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***The Effect of Games on Vocabulary Learning of Young School English Language Learners: A Case Study of Third Grade Pupils at Suwailem Qaddour Bin Al Nuaimi Primary School in Ghardaia***

Submitted by

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**Dedication**

*It is with great pride that I dedicate this work to the*

*source of safety from which I regain my strength, to the light*

*of my eyes, my good fortune, my victory, and my pride To*

*the one who is the first supporter in achieving my*

*ambitions, to the one who is my refuge and my right hand*

*in my studies To the one through whom I saw the path of*

*my life and my self-esteem, to the tender heart, to the one*

*whose prayers surrounded me wherever I be, to you, my mother.*

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**Abstract**

The aim of this study is to examine the efficiency of using games to teach English vocabulary to young learners in Algeria . The study was conducted with 30 third grade learners at Suwailem Qaddour Bin Al Nuaimi primary school in Ghardaia. The researcher adopted a quasi experimental method, dividing the students into two groups : an experimental group and a control group. She assessed the learners using pre and post tests and analyzed the results. The findings revealed that the experimental group taught vocabulary using games performed better than the control group which was taught using the traditional method (PPP) in the post-test. Games had a positive impact on the experimental class making the learning process more dynamic and enjoyable, encouraged active participation and facilitated vocabulary learning.

Key words: vocabulary, learning, games, traditional method (PPP), young English learners.

**List of Abbreviations**

**CLT**: Communicative Language Teaching.

**EFL**: English as a Foreign Language.

**PPP**: Presentation, Practice, Production Model of Teaching.

**TPR**: Total Physical Response.

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***General introduction***

**General introduction**

**1. Background of the Study**

 English is now commonly used worldwide, so it is important for people to be proficient in both English and their native language. The Algerian government is actively promoting English education in primary schools. The goal of this initiative is to enhance students' abilities in listening, speaking, reading, and writing in English, with a specific emphasis on grammar, pronunciation, spelling, and vocabulary. Vocabulary, in particular, is seen as a crucial aspect of language learning. In the field of literature, the utilization of games as a means of teaching language has become increasingly popular. Numerous studies conducted in recent decades have examined the efficacy of incorporating games into language classrooms. These studies have demonstrated that the use of games can have a positive impact on the acquisition of vocabulary. Both jolly (1975) and Shin (2006) agreed that games are valuable educational tools that effectively enhance students' motivation, especially when they are interactive and accompanied by visually stimulating materials, real-life objects, and physical movement. These additional components provide sensory and visual stimulation, thus contributing to a more enriching learning experience. However, other studies have suggested that the effectiveness of using games for language learning may vary. Castro Huertas and Navarro Parra (2013) claimed that the games can provide a fun and interactive learning setting that can effectively teach language without students being aware of it. However, some argue that while certain students may benefit from games, others may get distracted and lose focus due to the playful environment. Although these studies have made valuable contributions, further research is necessary to fully comprehend the effectiveness of using games to promote language learning.

**2. Statement of the Problem**

 A limited vocabulary can make it difficult for learners to communicate effectively. In Algerian primary schools, introducing English as a foreign language for third grade classes may pose challenges for learners, particularly in remembering words. Teaching English as a foreign language to young learners requires innovative and engaging methods to address common issues with vocabulary and pronunciation. This study aims to explore whether using games can aid in vocabulary learning.

**3. Purpose of the Study**

 The purpose of this study is to examine how using games as a teaching tool affects the vocabulary learning of young learners of English. In order to obtain unbiased results, this approach was compared to traditional vocabulary instruction.Thus, two third grade classes at Suwailem Qaddour bin Al Nuaimi primary school in Ghardaia were taught English vocabulary using different teaching methods. The researcher used games with the first class while the second class was taught the traditional method of presentation, practice, and production. Both classes were tested, and their results were compared to address the research question of the study.

**4. Research Question and Research Hypotheses**

 The study addressed the following question:

 Is the use of games to teach vocabulary to young English language learners more effective than traditional method (PPP)?

To answer this question, the following research hypotheses were formulated:

 H0:There is no significant difference between using games and using traditional method to teach vocabulary to young English language learners.

 H1: Using games to teach vocabulary to young English language learners is more effective than the traditional method.

H2: Using the traditional method to teach vocabulary to young English language learners is more effective than using games.

**5. Definition of key- terms**

The following definitions are provided to clarify major concepts and to establish how these terms were used for this study.

 **Use**: The term use is used to refer to the state of being used for a purpose.

**Games** :games are activities or forms of entertainment that often involve competition, strategy, skill, or chance. They can be played individually or in groups, and are typically structured by a set of rules or objectives. Games can include physical activities such as sports, as well as board games, card gaes, video games, and other forms of play.

 **Vocabulary**: Vocabulary can be described as the words that are taught in a foreign language, as defined by Ur (1996). However, this definition only focuses on vocabulary instruction. It ephasizes the importance of vocabulary learning in language teaching and the responsibility of educators to introduce new words to students.

 **Learning**: as described by Ambrose et al (2010, p. 3), is a transformative process that occurs through experiences and leads to improved performance and future learning. In simpler terms, learning involves change and the development of better skills and knowledge through experiences. This ultimately enhances one's ability to learn and achieve better results in the future.

**6.Motivations**

 The researcher has two main reasons for conducting this research. Firstly, there is a significant amount of existing literature that supports the use of games in teaching vocabulary to English as a Foreign Language (EFL) learners. Various studies, such as those by Jolly (1975) and Shin (2006), have provided evidence in favor of this method. Secondly, students often encounter difficulties when learning new vocabulary in the classroom, especially those with different learning styles.

**7. Limitations of the study**

 Although the current investigation has provided valuable insights, it is important to acknowledge certain limitations. Firstly, it is not appropriate to assume that the findings of this small-scale research can be applied to other situations. This is primarily because the study involved a limited number of subjects. Additionally, the duration of the teaching procedure was also restricted. To enhance the generalizability of the findings, further studies should be conducted using diverse materials and larger sample sizes in various contexts.

**8. Structure of the Thesis**

 This thesis is divided into two main parts: one that focuses on theory and one that focuses on practical application. The first section is further divided into two chapters. Chapter one examines the historical development of vocabulary teaching and explores different definitions of vocabulary. It also discusses the various types of vocabulary, their importance, and the purpose of learning vocabulary. Additionally, it addresses the challenges of learning vocabulary and the support provided by didactics. The second chapter explores the use of games in EFL classes. It provides a brief historical background on the use of games and discusses different definitions of games. It also emphasizes the importance and functions of games in the classroom. Furthermore, it examines the reasons for using games and offers guidance on selecting and teaching games. The chapter also delves into the concept of motivation, its types, importance, and the role of games as a source of motivation. On the other hand, the second section explains the research methodology. It begins by describing the research context, including details about the sample and analytical methods employed. The chapter concludes by interpreting the results and summarizing the conclusions drawn from them.

**Chapter One:**

*Vocabulary and language Learning*

**Part one: Theoretical Part**

**Chapter One: Vocabulary Learning**

**Introduction**

 In today's world, English has become the primary language used for communication worldwide. As a result, people from various regions are enthusiastic about learning it. To effectively communicate in English, learners must possess four crucial skills: listening, speaking, reading, and writing. Additionally, they should have a strong grasp of pronunciation, grammar, and vocabulary, as these are essential for successful conversations. Before tackling other aspects, learners should prioritize mastering vocabulary. Once they have a good command of vocabulary, they will be able to effortlessly construct sentences both verbally and in writing.

* 1. **Historical Development of Vocabulary Teaching:**

The development of vocabulary in language teaching has gone through various phases. At first, the main focus was on memorizing and understanding individual words and their definitions, without much consideration for the context. However, with the introduction of the communicative teaching approach (CLT), there was a shift in emphasis towards helping learners use vocabulary in authentic situations in real life. expressions. A large body of research has been conducted to determine the ideal quantity of words necessary for learners to achieve proficiency. Additionally, technological advancements have resulted in the production of digital resources and applications to facilitate and magnify the ability to build upon vocabulary within various situations. The shift in the approach to teaching and learning vocabulary throughout history has gone from an emphasis on memorization to a more communicative and context- based approach, with an increasing focus on deliberate instruction and the utilization of technology to facilitate learning.

* 1. **Definition of Vocabulary:**

A number of researchers have defined vocabulary in different ways. Ur (1996) defined vocabulary as "the words we teach in the foreign language" (p.60). This definition is quite limited in scope, as it only focuses on vocabulary instruction, rather than the full extent of vocabulary knowledge and utilization within a language. Despite this, it reflects the significance of vocabulary learning in language teaching and the role of educators in selecting and introducing new words to students. The Oxford Advanced Learner's Dictionary (2010) defined vocabulary as "all the words that person knows or uses and that exist in a particular language" (p.1722). This definition emphasizes the vastness and profundity of one's vocabulary, including not only the words that a person actively utters but also those that they recognize and comprehend passively. The Collins Co-build English Language Dictionary (1989) defines vocabulary in two ways. First, it defines vocabulary as "the total number of words in [a language]" (p. 1629). This definition stresses the expansive nature of vocabulary knowledge, covering every single word that is part of a language. Second, according to an unknown author, "the dictionary defines someone's vocabulary as "the total number of words in a language he or she knows" (p. 1629). In other words, vocabulary indicates the lexis one uses to communicate concepts and perceptions in a certain language. To sum up, vocabulary is the collection of words that are specific to a language, which enables individuals to communicate their thoughts and ideas

* 1. **Types of Vocabulary:**

According to Lewis and Hill (1997), there are two categories of vocabulary: active and passive. Active vocabulary refers to words that students can understand, pronounce correctly, and use appropriately in both speaking and writing. On the other hand, passive vocabulary includes words that students can comprehend when encountered in context, but they may struggle to use them accurately in their own communication. Passive vocabulary can be seen as a "receptive" type, as it focuses more on understanding and recognition rather than production.

* 1. **Importance of Vocabulary:**

Lewis (1993) emphasized the importance of focusing on vocabulary in language teaching. He argued that vocabulary should take priority over grammar in language learning. Additionally, he stated that learners can convey their meaning without using grammatically perfect sentences. In summary, Lewis insisted that vocabulary is crucial for language learning and teaching, and that greater emphasis should be placed on teaching and learning vocabulary rather than grammar. According to McCarthy (1990), grammar and pronunciation are important, but effective communication in a second language cannot be achieved without a sufficient understanding of vocabulary. McCarthy asserts that vocabulary is essential for efficient communication in a foreign language. Even if learners have mastered grammar and pronunciation, they may struggle to express themselves and understand others if their vocabulary base is inadequate. In general, if you spend most of your time studying grammar, your progress in English will not be very impressive. The best improvement comes from learning more words and expressions.

* 1. **The Purpose of Vocabulary Learning:**

Teachers often face the difficult and demanding task of teaching vocabulary, but they consistently stress its importance in language learning. Students must learn vocabulary in order to use language skills accurately. Teaching vocabulary aims to make reading comprehension easier for students by helping them understand the meaning of words, which is crucial for understanding the entire text. Schmidt (2000) identifies several important principles for teaching vocabulary, including developing a wide range of words, connecting new words with previously learned ones, providing multiple encounters with each word, encouraging deep understanding of the word's meaning, enhancing mental imagery associated with the word, relating new words to the student's existing vocabulary, using various teaching techniques, and promoting independent learning strategies. Teachers must be aware of these principles in order to achieve effective results in vocabulary instruction.

* 1. **Aspects of Learning New Vocabulary:**

Linguists and language scholars have extensively examined and analyzed three key ideas (Richards, 1923) that are crucial in the field of semantics:

1. Denotation: This concept pertains to the fundamental and official definition of a word found in dictionaries. It represents the objective and factual meaning of a word that is universally accepted by all language users. Denotation plays a vital role in facilitating effective communication by ensuring that we comprehend the intended meanings of the words we employ. For example, the denotation of the term "house" would straightforwardly indicate a structure utilized for human habitation.
2. Connotation is the personal and emotional connections that individuals associate with a word. These connections can differ based on the individual, situation, or society in which the word is used. Connotation enhances language by enabling speakers to convey nuanced meanings and emotions. For example, the word "house" can have positive connotations.
3. Collocation: it refers to the natural pairing of words that frequently occur together. These word combinations help us understand the meaning of words and phrases more fully and also help us communicate more effectively by providing shortcuts to complex ideas. For example, we often say "heavy rain," "strong tea," and "fast car." These phrases are collocations, and they help us express our ideas more clearly. Overall, understanding denotation, connotation, and collocation is essential to

effective communication and the mastery of a language.

* 1. **Strategies for teaching vocabulary to young learners:**

Considering the age and cognitive abilities of young learners who are studying English as a foreign language, it is crucial to select appropriate vocabulary learning strategies. Wendy A. Scott and Lisbeth H. Ytreberg (1990) have proposed several strategies that are particularly suitable:

1. **Total Physical Response (TPR)**

Is a teaching technique that utilizes physical actions and movements to strengthen vocabulary retention. In this approach, students are encouraged to enact words, employ gestures, or engage in interactive activities that connect words with corresponding actions. Use visual tools such as flashcards, images, or actual objects to assist young students in comprehending and retaining vocabulary. Visual representations enhance the accessibility and memorability of word meanings. Vocabulary games involve interactive activities that aim to enhance vocabulary learning. These activities can include memory matching games, word bingo, or word puzzles. By making the learning process enjoyable and fun, students are more motivated and able to retain the information better. Incorporate vocabulary into storytelling or reading exercises by using stories and texts that are rich in context. These stories and texts can be used to introduce new words and offer meaningful examples of how the words are used. Regularly revisiting and practicing previously learned vocabulary through games, quizzes, or brief revision exercises is important. Repeating these activities helps strengthen memory and enhance the retention of vocabulary. Peer Interaction: Encourage students to practice vocabulary in pairs or small groups. Group activities like role plays or conversations allow students to actively use and reinforce their vocabulary in a social context. It's important to adapt these strategies to suit the needs and abilities of young language learners, providing clear instructions and plenty of opportunities for practice and interaction.

* 1. **Difficulties in Learning Vocabulary:**

 Identifying the challenges EFL learners experience is one of the first steps in effective vocabulary instruction. According to Thornbury (2002, p. 27), the following are some factors that make some words harder: Pronunciation: Thornbury (2002) believes that pronunciation affects how easy or hard words are to learn. Pronouncing words correctly can be tough because English words aren't always said the way they're written. Some words have groups of consonants or unfamiliar sounds for English learners. So pronouncing some words can be a major challenge. Spelling: According to Thornbury (2002), the presence of silent letters in words makes them particularly challenging to learn. Some examples of such words include walk, stomach, knife, lamb, hour, and castle. Grammar: Learning grammar can pose challenges, particularly when it comes to determining whether a verb, such as "enjoy," should be followed by an infinitive form (e.g., "to visit") or the -ing form (e.g., "visiting"). According to Gairns and Redman (1986), teachers often use vocabulary examples to illustrate grammar rules, which can either facilitate or impede the learning process. Meaning: Thornbury (2002) explains that confusion can arise due to overlapping meanings. A prime illustration of this is seen in the usage of "make" and "do." For instance, we "make" breakfast but "do" the housework. Similarly, we "make" an appointment but "do" a questionnaire. When words have a close resemblance, learners tend to mistakenly interchange them. Length and Complexity: Learning is influenced by the length and complexity of words. Thornbury (2002) suggests that shorter words are generally easier to learn compared to longer ones. In the context of English language learning, shorter words are considered highly beneficial. The level of difficulty in remembering and using a word correctly increases as its complexity increases. Range, **Connotation and Idiomaticity:**

Gower, Philips, and Walters (1995, p. 143) provided an explanation for why certain vocabulary items can be challenging for students to learn. They stated that the level of simplicity or complexity of a word depends on various factors. Generally, words that have a wide range of uses and can be applied in different contexts are easier for students to understand compared to words that have a limited range of usage. For example, the verb "put" can be used in many different situations, whereas words like "impose" and "place" have more specific contexts. Additionally, words that have connotative meanings can also pose difficulties. For instance, the word "propaganda" has a negative implication in English, but its synonym "publicity" does not carry the same negative connotation. Lastly, idiomatic expressions, such as "make up your mind" and "keep an eye on," are often more challenging for students to grasp compared to simple words like "decide" and "watch". a. Similarity between a student's native language and English can be misleading. b. Words similar to ones a student already knows are easier, like 'unfriendly' if they know 'friendly. c. The connotation of words is tricky. Students must distinguish between the negative and positive feelings a native speaker associates with a word. 'Skinny' and 'slim' describe a thin person but convey different attitudes. d. Spelling and pronunciation cause difficulties, like 'through', 'though', 'thought', 'tough', and 'thorough'. e. Compound nouns and phrasal verbs pose a challenge due to their composition of individual words. f. The way words are used together impacts the level of difficulty. For instance, we use 'people are injured' but 'things are damaged'. Similarly, we can say 'it is a light wind' but not 'it is a weak wind'. g. Employing vocabulary correctly holds significance. Students need to be familiar with appropriate words for specific contexts. For example, we can say 'he is pushing fifty' but not 'he is pushing three'. Additionally, students must differentiate between formal and informal language styles.

**Conclusion:**

 It is important to have a strong vocabulary in order to learn a language and communicate effectively. Therefore, it is necessary to dedicate time and effort to enhance one's vocabulary. This involves not only understanding the meanings and categories of words, but also using effective methods to acquire new terms.

**Chapter two**

*The use of games in EFL teaching*

**Chapter two**

**The use of games in EFL teaching**

**Introduction**

 In recent years, the use of games in English as a Foreign Language (EFL) teaching has gained

popularity among educators as an effective and engaging way to enhance language learning for students. Games provide a fun and interactive way for students to practice their language skills, improve their vocabulary, and develop their fluency in a supportive and low-pressure environment. Research has shown

that incorporating games into language lessons can help motivate students to participate actively in their learning, as well as improve their communication and problem-solving skills. Games also allow students to practice their language skills in a meaningful context, which can lead to greater retention of the material. Furthermore, games can cater to different learning styles and abilities, making them a valuable tool for teachers to differentiate instruction and engage all students in the learning process. Whether it's through traditional board games, interactive online games, or physical activities, there are a wide variety of games that can be tailored to meet the specific needs and interests of EFL learners. Overall, the use of games in EFL teaching can create a dynamic and enjoyable learning experience that not only helps students improve their English language proficiency but also fosters a positive classroom atmosphere conducive to effective language learning.

**2.1.History Evolution:**

 The use of games in EFL (English as a Foreign Language) teaching has a long history that dates back to the early 1900s. In the early days of language teaching, games were used primarily as a way to make learning more enjoyable and engaging for students. However, as our understanding of language acquisition and teaching methodologies has evolved, the role of games in EFL teaching has also changed. In the 1950s and 1960s, the emphasis in language teaching shifted towards a communicative approach, where the focus was on using language in real-life situations and interactions. Games became an important tool in this approach, as they provided students with opportunities to practice using language in a fun and interactive way. Games were also seen as a way to promote fluency and creativity in language use, rather than just focusing on grammar and vocabulary drills. In the 1980s and 1990s, with the rise of technology and multimedia in education, games also started to be used in digital format in language classrooms. Language learning games and apps became popular tools for EFL teachers to engage students and provide them with authentic and interactive language practice. Today, the use of games in EFL teaching continues to be a popular and effective method for engaging students and encouraging language acquisition. There is a wide variety of language learning games available, ranging from traditional board games and card games to digital games and apps. These games can be used to practice various language skills, such as vocabulary, grammar, pronunciation, and conversation, in a fun and engaging way. Overall, the history of the use of games in EFL teaching has shown that games are a valuable tool for promoting language learning and providing students with meaningful language practice.

As technology continues to advance, the possibilities for incorporating games into EFL teaching are endless, and they will likely continue to play an important role in language education in the future.

**2.2. Definition of games:**

Linguistically, game is known, as stated in Al-Muhit Dictionary, as the source of the verb play and its meaning is against Serious, meaning the lack of seriousness in play reflects work. The concept of games , as mentioned in the Al-Munajjid dictionary, also includes joking, and is an action verb with the intention of pleasure or amusement. Jude defines game as an enjoyable activity that leads to itself, and activity here implicitly includes activity And movement, and it provides its owner with pleasure (Al-Tali, 1981, 11). Piaget defines game as a process of acting or learning that transforms incoming information to suit the needs of the individual. Game , as stated in the Encyclopedia of Psychology, is a type of physical activity that involves the main goal of pleasure and enjoyment resulting from that activity. Adas (2001 (133) defines game as exploiting the body’s kinetic energy to bring pleasure The psychological state of the individual. Game does not occur without mental energy or physical movement. Others believe that play is what you do by choosing free time that is purely enjoyable, and is devoid of... Every disorder does not cause stress to the body and only enjoyment. Catherine Taylor defines game as the breath of life for a child... Game is for a child what education, exploration, self-expression, recreation, and work are for adults. Kilwa believes that game is independent, takes place within certain limits and time, is not certain, is subject to certain rules, and is delusional or imaginary, meaning that the individual realizes that the matter is nothing more than an alternative to reality and different from real life (Balqis and Marei, 121987-13) Froebel defines game as an automatic and psychological activity, which is an example of human life as a whole. Therefore, it was always associated with joy, contentment, psychological and physical comfort, and a feeling of universal peace (11(1981), Al-Ta’i

**2.3. Importance of games:**

 Games are important for a variety of reasons, including:

1. Entertainment: Games provide a source of entertainment and enjoyment for people of all ages. Whether playing video games, board games, or sports, games offer a fun and engaging distraction from everyday life.
2. Socialization: Many games, especially multiplayer games, promote social interaction and teamwork. By playing games with others, people can build relationships, develop communication skills, and learn how to work together towards a common goal.
3. Skill development: Games often require players to use critical thinking, problem-solving,and strategic planning skills. By playing games, individuals can improve their cognitive abilities, memory, and decision-making skills.
4. Stress relief: Playing games can be a great way to unwind and relieve stress.

Whether it's a fast-paced action game or a calming puzzle game, games provide an outlet for relaxation and escapism.

1. Education: Games can also be educational, teaching players new skills, concepts, and information. Educational games are commonly used in schools to help students learn subjects such as math, science, and history in a fun and engaging way. Overall, games play a significant role in our lives, providing entertainment, socialization, skill development, stress relief, and education.

**2.4. Functions of games:**

1. **Entertainment:**

Games are primarily designed to be engaging and enjoyable forms of entertainment for players.

1. **Challenge:**

Games often present challenges and obstacles for players to overcome, providing a sense of accomplishment and satisfaction when goals are achieved.

1. **Social interaction:**

 Many games encourage or require players to interact with one another, either through cooperative

gameplay or competition.

1. **Skill development:**

Games can help players develop and improve various skills, such as problem-solving, strategic thinking,hand-eye coordination, and teamwork.

1. **Stress relief:**

Playing games can be a way to unwind and relax, providing a temporary escape from the stresses and pressures of everyday life.

1. **Creativity**:

Some games allow players to express their creativity and imagination through customization options, level design tools, or open-world exploration.

1. **Education:**

Some games are designed specifically for educational purposes, teaching players new concepts, skills, or information in an engaging and interactive way.

1. **Escapism:**

 Games can transport players to fantastical worlds or alternate realities, offering a temporary escape from the challenges and limitations of the real world.

**2.5. Reasons for Using games in the Classroom:**

1. **Engagement:**

Games are a fun and interactive way to engage students in their learning. They can help improve

motivation and enthusiasm for a subject.

1. **Collaboration:**

 Many games require students to work together in teams or pairs, promoting collaboration and

communication skills.

1. **Critical thinking:**

Games often require students to think critically and problem-solve in order to succeed. This can help develop important cognitive skills.

1. **Differentiation:**

Games can be easily adapted to suit different learning styles and abilities, making them a useful tool for differentiation in the classroom.

1. **Reinforcement:**

Games can be used to reinforce and review material that has been covered in class, helping students

retain information.

1. **Creativity:**

Some games require students to think creatively and come up with innovative solutions, promoting

 creativity and out-of-the-box thinking.

1. **Active learning:**

Games provide a hands-on, interactive way for students to learn, which can help keep them actively

 engaged in the material.

1. **Stress relief:**

Games can be a fun and relaxing way for students to take a break from traditional classroom activities,

 reducing stress and promoting a positive learning environment.

1. **Technology integration:**

Many educational games are available online or as apps, providing a way to integrate technology into the classroom in a meaningful way.

1. **Assessment:**

 Games can be used as a form of assessment to gauge student understanding and progress in a low

-pressure, enjoyable way.

**2.6. How to select a game?**

1. **Determine your interests:**

Consider what type of games you enjoy playing, whether it be adventure, puzzle, strategy, simulation, sports, etc.

1. **Read reviews:**

Look up reviews from gaming websites, magazines, or YouTubers to get an idea of what the game is like and whether it aligns with your preferences.

1. **Watch gameplay videos:**

Watching gameplay videos can give you a better understanding of the game mechanics, graphics, and overall gameplay experience.

1. **Consider the platform:**

Make sure the game is available on the platform you own, whether it be a console, PC, or mobile device.

1. **Check the age rating:**

 Make sure the game is suitable for your age group and preferences in terms of content.

1. **Look for recommendations:**

Ask friends, family, or online communities for recommendations based on your interests.

1. **Try a demo or free trial:**

Some games offer demos or free trials that allow you to test out the game before purchasing.

1. **Consider the price:**

Make sure the game is within your budget and offers enough content to justify the cost.

1. **Trust your instincts:**

Ultimately, go with your gut feeling and choose a game that you feel excited about and will enjoy playing.

**2.7. How to teach a game?**

 Teaching a game can be a fun and rewarding experience, and there are several key steps you can take to effectively teach a game to others:

1. **Familiarize yourself with the rules:**

Before you can teach a game to others, you need to have a solid understanding of the rules yourself. Takethe time to read through the rulebook and make sure you understand all of the mechanics and strategies involved in the game.

1. **Start with the basics:**

When teaching a game, it's important to start with the basics and gradually introduce more complex rules and strategies as you go. Begin by explaining the overall objective of the game and how players can score points or win.

1. **Provide examples:**

One of the best ways to teach a game is through hands-on examples. Demonstrate how to play the game by playing a few rounds yourself and explaining your thought process as you make decisions.

1. **Encourage questions:**

Encourage players to ask questions as you teach the game, and be prepared to clarify any rules or

strategies that might be confusing. It's important to create a supportive and open learning environment so that everyone feels comfortable asking for help.

1. **Play a practice round:**

 Once you've explained the rules and mechanics of the game, consider playing a practice round to give players a chance to try out the game before diving into a full game. This can help solidify their understanding of the rules and strategies.

1. **Offer guidance and feedback:**

As players are learning the game, offer guidance and feedback to help

them improve their play. Point out key strategies or tactics they might not have considered, and provide tips for how they can maximize their chances of success.

1. **Be patient and encouraging:**

Teaching a game can be a challenging task, especially if players are new to the game or are struggling to grasp the rules. Be patient and encouraging, and remember that everyone learns at their own pace.

Celebrate small victories and offer support to help players improve. By following these steps and tailoring your teaching approach to the learning styles of your players, you can help make the game-learning experience enjoyable and successful for everyone involved.

**2.8. Definition of Motivation:**

According to Zafarghandi and Jodai (2012), motivation can be described as an internal drive that prompts individuals to strive towards a specific objective. It is a multifaceted psychological concept that encompasses cognitive, emotional, and social elements, all of which impact a person's actions. Motivation serves as the driving force behind individuals' pursuit of their goals, wants, and ambitions. In the realm of language acquisition, motivation is a crucial factor in determining the success of the learning journey

**2.9. Types of motivation:**

* 1. **Intrinsic motivation:**

Motivation that comes from within oneself, driven by personal satisfaction and enjoyment of the task.

1. **Extrinsic motivation:**

 Motivation that comes from external sources, such as rewards, recognition, or punishment.

1. **Achievement motivation:**

Motivation to excel and achieve personal goals, fueled by a desire for success and accomplishment.

1. **Power motivation:**

 Motivation to influence and control others, often driven by a desire for leadership and authority.

1. **Inserted Motivation:**

Motivation that arises from internalizing outside influences such as pressure or feelings of guilt. For instance, a student who undertakes the study of a foreign language to prevent their parents from .being let down External Control: Motivation that .

1. **stems from external incentives or consequences**.

For instance, a student who acquires knowledge of a foreign language to obtain a reward or evade a penalty.

**2.10. Importance of Motivation:**

Motivation is seen as one of the key components of learning, alongside curriculum, readiness, and

intuition, according to Bruner (1977). In the context of language learning, motivation plays a crucial role. To ensure learners remain engaged until the end, educators should employ innovative strategies that encourage them to tackle challenging and realistic tasks, as suggested by .Israel (2013)

**2.11. Games as a Motivation Source:**

Playing games can be a great source of motivation for many people. Games often have clear goals and objectives, as well as rewards for completing tasks and challenges. This can provide a sense of accomplishment and satisfaction, which can motivate individuals to continue playing and improving.

Additionally, games can also provide a sense of escapism and fun, making them a enjoyable way to pass the time and motivate individuals to keep playing. Overall, games can be a powerful tool for motivation, as they can provide a sense of purpose, achievement, and enjoyment

**Conclusion:**

This chapter examines the utilization of games in English as a Foreign Language (EFL) classes. It provides a guide for teachers on how to incorporate games into their lessons, highlighting the important steps to follow. Although games may have some drawbacks, it is the teacher's duty to select appropriate and beneficial games that are suitable for the classroom setting.

***Chapter three***

*Data collection and analysis*

**Chapter three: Data Collection and Analysis**

**Introduction**

 In this chapter, the researcher outlines the procedures and steps she followed to carry out this study. The researcher discusses the subjects of the study, the tools used to collect data and the methods employed to analyze the data. The chapter ends with presentation and explanation of the findings of the study.

**3.1Research design**

 The study took place in the second semester of the 2023-2024 school year at Suwailem Qaddour Bin Al Nuaimiprimary school in Ghardaia. It involved 30 third-year grade learners and aimed to investigate how games impact the vocabulary learning of young English language learners. The researcher used a quasi-experimental design, dividing the participants into two groups (the experimental group and the control group) and comparing their outcomes through testing. The design of the study can be illustrated as follows:

 :

**Control Group**

**Experimental Group**

**Pre-test**

**Pre-test**

**Post test**

**Post Test**

**Figure 1:Research design**

**3.2Participants**

 This study involved 30 third-grade learners at Suwailem Qaddour Bin Al Nuaimi Primary School . They were divided into two groups, the experimental group and the control group in order to enhance the progress of the experiment. The experimental group consisted of 15 learners were taught English vocabulary using games, while the control group also composed of 15 learners were taught the same vocabulary using the traditional method (PPP).

* 1. **Data collection tools**

 Classroom observation and tests were chosen to conduct the study.

* + 1. **Classroom Observation**

 Classroom observation is a technique used to evaluate the behaviors of both teachers and students in a classroom by directly observing them. Typically, the data collected from this method focuses on the frequency and duration of specific behaviors or types of behaviors. Researchers consider classroom observation to be a crucial aspect of scientific investigations because it allows them to witness events as they naturally unfold in their context, providing an accurate understanding of the situation. In this particular study, one researcher assumed the role of the teacher while the other acted as a non-participant observer. The observer sat at the back of the classroom and recorded real-time observations of the lessons. To facilitate this process, the researchers utilized checklists for classroom observation and took notes.

* + 1. **Tests**

Tests are commonly used in experimental research to assess the effectiveness of something (Nunan, 1992). In the case of human beings, tests can measure their level of knowledge or skills acquired. While tests are generally considered necessary in evaluating programs, some researchers have pointed out their complexity and potential risks (Nunan, 1992). To address these issues and ensure reliable and valid results, researchers need to consider two main factors: establishing a control and comparison group, and taking into account the students' proficiency level before the experiment. In this study, the researchers considered both of these factors. Prior to the experiment, they conducted a preliminary English interview (see appendix A) as a proficiency test to ensure that the participants were homogeneous. This interview served as a pre-test and confirmed that both the control and experimental groups had no prior knowledge of the targeted vocabulary and were at the same level. Following this, the treatment phase of the experiment took place, lasting two weeks with two sessions per week, each lasting 90 minutes. The initial group, known as the experimental group, received instruction through the utilization of games. On the other hand, the control group, referred to as the second class, received instruction using the traditional method of presentation, practice, and production. Once the instruction phase concluded, all participants in both the control and experimental groups were re-tested. The results were then compared to determine if there were any notable disparities in the performance between the two groups.

* 1. **Methods of data analysis**

 There are various approaches to analyzing data that have different names. These methods primarily rely on qualitative and quantitative analysis. Qualitative analysis involves the researcher's observations and thoughts, while quantitative analysis involves examining numerical data and statistics derived from measurements. In this particular study, the researchers utilized both qualitative and quantitative methods. They calculated the means for both the experiment and control groups in the tests. The researchers also compared the average scores using a statistical t-test. The t-test determines whether the difference between the means of the two groups is statistically significant. This enabled the researchers to determine if the disparities between the control and experimental groups were a result of the treatment in the experimental group rather than mere chance. The t-test formula mentioned in Hatch and Lazaraton (1991, p.261-262)

Where:

$\overbar{X}e$ The mean score of the experimental group.

$\overbar{X}c$ The mean score of the control group.

**Se:** the standard of deviation of the experimental group.

**Sc:** the standard of deviation of the control group.

**ne:** the number of subjects of the experimental group.

**nc:** the number of subjects of the control group.

**X**: the student's score.

The researchers chose the t-test because it is suitable for use with small samples. The researchers opted for the t-test as it is appropriate for analyzing small sample sizes. T-tests are based on probability rather than certainty, so the researchers had to determine the alpha level, which represents the probability threshold, before conducting the test. The choice of the alpha level is arbitrary, with 0.05 being commonly used by researchers. Therefore, the researchers set the alpha value at 0.05, indicating that 95% of the results are unlikely to occur by chance.

* 1. **Results and Discussion**
		1. **Classroom observations results**

The data collected showed that both teaching approaches were beneficial for learning vocabulary.

However, using games had a greater positive impact on the teaching process compared to the traditional method. This was because the control group's environment was challenging and dull, while the experimental group's use of games created a fun atmosphere and had a positive influence on the learners.

* + 1. **Post test results**

The results obtained in the post-test are summarized in the table below:

**Table 1: Post-test results**

|  |  |
| --- | --- |
| Experimental group | Control group |
| Students | Scores | Students | Scores |
| S1 | 7 | S1 | 5 |
| S2 | 8 | S2 | 6 |
| S3 | 6 | S3 | 6 |
| S4 | 9 | S4 | 5 |
| S5 | 9 | S5 | 2 |
| S6 | 6 | S6 | 7 |
| S7 | 5 | S7 | 7 |
| S8 | 8 | S8 | 5 |
| S9 | 9 | S9 | 6 |
| S10 | 6 | S10 | 8 |
| S11 | 6 | S11 | 1 |
| S12 | 2 | S12 | 7 |
| S13 | 8 | S13 | 5 |
| S14 | 5 | S14 | 5 |
| S15 | 9 | S15 | 6 |
| Sum of scores | 103 | Sum of scores | 81 |
| Mean | 6,86 | Mean | 5,4 |

According to table 1, the average score achieved by the experimental group in the post-test was slightly higher than the average score of the control group. To assess the significance of this difference, the researchers conducted a statistical t-test on the data

* + 1. **T-test Results**

Taking that the number of subjects in experiment is 15 in the experimental group and 15 in

the control group, the researcher calculated the degree of freedom (df) for the t-test:

df= (ne-1) + (nc-1)

df= (15-1) + (15-1)

df=28

The researcher checked the t-test table (see Appendix E) to determine the critical value t crit needed to reject the null hypothesis. The t crit for df= 28 at the 0.05 level is 2.048This means that t obs must reach or exceed 2.048 for the difference between the two groups

to be significant.

**Table 2 : T-test results**

|  |
| --- |
| α = 0.05, t-crit= 2.048 |
| Groups | N | Mean | S | tobs | Df | P |
| C | 15 | 5.4 | 1.84 | 2.083 | 28 | S |
| E | 15 | 6.86 | 1.99 |

**t obs >t crit**

 The t-test revealed that the mean score of the experimental group was significantly higher than the mean score of the control group. This confirmed **H1**. Games are more effective to teach vocabulary to young English learners than the traditional method (PPP).

**Conclusion**

 The researcher in this chapter discussed the processes she followed to conduct the study describing the participants , the tools used to collect data, and the methods employed for data analysis. The chapter ends by presenting and interpreting the findings obtained from different research instruments.

***General conclusion***

**General conclusion**

Language proficiency in a foreign language is heavily dependent on one's vocabulary, making it a crucial aspect to focus on when studying. In the field of literature, there is a significant amount of research that supports the use of games as an effective tool for teaching vocabulary. Numerous studies have shown that games can be particularly beneficial for young learners in acquiring new vocabulary. The purpose of this study was to investigate whether the use of games is more effective in teaching vocabulary to young English language learners compared to traditional methods. The study was conducted at Suwailem Qaddour bin Al Nuaimi primary school in Ghardaia, involving 30 third-grade learners. The researcher employed a quasi-experimental approach, dividing the participants into two groups: the experimental group and the control group. The experimental group consisted of 15 learners who received vocabulary instruction through games, while the control group, also consisting of 15 young learners, was taught using traditional methods, specifically the Presentation, Practice, and Production (PPP) approach.

The researcher collected data by observing the classrooms and administering tests. Before starting the experiment, they conducted an interview to assess the learners' prior knowledge. The results showed that both the control and experimental groups had the same level of knowledge. After that, the treatment phase began and the learners were tested again. The researcher calculated the average scores of both groups and compared them using a t-test. The findings of the study revealed that the experimental group performed better than the control group in the post test. In addition, during the instruction phase, the researcher noticed that the learners in the experimental group enjoyed the games more and were more engaged in the class. Based on these findings, the researcher recommends using games as an additional teaching tool alongside other methods. Games provide a fun and interactive learning experience that motivates students. Teachers should choose games that are appropriate for the students' age and have educational content that supports learning objectives and language development.

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**Appendices**



**ملخص باللغة العربية**

هدفت هذه الدراسة إلى اكتشاف تأثير استخدام الألعاب على تعلم المفردات بين الأطفال المتعلمين للغة الإنجليزية كلغة أجنبية. شارك في جمع معطيات هذا البحث 30تلميذا من مدرسة سويلم قدور بن النعيمي في غرداية. اتبعت الباحثة منهجا قام على تكوين مجموعتين متطابقتين المجموعة التجريبية والضابطة، تقييم الطلاب عن طريق الاختبارات وتحليل النتائج كشفت نتائج الدراسة تحسنا معتبرا في استيعاب الطلبة الذين درسوا المفردات باستعمال الألعاب مقارنة بزملائهم الآخرين الذين درسوا بالطريقة التقليدية.

الكلمات المفتاحية تعلم، المفردات، الالعاب، الطريقة التقليدية، الأطفال