

of encountering words is heightened when learners engage with interactive and engaging materials. Depending on the natural learner's interest, motivation, need, context, and level of skill, the number of words that pass this stage may change. Strategies employed during this stage involve reading books, listening to TV and radio, reading newspapers and magazines, and making conversation with language users using traditional materials such as textbooks, word lists, dictionaries, etc. (Hutch and Brown, 1995, p. 374).

1.7.1.2 Getting Clear Image

The second stage in the process of learning new words appears to be getting a distinct visual, aural, or both impressions of the vocabulary item's form. Moreover, when students ask about a word's definition, the value of knowing its form becomes clear. So, students should have a clear understanding of word form, spelling, and pronunciation (Hutch & Brown, 1995). Strategies used in this situation include: forming associations (for example, between L1 and L2 words, L2 and L2 words, and L2 and L3 words), using sound (symbols, phonological cues, stress, etc...).

1.7.1.3 Getting Word Meaning

According to Hutch & Brown (1995, p. 386), the next stage, which is the most often associated with vocabulary learning, is getting the word meaning. All students must understand the meaning of words in some way, or the words may never be deemed genuinely learned, regardless of the level of explanation required or the sources from which meaning can be taken, which may be quite varied. This stage is based on some strategies such as: Asking others about the word's meaning (students, native speakers, and teachers), mind mapping, guessing it from the context (situational, discourse, specific context; texts), using dictionaries, etc. Furthermore, the definition of a word varies based on the task's demands and the learner's proficiency level, as noted by Hutch & Brown (1995). For instance, while average learners

may find the general meaning of a word sufficient, advanced learners may require a more precise definition for the same word. In general, acquiring the meaning of a new word from its context is often the most effective technique.

1.7.1.4 Consolidating Word Form and Meaning in Memory

Once the word's meaning and form are understood, both elements need to be solidified in memory. In this phase, learners have access to various strategies that can be employed, including utilizing word lists, employing word grouping, establishing word associations, employing visual imagery, using aural imagery, and implementing physical grouping. (Hutch & Brown, 1995).

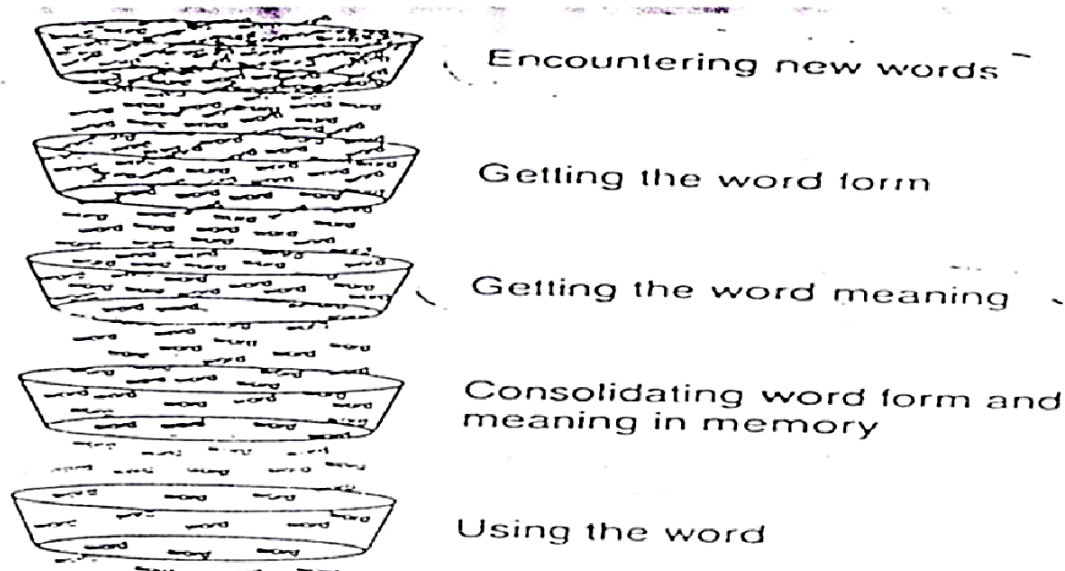
1.7.1.5 Using the Word

The ultimate stage in the process of learning vocabulary entails actively employing the word. This stage is essential not only to improve students' receptive knowledge, but also to boost their self-confidence and give them the chance to demonstrate their understanding of collocations, syntactic limitations, and register appropriateness. The techniques employed here should include testing as well as anxiety-free activities that permit the use of a sentence without resulting in unfavorable outcomes, such as low grades (Hutch & Brown, 1995, p. 392).

All the previous stages are necessary for learners to have full knowledge of the word they want to learn (Hutch & Brown, 1995, pp.373-390). Researchers believed that in doing different games the learner can encounter new words and phrases they never knew before. Hence, the following figure shows the main steps of learning new words according to Hutch and Brown.

Figure 1. 2

Essential steps to learn new words (Hutch & Brown 1995, p.374)



Summing up, although there is a broad range of activities, strategies, or techniques that individuals use at each step, the necessity of the steps seems more constant. Therefore, learners need the five stages to cover all aspects of the words they want to learn; word meaning and form including spelling and pronunciation.

1.7.2 Vocabulary Learning Strategies

As stated in Oxford's (1989) research, learning strategies are methods employed by learners to aid in obtaining, storing, and using information, intending to make the learning experience smoother, more pleasurable, and quicker. O'Malley & Chamot (1993) noted that these strategies are specific actions taken by individuals to assist them in comprehending, acquiring, or remembering new information. Cohen (1998) similarly, defined them as deliberate techniques selected by learners that can enhance the learning process or the usage of language. In 2007, Subekti & Lawson provided empirical evidence that the application of certain vocabulary learning strategies is effective in aiding language learners to master new

words. Oxford (2003) stated that the use of appropriate language learning strategies can lead to greater self-confidence and better outcomes. i.e. learners use language learning strategies to make the learning process easier, faster, more fluent, more enjoyable, self-directed, and more transferable to new situations. It seems that language learners can establish learning objectives through the use of learning strategies.

Chamot (1999) shared the belief that simply relying on repetition to learn a language is insufficient. Instead, more effective strategies are required for long-term retention of information, such as creating mental connections or pathways that are integrated with an individual's pre-existing knowledge. By creating meaningful associations between new vocabulary and existing knowledge, the process of acquiring and retaining new vocabulary can become more efficient and effective. As a result, he suggested certain strategies including *imagining with keywords*, *grouping or classifying*, and *transferring* words from one language to another. Research has indicated that the retention of vocabulary is more effective when it is acquired through associative learning compared to alternative approaches. Also, the practice of creating categories by connecting or grouping words based on shared characteristics which are referred to as "semantic categorization", helps students to learn new words in a better way. For example, learning the word "sun" might be connected to the concepts of "summer," "heat," "beach," and so on. Another strategy in vocabulary learning is known as "translation"; this strategy refers to the act of transferring knowledge or meaning from one language to another (either from a person's mother language or other languages). For instance, students find it easy to learn the English word "Coffee" by translating it to the French word "Café".

1.8 Challenges in Vocabulary Teaching and Learning

Identifying problems that may face EFL students is the first step toward successful

vocabulary teaching. Moreover, Thornbury (2004, p. 27) suggested numerous challenges in EFL classrooms which are: *pronunciation, spelling, length and complex difficulty, and grammar.*

According to his research, words that are difficult to pronounce are hard to learn. Because of the mispronunciation of words and since the meaning varies from one word to another, EFL learners face many problems in delivering the intended message. Concerning the written form, spelling is among EFL learning challenges because they fail in writing words that contain silent letters such as foreign, listen, strength, Wednesday, etc. Thornbury (2004) added that unlike short and easy words, EFL learners find it hard to learn and/or memorize length and complex words such as schizophrenia, acquaintance, knapsacks, etc. Additionally, students encounter difficulties in grammar, especially if the grammatical structure of L2 differs from L1; they usually forget to add the "s" for the plural or with the personal pronouns he, she, and it, as well as when using irregular verbs. Conversely, when the meanings of two words overlap, students are likely to mix them up. Make and do are two examples, the majority of students do not differentiate between them, i.e. you make breakfast and make an appointment, but you do cleaning and do a list of questions.

1.9 Strategies for Vocabulary Development

Stahl (1999, as cited in Mazrag, 2014) highlighted a range of strategies that aid in the development of vocabulary knowledge for learners. These strategies include teaching synonyms and antonyms, paraphrasing definitions, providing examples, asking for sentences that demonstrate understanding, and teaching word sorting. When teaching unknown words, teachers can offer students antonyms or synonyms as a means of comprehension, recognizing that not all words have opposites or synonyms, such as colors. Paraphrasing definitions is

recommended as an effective approach where students restate dictionary meanings in their own words, promoting better understanding compared to rote memorization. Checking students' grasp of new word meanings can be achieved by asking them to provide examples that incorporate the new words and relate them to their personal experiences, such as "my father enjoys playing chess." Another strategy employed by teachers is requesting sentences that "show you know," encouraging students to create sentences that demonstrate their understanding, including combinations of the new words in each sentence rather than using just one word per sentence. Additionally, teachers are advised to provide a list of words from a reading selection and encourage students to create new categories or stories incorporating those words.

Conclusion

In summary, it can be stated that the significance of vocabulary instruction needs to be acknowledged. Traditional methods primarily prioritize language structure and grammar, neglecting the importance of vocabulary. Furthermore, older teaching approaches involve presenting learners with word lists to memorize without comprehension. Hence, it is crucial to explore new teaching techniques that enable learners to infer word meanings and enhance vocabulary acquisition. Presently, various approaches like the learner-centered competency-based approach have emerged, where the teacher's role is to guide learners in developing effective learning strategies. Thus, it is essential to underscore that mastery of vocabulary is a vital aspect of acquiring a second language.

Chapter Two:
Language Games

Introduction

Teaching a foreign language requires understanding students' needs. For that reason, teachers use language games to create engaging and useful activities for optimal learning environments, helping students to learn without feeling overwhelmed. Furthermore, language games are commonly understood to have motivational and enjoyable aspects and can be useful in achieving these objectives. In light of the previously mentioned ideas, this chapter attempts to provide a detailed overview of language games, the different definitions of this term, its importance and types, as well as the benefits of using language games in the EFL classroom including several elements. In addition, it highlights the role of teachers in implementing language games in EFL classrooms. Finally, it provides a sufficient explanation of when to use language games and their limitations or rational use.

2.1 History of Games

Games have a long and rich history. There are two primary eras in which they can be categorized: pre and post 19th century. In the beginning, games were mostly oriented toward physical activities (El Shamy, 2001, p. 3-5). They were associated with important events such as religious rituals, celebrations, and festivals. However, after the 19th century, the Europeans tried to adapt some of their game principles to suit American tastes because they perceived them as a waste of time. From that point forward, games started to construct their "educational instruction". "The Mansion of Happiness" was produced by the Parker brothers as the first educational game, and its main goal was to teach learners the difference between right and wrong. As well, games kept evolving until they turned into training tools. Furthermore, games now have the significance of being used in teaching and learning because language games

were found to be an effective instrument for attaining specific language items such as vocabulary, grammar, and pronunciation in a study of the effect of teaching vocabulary through games by Uberman (1998). Even though the idea of employing games in the classroom has been advocated and justified since the 1970s, it does not appear to have been extensively adopted or used. A common misunderstanding is that education should always be serious in nature with traditional teaching techniques without any competition or motivation that encourages students to be unafraid to talk inside the classroom. In fact, language game activities are a crucial tool that EFL teachers can utilize to spice up their courses by offering practical involvement by learners with fun and challenges in a relaxed environment rather than lengthy explanations. Students will learn better if they feel that they are making progress, so language games will be a great source of practice for them especially for shy students.

2.2 Definition of Language Games

What are language games? Interestingly there is not a consistent definition of games in general. In 1986, Rixon defined games as “closed activity” that ends naturally when some goal or outcome is achieved. There are participants who compete or collaborate to reach the desired outcome, and there are rules that limit or dictate how the players can work together to achieve their goals. In the same way, Byrne (1995) defined games as a sort of play governed by rules which ought to be enjoyable and fun. He added that they are not just a diversion from daily tasks, but they serve as a technique to make the learner using the language in the course of the game.

Similarly, Jill Hadfield (1990) stated that games are "an activity with rules, a goal, and an element of fun". The incorporation of language games in the process of learning makes it relaxing and amusing, more pleasant and less stressful.

According to Al-Wazzan (2019), considered language games as a collection of directed

and coordinated activities among students - collaborating or competing - aimed at reaching pupils enjoyably and interestingly learning and linguistic aspects based on specified rules. Tibi & Mihoubi (2019), claimed that vocabulary games engage students in a competitive environment, train them on language elements, and provide incentives for the development of various language skills within a set of particular guidelines created and overseen by the teacher. Moreover, Al Alim (2020), claimed that language games are an intellectual or real activity in which a group of students play together under particular laws to produce amusement and engagement for the learners by playing crossword puzzles, word boxes, puzzles, and others.

From the mentioned definitions, it can be said that language games do not only provide supportive activities and practices that can encourage students to interact and communicate, but can also create opportunities for learners to acquire the language in a meaningful way. In addition, language games break the monotony of the traditional classroom atmosphere, turning the class into a sparkle of various activities, competing with learners, trying to win the game, where the students use the language automatically without being embarrassed to make mistakes. In short, language games enable students to use and practice the target language in a relaxed and enjoyable atmosphere.

2.3 The Importance of language games in the learning process for EFL students

When people hear the term "games", they instantly think of amusement, passing the time, competing with their friends, and having fun together. Games now play a significant role in learning a foreign language. They provide EFL students with a calm learning environment in the classroom, which makes learning English or new vocabulary simpler and allow students to be open-minded and all the students take part in the learning process.

Several studies have examined the use of language games in the classroom to uncover

effective methods for encouraging and motivating students to retain more vocabulary and boosting students' abilities to learn foreign languages. According to Huyen (2003, p. 39), games are highly essential in teaching vocabulary. To begin with, games assist students in unwinding and enjoying themselves, thereby facilitating their learning process and enhancing their ability to acquire and remember new vocabulary. Secondly, games frequently involve a friendly sense of competition, which helps to keep students motivated. These provide encouragement for English learners to become interested and participate actively in the learning activities. Thirdly, vocabulary games bring real-world context into the classroom and improve students' communicative and flexible use of English.

According to the mentioned statement from the old Chinese saying which portrays the magnificence of learning through games, "Tell me, and I'll forget, show me, and I may remember, involve me, I will comprehend", it can be said that language games are extremely beneficial for English learners since they aim to engage to engage them in diverse ways of using the language.

2.3.1 Games and communication

The mastery of communication skills is very crucial for students. For that reason, teachers try to use different techniques to help their students use the language correctly. One of these techniques is games which provide an opportunity for real communication (Hadfield, 1984, p. 4). Moreover, Hedge (2002, p. 44-45) said that students need plenty of opportunity to practice the language in situations that encourage them to communicate their needs, ideas, and opinions, i.e. students need opportunities to use the language and communicate effectively inside and outside the classroom.

To sum up, teachers use different techniques such as games which provide an opportunity for real communication to help their students use the language correctly.

2.3.2 Games as a motivator

To assist students in their learning and communication, motivation is important because it encourages them to act and engage in the classroom. Consequently, many teachers look for creative ways to inspire their students to learn. Games in the classroom have a favorable impact on both the overall climate of the classroom and the motivation of the students. Yu (2005) reinforces this idea claiming that using games in the classroom may significantly increase student motivation, i.e. it motivates EFL students to actively participate in class. Hence, a lack of motivation in the classroom might result in both anxiety and a lack of self-confidence.

2.3.3 Games increase student's proficiency

Giving students the chance to learn the language and to communicate effectively is the main aim of employing games in the classroom. Games also increase students' engagement, motivation, attention, and proficiency. Playing games in the classroom can enormously improve students' ability to use language. Deesri (2002), who supported this claim, stated that using games in the classroom gives students the ability to practice the language because they are given situations and have the chance to use real communication, also drill and practice grammatical rules and other functions. Therefore, to improve students' proficiency, teachers should incorporate games their teaching process.

2.4 Types of language Games

There exists a wide variety of language games that afford teachers the chance to select suitable options. However, in deciding which game to use in a certain class and which games will be most suitable and effective with their students, Carrier (1990) asserted that teachers should take the game's level into account to fit their students' proficiency. They should choose the game that complements the subject matter of that class or the content. Moreover, teachers

should consider students' characteristics, including their age, personality, and level of motivation to study. They, also, ought to think about the appropriate times to play the game.

According to Hadfield (1984), games may be categorized into three taxonomies, as follows:

The first taxonomy consists of *communicative* and *linguistic* games (Hadfield, 1984, p. 102). Communication-focused games emphasize the successful exchange or sharing of ideas and information. Furthermore, communicative games can be characterized as interactive activities with non-linguistic objectives or purposes. These games offer a chance for genuine communication and can be seen as a means of connecting or bridging the gap between individuals, classroom and real world. In other words, they place a strong emphasis on fluency also; the emphasis in the games is on successful communication rather than on correctness of language. On the other hand, Hadfield (1984) discussed linguistic games from a different angle by stating that they put an emphasis on accuracy such as applying the correct form of sentences.

The second taxonomy includes *competitive* and *cooperative* games. On one hand, cooperative games include players or teams working together towards a common goal. On the other hand, competitive games include players or teams racing to be the first to reach certain objective. El Shamy (2001, p.15) added that a game can be described as a competitive endeavor that follows specific regulations within a particular setting. In this activity, participants face a challenge with the aim of accomplishing an objective and emerging as the victor. Moreover, language games consist of a variety of elements including rules, competition, relaxation, and learning. Rules must be clear, few, and well-explained so that no difficulties arise. They are designed at different levels and topics that suit different student levels, allowing them to enjoy and achieve the best results.

The final taxonomy is made up of a variety of games that combine linguistic and communicative games. El Shamy (2001, p. 46) included several of them in her book "*Training Games*", asserting that there are numerous approaches to categorizing games. To put it another way, games can be grouped based on the material, the task given to participants, or the subject matter. To describe various game types, she proposed her own principles. Additionally, this classification also depends on how the game is played or what the trainer is required to do while the game is being played. The first criterion deals with how learners gain knowledge from the game, either through direct game play or through contact with other participants. The second component covers the trainer's function in the game. It refers to the teacher's role when students are playing games, such as managing and debriefing. According to those criteria, El Shamy (2001, p. 47) provided four types which are: *content-focused games*, *experiential games*, *content-focused frame games*, and *experiential frame games*. Content-focused games are the most practical for classroom use, particularly when teaching languages. The main focus of such games is the game's content, and they are primarily designed to facilitate and reinforce the learning of the presented content. Learning occurs as a result of dealing with the game's subject matter while playing content-focused games. While doing crossword puzzles, for instance, learning a new word happens as a result of figuring out what the phrase means or refers to, i.e. learning happens when existing knowledge is modified and depends on the material used.

2.4.1 Paper and Pencil Games

Paper and pencil games are printed games that rely on paper and pencil. These particular games demand that individuals interact with the game's content using paper and pencil, as a result, they gain new knowledge (El Shamy, 2001). Because players must complete, solve, and manipulate the material by using specific rules, they are highly helpful

for revisiting previously taught knowledge. More importantly, they are simple to be played and adaptable to many topical matters. They can take the form of tests, puzzles, and other exercises.

2.4.2 Card Games

It is a different category of games with a content focus. But in order to learn from its content, it relies on the use of cards. Card games involve a collection of playing cards that each covers a different topic. For instance, they might include definitions, traits, the opposite and other information that the learner should experiment with to learn. According to El Shamy (2001), card games need the participant to manage them by keeping or arranging cards, finishing tasks, or responding to inquiries. Moreover, they are appealing due to their "tactile" nature, regardless of how they play (Tibi, 2019, p. 51). They also accommodate students' various learning styles, and helpful for tactile, visual, and auditory learners. More importantly, they are adaptable and simple to play because they can be played outside with family or friends as well as in the classroom.

2.4.3 Guessing Games

According to Hadfield (1984), these games are based on speculation. A learner, for instance, has an idea about a particular thing, and conversely, the rest of the students try to find out or speculate what this thing is. To consolidate the above definition, Klippel (1984, p. 31) said that the fundamental principle of guessing games can be described as remarkably straightforward: one individual possesses knowledge that another person seeks to uncover. For example, to play this game, the teacher tries to prepare small cards and then distributes them to his/her students; each one takes a card without showing it to the others and tries to act out what he or she finds in the card. Next, according to the students' performances, the other students ought to guess what their colleague wants to communicate, i.e., they are asked to find

the right word.

2.4.5 Information Gap Games

This type of games considers communication a crucial part. Students have an opportunity to present their views and ideas. This sort of game requires two participants, one of them has an idea that the other student does not own; the students' mission is to accomplish the task through exchanging information and ideas. Concerning this game, Hadfield (1998, p.30) gave the teacher an example of this type of game in which s/he tries to divide learners into pairs, brings different street pictures, and provides each pair with a street picture for one player and the same thing should be applied for the other pairs without looking at each other's pictures. Afterward, each pair attempts to provide specifics and describe their respective pictures to one another. The major aim of the game is to make an attempt in order to differentiate between the two pictures, discovering seven dissimilarities between them. This game also can be played in a different way, in which other students try to detect the various information that the other two students have.

2.5 Language Games for learning vocabulary

Vocabulary is thought to be best acquired in a stress-free, encouraging, and energetic environment where EFL learners are exposed to the new lexicon in an authentic setting, and games are one such factor (Ashraf et al., 2014). Some of the games used for learning or teaching vocabulary includes: Hangman, the Sims, Semantic Boggle, Bingo, Act it out, and Crossword Puzzles.

2.5.1 Hangman

This game could be played with students of any level and does not require many resources (such as a piece of paper or a blackboard). Wulanjani (2016) describes it as a

challenging guessing game. If the player is unable to correctly guess the word, they will be hanged in a pole (as cited in Wagdi Rashad, 2021, p. 64). Moreover, Lander (2018) argued that this classic game is preferred by all students but it can get boring for them quickly. It is better to be used as a warm up activity before the class or when there is some time left over at the end of the lesson. Therefore, the hangman game is a guessing game played by two or more people, including a host and participants. While the host draws the part of a hangman, the participants guess letter by letter. The emphasis of this game is on spelling, pronunciation, and vocabulary. Also, the Hangman game may be used to improve learners' vocabulary knowledge, spelling practice, and attentiveness in students. This game assists teachers in maintaining classroom management. The teacher examines the process of obtaining language while learners play Hangman in the classroom.

2.5.2 Pictionary

The Pictionary game was designed in 1985 by Rob Angle Hinebaugh. In Pictionary games, participants are tasked with learning phrases through drawings or making word guesses (Dwi, 2017). Additionally, Daulay (2021) said that Pictionary is a game played in pairs where one player must decipher the drawings created by their partner. In these games, players are required to guess words based on drawings made by their teammates. Each player takes turns drawing something while the other player attempts to guess what it represents (Naphthine & Daniel, 2011, as cited in Fatmawati et al., 2022, p. 35-39).

In sum, the Pictionary game allows students to guess a picture already drawn by other students. Pictionary games make students happy, stimulate them to be eager to learn English, and develop their vocabulary, interest and enthusiasm for memorizing new words.

2.5.3 Last one Standing Game

In A Last One Standing Game, the winner is the individual who can stand until the end of the game. Many researchers agreed that Last Man Standing is a game in which the players have to answer correctly to play in the next round. After each question, all the players that have participated in the round get shot, and the players that have answered incorrectly will not make it to the next round. The goal of this game is to using the language for social purposes.

2.5.4 The Sims

According to Lorenest & Tumlo (2019), the Sims is a game that uses common vocabulary and can be used to teach a variety of subjects. The fact that learners can modify and alter the game gives them incentive and agency. Additionally, it serves as a digital game that is particularly utilized for vocabulary acquisition, as it offers players a range of vocabulary related to daily activities such as cooking, cleaning, constructing, eating, and shopping.

2.5.5 Semantic Boggle

Semantic Boggle is a board game in which players link letters in a grid to find the longest word. If a player finds the longest word, they win the game. However, it is a guessing game that brings educational value [to learners] by detecting semantically-related words. The words are found using the Reader Bench framework and placed in the game grid using a greedy algorithm' (Toma et al., 2017).

2.5.6 Bingo

According to Pavii (2008), Bingo is an effective method for honing your English vocabulary. It can be utilized to evaluate numerous words. In this game, students are instructed to write words on a bingo card; however, they should write them randomly, so each card turns out to be different. Subsequently, the teacher reads out definitions, and the student who

successfully marks all the corresponding terms in a row, column, or diagonal first emerges as the winner (Vásquez, Hansen, & Smith 2010; Hayns & Zakarian 2010). Additionally, Bingo tries to foster a relationship between words and their meanings, and this takes place when the teacher delivers a definition and students indicate the relevant word. Due to the possibility that the teacher will use the same vocabulary the following time, it also produces numerous encounters with the word to improve learning. Additionally, bingo is a game that promotes the productive use of words where students employ words in the appropriate context. In other words, bingo encourages students to use of words to construct sentences and participate in a conversation.

2.5.7 Act it out

In this game, students must select the word that best describes the description or characteristics displayed by another student or by the teacher. Hayns & Zakarian (2010) agreed that this game is useful since it increases the number of opportunities for students to be engaged with others in which they will use the language more, i.e., it attempts to improve their speaking ability. This game, also, helps students' vocabulary by reinforcing their memories and introducing new terms because it centers around performing and making educated guesses. For instance, one student chooses a card and acts out the vocabulary contained on it while the others try to guess the wanted word. It is crucial since they link language practice with fun and excitement, as well as aiding teachers in identifying any gaps in their students' acquired language skills (Klippel, 1983, p. 31).

2.5.8 Crossword Puzzle

It is one of the popular games, and there are numerous squares that are organized in it. The objective of this game is to type letters into the white squares. According to the eighth edition of the Oxford Advanced Learner's Dictionary, it is a game in which you have to fit

words across and downwards into spaces with numbers on a square diagram. These words are the answer to many cues that have been given. It can be beneficial for vocabulary extension and even practice. This game can also be utilized in class, where the instructor will adjust it according to the students' levels of experience and the learning objectives. He or she can practice opposites, synonyms, and other things with it.

2.5.9 Mime, Expressions and Gestures

Klippel (1994) said that mime or gesture is useful if it emphasizes the importance of gestures and facial expression in communication. In essence, it may be used to clarify the meaning of a word in a reading passage as well as in speaking activities since it places a strong emphasis on communication. A multitude of words can be introduced through the use of miming, facial expressions, and gestures. using the adjectives "sad," "happy," miming removing your hat to demonstrate how to do so, and so on, for example. Several studies have highlighted the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teaching gestures appear in multiple ways: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something, and they can assist learners in inferring the meaning of a spoken word or expression if they are unambiguous and simple to understand. This instructional technique is crucial for comprehension (Tellier, 2007). Moreover, its effectiveness may depend on the teacher's gesturing style. According to previous studies (Hauge, 1999; Sime, 2001), it has been emphasized that unfamiliar foreign symbols can result in misunderstandings among learners.

2.6 When to use language games

The fundamental justification for employing games in the classroom is that EFL instructors believe that these activities have tremendous educational value and can be utilized to help learners to develop their vocabulary through using them and use the language instead

of just thinking about learning the correct form. Also, games are a great way to make lessons enjoyable since they give students a chance to have fun in a relaxing environment.

According to Lee (1979, p. 3) “games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do”. Therefore, the teacher should pay attention to the importance of using games in teaching vocabulary and when to use them to help students and provide them with the opportunity to broaden their vocabulary. In addition, teachers should be aware of the appropriate games to be used in the classroom according to their students’ levels and needs, as well as how to integrate them with the syllabus, text book, or program.

2.7 Teachers’ Role in Implementing Games in the Classroom

According to Harmer (2001), the teacher’ role in the classroom is not constant; they may play several roles and characters depending on the activity. It is crucial to comprehend the concept of role before talking what role that the teacher can perform. Hedge (2000, p. 26) argued that this idea applies to a number of the teachers’ and the students' roles throughout the session. In other terms, it refers to the variety of tasks that the instructor and students may complete during class. The teacher has a variety of responsibilities in this regard. For instance, the instructor can manage the classroom environment, facilitate discussions, plan exercises, evaluate students' progress, stimulate group work, and provide assistance (Harmer, 2001). In addition,

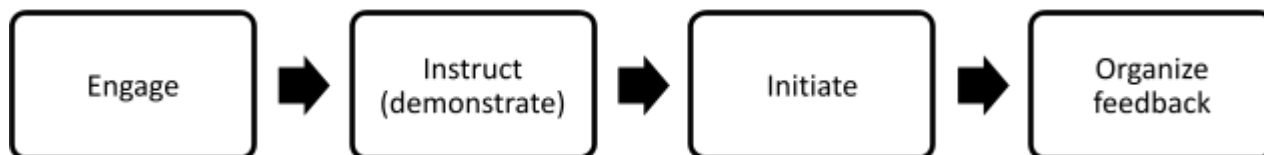
Karavas-Dukas (1995, in Hedge, 2000), said that teachers can play four different roles: "a source of expertise, management roles, supplier of guidance, and facilitator of learning" (p. 27). Whereas, Barnes, Hines, & Weldon (1996) stated that the instructor can serve as a game organizer, facilitator, and observer.

2.7.1 Organizer

According to Harmer (2001, p. 58), an organizer is "one of the important roles that teachers have to perform". By establishing students' willingness to play in pairs or groups, depending on the game. As a result, in order to organize a game in the class, the teacher needs to give a clear introduction, manage the game parts, and provide feedback at the end. Harmer summarizes that in the following figure:

Figure 2. 1

The role of the organizer (Harmer, 2001, p. 59)



Through this figure, it is recognized the first steps that the teacher must take is to make his students engaged in the game. In other words, the instructor should include the class and capture their attention before starting an activity. Then, it is necessary to make an introduction to the task so that learners know their responsibilities and what they are going to do. When students finish their tasks, the teacher provides them with organized feedback.

2.7.2 Observer

Observation is another crucial role for the teacher. Observing what is going inside the classroom is a difficult task which leads students to feel anxious and afraid. Therefore, the instructors' responsibility in this situation is to observe what the students are doing while they are still performing tasks without letting them know that the teacher is watching them. In this situation, the teacher may succeed in minimizing students' negative feelings. According to Harmer (2001, p. 62), it is important to be cautious while observing students, ensuring not to

be excessively intrusive by closely monitoring their every word, maintaining excessive proximity, or constantly and officiously jotting down notes. The teachers' role during the game application is to roam about the classroom and between the rows to observe and oversee the work of their students since their accomplishments in vocabulary learning can be assessed via their teachers' observation.

To sum up, the teachers' role in activities is to monitor and provide language, but not interrupt or correct. It is important to carry paper and a pen to note any errors or areas of difficulty, which can be addressed in a feedback session after the game.

2.7.3 Facilitator

Teachers facilitate learning by offering different solutions to potential issues or challenges. Sometimes students encounter difficulties while learning or applying some activities because they are unsure about how to formulate an idea or express their thoughts or even a specific opinion. In this case, the teacher can assist them by pointing them in the appropriate direction. According to Harmer (2001), a teacher can assist students, but only to a certain extent; instead, it is the instructor's duty to only motivate students to complete independent work. Additionally, Karavas-Dukas (1995, in Annatte Barnes et al. 1996) came to the conclusion from his research that the teacher has eight main roles, each of which contains a variety of tasks that all work toward the same goal.

2.8 Advantages of Using Language Games

Teaching methodology has undoubtedly changed a lot through many prominent educators' and teachers' experiences. According to Peters (2020), games are not only activities to fill up or pass the time, but they also encourage, amuse, teach, and support fluency while learning new vocabulary. This process would help learners learn effectively and attract their attention since actual learning occurs in a relaxed, pleasant atmosphere with the benefits of

using games. Another point to keep in mind is that second language learners become responsible and acquire new experiences by breaking the routine. Language games may encourage students to learn new vocabulary in a fun and exciting way that increases their willingness to adequately communicate and engage with one another, feeling equal and building relationships (Al-Huwaidi, 2002). Games also give learners the chance to employ various skills (speaking, listening, reading, and writing) in different daily conversations. These games increase students' self-confidence and favor their learning processes, such as pleasure, enthusiasm, and amusement. Furthermore, playing games offers a decent chance for shy and reluctant students to engage and learn because during playing games, it would be easy to forget shyness. In addition, language games can help teachers fill in the extra time in any class instead of just squandering it. Incorporating multimedia elements into language games and promoting the use of electronic language games can be beneficial for second language learners in enhancing their self-education. "Word puzzles" are among the computer games that exemplify this approach (Hailah, 2008; Darmawati, 2010).

2.9 Limitation of Language Games

Despite the tangible benefits of language games, however, in some situations they do not fulfill their academic purpose. Rixon (1988) stated that one of the challenges that teachers face while using games is having a large number of students in one class. In large classes, not all students get the opportunity to participate. The arrangement and organization of the classroom can present challenges for teachers when incorporating games as a teaching method. Additionally, learners relying on their native language during game activities can impede the learning process of the target language (Brumfit et al., 1991). However, sociocultural researchers (Anton & DiCamilla, 1999) argued that the use of the native language actually supports the acquisition of the target language, and therefore, they

advocated for its inclusion during language learning activities. Similarly, Cook (2001) stated that there is no proof that using L1 in a foreign or second language class is inappropriate. He claimed that L1 could be used to explain difficult grammar, clarify new vocabulary, and manage the classroom. Moreover, inexperienced teachers often encounter challenges in selecting and preparing language games that are suitable for their specific group, as well as in assessing logistical considerations and determining the appropriate amount of time to allocate (Langran & Purcell, 1994). On the other hand, the teacher may select a task based on a language game which he/she believes encourages discussion and interaction among learners, although the students may instead use the simplest possible strategy in performing the task (Murphy, 2003). A further problem is that some teachers view games as activities practiced by young people outside the classroom in their leisure or free time. This might be attributed to a limited understanding or lack of awareness regarding the utilization of games in language learning.

To sum up, even though games help learners in their learning process, there are games which are not useful since students have different learning styles and preferences. Despite factors such as improper timing, the inherent nature of games, and even individual teaching styles, it remains worthwhile to incorporate games into the classroom as they offer numerous benefits to students. Furthermore, language games implemented in the classroom serve as highly effective and supportive activities for enhancing students' language skills and proficiency. However, due to time constraints and the need to cover specific content and materials that will be assessed, teachers often face challenges in seamlessly integrating games into their lessons.

Conclusion

For a long time, the classical method of learning vocabulary by mere copying and

remembering has shown to be less than effective. Meanwhile, in most English classrooms, games are considered a way to pass the time. It is widely assumed that games are just for fun and have very little impact on teaching and learning. Under such circumstances, language games have been shown to have advantages and be effective in learning vocabulary in various ways. First, games help students relax and have fun while learning and retaining new words more easily. Second, games usually entail friendly rivalry, which keeps learners interested. These encourage learners to become interested in and participate actively in learning activities. Finally, vocabulary games bring real-world context into the classroom and improve students' communicative and flexible use of English. As a result, the importance of games in vocabulary teaching and acquisition cannot be denied. Whenever a game is to be conducted, the number of learners, proficiency level, cultural context, timing, learning subject, and classroom conditions must be taken into consideration. To summarize, learning vocabulary through games is an efficient and enjoyable method that can be used in any classroom. Games are used not only for mere fun but, more importantly, for the useful practice and review of language lessons, and to develop learners' communicative competence. In addition, they allow learners to learn by themselves while being supported by the teacher's guidance. Yet, not all games have these benefits unless they are chosen according to appropriate criteria. In other words, teachers need to consider their learners' levels and styles, the course content, and the objectives to design a suitable game. As it is previously mentioned, teachers' roles are limited to organizing activities, facilitating learning through language games, as well as generating enthusiasm.

Chapter Three

Field Investigation

Introduction

The present chapter is devoted to the analysis and interpretation of both students' and teachers' questionnaires administered to teachers and students at University of 8 Mai 1945-Guelma. Hence, this chapter starts with a brief description of the population upon which the research was conducted and the main tools. Then, the analysis and the interpretation of students' and teachers' questionnaires are provided. Finally, it discusses the results and proposes some pedagogical implications for further research along with the limitations of the current study

3.1 Students' Questionnaire

3.1.1 Population of the Study

Frankel & Wallen (2006, p. 476) said: "The population of interest is typically a group of persons who possess a certain characteristic (or set of characteristics)". Therefore, the participants of the current study, to which the results will be generalized, are third-year LMD students of English at University of 8 Mai 1945-Guelma, for the academic year 2022/2023.

Hornby (2000, as cited in Makhloufi, p. 67) referred to the sample of the study as "the selected number of people from the whole population". From the total number of population "200 students" divided into six groups, 132 students had been randomly selected from different ages, abilities, and different genders in order to ensure the validity of this research and represent the sample of the current study. The reason behind choosing third-year students of English are that they are advanced learners, and had previous contact with the English language for at least thirteen years. And mainly because they are familiar with learning vocabulary through language games. So, the study attempts to discover whether or not third-year students are aware of the role of language games in enhancing their vocabulary

knowledge.

3.1.2 Description of Students' Questionnaire

The current questionnaire consists of twenty-three (23) questions, which vary between open/closed-ended and multiple choice questions, which are answered by ticking the corresponding boxes, justifying or explaining where it is necessary. Thus, this questionnaire is divided into four sections as follows:

Section One: General Information (Q1-Q3):

The first section deals with personal information about EFL students because such information may help to analyze the findings in the questions that follow. This section consists of three questions: students' gender (question one), age (question two), and their choice to study English at university; if it was personal, imposed, or advised (question three).

Section Two: Students' Attitudes towards Vocabulary Knowledge (Q4-Q13)

This section deals with the first variable of the current study "vocabulary knowledge". Moreover, it covers ten questions concerning their vocabulary level in English (question four), how they could define the term vocabulary (question five) and if they are familiar with the term vocabulary knowledge (question six); how they could define it (question six-one). It also aims at measuring students' awareness about the importance of vocabulary in their learning process (question seven), and their attitudes towards acquiring new items (question eight). In addition, this section seeks to know if EFL students encounter any difficulties when they communicate their basic ideas (question nine), and if yes; which difficulties they encounter (question nine-one). Furthermore, question number ten asks students if they use any strategy to enhance their vocabulary learning, and if yes; which strategy do they use (question ten-one). In question number eleven, students are asked to arrange the five steps of learning vocabulary

according to their importance. Moreover, the following question seeks to know if EFL teachers introduce new words each session, and if yes; how they introduce them (question twelve-one). Last but not least, this section aims at exploring the most common approach for assisting EFL students in expanding their vocabulary knowledge (question thirteen).

Section Three: Students' Attitudes towards Language Games (Q14- Q20)

This section, which deals with the second variable, aims at exploring students' attitudes towards the use of language games. Hence, it contains seven questions. The first question in this section seeks to know students' familiarity with the term language games (question fourteen). After that, students are asked to define the mentioned term (question fifteen). Question sixteen aims to discover the most beneficial technique in learning vocabulary according to EFL students. Furthermore, question seventeen seeks to know whether or not their teachers use language games in the classroom, and how often. The next question asks students about their experience of learning English vocabulary through language games (question eighteen), and which kind of language games they prefer to learn through in the classroom (question nineteen). Last but not least, this section aims at knowing what role (s) EFL teachers play when they implement language games in the classroom (question twenty).

Section Four: Students' Attitudes towards the Effect of Language Games on Vocabulary Knowledge (Q21-Q23)

The final section, which is a combination of the two variables, is the core component of the questionnaire because it aims at exploring students' attitudes towards implementing language games in order to enhance their vocabulary knowledge. Thus, it seeks to know to what extent students are satisfied with including language games in the classroom to enrich

their vocabulary knowledge (question twenty-one) and how language games can be a useful tool to learn new items (question twenty-two). Furthermore, the current section aims to investigate students' perspectives about the beneficence of language games in enhancing their vocabulary knowledge (question twenty-three).

Finally, the questionnaire ends with an extra question which is a space for students to give additional comments and/or suggestions that are relevant to the discussion of the current study.

3.1.3 Administration of Students' Questionnaire

Students' questionnaire (Appendix A) has been administered to One-Hundred Thirty-Six (136) students, who were chosen randomly -to express their attitudes and experiences in using language games to enhance their vocabulary knowledge- from the total number of the third-year LMD students' population (200) at the Department of English, University of 08 Mai 1945- Guelma, in the academic year 2022/2023. The sample number was chosen based on the published article by Krejcie & Morgan (1970), "*Determining Sample Size for Research Activities*". Additionally, the selection of such a sample was based on the consideration that third-year students are advanced learners, and have a long experience with learning English. Thus, the questionnaire was addressed on two separate days (Sunday, April, 30th, and Wednesday, March 3rd 2023) and it took students nearly fifteen (15) minutes of their time, everyone submitted his/her questionnaire deliberately.

3.1.4 Data Analysis and Interpretation

3.1.4.1 Analysis of Results and Findings from Students' Questionnaire.

Section One: General Information

Question One: specify your gender:

- a. Male b. Female

Table 3.1. 1

Participants' gender.

Gender	Numbers	Percentages
A. Female	48	36,36
B. Male	84	63,64
Total	132	100%

As represented in Table 3.1.1, 63,64% of the study participants are females and only 36,36% are males. This does not imply that the chosen sample is not representative in the sense that it includes more females than males. However, this represents the increasing number of girls over boys especially when it comes to learning languages, as it shows that females are the dominant gender in the current research.

Question Two: what is your age?

- a. 20-22 b. 23-25 c. Over 25

Table 3.1. 2

Participants' Age.

Age Range	Numbers	Percentages
A. 20-22	72	54,55
B. 23-25	37	28,03
C. Over 25	23	17,42
Total	132	100%

The aim behind this question was to see if age plays a role in studying English and using language games, and whether or not it impacts their attitudes. A quick glimpse at Table (2.1.2) reveals that there are three age categories in the selected sample. The first category of students aged between 20 and 22 years old represents a numerical majority of (54,55%). The second category (23 and 25 years) represents (28,03%) of the whole sample. However, the third category (over 25 years) makes only (17,42%) of the population. Thus, the third category includes those who either repeated years or did not start early their study at university.

The mentioned results show that the participants have different ages, so it is expected to have positive and negative attitudes towards the topic under investigation. In fact, young learners, who represent the majority of the sample, tend to appreciate the use of language games, so it is supposed that this sample would show interest in answering the coming questions.

Question Three: Was your choice to study English at university:

- a. Personal b. Imposed c. Advised

Table 3.1. 3

Students' choice to study English.

Choice to Study English	Numbers	Percentages
A. Personal	119	90,15
B. Imposed	5	3,79
C. Advised	8	6,06
Total	132	100%

The aim of this question was to see students' choice of English as a major at university and, thus, to determine their motivation and attitude towards learning English. One-Hundred nineteen (119) participants who represent the highest percentage of the sample (90,15 %) hold that their choice to study English is personal. However, only five of them who represent (9,85 %) of the whole population claimed that they were either advised (6,06 %) or were imposed (3,79 %) to study English, due to different reasons like, their parents' decision or they did not get enough grades to choose other branches.

Section Two: Learners' Attitudes towards Vocabulary Knowledge

Question Four: How do you evaluate your vocabulary level in English?

- a. Very good b. Good c. Moderate d. Poor e. Very poor

Table 3.1. 4

Students' vocabulary level in English.

Vocabulary Level	Numbers	Percentages
A. Very good	13	9,85
B. Good	38	28,79
C. Average	81	61,36

D. Poor	9	6,82
D. Very poor	6	4,55
Total	132	100%

From the Table 3.1.4, a high rate of eighty-one students (61,36%) said that they have an average level in English, followed by a percentage of (28,79%) of students who assessed themselves as good or very good (9,85%). However, only nine students (6,82%) said that they had a poor level and six students (4,55%) have a very poor level. From these results, it is noticed that a minority of students are not satisfied with their level in English, probably because they do not give much importance to learning vocabulary, especially in foreign languages.

Question Five: How could you define the term “vocabulary”?

Most answers given by students who have a good and very good level were almost similar. However, the majority of students skip this question either because they are not familiar with the term vocabulary or they did not want to answer. The respondents’ answers are summarized in the following points:

- A bank of words that a person accumulates while learning or in a regular life process.
- A collection of words in a specific language which you usually use, and that can be developed through practicing that language.
- A set of adopted words.
- A set of words used to communicate whether in spoken or written language.
- Grammar, syntax, and lexis.
- It is about letters and words, etc. Without vocabulary, we cannot form any sentence.
- It is about the richness of your language and how many terms you have in mind about

a specific language.

- The amount of words that you understand and can use in context, and also the words you know but do not use (passive knowledge).
- The amount of terms that an individual hold in mind.
- The linguistic package that every individual will develop through learning.
- The most important thing that shapes language and gives it value.

Researchers agreed that the term “vocabulary” does not only refer to all the words that someone knows or uses, but also to all the information about using those words as well as their meanings in a particular language. Thus, not all the answers were right, because the majority of students claimed that vocabulary refers to the words that the individual knows about a particular language. However, they missed the idea that it is also about how to use these words in the appropriate context.

Question Six: Are you familiar with the term “vocabulary knowledge”?

- a. Yes b. Not sure c. No

Table 3.1. 5

Students’ Familiarity with the Term Vocabulary knowledge.

Familiarity with The Term	Numbers	Percentages
A. Yes	58	43,94
B. Not sure	40	30,30
C. No	34	25,76
Total	132	100%

The main aim behind asking this question is to see whether or not EFL students have

an idea about the term vocabulary knowledge, and if they know it; how they could define it. As Table 3.1.5 exposes, fifty-eight students (43,94%) out of 132 students claimed that they have previous knowledge of this term, and those students are classified among the three first categories (very good/good/average) of students' vocabulary level in English. Moreover, forty students who represent (30,30%) of the sample were not sure if they know that term or not. Whereas, the rest of the sample (25,76%) have no idea about the term vocabulary knowledge. So, it can be said that students who answered yes, seem to have a good vocabulary level. Whereas, those students who said that they are not sure or do not know, seem to have a lack of vocabulary; because they do not have much information concerning the present topic.

Question Six, one: If “yes”, could you define it?

Fifty-eight students (44%) agreed that vocabulary knowledge refers to knowledge of the words you have in mind, either by its syntactic or semantic form, or both of them. Thus, most answers were as follows:

- The amount of words that you have learnt before.
- Vocabulary knowledge is the ability to communicate correctly, in correct manner using new vocabulary.
- It refers to the knowledge of words of a particular language. This knowledge includes the words' morphology, their use in terms of grammar and their meaning.
- Vocabulary knowledge refers to a person's understanding of the meanings of words, their relationships with other words, and their usage in different contexts.
- Being aware of the different words you know about such language.
- The background information about a specific language.

According to Nation (1990), vocabulary knowledge is the understanding of words used in a particular language. In fact, some students do not differentiate between the term

vocabulary and vocabulary knowledge; that is why students who said they are familiar with the term vocabulary knowledge gave the definition of vocabulary. Probably because both terms are quite similar, the main difference is that vocabulary is the words that a person knows, however vocabulary knowledge is the knowledge of these words.

Question Seven: To what extent do you think that vocabulary is important in your learning process?

- a. Extremely important
- b. Somewhat important
- c. Neutral
- d. Somewhat unimportant
- e. Extremely unimportant

Table 3.1. 6

Students' Attitudes towards the Importance of Vocabulary.

The Importance of Vocabulary	Numbers	Percentages
A. Extremely important	41	31,06
B. Somewhat important	83	62,88
C. Neutral	3	2,27
D. Somewhat unimportant	4	3,03
E. Extremely unimportant	1	0,76
Total	132	100%

Based on Table 3.1.6, it is noticed that vocabulary is greatly important in students' learning process. Hence, One-hundred twenty-four students out of the total number of the respondents see that learning vocabulary is very important (31,06%) or somewhat important (62,88%) to learn English. This is because students find that mastering the four language'

skills need strong vocabulary. In addition, the importance of vocabulary that learners give to vocabulary depends to their attitude toward language itself, most students believe that language learning requires learning its vocabulary. Unlike three participants who represent the minority of the sample (2,27%) stating that vocabulary is neither important nor unimportant. Only, (3,79%) of them considered vocabulary not important in learning the English language, this little percentage comes from the small concern of students to learn English. Consequently, these results show the total agreement among students about the importance of vocabulary in their learning process.

Question Eight: Do you think that EFL learners must acquire new items?

- a. Yes b. No

Table 3.1. 7

Students' Attitudes towards Acquiring New Items.

Acquisition of New Items	Numbers	Percentages
A. Yes	126	95,4
B. No	6	4,55
Total	132	100%

Having a look on Table 3.1.7, few students (4,55%) claimed that acquiring new items is not important for EFL students. However, the majority of the sample (95,45%) claimed that EFL students must acquire new items. So, it can be clearly said that in contrast to students who do not see any importance in acquiring new items, the majority of EFL students support acquiring new vocabulary due to their importance in learning any language.

Hubbard (1983) argues that the more words a student knows, the better he will be in expressing the exact meaning he wants to convey. So, students have to overcome the lack of

vocabulary knowledge in order to communicate effectively.

Question Eight.one: Whatever your answer is, please explain/justify.

Only few students who said “yes” justified their answers. However, the remaining participants who chose “no” did not justify their answers probably because they do not have an excuse, and this shows that acquiring new items is highly important. Thus, the justifications of those participants who respond by “yes” is summed up in the following points:

- Acquiring new items is always a must, because you cannot practice any language if you do not know its vocabulary.
- Because they have to expand their knowledge and have more details about what they are learning.
- Because vocabulary is the most important component in any language, we need to know a huge amount of terms in order to develop our level.
- EFL learners must acquire new items in order to communicate easily, because they need to develop their vocabulary knowledge which they will use it in their future if they want to go abroad.
- In order to form a coherent writing style, acquiring new items is very important for EFL learners.
- It helps EFL students in facilitating the learning process.
- It is highly important to learn new items, because language is for a daily use, and we will not be restricted in the limited number of terms we have in mind. For these reasons, we have to enrich our vocabulary level.
- Learning a foreign language is a hard task, so you need to always acquire new items.
- Since EFL learners chose to study foreign languages at university, they always must enrich their vocabulary.

- Since language is an infinite number of words, no matter how many words you know, you will always still know a little.
- Since studying is the willing of learning new words, it is important for us as EFL students to acquire new items.
- The more we know words, the more our level will be advanced and we can use/speak them well.
- There are always new words to learn, because language has no limits.
- We need to acquire new words because we use them in our education field especially as in writing and speaking, and also, in our daily conversation.
- You need to learn new words in order to communicate and interact with others freely.

Kufaishi (1988, as cited in Akdogan, 2017) claimed that “vocabulary is one of the most important parts of English. It is considered as the most important one for students in learning English as foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them” (p.33). Hence, most answers given by EFL students supported the idea that learners should acquire new vocabulary in order to be able to master a language because when they have a large amount of vocabulary they will be able to listen, speak, read, and write. Additionally, when learners want to learn any language, they should give great importance to its vocabulary.

Question Nine: When you communicate your basic ideas in English, do you encounter difficulties?

- a. Yes b. No

Table 3.1. 8

Students Encountering Difficulties While Communicating Their Ideas.

Communication Difficulties	Numbers	Percentages
A. YES	105	79,55
B. NO	27	20,45
Total	132	100%

The majority of students who are good in English claimed that they do not encounter any difficulty when communicating their basic ideas because they are familiar with the principle components of the English language from vocabulary to grammar to spelling, etc... On the other hand, sixty-five students who represent (49,24%) with poor vocabulary level in English claimed that they face multiple difficulties while sharing their thoughts.

Question Nine.one: If “yes”, which of the following difficulties do you encounter?

- a. Pronunciation b. Spelling c. Lack of vocabulary
d. Long and Complex words e. Grammar f. Meaning

Table 3.1.8. 1

Learning Difficulties that EFL Students Encounter.

Difficulties Encountered by Students	Numbers	Percentages
A. Pronunciation	11	16,92
B. Spelling	12	18,46
C. Lack of Vocabulary	15	23,08
D. Long and Complex words	2	3,08
E. Grammar	14	21,54

F. Meaning	0	0
BE. Spelling & Grammar	8	12,31
AE. Pronunciation & Grammar	2	3,08
ACDE. Pronunciation, Lack of Vocabulary, Long and Complex Words, & Grammar	1	1,54
Total	65	100%

The obtained results as shown in Table 3.1.8.1 state that the highest percentage (23,08%) of the respondents encounter difficulties when they express their ideas because they do not have enough vocabulary in English. Whereas, the other participants who have a good amount of vocabulary usually make mistakes either in grammar (21,54) or spelling words (18,46) especially in the writing sessions, as well as finding difficulties in pronouncing (16,92%) complex and long words (3,08%) in their daily conversation. However, none of them have problems concerning the meaning of the words. Conversely, there are few of them who claimed that they encounter many difficulties such as in pronunciation, spelling and grammar (15,39%) mainly when they make a conversation, also difficulties in pronouncing long and complex words, grammar and lack of vocabulary (1,54%).

Thornbury (2004, p. 27) suggested numerous challenges in EFL classrooms. Because of the mispronunciation of words and since the meaning varies from one word to another, EFL learners face many problems in delivering the intended message. Concerning the written form, spelling is amongst EFL learning challenges. Unlike short and easy words, EFL learners find it hard to learn and/or memorize lengthy and complex words. One of the most problematic issues in EFL teaching process is grammar, especially if the grammatical structure of L2

differs from L1.

Question Ten: Do you use any strategies to enhance your vocabulary knowledge?

- a. Yes b. No

Table 3.1. 9

Students' Use of Vocabulary Learning Strategies.

Students' Use of Learning Strategies	Numbers	Percentages
A. Yes	105	79,55
B. No	27	20,45
Total	132	100%

Through the results obtained from this question show that the majority of students (80%) use strategies in order to develop and enrich their vocabulary knowledge. However, only (20%) use no strategy. This implies that EFL students are interested in enriching their vocabulary knowledge.

Question Ten.one: If “yes”, which of the following strategies do you use?

- a. Imagine with key words. b. Group/classify. c. Transfer/translation

Table 3.1.9. 1

Strategies Used to Enhance EFL Students' Vocabulary Level.

Strategies Used by Students	Numbers	Percentages
A. Imagine with Key Words	34	27,20

B. Group/classify	17	13,60
C. Transfer/translation	56	44,80
AB. Imagine with Key Words & Group/Classify	3	2,40
BC. Group/Classify & Transfer/translation	4	3,20
AC. Imagine with Key Words & Transfer/translation	11	8,80
Total	125	100 %

Referring back to Table 3.1.9.1, it is noticed that the majority of students who said that they rely in first scale either on transferring and translating words (44,80%) from L2 to L1 in order to enhance their vocabulary knowledge, or imagining with key words (27,20%), and (13,70%) of them prefer grouping and classifying words. In the other hand, there are students who said that they use multiple strategies together such as: imagining with key words and transferring/translating (8,80%), grouping/classifying and transferring/translating (3,20%), and imagining with key words and grouping/classifying (2,40%).

Question Eeleven: On a scale from 1 to 5, arrange the following steps of learning vocabulary according to their importance.

- a. Getting the word meaning.
- b. Using the words.
- c. Encountering (knowing) new words.
- d. Getting clear image (the form of the words).

- e. Consolidating word form and meaning in memory.

Table 3.1. 10

Students' Classification of Learning Vocabulary Steps.

Vocabulary Steps	Numbers	Percentages
CDABE	46	34,85
CADBE	32	24,24
CDAEB	29	21,97
CADEB	25	18,94
Total	132	100%

The data obtained from Table 3.1.11 reveals that encountering new words is the first important step in the learning process. Moreover, students disagreed about the second and the third steps; some of them said that getting the form of the words comes before its meaning, however, others claimed that the word meaning should precedes the form. Besides, using the words will lead to consolidate its form and meaning in memory, or the words will be memorized through using them in daily life. Thus, the majority of students (34,85%) stated that the first step to learn any word is to encounter it, then you have to know its meaning and form, and through practicing this word; you will memorize it easily. However, (24,24%) disagreed in terms of meaning and form; they claimed that first you have to get a clear image about a certain word, then you look for its meaning. Moreover, (21,97%) students agreed about knowing the form and meaning of the word will help you store what you have learned, then it will be easy to use these words. On the other hand, (18,94%) of the last sample said that using a certain word consolidate it in memory.

According to Hutch (1995), the primary initial stage in vocabulary acquisition involves

encountering new words, which entails finding a word source; this indicated why all participants agreed that encountering new word is the first and most important step. The second stage in the process of learning new words appears to be getting a distinct visual, aural, or both impressions of the vocabulary item's form, then, getting the word meaning. It is noticed that few students agreed with Hutch (1995), because, most of them focus on word's meaning then its form. Once the word's meaning and form are understood, both elements need to be solidified in memory. The ultimate stage in the process of acquiring vocabulary entails actively employing the word. This stage is essential not only to improve students' receptive knowledge, but also to boost their self-confidence and give them the chance to demonstrate their understanding of the word. However, most students disagreed with this saying, and claimed that using the word leads to consolidate it in memory.

Question Twelve: Do your teachers introduce new vocabulary items in the classroom?

- a. Yes b. No

Table 3.1. 11

Teachers Introducing New Vocabulary Items in the Classroom.

Teachers Introducing New Vocabulary	Numbers	Percentages
A. Yes	132	100
B. No	0	0
Total	132	100%

From the above result, it is clearly shown that all students (100%) said that due to the importance of vocabulary in the learning process, their teachers focus on introducing new

words each session.

Because language is built on words, teaching vocabulary is an essential component of language learning (Alqahtani, 2015). This indicates why all EFL teachers are aware of introducing new vocabulary items in the classroom.

Question Twelve.one: If “yes”, how do they introduce them?

- a. Drawings and Pictures
- b. Guessing from Context
- c. Visual aids
- d. Enumerations and contrast
- e. Language games

Table 3.1.11. 1

Techniques Used by EFL Teachers.

Techniques	Numbers	Percentages
A. Drawings and Pictures	4	3,03
B. Guessing from Context	31	23,48
C. Visual aids	17	12,88
D. Enumerations and contrast	12	9,09
E. Language games	29	21,97
AB. Drawings and Pictures & Guessing from Context	1	0,76
BC. Guessing from Context & Visual aids	12	9,09

BE. Guessing from Context & Language games	7	5,30
BD. Guessing from Context & Enumerations and contrast	1	0,76
CE. Visual aids & Language games	1	0,76
ABE. Drawings and Pictures, Guessing from Context & Language games	1	0,76
ABC. Drawings and Pictures, Guessing from Context & Visual aids	1	0,76
BCE. Guessing from Context, Visual aids & Language games	7	5,30
BDE. Guessing from Context, Enumerations and contrast & Language games	5	3,79
ABCE. Drawings and Pictures, Guessing from Context, Visual aids & Language games	3	2,27
Total	132	100%

The results reveal that four students making up (3,03%) said that their teachers use drawings and pictures. In contrast to the majority of students (23,48%) who selected guessing

from context, seventeen of them (12,88%) chose using visual aids. While twelve students (9,09%) said that their teachers use enumerations and contrast, twenty-nine of them (21,97%) selected language games. Yet, there are a number of students who ticked more than one technique; one student (0,76%) selected using drawings and pictures along with guessing from context, twelve students (9,09%) selected guessing from context and using visual aids, seven students (5,30%) chose guessing from context and language games. Each of the following techniques are selected only once (0,76): guessing from context and using enumerations and contrast, using visual aids and language games, using drawings/pictures and guessing from context and language games or visual aids. However, seven students (5,30%) said that their teachers prefer to guessing from context, visual aids and language games, five students (3,79%) selected guessing from context, using enumeration and contrast, and language games. Finally, three students making up (2,27%) ticked a combination of the following techniques: drawing and pictures, guessing from context, using visual aids and language games.

Teachers have their reasons for choosing certain techniques when presenting new vocabulary, and they typically use a combination of techniques instead of relying on a single approach. Additionally, experts (Takač & Singleton, 2008) recommend that teachers use a diverse range of planned vocabulary presentations such as: using Drawings and Pictures, guessing from context, using visual aids, using enumerations and contrast, and word games. Hence, students selected using drawings and pictures because employing imagery helps them to learn new words while connecting their prior knowledge to a new story. In addition, Alqahtani (as cited in Nation, 2001) emphasized the importance of surrounding words and sentences in understanding unfamiliar words and suggested that learners can acquire this skill not just through extensive reading, but also through speaking and listening, etc. Moreover, using visual aids can allow pupils to reinforce what they have learned because most foreign

language research has determined that memorizing language forms and vocabulary is a fairly unproductive technique for learning a target language. Therefore, using Enumeration and Contrast is a helpful strategy when terms is difficult to understand visually, also, there are certain words that can be easily understood by being contrasted with their opposite. Last but not least, language games can be utilized to help learners in developing their vocabulary through using them and use the language instead of just thinking about learning the correct form.

Question Twelve. Two: If others, please specify:

- Through debating or classroom discussion, and sometimes during lesson introduction.

Question Thirteen: In your opinion, what is the most common approach for assisting EFL students in expanding their vocabulary knowledge?

- a. Communicative language teaching approach (CLT)
- b. Competency-based approach (CBA)
- c. Technology-based learning approach (TBL)
- d. The lexical approach

Table 3.1. 12

Approaches Used for Assisting EFL Students in Expanding their Vocabulary Knowledge.

The Most Used Approach	Numbers	Percentages
A. CLT	76	57,58
B. CBA	28	21,21
C. TBL	26	19,70
D. The lexical approach	0	0

AC. CLT & TBL	1	0,76
BD. CBA & The lexical approach	1	0,76
Total	132	100%

The aim behind this question is to find the appropriate and the most useful teaching approach which help students in enlarging their vocabulary knowledge. Results in table 3.13 show that the communicative language teaching approach is the appropriate one as (57,58%) of EFL students had chosen. Then comes the competency-based approach (21,21%) and technology-based learning approach with a quite similar percentage of (19,70%). Whereas, two students (0,76% for each) think that using both CLT and TBL approaches or combining the CBA and the lexical approaches would be better.

Referring back to the approaches of vocabulary knowledge, it can be said that the majority of students selected the communicative language approach because it focuses on teaching students how to acquire and use the language, not just to increase their vocabulary (Savignon, 2002).

Section Three: Students' Attitudes towards Language Games

Question Fourteen: Are you familiar with the term language games?

- a. Yes b. No

Table 3.1. 13

Students' Familiarity with the Term Language Games.

Familiarity with LG	Numbers	Percentages
A. Yes	86	65,15

B. No	46	34,85
Total	132	100%

This questions aims to know whether or not EFL students have knowledge about the meaning of language games. Thus, results showed that the majority of them (65,15%) know what this term refers to. Whereas, forty-six students (34,85%) claimed that they are not familiar with the term; mainly because their teachers did not used language games in teaching vocabulary.

Question Fifteen: Could you define the term “language games”?

It is noticed that many students skipped this question, either because they do not like open-ended questions, or they have no idea about this term. Yet, the answers of the other students were as follows:

- Language games are educational technique used to teach vocabulary using a variety of games as an entertaining manner in order to raise students’ motivation and making them involved in the learning process.
- When teachers provide their students with a variety of vocabulary in a form of games to facilitate the process of learning, and students will remember them easily.
- Language games are games that are defined for learning and acquiring new terms, or the structure of language such as crosswords.
- They are games in which learners try to guess the word according to the context given.
- They are about playing games in order to evaluate your language level.
- They are a selection of games used inside the classroom in which students can practice the language in a funny way.
- Language games are games used in the teaching process which aim to enhance

students' vocabulary knowledge, such as tongue twisters.

- They are a set of academic or educational games used by teachers in order to enable their student to learn new words interestingly, and developing their vocabulary level.
- They are a formed games used with instructions to acquire and get new words, and make students having fun at the same time.
- Playing games in which students try to guess the word meaning from the hints only.
- Maybe they are games which require to design a table and provide students with new terms.

Question Sixteen: Which of the following techniques do you think are the most beneficial in learning vocabulary?

- a. Using Dictionary
- b. Games
- c. Taking notes
- d. Memorizing

Table 3.1. 14

Students' Perspectives towards the Most Beneficial Techniques in Learning Vocabulary.

The Most Beneficial Technique in Learning Vocabulary.	Numbers	Percentages
A. Using Dictionary	8	6,06
B. Games	54	40,91
C. Taking notes	12	9,09
D. Memorizing	27	20,45
BD. Games & Memorizing	21	15,91

CD. Taking notes & Memorizing	4	3,03
BCD. Games, Taking notes & Memorizing	6	4,55
Total	132	100%

The aim of this question is to investigate which of the mentioned techniques are preferred by EFL students in learning vocabulary. Hence, it is noticed that most students who make up (40,91%) prefer using games, and twenty-seven of them (20,45%) rely on memorization. Furthermore, twelve students (9,09%) take notes because this is the helpful technique for them, and only eight of them (6,06%) still using dictionary. However, the other participants opted more than one technique. The majority of students (15,91%) declared that they use language games and memorization, while four of them (3,03%) claimed that they prefer taking notes and memorization. The rest of the students (4,55%) exchange between games, taking notes and memorization.

Question Seventeen: Do your EFL teachers use language games in the classroom?

- a. Yes b. No

Table 3.1. 15

Teachers' Use of Language Games in the Classroom.

Teachers Using Language Games	Numbers	Percentages
A. Yes	94	71,21
B. No	38	28,79
Total	132	100%

The aim behind this question is to know whether or not language games are used by EFL teachers. The majority of students (94 students) representing (71,21%) of the whole sample stated that their teachers use language games in the classroom. Whereas, few of them (28 students) making up (28,79%) from the whole sample said no. This indicates that language games have a special position in the learning process, because they (language games) provide an opportunity for students to take on more responsibility and engage in independent learning and by incorporating games into foreign language classrooms, students can develop their vocabulary knowledge unconsciously.

Question Seventeen.one: If “yes”, how often?

- a. Always b. Often c. Sometimes d. Rarely e. Never

Table 3.1.15. 1

Frequency of Teachers Using Language Games in the Classroom.

Frequency of Teachers Using Language Games	Numbers	Percentages
A. Always	12	12,77
B. Often	47	50,00
C. Sometimes	15	15,96
D. Rarely	20	21,28
E. Never	0	0
Total	94	100%

Ninety-four is the total number of students who claimed that their EFL teachers use language games in the learning process. According to the results above, twelve students (12,77%) declared that their teachers always use language games in the classroom; However,

type of games. Seventeen students (12,88%) said that they prefer guessing games and information gap games. Fourteen students (10,61%) chose Paper and pencil games as well as information gap games. Five of them (3,79%) selected guessing games, card games, and information gap games. And three of them (2,27%) ticked all the mentioned types. Consequently, paper and pencil games along with information gap games are the most preferable kinds of language games.

Question Nineteen.one: If others, please mention them.

Other language games mentioned by EFL students were:

- Tongue twisters.
- Trivia.
- Crossword puzzles.
- Chorales.
- Competition games.
- Circle games.
- Role playing.
- Find the spy.

Question Twenty: According to you, what is the role of teachers when they implement language games in the classroom?

- a. Organizer b. Observer c. Facilitator d. All of them

Table 3.1. 18

Teachers' Role when Implementing Language Games.

Teachers' Role	Numbers	Percentages
A. Organizer	37	28,03

B. Observer	39	29,55
C. Facilitator	11	8,33
D. All of them	27	20,45
AB. Organizer & Observer	18	13,64
Total	132	100%

The main objective of this question is to figure out what role does the teacher play when implementing language games in the classroom. Therefore, the major role that the teacher could play in the classroom is to organize his/her students while using language games; this what (28%) of the sample claimed. While (30%) of the students saw that the teacher is no more than an observer, (11%) of them stated that the role of the teacher is to facilitate using language games to help students benefit more. Though, (20%) stated that the teacher could play all the roles as an organizer, observer, and facilitator. Compared with eighteen students (13,64%) who claimed that the teacher balances between being an organizer and observer.

Most students claimed that the important role of the teacher is being an observer? In this respect, Hadfield (2003) supported this viewpoint saying: “the teachers’ role in all these activities is that of monitor and resource center, moving from group to group, supplying any necessary language, notice errors, but not interrupting or correcting at this impedes fluency and spoils the atmosphere”. On the other hand, Harmer (2001) stated: an “organizer is one of the important roles that teachers have to perform” (p. 58). by establishing his students' willingness to play in pairs or groups depending on the game. These words are a justification for students who said that the teacher is no more than an organizer. Furthermore, the rest

numbers of students choose the third option “facilitator” because a teacher can assist students, but only to a certain extent; instead, it is the instructor's duty to only motivate pupils to complete independent work (Harmer, 2001).

Section Four: Students’ Attitudes towards the Effect of Language Games on Vocabulary Knowledge.

Question Twenty-one: To what extent are you satisfied with including language games in the classroom to enrich EFL students’ vocabulary knowledge?

- a. Extremely satisfied b. Somewhat satisfied. c. Neutral
 d. Somewhat dissatisfied. e. Extremely dissatisfied.

Table 3.1. 19

Students’ Attitudes towards Including Language Games in the Classroom to Enrich EFL Students’ Vocabulary Knowledge.

Level of Students’ Satisfaction of using LG	Numbers	Percentages
A. Extremely satisfied	46	34,85
B. Somewhat satisfied	56	42,42
C. Neutral	24	18,18
D. Somewhat dissatisfied	6	4,55
E. Extremely dissatisfied	0	0
Total	132	100%

The above table shows that forty-seven students (34,85%) are extremely satisfied with including language games in the classroom to enrich EFL students’ vocabulary knowledge,

and the majority of them (42,42%) are satisfied. However, twenty-four students (18,18%) were neither satisfied nor dissatisfied, and there are only six students (4,55%) who are not satisfied. It can be noted that the most of students (102) who represent (77,27%) agreed that language games are effective in enriching EFL students' vocabulary knowledge.

Question Twenty-two: How can language games be useful for you as an EFL learner?

- a. They motivate me.
- b. They enrich my vocabulary knowledge.
- c. Reducing anxiety and stress in the classroom.
- d. Fun while learning.
- e. More useful than learning with the traditional way.
- f. All of them.

Table 3.1. 20

The Benefits of Language Games in the learning process.

The Benefits of Language Games	Numbers	Percentages
A. They motivate me	13	9,85
B. They enrich my vocabulary knowledge	10	7,58
C. Reducing anxiety and stress in the classroom	18	13,64
D. Fun while learning	27	20,45
E. More useful than learning with the traditional way	6	4,55

F. All of them	32	24,24
BC. They enrich my vocabulary knowledge & reduce anxiety and stress in the classroom	4	3,03
BD. They enrich my vocabulary knowledge & fun while learning	6	4,55
CD. Reducing anxiety and stress in the classroom & Fun while learning	4	3,03
BCD. They enrich my vocabulary knowledge, Reducing anxiety and stress in the classroom & Fun while learning	5	3,79
ABC. They motivate me, enrich my vocabulary knowledge & reduce anxiety and stress in the classroom	2	1,52
ABD. They motivate me, enrich my vocabulary knowledge & fun while learning	3	2,27
CDE. Reducing anxiety and	2	1,52

stress in the classroom, Fun while learning & more useful than learning with the traditional way		
Total	132	100%

This question aims to discover students' perspectives about the benefits of implementing language games in the learning process. Thus, it is shown that thirteen students who represent (9,85%) said that language games motivate them, while (7,58%) stated that language games are useful because they enrich their vocabulary knowledge. Eighteen student representing (13,64%) said that language games help them to reduce anxiety and stress in the classroom. Twenty-seven of them (20,45%) find that language games make the learning process funny. As it is pointed by most students (24,24%) that language games combine all the features, it is agreed that language games play an important role in the learning process. Nevertheless, four students (3,03%) said that language games enrich their vocabulary knowledge and reduce anxiety and stress in the classroom. Six students (4,55%) claimed that language games enrich their vocabulary knowledge as it is considered a funny technique while learning. A percentage of (3,03%) stated that language games reduce anxiety and stress in the classroom as well as making the learning process funny. Five students (3,79%) said that using language games enrich their vocabulary knowledge, reduce anxiety and stress, and make fun while learning. (1,52%) said that language games raise their motivation, enrich their vocabulary, and reduce anxiety and stress in the classroom. (2,27%) of the students stated that that language games raise their motivation, enrich their vocabulary, and make the learning process funny. Finally, two students (1,52%) said that language games reduce anxiety and

activities.

- You can learn a lot of words in a short period of time.
- Language games increase students' ability in learning languages (vocabulary).
- They add fun to the learning process in which students will learn more words and remember them easily.
- Language games are very beneficial techniques in learning vocabulary because they reduce anxiety in the classroom since they break the routine.
- Language games are useful because each time you learn through them; you will enrich your vocabulary knowledge.
- Unlike the traditional method, you will learn a lot of vocabulary in a funny way as well as remembering them.
- Since we are obsessed with playing games, using this technique in the learning process will be highly beneficial, because it attracts our attention and keeps us focused all the session.
- Using language games in the classroom creates a motivational atmosphere which increases students' motivation and encourages them to learn more and more.
- When you enjoy doing something, you will never get tired of it, instead you will learn and understand easily and in an enjoyable way.
- Because they provide EFL students with new vocabulary.
- For me as a student, I want to try a new funny method like "language games" in my learning process, because it makes me acquire new items and remember them easily better than the boring traditional method.
- Language games can provide you with a golden chance to learn and build your vocabulary repertoire in any language you want to learn.

- Through this games, I subconsciously learn new vocabulary; usually by being excited to learn, feeling fun, breaking the serious atmosphere of class at the same time. Sometimes I learn new vocabulary as the atmosphere is relaxing.
- It is beneficial in a way that it helps students to enhance their vocabulary knowledge in a new satisfied and enjoyable technique.

Any further suggestions are welcome

Based on the results of the questionnaire, the following points were suggested:

- I suggest teachers to apply language games in our university to teach vocabulary because it is more enjoyable for learners who can master vocabulary without any stress.
- I suggest intensive reading which is a way better than language games in enhancing students' vocabulary knowledge.
- I recommend watching a lot of movies, listening to English podcasts such as “Coffee Break English”, practicing English inside and outside the classroom, attending conferences.
- Personally, I use phone apps such as “cake”, “Dolingo”, “Zamerican”, etc... which helped me a lot in developing my English vocabulary level.
- It would be better if there are games which contain English words and translate them into Arabic and French.
- It is an interesting topic, wish you all the best.
- Future researchers are advised to conduct a research using an experimental method. For other research, they can apply language games to investigate their role in other

language expression or aspects such as writing.

- Learners need to pay more attention to vocabulary, because vocabulary is a high priority when it comes to language learning. So, learners have to increase their vocabulary if they want to master a language.
- Good luck.

3.1.4.2 Summary of results and findings from students' questionnaire

The results obtained from the student' questionnaire show that the majority of students of English at 8 Mai 1945, University-Guelma are females (63,64%) which could be related to many reasons; probably the main reason is that languages, particularly English attracts female more than males. Moreover, few students, over the age of 22, said that they were either advised or imposed by their parents to study English at university; this category contains students who repeated years, or did not start early their study at university, or they probably developed a recently interest to learn foreign languages. However, almost students (90,15%) said that their choice to study English is personal.

The analysis of section two reveals that the great majority of the study participants (61,36%) indicate that their vocabulary level in English is average. In addition, students who have a good vocabulary level in English defined the term vocabulary as a collection or list of word which a person knows about a particular language. Besides, (43,94%) of the total number stated that they are familiar with the term vocabulary knowledge, in which they defined it as the knowledge of words in a specific language. Furthermore, almost the study participants are aware of the importance of vocabulary in their learning process; this is because they find that mastering the four language skills need strong vocabulary knowledge.

In addition, the importance of vocabulary that learners give to vocabulary depends on their attitude toward language itself; most students believed that language learning requires

learning its vocabulary. Thus, EFL students support acquiring new items, because vocabulary is the most important component in any language, so they need to expand their knowledge and have more details about what they are learning. Therefore, students who are good in English claimed that they do not face any difficulty when they communicate their ideas. However, students with poor vocabulary level in English claimed that they face many difficulties mainly because they do not have enough vocabulary knowledge. Hence, grammar, spelling, and pronunciation are the major difficulties encountered by students. Moreover, those students stated that they use certain strategies to enhance their vocabulary level such as: transferring words from L2 to L1, imagining with key words, then grouping and specifying words under specific categories to make the learning process easy. Also, in this section students are asked to arrange the five steps of learning vocabulary. The majority of students claimed that encountering the word is the first step in the learning process, and then you will have a clear image about the word in order to know its meaning, and through practicing this word in your life; word meaning and form will be consolidated in memory. It is worth mentioning that numerous students disagreed about the second and third steps (knowing word form and meaning), as well as the last two steps (using the word and consolidating word form and meaning in memory). Since vocabulary is the major component in any language, all teachers focus on introducing new words each session. Thus, they ask their students to guess the meaning of the new words from a given context, or they implement language games to break the routine and raise students' interest, using visual aids to attract their attention, and sometimes teachers tend to use enumeration and contrast or drawing and pictures. There are teachers who prefer to mix between the previously mentioned techniques, or through debating or classroom discussion. One other thing is that this section aims to discover students' views about the most appropriate approach used for assisting EFL students in expanding their

vocabulary knowledge. Results show that the communicative language teaching approach and the competency-based approach are chosen to be the most useful approaches which help students in enlarging their knowledge.

The analysis of section three reveals that the great majority of the study participants (65,15%) are familiar with the term language games. Hence, they said that this term refers to the educational technique used to teach vocabulary using a variety of games as an entertaining manner in order to raise students' motivation and facilitate the learning process. Therefore, they stated that their teachers often use games in order to teach them new vocabulary and it is a beneficial technique because their experience was somewhat good (44,19%) in learning English vocabulary through language games. Additionally, most students, under the age of 22, prefer paper and pencil games, information gap games, and guessing games. Other games mentioned by students were: tongue twisters, role play, find the spy, etc... Consequently, the teacher plays a very important role in implementing language games in the learning process; s/he organizes his students in groups and observes them when they get involved in the learning process, and if they encounter any difficulty his role shifts from an organizer/ observer to a facilitator. Subsequently, the teachers' role changes according to his situation in the classroom.

Finally, the analysis of the last section unveils that almost respondents are satisfied with including language games in the classroom to enrich EFL students' vocabulary knowledge. Probably, because language games make the learning process funny this raises their motivation in return, as well as enriching their vocabulary knowledge and reducing anxiety and stress in the classroom. Furthermore, EFL students agree that language games are beneficial in enhancing their vocabulary, because language games attract learners' attention and make them engaged in the learning process subconsciously. To sum up, EFL students have

positive attitudes towards using language games to enhance their vocabulary knowledge.

The last question which is a free space for students to add any comments, suggestions, and recommendations related to the aim of the present questionnaire. Students appreciate a lot this kind of questionnaire as they found the subject very interesting and related to an important issue in their educational life. Furthermore, many students show a positive tendency towards implementing language games in the learning process.

3.2 Teachers' Questionnaire

The aim of this questionnaire is to gather information about teachers' perspective and attitudes towards the use of language games, in enhancing vocabulary knowledge, and to see to what extent teachers support the use of such strategy.

3.2.1 Population and Sample of the Study

Teachers who responded to this questionnaire were 25 with different professional degrees; at the Department of Letters and English language, University of 8 May 1945, Guelma, registered in the academic year 2022/2023. Their experiences, suggestions, and observations in the field of teaching are valuable for conducting this research. Hence, it can be said that this sample would permit the researcher to generalize the results to the whole population.

3.2.2 Description of Teacher's Questionnaire (Appendix B)

Teachers' questionnaire consists of 22 questions, classified under four sections, each of which highlights a different aspect. As can be seen, many types of queries swiftly move from general to specific, this questionnaire includes questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions. This later allows teachers to present more arguments

and give explanation or suggest other alternatives about a particular question.

Section One (Q1–Q2): Background Information

This part is devoted to gather information about teachers in general to indicate their qualification and experience in teaching. It includes two (02) closed questions. They were asked in (Q1) to specify their gender, if male or female. Teachers are also asked in (Q2) to specify their teaching experience (how many years they have been teaching English at university).

Section Two (Q3-Q10): Teachers' Attitudes towards Vocabulary Knowledge

This section aims to investigate teachers' attitudes towards vocabulary knowledge. First of all, they were asked (Q3) to describe the extent, to which they are familiar with the term "vocabulary knowledge", and for those who said yes they will give a brief definition of it. (Q4) intended to show teachers' opinions about the importance of vocabulary knowledge whether it is (not importance, somewhat importance, neutral, somewhat important, extremely important). (Q5) attempted to know teachers' opinions about student's level in vocabulary (Good, average, or bad), and they ought to justify their answers. In (Q6) was about whether teachers present new vocabulary items in their sessions or not. (Q7) intended to show teachers' opinions about whether or not their students are interested in learning new vocabulary. Moreover, in (Q8) teachers were asked if they support the use of the traditional or modern method, or they prefer both of them to teach vocabulary in the EFL classroom. The following question (Q9) teachers were asked to choose and/or mention the useful technique in teaching vocabulary inside the classroom. Finally, (Q10) was devoted for teachers' further suggestions and solutions to encourage student to enhance their vocabulary knowledge.

Section Three (Q11–Q19): Teachers' Attitudes towards Language Games

This section aims to investigate teacher's attitudes towards the use of language games

for EFL learners. First of all, teachers were asked (Q11) to describe the extent to which they are familiar with the term “language games”, and for those who said yes they will give a brief definition of it. (Q12) was designed to get information about teachers, whether they had ever used language games before or not. Furthermore, (Q13) aims to know the frequency with which teachers use language games in EFL classrooms (always, often, sometimes, or never). In (Q14), teachers were asked to list the most types of language games they usually use, and providing other options if possible. Whereas, (Q15) attempted to discover the extent to which teachers agree about the role of language games in improving students’ participation and discussion inside EFL classroom. Moreover, (Q16) teachers are asked about their perception towards the incorporation of language games (Time-consuming, an educational tool, an entertainment tool, or other) and mentioning others if possible. In addition, teachers were asked (Q17) about their attitudes towards the role of teaching through using language games. (Q18) sought teachers’ opinions about the effectiveness of language games in student’s attention, and they ought to justify their answers. Teachers were asked (Q19) to describe the extent to which they agree or disagree with the idea that language games help students to concentrate inside the classroom.

Section Four (Q20–Q22): Teachers’ Attitudes towards the Relationship between Vocabulary Knowledge and Language Games

The final portion of the questionnaire deals with teachers’ attitudes (positive or negative) towards using language games as a tool for enriching students’ vocabulary knowledge. (Q20) is used to explore whether or not vocabulary knowledge becomes more developed through the use of language games and how. (Q21) intended to discover the effect of using language games on EFL students (be motivated, active, fun, feel relaxed, easily distracted, lack critical thinking, or "waste time"), and provide other options if possible. Last

but not least, (Q22), which is the core question of the present study, aims to investigate teachers' views about using language games to enrich students' vocabulary knowledge, followed by an explanation. Finally, the last question was devoted to teachers' further suggestions or recommendations about the current subject.

3.2.3 Administration of Teacher's Questionnaire

The sample was chosen based on the published article of Krejcie & Morgan (1970), "*Determining Sample Size for Research Activities*". The questionnaire is administered to English teachers at the Department of Letters and English Language, 8 Mai 1945 University of Guelma, for one to two weeks from March 2nd to 11th, 2023. The questionnaire was distributed to teachers for one hour (60) minutes, and it was handed back in different times. There are a good number of teachers, who refused to answer the questionnaire due to exam preparations, also to the huge numbers of the other questionnaire they were received, also there are a number of female teachers on maternity leave.

3.2.4 Data Analysis and Interpretation

3.2.4.1 Analysis of Results and Findings from Teachers' Questionnaire

Section One: General Information

Question One: specify your gender-is it male or female?

- a. Female
- b. Male

Table 3.2. 1

Teachers' Gender.

Gender	Numbers	Percentages
A. Female	23	92
B. Male	02	08
Total	25	100%

Table 3.2.1 shows a noticeable difference between the number of males and females; contributing by answering the questionnaire. The results indicate that the majority of participants are females representing (92%) of the whole population, whereas there are only 2 males generating an (08%). This is not a matter of contribution; in fact, there are only a small number of male teachers in the English department.

Question Two: How long have you been teaching English at university?

- a. 1-5 b. 6-10 c- More than 10 years

Table 3.2. 2

Teacher's Experience in Teaching English at University.

Teachers' Experience in Teaching	Numbers	Percentages
A. 1-5	05	20
B. 6-10	03	12
C. More than 10 years	17	68
Total	25	100%

As displayed in Table 3.2.2, Teachers' EFL teaching experience varies from one year to more than eleven years. The majority of teachers (68%) said that they have been teaching

English for more than ten (10) years. This shows that they had a successful academic career and have more experience in teaching English. Therefore, their responses will be of great importance for the current research. The results are interesting too because teachers have an acceptable experience in teaching since they have spent a significant period in teaching English. While a small percentage of teachers (12%) claimed that they have been teaching English at university more than six years. However, five (05) teachers representing (20%) claimed that they have been teaching at least for five years. This indicates that they are new in this field, so they can use new teaching techniques and strategies with their students or have new ideas about how to teach vocabulary knowledge with modern tools. Their responses and views are very helpful in this research.

Section Two: Teachers' Attitudes towards Vocabulary Knowledge.

Question Three: Are you familiar with the term "Vocabulary knowledge"?

- a. Yes b. No

Table 3.2. 3

Teachers' Familiarity with the Term Vocabulary Knowledge.

Familiarity with the term	Numbers	Percentages
A. Yes	25	100
B. NO	00	00
Total	25	100%

The above table shows that all teachers are familiar with the term language games. This indicates that EFL teachers are knowledgeable and aware of the importance of language games. Probably, because they use them in the teaching process.

Question Three.one: If yes, provide a brief definition.

Most answers given by EFL teachers are summarized in the following points:

- The capacity to communicate correctly in a fluent manner using a variety words and expression.
- The knowledge of words, their meanings and proper use.
- The amount of lexis a person has in a particular language, words, vocabulary items he/she can use.

The first definition was chosen by (24%) of the respondents. This group of teachers believes that vocabulary knowledge is the capacity to communicate correctly in a fluent manner using a variety of words and expressions. On the other hand, (52%) of teachers define vocabulary knowledge as the knowledge of words, their meanings, and their proper use. Notably, they see it as the knowledge students have about different linguistic signs, what they refer to semantically and paradigmatically, and how they can be used and interpreted in different discourse situations. However, the amount of lexis a person has in a particular language in terms of words and vocabulary items s/he can use was chosen by (24%) of teachers, implying that vocabulary knowledge is viewed as the ability to understand lexical words and decode their meaning.

Question Four: To what extent do you think that vocabulary knowledge is important?

- | | | |
|-------------------------|-------------------------|------------|
| a. Not important at all | b. Somewhat unimportant | c. Neutral |
| d. Somewhat important | e. Extremely important | |

Table 3.2. 4

The Importance of Vocabulary Knowledge.

Importance of Vocabulary	Numbers	Percentages
A. Not important at all	00	00
B. Somewhat unimportant	00	00
C. Neutral	00	00
D. Somewhat important	05	20
E. Extremely important	20	80
Total	25	100%

It is obvious from Table 3.2.4 that most of the teachers (80%) agreed that vocabulary knowledge is extremely important in their university. While a small percentage (20%) claimed that learning vocabulary knowledge is somewhat important, this small percentage comes from a small concern. However, none of them (0%) said it was not important at all, neutral, or somewhat unimportant. These results show total agreement among teachers about the importance of vocabulary knowledge in English. To sum up, vocabulary learning is a fundamental aspect of any language, and all EFL teachers are aware of its importance in the teaching process, and the mastery of the four language skills requires a strong vocabulary.

Question Five: How do you evaluate your students' vocabulary level?

- a. Good b. Average c. Bad

Table 3.2. 5

Teachers' Perspectives towards Students' Vocabulary Level.

Students' Vocabulary	Numbers	Percentages
-----------------------------	----------------	--------------------

Level		
A. Good	04	16
B. Average	21	84
C. Bad	00	00
Total	25	100%

According to the results, the majority of teachers (84%) claimed that the level of their students' vocabulary is totally average. They defended their responses claiming that students often struggle to find appropriate words to express themselves. They resort to using simple words, which can be inaccurate. They have limited information, which makes them have difficulty expressing themselves. Students seem to know important words that are relevant regardless of the way they are used (mistakes, grammar, idea expression, or structure). However, (16%) of them evaluate their students' level as "good", claiming that there are a number of students who have a rich vocabulary, especially academically. However, none of the respondents saw that their students had a bad vocabulary. The findings revealed that students' vocabulary level is quit medium. Actually, their level may vary according to their experiences, most likely because they are still learning. For these reasons, students' vocabulary knowledge is not polished enough for them to reach excellence.

Question Six: Do you present new vocabulary items in your sessions?

- a. Yes b. No

Table 3.2. 6

Teachers Introducing New Words in their Session.

Teachers Introducing New	Numbers	Percentages
---------------------------------	----------------	--------------------

Words		
A. Yes	25	100
B. NO	00	00
Total	25	100%

Based on Table 3.2.6, all teachers confessed that they present new vocabulary items in their sessions. This means that they are aware of the importance of teaching vocabulary, and it is very important to introduce a new word each lesson to enrich students' vocabulary knowledge. Even if learners do not master all of these words, they can go back to their copy book where they write every new word with its equivalence in their native language and use it as their own dictionary.

Introducing new words in their sessions is an effective way for teachers to help students develop their vocabulary knowledge. By introducing new words, teachers can provide students with an opportunity to learn and understand new words in context, which can help them remember and use them more effectively. Teachers may also use various strategies, such as vocabulary games, to help students learn and remember new words. Simply put, building vocabulary knowledge requires consistent effort and exposure to new words. Teachers and students must work together to create a learning environment that prioritizes vocabulary development and encourages active engagement in the learning process.

Question Seven: To what extent do you think that your students are interested in learning new vocabulary?

- a. Very interested b. Somewhat interested c. Neutral
e. Somewhat uninterested e. Very uninterested

Table 3.2. 7

Teachers' Opinions about students' Interests in Learning New Vocabulary.

Students' Interests	Numbers	Percentages
A. Very interested	04	16
B. Somewhat interested	17	68
C. Neutral	04	16
D. Somewhat uninterested	00	00
E. Extremely Uninterested	00	00
Total	25	100%

Throughout the above table, it is noticed that the majority of the teachers (68%) opted for option "B"; therefore, they consider students somewhat interested in learning new vocabulary. Because, unlike grammar, vocabulary is not governed by any fixed rules, making it somewhat harder to learn. However, option "A" represents (16%) of the sample; consider it very interesting because learning new vocabulary is important for a variety of reasons. One reason could be that they recognize the importance of having a rich vocabulary in order to communicate effectively and understand what they read. Another reason could be that they enjoy the challenge of learning new words and the sense of accomplishment that comes with expanding their knowledge. The same percentage (16%) considered it neutral. Probably because students struggle with language in general or lack the motivation to learn more. The two last options, D and E were ignored. The results obtained indicate that the majority of teachers, according to their opinion, think that students are somewhat interested in learning new vocabulary and being exposed to new terms, which enables them to freely express their

thoughts and views about different topics. It can be concluded that students may feel bored in learning vocabulary following the traditional method such as using dictionaries, writing in the copybooks, etc. Therefore, they need new techniques which make the leaning process exciting, funny, enjoyable, and assist them in enhancing their vocabulary level.

Question Eight: Do you support the use of the traditional or modern method in teaching vocabulary?

a. Traditional b. Modern c. Both

Table 3.2. 8

Methods Used by EFL Teachers in Teaching Vocabulary.

Methods	Numbers	Percentages
A. Traditional	00	00
B. Modern	06	24
C. Both	19	76
Total	25	100%

Methods employed in the classroom might affect learners' vocabulary learning positively and negatively. As provided in Table 3.2.8, the majority of teachers (76%) prefer both modern and traditional methods; this complementary method helps students expand their knowledge and facilitate vocabulary growth for them. The respondents ought to justify their answers saying:

- "While I support modern ways of teaching vocabulary, traditional ways are also used.
- "I would say both traditional through insuring new words in my explanation and modern through introducing students to digital and multimedia tools and games".

From these answers, the majority of EFL teachers prefer a mixture of modern and traditional methods. Moreover, (24%) of them had chosen modern methods because it is useful than the traditional teaching methods. Students are not instructed to memorize and recite. Instead, modern teaching methods emphasize that learning objectives be met through classroom interaction, collaboration, and active participation in engaging activities. Teachers justified their answers saying that using modern ways of teaching attract their students' attention and cover most of their needs. Also, technology-based learning is highly influential, for example, using visual aids and games. The last option is not chosen by anyone, which indicates that teachers do not use traditional methods alone. The disadvantages of using this method embodied in the huge number of words which will take a long period of time to be taught. Another argument is that decontextualized teaching makes vocabulary learning difficult. Also, words taught in isolation are generally not remembered by learners.

Simply put, a combination of both traditional and modern methods can help EFL teachers create a well-rounded and effective vocabulary teaching that meets the needs of all students. By using a variety of methods, teachers can cater to different learning styles and preferences and ensure that students are engaged and motivated to learn.

Question Nine: Which of the following techniques do you use in teaching vocabulary inside the classroom?

- a. Discussion b. Language Games c. Presentation d. All of them

Table 3.2. 9

Techniques Used in Teaching Vocabulary inside the Classroom.

Techniques	Numbers	Percentages
------------	---------	-------------

A. Discussion	07	28
B. Language Games	06	24
C. Presentation	04	16
D. All of them	08	32
Total	25	100%

Throughout the table, it is noticed that the majority (32%) of teachers stated that they use all the mentioned ways to introduce new vocabulary mainly because of the different categories of learners. (28%) of them had chosen the first option, "discussion," as the appropriate technique for teaching vocabulary. When new words are introduced in a discussion, they are often used in context, which help students understand their meaning in a more natural and meaningful way. Also, discussion involves active engagement and participation from students, which can help them remember new vocabulary more effectively. Discussing new vocabulary in a group setting allows students to collaborate and learn from each other, which can enhance their understanding and retention of new words. Students can personalize the new vocabulary by using it in their own examples or experiences, which can help them, connect with and remember the words more easily. During discussions, students can receive feedback from their peers and the teacher, which can help them refine their understanding and usage of the new vocabulary. Whereas, (24%) prefer the use of language games as a strategy in teaching vocabulary, Language games provide a context for new vocabulary, which can help students understand the meaning of words and how they are used in real-life situations. Also, it requires active participation from students, which can help them remember new vocabulary more effectively. It provides opportunities for repetition and reinforcement of new vocabulary, which can enhance students' retention and understanding of

the words. Language games can be adapted to students' interests and abilities, which can help them connect with and remember the new vocabulary more easily. Language games allow students to work together and learn from each other, which can enhance their understanding and usage of the new vocabulary. The rest participants, representing (16%), claimed that they prefer presentation as the appropriate tool for them because it provides visual aids and an engaging approach to presenting and contextualizing new words.

Question Ten: what do you suggest as solutions to encourage your students to enhance their vocabulary knowledge?

- a. Using the dictionary of collocations.
- b. Teaching vocabulary in word familiar.
- c. Playing games, flashcards, using music.
- d. Extensive reading (novels, books).
- e. Free talk (discussion, expose themselves).

Table 3.2. 10

Teachers' Solutions to Enhance Students' Vocabulary Knowledge

Teachers' Solutions	Numbers	Percentages
A. Using the dictionary of collocations	01	04
B. Teaching vocabulary in word familiar	04	16
C. Playing games, flashcards, using music	07	28
D. Extensive reading (novels,	06	24

books).		
E. Free talk (discussion, expose themselves)	07	28
Total	25	100%

Table 3.2.10 displays teachers’ solutions to enhance students’ vocabulary knowledge. The majority of teachers (28%) suggested using games, flashcards, and music, and free talk (discussion, exposing themselves). Encouraging students to expose themselves to excessive input from authentic material. Teachers highlighted the effectiveness or importance of using such strategies that motivate students to learn new vocabulary in a relaxed environment. While (24%) of teachers firmly emphasized the effect of reading as an effective tool in enhancing vocabulary knowledge, "the more they read, the more they get new words. Whereas (16%) of teachers opted for teaching vocabulary in word familiar. In addition, (4 %) of teachers believed that teaching vocabulary knowledge through the dictionary of collocations is very helpful to learn about combinations of words rather than words in isolation.

Section Three: teachers’ attitudes towards the role or the use of language games for EFL learners.

Question Eleven: Are you familiar with the term language games?

- a. Yes
- b. No

Table 3.2. 11

Teachers’ Familiarity with the Term Language Games.

Familiarity with The Term	Numbers	Percentages

A. Yes	22	88
B. NO	03	12
Total	25	100%

This question seeks to check whether teachers are familiar with the term language games or not. Consequently, 22 teachers (88%) answered "yes", This high rate implies that this tool is used by teachers. However, a number of teachers kept it empty, and for those who answered, they justified their answers by saying that game-based learning or gamification are techniques used to make learning more enjoyable spatially through a 3D virtual learning environment. A game (a fun activity) involves the use of language in order to study it in an enjoyable and motivating way. Games make learning more interesting, but some teachers (12%) reacted negatively either because they do not know/use then or did not receive adequate training on how to incorporate educational games into their lessons which can make them feel uncomfortable or unsure about their use.

Question Twelve: As a teacher, have you ever used language games to teach vocabulary?

- a. Yes b. No

Table 3.2. 12

The Use of Language Games in Teaching Vocabulary.

The Use of Language Games	Numbers	Percentages
A. Yes	20	80
B. NO	05	20
Total	25	100%

The highest percentage represents (80%) of teachers claimed that they use language games to teach vocabulary, probably because they find them useful in teaching students vocabulary and providing them with a relaxed atmosphere. Whereas, the rest of the participants (20%) stated that they do not use language games, probably because they are not familiar with this new technique. Also, teachers may worry that games will be too distracting or chaotic, or may not be able to effectively manage students while they are playing games.

Question Thirteen: How often do you use language games in teaching?

- a. Always b. Often c. Sometimes d. Rarely e. Never

Table 3.2. 13

Teachers' Frequency of Using Language Games in Teaching.

Frequency of Teachers Using Language Games	Numbers	Percentages
A. Always	00	00
B. Often	05	20
C. Sometimes	15	60
D. Rarely	00	00
E. Never	05	20
Total	25	100%

In this question, teachers are asked to answer the question about how many times they used language games; the findings reveal that the rate of teachers, who choose the option “sometimes” is (60%), represents the majority of them. While, with the same percentage (20%) of teachers claim that they often or never use it before. These results indicate that

vocabulary. None of them said that always, that's because teachers should design the game according to student's needs.

Question Fourteen: What kind of language games do you usually use?

- a. Guessing games b. Paper and pencil games c. Card games
 d. The Sims e. Information gap games f. Hangman
 g. Semantic boggle h. Act it out i. Bingo

Table 3.2. 14

Kinds of Language Games by EFL Teachers.

Kinds of Language Games	Numbers	Percentages
AH. Guessing games & Act it out	05	20
AD. Guessing games & The Sims	04	16
ADH. Guessing games, The Sims, Act it out & Bingo	01	04
ACH. Guessing games, Card games & Act it out	03	12
CGH. Card games, Semantic Boggle & Act it out	01	04
ABH. Guessing games, Paper and pencil games & Bingo	02	08
CGA. Card games, Semantic Boggle & Act it out	01	04

ABH. Guessing game, Paper and pencil games & Act it out	03	12
NO Answer	05	20
Total	25	100%

The aim of this question is to figure out the most commonly used kinds of language games that teachers apply in the EFL classroom. As it is mentioned in Table 3.2.14, (20%) of the teachers like or prefer using guessing games and acting it out. Others with the same percentage (20%) have no answers because they said do not use language games (question Q12). Whereas, (16%) of them prefer guessing games The Sims. In addition, (12%) was divided between teachers who prefer guessing games, paper and pencil games & act it out as well as teachers who prefer guessing games, card games, and act it out. Moreover, (8%) of participants prefer card games, semantic boggle and act it out. Others (4%) said that they prefer guessing games, paper and pencil games and bingo. The same percentage selected guessing games, the Sims, act it out and bingo. These responses imply that there are different types of language games which are effective and known by EFL teachers.

Question Fifteen: To what extent do you agree that language games improve students' participation and discussion inside the classroom?

- a. Strongly agree b. Agree c. Neither agree nor disagree
d. Disagree e. Strongly disagree

Table 3.2. 15

Teachers' Opinion about Using Language Games to Improve Students' Participation and Discussion inside the Classroom.

Students' Level of Agreement	Numbers	Percentages
A. Strongly agree	12	48
B. Agree	08	32
C. Neither agree nor disagree	05	20
D. Disagree	00	00
E. Strongly disagree	00	00
Total	25	100%

This question aims to know teachers' opinions about the use of language games in improving students' participation and discussion inside the classroom. As it is expected, Table 3.2.15 shows that the majority of teachers opted for strongly agreeing (48%) and others (32%) agreed on this idea. However, (20%) of teachers were neither agree nor disagree (neutral). No one strongly disagrees or disagrees with the statement. This implies that language games are effective tool for improving students' discussion and participation inside the classroom.

Question Sixteen: As a teacher, how do you perceive the incorporation of language games in your EFL classroom?

- a. Time-consuming
- b. An educational tool
- c. An entertaining tool
- d. Others

Table 3.2. 16

Teachers' Perceptions towards the Usefulness of Language Games in EFL classrooms.

Usefulness of Language Games	Numbers	Percentages
CB. An educational & entertaining tool	10	40

C. An entertaining tool	01	04
B. An educational tool	07	28
ABC. Time-consuming, educational & entertaining tool	01	04
AB. Time-consuming & entertaining tool	01	04
Others	01	04
No answer	04	16
Total	25	100%

Table 3.2.16 indicates that teachers have different views about the usefulness of language games. Some teachers (28%) considered language games as an educational tool. While, the majority of them (40%) claimed that language games can be both educational and entertaining tools, because they help students to learn new words in an enjoyable way. One teacher (4%) stated that language games are time consuming, educational and entertaining tools. Another teacher said that they are an entertaining too and time consuming. Games are considered an important technique for providing learners with knowledge. In addition, they bring fun to the classroom during learning vocabulary, i.e. when using language games in the classroom, learners feel happy, relaxed, and interested in learning new words enjoyably. However, (16%) of teachers had no answers.

Question Seventeen: What are your general attitudes towards teaching through language games?

- a. Positive b. Negative

Table 3.2. 17

Teachers' Attitudes towards Teaching through Language Games.

Teaching through Language Games	Numbers	Percentages
A. Positive	19	76
B. Negative	01	04
No answer	05	20
Total	25	100%

This question aims to look into teachers' attitudes towards the role of teaching using language games. As Table 3.2.17 shows, the majority of the informants which represent (76%) have a positive attitude toward using language games as a tool for teaching. Teachers' answers revolve around the following points:

- Enhancing critical thinking.
- Using LG helps students to be engaged and involved in the classroom as well as raising their interest.
- Learners will study in a relaxed way and consequently they comprehend better
- It is motivational, it makes the process of learning more interested and fun taking into consideration the level.
- It can be time consuming and there is no guarantee that students will be interested in specific games.

Moreover, (4%) of teachers have negative attitudes, so it can be said that they are not aware of the importance of using language, which indicates that those teachers did not use language games. On the other hand, (5%) out of the total number of teachers did not provide answers.

It can be concluded that the majority of teachers have positive attitudes towards the use of

language games as an educational tool, because they help students to learn new vocabulary, as well as providing them with opportunities to practice their language in confident and interesting manner.

Question Eighteen: Do you think that the use of language games affects students' attention?

- a. Yes b. No

Table 3.2. 18

Teachers' Perspectives towards the Effect of Using Language Games on Students' Attention.

Effect of LG on Students' Attention	Numbers	Percentages
A. Yes	25	100
B. NO	00	00
Total	25	100%

This question aims to know teachers' opinions about whether or not language games affect students' attention. As demonstrated in Table 3.2.18, all teachers (100%) believed that language games affect students' attention in a positive way, because language games keep students interested, motivated, and engaged with the lesson.

It can be said that the use of language games can have a positive effect on students' attention, since actual learning occurs in a relaxed and pleasant atmosphere; so that learners are more likely to stay focused and pay attention to what is being taught. Additionally, language games can be designed to incorporate elements of competition, challenges or teamwork, this process attracts students' attention and raises their motivation.

Question Nineteen: To what extent do you agree that language games help students to concentrate inside the classroom?

Question Twenty: Do you think that language games develop students' vocabulary knowledge?

- a. Yes b. No

Table 3.2. 20

Teachers' Perspectives towards the Development of Vocabulary Knowledge through Language Games.

Effect of LG on students' vocabulary Development	Numbers	Percentages
A. Yes	25	100
B. NO	00	00
Total	25	100%

The whole sample (100%) claimed that vocabulary knowledge becomes more developed through using of language games because implementing language games in the classroom raises learners' motivation and interest to learn more words. Moreover, teachers supported their answer with justifications such as: *"I really enjoy using them, and it helps me more with the student-teacher relationship and catching the students' attention."*

"It makes them more motivated and engaged easily, which enriches their vocabulary".

Question Twenty-one: when using language games in teaching vocabulary, learners are going to:

- a. Be highly motivated b. Be more active c. Have fun and feel relaxed
 d. Be easily distracted e. Lack critical thinking f. Kill time "waste of time"

Table 3.2. 21

Teachers' Expectations about the Impact of Using Language Games on EFL Students.

The Impact of LG on Students.	Numbers	Percentages
Be more active, have fun, feel relaxed, lack critical thinking & Kill time	01	04
Be highly motivated, more active, have fun & feel relaxed	05	20
Be highly motivated+ have fun , feel relaxed	02	08
Be highly motivated, more active, have fun, feel relaxed & easily distracted	12	48
Be highly motivated, have fun, feel relaxed & easily distracted	01	04
Be more active, have fun, feel relaxed & easily distracted	02	08
Be highly motivated, more active & easily distracted	02	08
Total	25	100%

This question aims to infer teachers' perspectives towards the effect of using language games. As Table 3.2.21 shows, the majority of teachers (48%) predict that learners will be highly motivated, more active, have fun, and feel relaxed. The teachers stated that using games' activities in the classroom may motivate learners and help them improve their familiarity with new words. When learners are motivated, they automatically became more active to learn more. This entails the importance and benefits of language games for EFL learners, i.e. teachers should create a good relationship with their students to encourage them

to learn more and make them engaged in the learning atmosphere. While (20%) of teachers believed that using language games make learners more active and have fun in which they will be easily distracted and waste time. However, few teachers (8%) said that learners will be highly motivated, more active, as well as feeling relaxed. Other teachers claimed that language games make learners more active, feel relaxed, and have fun at the same time.

From the previous results, it is noticed that teachers must know how to make significant connections with their students when using language games. Therefore, students will be self-confident, motivated, and feel relaxed so that they their vocabulary level will be improved.

Question Twenty-two: In your opinion, are language games helpful in enriching students' vocabulary knowledge?

- a. Yes b. No c. Not sure

Table 3.2. 22

Teacher' Attitudes towards the use of Language Games in Enriching Students' Vocabulary Knowledge.

Effect of LG on students' vocabulary knowledge	Numbers	Percentages
A. Yes	22	88
B. No	00	00
C. Not sure	03	12
Total	25	100%

In this question respondents were asked about their opinions about whether or not language games are helpful in enriching students' vocabulary knowledge. The majority of teachers (88%) reported that language games are useful tool for enriching students' vocabulary knowledge, because:

- They increase students' awareness and make them more motivated and interested in learning new words.
- They provide students with opportunities to learn new vocabulary in a funny way.
- Each time students play a game; they are attracted by new words. This increases their consciousness to know their meaning.
- When learners feel relaxed, enthusiastic, and motivated, they will be interested to learn many vocabulary terms in a short period of time.
- Language games help learners to confront new terms in different fields.
- They facilitate memorization and comprehension of new words, as well as developing students' lexical competence.

On the other hand, (12%) of respondents were not sure about the usefulness of language games. It can be noticed that they are not familiar with the advantages of implementing language games in teaching vocabulary.

To sum up, the majority of teachers are aware of the significant role of using language games in enhancing students' vocabulary knowledge. Probably because language games provide an interactive and engaging ways to learn new words and reinforce existing ones. Furthermore, by incorporating games into language instruction, students are exposed to new vocabulary in different contexts and provide them with opportunities to use those new words in a pleasant and social setting. Games can also help students develop critical thinking and problem-solving skills by challenging them to use their language knowledge in creative ways.

3.2.4.2 Summary of results and findings from teachers' questionnaire

With respect to teachers' answers, a large number of responses were quite positive, in the sense that they supported more of our hypotheses and answered our research questions. It is reasonable to think that the participating experienced teachers are noticeably aware of the importance of language games in enhancing EFL students' vocabulary knowledge. They consider that establishing them can have a positive impact on learners' vocabulary background or stock. Language games primarily give learners the opportunity to learn in a relaxed, motivational, and peaceful atmosphere.

First, in the learning process, the major concern of approximately all teachers is vocabulary knowledge. This implies that teachers are aware of students' needs in terms of developing their vocabulary background and enhancing their level.

For developing or enhancing vocabulary knowledge, most teachers prefer to use guessing games and acting them out as a kind of language game. Thus, in this way, teachers encourage their students to learn new words unconsciously and their meaning easily.

When teachers were asked about their opinion on whether language games were helpful in enriching students vocabulary knowledge or not, some teachers asserted that language games help learners confront new terms in different fields; also, students' attention is highly motivated while learning through games; even tongue-tied students will speak more and learn effectively because it provides a relaxed and enjoyable environment. However, they have mentioned some problems, such as the fact that language games can't be used in isolation; they also suffer from a lack of context. So the findings show the need for students to use such techniques to enhance their vocabulary knowledge and learning as a whole.

Finally, teachers' attitudes towards the use of language games as new techniques in enhancing EFL students' vocabulary knowledge show that teachers have positive attitudes

towards it as an effective technique in enriching students' vocabulary knowledge.

Conclusion

To sum up, this chapter confirmed the first hypothesis and reached answers for the questions through both teachers' and students' questionnaires, which attempted to investigate their perspectives towards the use of language games in enhancing EFL students' vocabulary level. The statistical analysis of the two questionnaires showed that Third-year students and English teachers at the university of Guelma have positive attitudes towards the use of language games. Hence, both teachers and students believed that language games make the vocabulary lessons more enjoyable, helping the learners to retain vocabulary, and raising their motivation. The participants also added other advantages; they said that language games are very effective and beneficial. Thus, language games can be a suitable and effective technique for learners to acquire new vocabulary as well as reducing the problem seen in the traditional methods.

Pedagogical Implications

The findings of this study lead to certain pedagogical implications. Firstly, the results of the teachers' questionnaire showed that teachers have positive attitudes towards the use of language games in teaching vocabulary. So, teachers can avoid the traditional methods and they should be creative in choosing a good way for students to learn new vocabulary. Depending on the questionnaire' results, teachers are advised to use language games in introducing and teaching vocabulary. Secondly, EFL learners must be aware of the importance of vocabulary since it is the basis component of language. They should focus on learning vocabulary since they are first exposed to it in middle school. Also, teachers should give more time for helping learners to develop vocabulary in the university as well. In simple words, to

be more proficient in listening, speaking, reading and writing, learners should have enough vocabulary. Finally, from the previous research results, it had been proven that language games are an excellent technique for teaching and introducing new vocabulary, since they help learners to enhance their vocabulary knowledge.

Limitations of the study

When we were conducting the data, we had to use an online questionnaire because teachers did not have enough time to answer the questionnaire since they were busy preparing for the exams, and some female teachers were in maternity leave. The sample was not that large, so the finding cannot be generalized to all population. On the other hand, most students avoided open-ended questions because they did not have enough time to answer the questions.

Suggestions for further research

Based on the results of the questionnaire, some points were suggested. Teachers are recommended to use language games in teaching vocabulary because it is more enjoyable for students who want to enrich their vocabulary knowledge. Moreover, learners need to pay more attention to vocabulary, because vocabulary is a high priority when it comes to language learning. So, learners have to enhance their vocabulary knowledge if they want to master any language. Therefore, researchers are advised to conduct a research using an experimental method. For other research, they can apply language games to investigate its role on other language expression or aspects such as writing and speaking.

General Conclusion

Though vocabulary is the most important component which makes up any language; EFL students encounter difficulties in developing their vocabulary knowledge due to the use of the traditional methods. Thus, EFL teachers ought to implement new techniques for assisting their students in enhancing their (students) vocabulary knowledge. In this regard, language games can be a useful tool for facilitating the teaching process, because language games provide the context for vocabulary knowledge to be applied and practiced; through active participation in various language games, learners encounter new words, phrases, and expressions, as well as expanding their vocabulary repertoire.

The current study was conducted primarily to investigate EFL teachers' and students' attitudes towards the use of language games in enhancing students' vocabulary knowledge. It also sheds light on the usefulness of implementing language games in the teaching process, i.e., how language games can affect learners' vocabulary knowledge development.

The present research aims to demonstrate a clear relationship between language games and vocabulary knowledge as well as the extent to which learning through language games is helpful for EFL learners. Thus, it is hypothesized that EFL teachers and students may have positive attitudes towards the use of language games in enhancing students' vocabulary knowledge.

In order to achieve the aims of the current study and confirm or reject the proposed hypothesis, this research was divided into three chapters:

Chapter one is dedicated to examining the initial variable, which is "Vocabulary Knowledge." It sheds light on both concepts of vocabulary and vocabulary knowledge including the different types of vocabulary, as well as the depth and breadth of vocabulary knowledge. In addition to the importance of vocabulary, aspects of new vocabulary (denotation, connotation,

and collocation) and approaches to vocabulary knowledge (Communicative Language Teaching, Technology- Based Learning, and the lexical approaches). Moreover, both processes of vocabulary teaching (steps and new techniques for teaching vocabulary) and learning (stages and strategies of learning vocabulary learning) will be tackled in this chapter. The second chapter highlights the second variable of this research, which is integrating language games in the EFL classroom. This chapter explores the history of language games as well as various kinds of language games that may be employed in the teaching process. It can be concluded that language games are activities that offer enjoyment, promote motivation, generate competitiveness, and enhance learning by adjusting all of the above aspects. Because games offer a stress-free learning environment, EFL learners can greatly benefit from their use and as a consequence, increase their vocabulary knowledge. To achieve this purpose, teachers should choose the appropriate language games for the course topic, learners' abilities, time limitations, and designed objectives. Going inside the classroom further highlights the instructors' involvement in the language game. Students must particularly utilize their own knowledge to learn new terminology while playing games. As a result, teachers can function as observers, organizers, and facilitators in the EFL classroom. In the practical part, two questionnaires were used to investigate the attitudes of twenty-five (25) teachers and One-Hundred Thirty-six (136) Third-year LMD students of English at 8 Mai 1945 University of Guelma. The results of the questionnaires showed that the majority of EFL teachers and students agreed that language games help learners to learn and enhance vocabulary easily.

Besides, most teachers recommend other EFL teachers to use language games in the teaching process and they also demonstrated awareness of using language games to enhance their students' vocabulary knowledge. The findings show that most of the teachers and students expressed positive answers toward the use of language games for teaching

vocabulary.

Therefore, the obtained results indicate the significance of language games in the teaching process and confirmed the proposed hypothesis. It is concluded that both EFL teachers and students have positive attitudes towards the use of language games in enhancing EFL students' vocabulary knowledge.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

You are kindly invited to answer the following questionnaire which is a part of master dissertation research. The questionnaire aims at figuring out teachers' and students' attitudes towards the use of language games in enhancing EFL students' vocabulary knowledge. Your responses are going to be treated with great confidentiality and care. It is quick and brief and won't require too much time.

Please put a tick (✓) for the appropriate choice and make statements whenever it is necessary.

Your collaboration is greatly appreciated.

Ms. BELAGOUN Houda & MALKI Chaima

Department of English

Faculty of letters and languages

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2023

Section one: General Information

1. Specify your gender:

- a. Male b. Female

2. What is your age?

- a. 20-22 b. 3-25 c. Over 25

3. Was it your choice to study English at university:

- a. Personal b. Imposed c. Advised

Section Two: Students' Attitudes towards Vocabulary Knowledge.

4. How do you evaluate your vocabulary level in English?

- a. Very good
 b. Good
 c. Moderate
 d. Poor
 e. Very poor

5. How could you define the word "vocabulary"?

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6. Were you familiar with the term "vocabulary knowledge"?

- a. Yes b. Not sure c-No

6.1 If "Yes ", could you define it?

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7. To what extent do you think that vocabulary is important in your learning process.

- a. Very important
 b. Important
 c. Neutral
 d. Unimportant
 e. Very unimportant

8. Do you think that EFL learners must acquire new items?

- a. Yes b. No

8.1 Whatever your answer is, please explain:

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9. When you communicate your basic ideas in English; do you encounter difficulties?

- a. Yes b. No

9.1 If "Yes", which of the following difficulties do you encounter: (you can tick more than one option)

- a. Pronunciation
 b. Spelling
 c. Lack of vocabulary
 d. Long and complex words
 e. Grammar
 f. Meaning

10. Do you use any strategies to enhance your vocabulary knowledge?

- a. Yes b. No

10.1 If “yes”, please choose which strategy do you use: (you can tick more than one option)

- a. Imagine with key words
 b. Group/classify
 c. Transfer/translation

11. On a scale from 1 to 5, arrange the following steps of learning vocabulary according to their importance:

- a. Getting the word meaning
 b. Using the words
 c. Encountering (knowing) new words
 d. Getting clear image (the form of the words)
 e. Consolidating word form and meaning in memory

12. Do your teachers introduce new vocabulary items in the classroom?

- a. Yes b. No

12.1 If “Yes”, how do they introduce them? (you can tick more than one option)

- a. Drawings and Pictures
 b. Guessing from Context
 c. Visual aids
 d. Enumerations and contrast
 e. Language games

12.2 If others, please specify:

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13. In your opinion, what is the most common approach for assisting EFL students in expanding their vocabulary knowledge?

- a. Communicative language teaching approach (CLT)
- b. Competency-based approach (CBA)
- c. Technology-based learning approach (TBL)
- d. The lexical approach

Section Three: Students' Attitudes towards Language Games.

14. Are you familiar with the term language games?

- a. Yes b. No

15. Could you define the term "language games" according to you?

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16. Which of the following techniques do you think are the most beneficial in learning vocabulary? (Rank the options according to the priority)

- a. Using Dictionary
- b. Games
- c. Taking notes
- d. Memorizing

17. Do your EFL teachers use language games in the classroom?

- a. Yes b. No

17.1 If yes, how often?

- a. Always
 b. Often
 c. Sometime
 d. Rarely
 e. Never

18. How was your experience of learning English vocabulary through language games?

- a. Good b. Average c. Bad

19. Which kind of language games do you prefer to learn through in the classroom? (you

can tick more than one option).

- a. Guessing games
 b. Paper and pencil games
 c. Card games
 d. Information gap games

19.1 If others, please mention them:

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20. According to you, what is the role of teachers when they implement language games in the classroom?

- a. Organizer
 b. Observer
 c. Facilitator

- d. All of them

Section four: Students' Attitudes towards Using Language Games in Enhancing Students' Vocabulary Knowledge.

21. To what extent are you satisfied with including language games in the classroom to enrich EFL students' vocabulary knowledge?

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied

22. How can language games be useful for you as an EFL learner?

- a. They motivate me
- b. They enrich my vocabulary knowledge
- c. Reduce anxiety and stress in the classroom
- d. Fun while learning
- e. More useful than learning with the traditional way
- f. All of them

22.1 If others, please mention them:

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23. Do you think that language games are beneficial in enhancing your vocabulary knowledge?

- a. Yes b. No

23.1 If yes explain how, if no explain why.

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Any further suggestions are welcome

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Thank you for your cooperation!

Appendix B: Teachers' Questionnaire

Dear teachers,

You are kindly invited to answer the following questions through this questionnaire, which is a part of a research work undertaken as a part of Master's degree in Language and Culture Fulfillment program at the Department of English, University of 8 Mai 1945-Guelma. It aims at investigating teachers' and students' attitudes towards the use of language games in enhancing EFL learners' vocabulary knowledge.

We shall be very grateful if you could answer the following questionnaire by either ticking the answer perceived as the most appropriate for you or by providing full statements, justifications, comments, and suggestions whenever necessary. Please be sure that it is highly confidential since no personal information is required and you will go through it anonymously. Moreover, your answers are crucial for this research validity.

Thank you for your valuable time and cooperation.

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Department of English

Faculty of letters and languages

University 8 Mai 1945-guelma, Algeria

2023

Section One: Gender al Information

1. Specify your gender:

a. Female b. Male

2. How long have you been teaching English at university?

a. 1 to 5 years

b. 6-10 years

c. More than 10 years

Section two: Teacher's Attitudes towards Vocabulary Knowledge.

3. Are you familiar with the term Vocabulary Knowledge?

a. Yes b. No

3.1 If yes, provide a brief definition of it.

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4. To what extent do you think that vocabulary knowledge is important?

a. Not important at all

b. Somewhat important

c. Neutral

d. Somewhat important

e. Extremely important

5. How do you evaluate your students' vocabulary level?

a. Good

b. Average

c. Bad

5.1 Whatever your answer is, please justify.

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6. Do you present new vocabulary items in your sessions?

a. Yes b. No

7. To what extent do you think that your students are interested in learning new vocabulary?

a. Very interested

b. Somewhat interested

c. Neutral

d. Somewhat uninterested

e. Very uninterested

8. Do you support the use of the traditional or modern method in teaching vocabulary?

a. Traditional b. Modern c. Both

8.1 Whatever your answer is, please explain.

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9. Which of the following techniques do you use in teaching vocabulary inside classroom?

a. Discussion

b. Language Games

c. presentation

d. All of them

9.1 If there are others, please mention them.

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10. What do you suggest as solutions to encourage your students to enhance their vocabulary knowledge?

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Section three: Teacher’s Attitudes toward Language Games.

11. Are you familiar with the term language games?

a. Yes b. No

11.1 If yes, provide a brief definition of it.

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12. As a teacher, have you ever used language games to teach vocabulary?

a. Yes b. No

13. How often do you use language games in teaching?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

14. What kind of language games do you usually use?

- a. Guessing games
- b. Paper and pencil games
- c. Card games
- d. Information gap games
- e. Hangman
- f. The Sims
- g. Semantic Boggle
- h. Act it out
- i. Bingo

14.1 If others please, feel free to mention them

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15. To what extent do you agree that language games improve students' participation and discussion inside classroom?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree

- d. Disagree
- e. Strongly Disagree

16. As a teacher, how do you perceive the incorporation of language games in your EFL classroom:

- a. Time consuming
- b. An educational tool
- c. An entertaining tool
- d. others

16.1 If there are others, please specify.

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17. What are your general attitudes towards teaching through language games?

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18. Do you think that using language games affects students' attention?

- a. Yes
- b. No

18.1 Whatever your answer is, please explain it.

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19. To what extent do you agree that language games increase students' concentration inside the classroom?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

Section Four: Teachers' Attitudes towards Using Language Games in Enhancing EFL Students' Vocabulary Knowledge.

20. Do you think that using language games improve students' vocabulary knowledge?

- a. Yes
- b. No

20.1 Whatever your answer is, please explain

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21. When using language games to teach vocabulary, learners are going to: (You can tick more than one option)

- a. Be highly motivated
- b. Be more active
- c. Have fun
- d. Feel relaxed
- e. Be easily distracted
- f. Lack critical thinking

g. Kill time “waste of time”

21.1 If there are others, please mention them.

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22. In your opinion, are language games helpful in enriching students’ vocabulary knowledge?

a. Yes b. No c. Not sure

22.1 If yes, explain how, if no, explain why?

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If you have any suggestions or recommendations on the subject under inquiry, please feel free to share.

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Thank you for your cooperation!

Résumé

La tâche la plus difficile pour les étudiants d'EFL est d'apprendre les vocabulaires. Les enseignants doivent être conscients des stratégies qu'ils utilisent pour aider leurs étudiants. A cet égard, l'intégration des jeux de langage peut être une tactique efficace. Par conséquent, le but de la présente étude est d'examiner les attitudes des enseignants et des élèves à l'égard de l'utilisation des jeux de langage pour améliorer leur connaissance du vocabulaire. Ainsi, on suppose que les enseignants et les élèves peuvent avoir des attitudes positives à l'égard du sujet actuel. Une approche descriptive est utilisée pour réaliser l'hypothèse mentionnée ci-dessus ; elle est basée sur l'analyse des informations obtenues à partir de deux questionnaires adressés aux enseignants et étudiants de l'EFL au département de l'université de Guelma du 8 Mai 1945. Les résultats recueillis confirment l'hypothèse principale, qui implique que les enseignants et les étudiants d'EFL ont des attitudes positives à l'égard de l'utilisation des jeux de langage pour améliorer les connaissances de vocabulaire des étudiants d'EFL.

Mots-clés : Attitudes, Jeux de langues, Connaissance du vocabulaire, Enseignants EFL, Etudiants EFL.

ملخص

أصعب مهمة لطلاب اللغة الإنجليزية كلغة أجنبية تكمن في تعلم المفردات. يجب أن يكون المعلمون على دراية بالاستراتيجيات التي يستخدمونها لمساعدة طلابهم. في هذا الصدد، قد يكون دمج الألعاب اللغوية أسلوبًا ناجحًا للاستخدام. ولهذا، فإن الغرض من هذه الدراسة هو التحقيق في مواقف المعلمين والطلاب اتجاه استخدام الألعاب اللغوية في تعزيز ثروة الطلاب اللغوية. وبالتالي، من المفترض أن يكون لديهم مواقف إيجابية اتجاه الموضوع الحالي. ويستخدم منهج وصفي لتحقيق الفرضية المذكورة سابقًا؛ حيث تم الاستناد إلى تحليل المعلومات المكتسبة من استبيانين موجّهين إلى معلمي وطلاب قسم اللغة الإنجليزية في جامعة 8 ماي 1945 بقالمة. تؤكد النتائج التي تم جمعها الفرضية الرئيسية، والتي تعني أن معلمي وطلاب اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه استخدام الألعاب اللغوية في تعزيز ثروة الطلاب اللغوية.

الكلمات المفتاحية: المواقف، الألعاب اللغوية، الثروة اللغوية، معلمي وطلاب اللغة الإنجليزية كلغة أجنبية.