PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY - BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN Investigation into the Effectiveness of Language Games in Enhancing

English as a Foreign Language Learners' Vocabulary Acquisition: The Case of

First Year Students at Biskra University

Dissertation submitted in partial fulfillment of the requirements for a

Master Degree in Sciences of Language

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Academic Year: 2023/2024

Declaration

I, Hayet KERROUCHE, hereby declare that this dissertation is presented for the purpose of gaining a Master degree has compiled in my own words, and efforts. The content and the figures and tables presented in this work is my own product except where reference is made. This work has not been submitted in any institution in order to obtain a degree or whatsoever.

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Signature:

Date:

Dedication

Thank God, with his grace this work has been accomplished.

To my support in this life my dear father, to my beloved mother who accompanied me in my University journey and always surrounded me with her prayers for me. To my beloved parents I dedicate my work.

To my dear brother, and my dear sisters who encouraged me, supported me during my most difficult times, and helped me to in completing this work.

Special Thanks go for my sister, Souheila for helping me throughout my university journey. Thank you so much.

I am deeply grateful to everyone who has participated and helped me in completing this project, from near or far.

Acknowledgements

First, Praise and gratitude to Allah for granting me the patience, ability to complete this work.

I am deeply grateful to my supervisor, Prof. Ahmed Chaouki **HOADJLI** for his moral support, guidance, assistance, and his pieces of advice, and encouragement throughout the research project.

I would like to express my appreciation to the Board of Examiners: Dr. Manel **TRIKI,** Mrs**.** Nadjet **MOUSSAOUI** for their time and efforts in reading and evaluating my dissertation.

I am thankful to the Head of the Department of English Language and Literature Mr. Tayeb **BOUHITEM** for facilitating the administrative consent to administer the questionnaire and to conduct the interviews.

I am deeply grateful to the teachers who agreed to take part in the interviews. My deepest appreciation also goes to all the students who participated in this work. Their responses and insights were of great help to accomplish this work.

Abstract

Acquiring a wide range of vocabulary is essential and yet difficult for learners to learn English as a foreign language (Henceforth, EFL). One of the techniques that can be used to help students acquiring vocabulary is language games. The present study aimed to investigate the effectiveness of language games in enhancing EFL learners' vocabulary acquisition. To achieve this objective, the study adopted a qualitative approach within the Interpretivistic paradigm along with a Case Study design. This study used an unstructured questionnaire and an unstructured interview as methods to collect the necessary data. To analyse the collected data, it is opted for a descriptive method for the questionnaire results and a thematic analysis for the interview. The target population of this study were EFL teachers and students at Biskra University; however, it targeted 22 EFL students and four English teachers of first-year at Biskra University following non-probability sampling technique. The results showed the positive perceptions of using language games for vocabulary acquisition. Language games were perceived as a useful strategy for learning vocabulary; additionally, the results determined the main difficulties students encounter when learning vocabulary. These mainly concerned the speaking and writing issues, including syntax and pronunciation. Ultimately, the conclusions drawn from the study emphasise the use of language games with such conditions, including learners' differences, learning styles, interest, and perceptions, in EFL classrooms as teaching and learning strategy; as well as, it encourages integrating training-programs for teachers on language games and how to use them to expand their knowledge and to help students improve their vocabulary, in particular, and language proficiency, in general.

Key terms: Acquiring, EFL, EFL learners, learning, language games, vocabulary acquisition

List of Acronyms

EFL: English as a Foreign Language

LG: Language Games

RH: Research Hypotheses

RQ: Research Questions

VAK: Visual, Auditory, Kinesthetic

VLS: Vocabulary Learning Strategies

Q: Question

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General Introduction

1. Background of the Study

Currently, learning the English language is often needed for the majority of fields, and as a result, learners have to learn it. Developing the English language proficiency required one of the essential parts is acquiring a rich vocabulary, which is particularly necessary for English as a foreign language learner (henceforth, EFL). Learning vocabulary means acquiring a number of new words or items in a given language in order to increase the level of proficiency of the learner.

Enriching vocabulary acquisition is usually important for EFL learners because it enables them to improve their abilities, and facilitating the development of language skills. The latter can enable learners to communicate easily with others, understand the meanings of any item or expression, furthermore, Paul Nation (2015) explained that being able to perform the skills of listening, speaking, reading, and writing is made easier with a large vocabulary. And having a wide range of vocabulary is not the ultimate goal in itself. (as cited in Is vocabulary important in language learning?, 2022)

One can claim that the more vocabulary is acquired, the more rapid and smooth use of language in different contexts is. For instance, when the learners read a textbook and have a rich vocabulary, they will easily comprehend the meaning conveyed in the text. Therefore, learners can talk with their friends; they can speak fluently with them without hesitating or interrupting. Whereas, if they have a limited vocabulary, they become unable to listen, speak, read, and write fluently and appropriately.

It is often observed that, in the Algerian context, learners learn vocabulary in a traditional manner, which leads them to stop learning the English language due to a lack of vocabulary. Particularly, this is noticeable with students at Biskra University. It is observed

that they suffer from lack of vocabulary; thus, such age of learners can use educational games as an interactive and fun strategy in order to raise the English vocabulary acquisition.

2. Statement of the Problem

Recently, technology has been developed and is used in a wide area, namely in economy, and industry. It is more considerable in education where teachers and learners are the most frequent users of technology nowadays. They use social media apps and play games in order to communicate, improve their skills, and have fun. However, the mentioned apps use English language. The latter has become the world language, as well as a facilitating tool for learners to communicate with others and express their views. This is to include that, having a rich vocabulary is one of the important components of learning English.

English as a Foreign Language learners (EFL) face several problems while learning English as a second language or as a foreign language due to their limited stockage of vocabulary. For instance, they misunderstand what the teacher is saying; so, they cannot interact with him and will be unable to participate with their classmates in the class. They have difficulty in understanding the instructions and texts, for example, when they face an unfamiliar word, they will be bored to complete reading the text because they do not understand what this new word means. Furthermore, they have difficulty in remembering words, spelling new words, and memorising them. This problem may be due to the lack of practice of new words and the fact that the way they learn is not motivated. Besides that, nowadays, most of the beginner students are playing games for long hours; despite the growth of technology and the variety of games, they are not used appropriately.

Educational games, particularly, Language Games (LG), can be used to extend the learners' vocabulary which this type of games can be used by teachers and learners, also it can be useful for EFL learners. Playing games offers students a variety of benefits, for instance, it increases the learners' curiosity, and it eases their academic performance in the future as well

as helps them to improve their basic skills (speaking, writing, reading, and listening). Also, it aids them to implement information to solve problems (Miles, 2022). Furthermore, language games may give the learners opportunity to be creative, be critical thinkers. And may allow them to learn how to produce and introduce the word or something else; thus, language games engages these learners to learn the language and have fun.

The present study aims to investigate the effective use of language games to improve First-year students of English at Biskra University vocabulary acquisition. It is expected to raise teachers' and learners' awareness on the importance of using language games in learning and teaching English vocabulary. Though, this can help learners to evolve their skills effectively, in addition to that, it may aid learners to find their own preferred type of games to in learning English vocabulary.

3. Research Questions

The study aims to find answers to the following questions:

RQ1: What are teachers and students' perceptions of the use of language games for vocabulary acquisition?

RQ2: What are the difficulties students can face when acquiring vocabulary?

RQ3: What strategies can be used in EFL classes to improve students' learning vocabulary?

4. Research Hypotheses

Based on the research questions, the study may hypotheses that:

RH1: Teachers and learners can have positive perceptions of the use of language games for learning vocabulary.

RH2: Students can face difficulties in identifying, pronouncing and spelling the unfamiliar words, and using them appropriately; as well as, they may have difficulty in understanding their meaning.

RH3: Needed language games strategies can be used in EFL classes according to some conditions, including the students' learning style, level, interest, their age, the surrounding atmosphere, and they can be used in groups or in pairs in order to have positive outcomes in learning vocabulary.

5. Aims of the Study

According to the mentioned questions, the general aim of this study is to investigate the effectiveness of language games in enhancing EFL learners' vocabulary acquisition.

Narrowing down this specific aim into specific aims, the latter could be expressed as follows:

➢ Describe teachers and students' perceptions of the use of language games for vocabulary acquisition;

➢ Identify the main difficulties that students can face when acquiring new words, and

➢ Come up with some strategies that can help EFL students to find a suitable game to improve their vocabulary acquisition in an enjoyable way.

6. The Research Methodology for this Study

The present study adopted a qualitative approach due to the nature of the study, which is based on description and observation rather than measurement. The researcher will seek to investigate "the effectiveness of language games in enhancing EFL learners' vocabulary acquisition" through an investigation of students' perceptions, and the difficulties these students may face. It is based on the nature of the study, research questions, and the aim of the study.

However, the present study falls under the Interpretivistic paradigm by following Creswell's framework. The researcher believes this framework will fit the research study more because it will help the researchers to gain a deep understanding of individuals' perceptions of and experiences related to the phenomenon.

The researcher will use two different data collection methods: a questionnaire for learners in order to answer the research questions and fulfill the aims of the study (to understand students' perceptions of the use of language games and to identify the difficulties they may face). The researcher will hold an interview with teachers. The collected data will be analysed through using thematic analysis due to the nature of the research study.

The target population, in this study, will be EFL learners and teachers at Biskra University, and the sample will consist of 22 students and four teachers of first-year. For the sampling technique, the researcher will use a non-probability purposive sampling technique because of the nature of the study that is a small-scale study and it describes a phenomenon.

7.   Significance of the study

The present study aims to increase the knowledge and awareness of teachers and EFL students about the effectiveness of language games and their importance as an active technique for improving their vocabulary knowledge. The absence of similar research conducted at the English language department at Biskra University at the first-year level has urged us to conduct this study. Future researchers may take this study as an interesting starting point for further research. Therefore, it can be conducted on the same variables using different methodologies or in a large area in order to have in-depth information on the usefulness of language games.

8.   The Referencing Style for this Dissertation

The referencing style that is used throughout this dissertation is the APA (American Psychological Association) 7th edition. Because it is the most relevant mode to the nature of the present study. All the requirements of the APA 7th edition were respected except for the "justify function" which was according to the agreement between the supervisor and the researchers.

9. Delimitation of the study

The researcher may focus on the following points for the delimitation and progress of this study:

✓ The researcher has chosen first-year students of English at Biskra University because students at this level have poor vocabulary. In fact, they need a huge amount of vocabulary to improve their language proficiency and their academic progress.

✓ The researcher may focus only on two skills, oral and writing, depending on time constraints, to identify their main difficulties and to identify the effectiveness of language games in acquiring vocabulary. They are selected out of other skills because they are often the most important skills that students suffer from, in particular when they come to perform orally and produce pieces of writing. This is due to their fail to get the desired expression or word that lead them to use their first language.

10. Demystifying Terminology

We helped define a host to contribute to the clarity of this research project

Language games: they are a type of educational games that is used for educational goals.

Learning vs Acquisition: Both terms 'learning' and 'Acquisition' are often different. The first is the process where an individual consciously learn knowledge in a school through a study and it is teacher-centered; while the second is the process of employing the subconscious mind to foster a habit, abilities, or quality, and it is self-learning, student-centered. But, in this study they will be used interchangeably because it is found that some researchers used the term "to learning" and others use the term "acquisition". (Zilberman, 2022)

11. Structure of the Dissertation

Chapter one: This chapter reviews the fundamentals of vocabulary acquisition. Definition of vocabulary acquisition, types of vocabulary learning, and other elements which it will gradually develop to reach the factors that can influence the acquisition of vocabulary.

Chapter two: It presents a holistic overview on language games which starts with definitions of both concepts games then language games, it illustrates the nature of language games, their rules, their types, and it ends with highlighting their benefits. The latter is very important to raise the awareness of both teachers and learners on the use this kind of games to boost learning.

Chapter three: This chapter aims to introduce the selected methodology for this study; as well as it also aims to present, describe, and analyse and discuss the results of the obtained data.

Chapter One: Vocabulary Acquisition: Reviewing the Fundamentals

Introduction

1.1 Demystifying Basic Terminology

1.1.1   Vocabulary

1.1.2   Vocabulary Acquisition

1.2 Key Elements of Vocabulary Acquisition

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Introduction

This chapter will present the fundamentals of vocabulary acquisition, including definitions, key elements of vocabulary kinds of vocabulary, the important guidelines to acquire vocabulary, and the main factors that can influence the acquisition of vocabulary.

1.1 Demystifying Basic Terminology

To acquire the vocabulary of any language, it is necessary to be knowledgeable about the key terms vocabulary and vocabulary acquisition. Acquiring vocabulary plays an essential role in learning any language.

1.1.1   Vocabulary

Vocabulary can be defined as some varieties of words that learners need to acquire or learn to communicate with others in a target language and to evolve their language proficiency, as well. But the term vocabulary is defined in various ways, "Vocabulary is all the words that somebody knows or that are used in a particular book or subject. Also, all the words in a language: New words are entering the vocabulary". (Oxford Basic English Dictionary, 2012, p. 432). In other words vocabulary is related to every term in a given language in which new words are added to its vocabulary, and each word that is familiar to an individual or used in a specific book or area is considered their lexicon.

According to Kaur (2019), vocabulary can refer to a group or person as a set of implementations of words. Furthermore, it may be incorporated into specialised areas of knowledge or a given language. Another definition is that, both word sounds and a set of sounds create a vocabulary. The writing or printing input that conveys and indicates meaning is expressed by vocabulary. (Linda & Shah, 2020)

Rohmatillah, (2014) also identified that learning vocabulary is essential to mastering reading, speaking, writing, and listening.

1.1.2 Vocabulary Acquisition

To learn and acquire new words, learners usually need to move through a certain stage, which is called vocabulary acquisition. Saleh and Alcocer, (2023) defined vocabulary acquisition as the process of learning new words. They need to move through three phases to obtain new words. Firstly, they start to pronounce words accurately without trying to comprehend their meaning by repeating what the teacher says many times and dividing the word into sections. Secondly, after mastering pronouncing the word correctly, they try to identify the word to understand its meaning. After that, they come to the third phase, which is applying the word in different manners or situations; therefore, through the mentioned phases, it can be said that they acquire a new word.

Figure 1

Steps of Vocabulary Acquisition
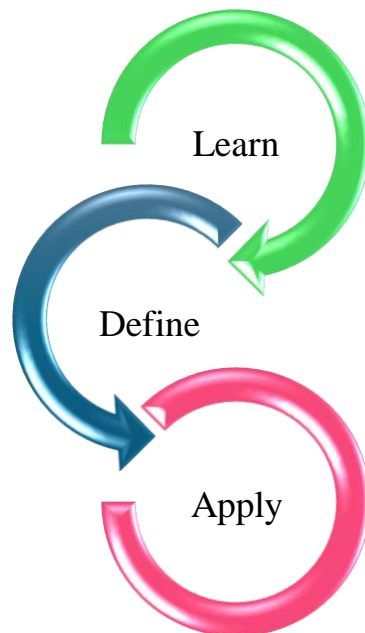
1.2 Key Elements of Vocabulary Acquisition

Acquiring vocabulary is often the most basic part of learning a foreign language because many researchers have indicated that vocabulary is the key aspect of learning any language and mastering its skills. It has also been demonstrated that there are a set of aspects that learners need to know. However, it is identified that there are five aspects that teachers and learners should take into consideration in EFL classes, including form, grammar, and meaning, collocation, and word formation.(Flohr, S, 2008), as well as associations can be added because they are also important in learning vocabulary.

✓ **Form**

The form of a word can refer to its oral and written form, that is, how it is pronounced and how it is spelt. Ur, (1991) demonstrated that knowing a word's form may be related to its spelling and form. Moreover, the form is important because it can help learners introduce a word and use it in the right way, as cited by Kartikassari (2016).

Figure 2

Forms of Vocabulary
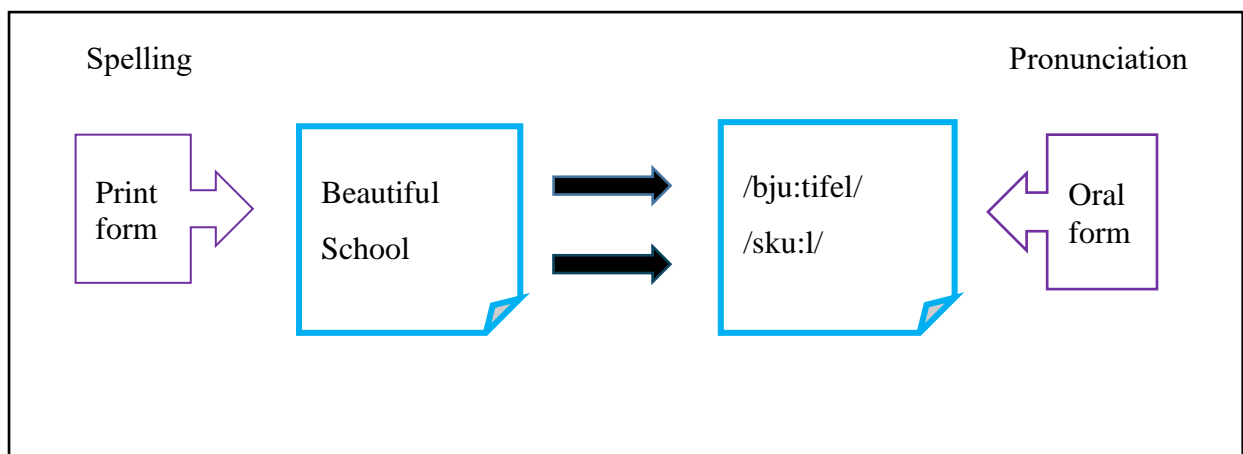
✓ **Grammar**

Grammar can be considered as the system of any language. Grammar is a set of rules that is used to build sentences and to speak accurately. Also, it is necessary to know grammar structures and their usage in different contexts to perform appropriately. Therefore, it may allow learners to express their thoughts and ideas and convey meaning in the right way to make themselves understood by others.

✓ **Meaning**

Learners should understand what the word means through its definition. Usually, one word can have a variety of meanings depending on its application in a certain context. Further, the word may have a literal meaning, which is called denotation; as well, it can have a connotation, which is the implied meaning that is according to what it is associated with and used for.

✓ **Association**

The term "word association" means connecting similar words so that learners can easily understand and remember the word through the use of synonyms and/or antonyms. For further illustration, please refer to the table below, which explains the two categories of associations.

Table 1

Synonyms and Antonyms

Type of Association	Definition	Example
Synonym	It means two words or more share the same meaning.	✓ Start → Begin ✓ Broad → Wide ✓ House → Home ✓ Get → Receive
Antonym	The term antonym refer to there is two words are opposite each other, they have opposite meanings.	✓ Gain → Lose ✓ Easy → Difficult ✓ Give → Take ✓ Before → After

✓ **Collocation**

Collection is also one of the aspects of vocabulary. It can be defined as a group of words commonly combined, as the Cambridge Dictionary (n.d) defined it as the combination of words which can be formed whenever two or more words are utilised frequently and utilised appropriately. If the learners know collocations and know how to use them, they may become fluent and develop their language proficiency, avoiding ambiguity.

Figure 3

A List of Common Collocations

Pay attention
Make an effort
Take a chance
save energy

Keep a secret
Go ahead
Get a job
Have a rest

Saving time
Break the ice
Do research
Ask permission
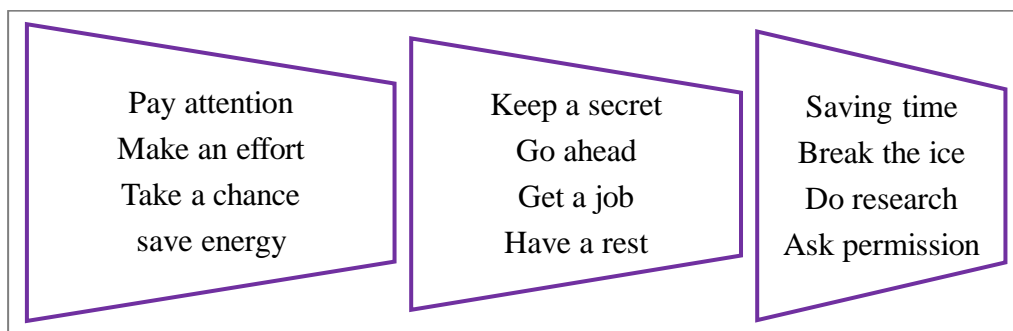
✓ **Word formation**

Word formation is necessary to be known in order to acquire vocabulary. To build a word, learners may need to be aware of word classes, including adjectives (peace), verbs that describe an action such as verb 'to have'. Nouns are words that name a person, object, or a place, for instance, the word 'Car' describes an object, the word 'London' is a name of a place, and the word 'John' is a name of a person. Furthermore, the adverbs which are words that can describe a verb, an adjective, or another adverb, for example, the words 'usually and rapidly' are adverbs. Thus, these classes can help learner establish words and using them correctly.

✓ **Affixation**

It is a part of the process of building a word. It includes suffixes and prefixes that are added to a word to form another word. The former is added at the beginning of a word, while

the latter is added at the end of a word. For example, if a suffix is added to the word 'happy', it will become 'unhappy', which means sad. The following table presents examples on word formation.

Table 2

Word Creation

Suffix	Root	Prefix	New word	Its type	Category
Il	Legal		Illegal	Adjective	Opposite legal≠ illegal
Dis	Organize	**ation**	Disorganization	Noun	Opposite
	Assert	**ion**	Assertion	Noun	
	Slow	**Ly**	Slowly	Adverb	

1.2.1 Importance of Knowing an Item

The mentioned aspects may be incorporated into knowing a word. Beginner learners often need to remember how the word is pronounced or spelt, its type and its class, and the meaning, which is according to the context, as well as the application of their grammatical structures to produce understandable sentences, phrases, paragraphs, or to make themselves understood for others and using collocations to sound like natives. Thus, they are needed for learners to grow their capacity to understand and use their vocabulary appropriately and fluently.

1.3 Kinds of Vocabulary

Vocabulary may have several types, and they may be classified in various ways. However, Montgomery, J. K., indicated that there are four types of vocabulary: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. (as cited by Tiani, E., 2020). They are explained as follows:

1.3.1 Listening vocabulary

Any word and object that people hear and comprehend through their sense of hearing, including sounds that they pick up from other people, kids, or their parents. These words that are gained from listening to others are considered listening vocabulary.

1.3.2 Speaking vocabulary

The words that people use during their speech are called speaking vocabulary. It can help the learner to articulate clearly and appropriately in various contexts. As a result, it can enhance their communication skills and motivate them to interact with others and express ideas appropriately.

1.3.3 Reading vocabulary

Words that are understandable or recognised when reading text are known as reading vocabulary. Reading vocabulary can help learners understand text, and when learners have a large reading vocabulary, it can increase their capacity to analyze and interpret what is read correctly. It may also foster other skills such as critical thinking skills and academic performance.

1.3.4 Writing vocabulary

Writing vocabulary can refer to any word that the learner uses in their pieces of writing, including essays, texts, letters, etc. As it is stated that "Writing vocabulary is words that can be used and understood when writing.'' (Tiani, 2020, p. 9). Furthermore, it is important for a learner to improve their writing vocabulary because it can develop their proficiency by understanding the meaning of a word and give them an opportunity to know the accurate use of a word in a given context in written expression.

1.4 Classification of Vocabulary Learning

In addition to the aforementioned types, vocabulary can be classified into receptive and productive vocabulary, as well as passive and active vocabulary.

1.4.1 Receptive vs. Productive Vocabulary

Both types of vocabulary, namely listening and reading, were summarised to receptive vocabulary. The latter may refer to the input that a person receives through either listening or reading, while productive vocabulary includes speaking and writing vocabulary, which can mean the output that an individual produces when speaking or writing. Mateo-Valdehita and Diego (2021) distinguish between the two terms as "receptive knowledge implies recognizing the form, meaning, and possible contexts of a word; productive knowledge implies using the words with their correct spelling and pronunciation, and their correct lexical, pragmatic, and syntactic contexts." (p. 38). In other words, productive knowledge may entail using the words in suitable lexical, pragmatic, and syntactic contexts, as well as ensuring that spelling and pronunciation are applied correctly. On the other hand, understanding the word's structure, meaning, and potential contexts is known as receptive vocabulary.

Figure 4

Receptive vs. Productive Vocabulary
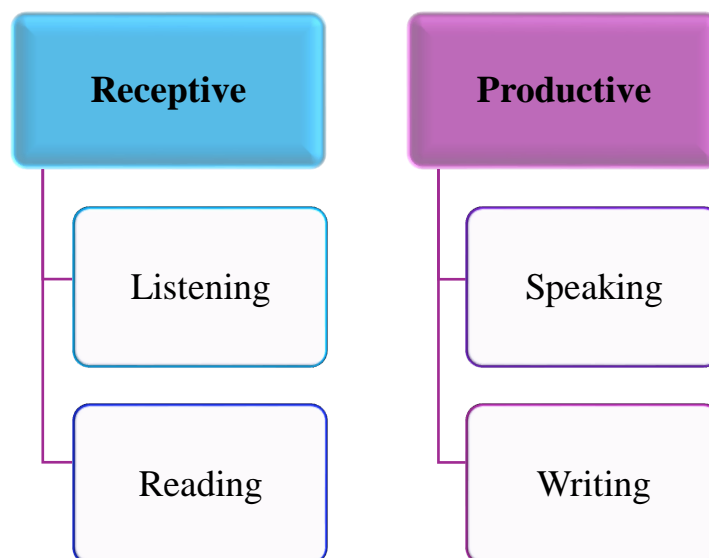
1.4.2 Passive Vocabulary vs. Active Vocabulary

Both passive and active vocabulary are distinct. Words that people are familiar with in writing or speech but are hesitant to use because they do not use them frequently due to a lack of conversation are known as passive vocabulary. Meanwhile, words that everyone already knows, comprehends, and confidently uses in speech and writing are considered active vocabulary. (Hasa, 2021)

1.5 Guidelines of Vocabulary Acquisition

Acquiring vocabulary is essential for teachers and learners. It is required in the learning process of vocabulary that teachers and learners take into consideration some guidelines in order to have a successful and effective learning vocabulary and instruction. It is indicated that there were several guidelines that played a vital role in the success of the vocabulary acquisition process. Ismail et al., (2017) explained that there are 10 principles, some of them are as follows:

- **Choosing words properly**

    It is required to select words carefully that can enable learners to make connections between meanings and forms and become easy to understand.

- **Progressing from less demanding to more demanding vocabulary-related activities**

    This means that before integrating new words in context, learners should be given chances to process them as input by progressing from easy to difficult vocabulary tasks.

- **Fostering learners' interest**

    It is required to keep teaching and learning vocabulary interesting. Keeping motivation while promoting student engagement, raising students' curiosity over the learning process, and considering their point of view when establishing instruction can foster student engagement actively.

➢ **Exercising repetition**

One of the fundamental principles of memorising vocabulary is exercising repetition. By introducing words repeatedly all over the module and understanding their meaning, the learner may remember words, applying them appropriately, as well.

➢ **Foster deliberate vocabulary acquisition**

Deliberate vocabulary acquisition might require teachers to explain the new words carefully to learners so that they can comprehend their meaning as well as remember them.

➢ **Provide learners with exercises and activities**

Teachers can motivate learners to pick up new words through various kinds of activities by utilizing their imagination.

1.6 Difficulties of Learning Vocabulary

Learning English is not an easy task, and learners may have difficulties in listening, speaking, reading, and writing in the process of learning vocabulary. A number of common difficulties are presented, as follows:

- Mispronounce and misspell new and difficult words.

- Writing the word in an incorrect way.

- Misuse punctuation and capitalisation.

- Difficulty in constructing sentences and paragraphs.

- Difficulty in understanding the meaning of the word and using it in a given context.

- Fear of making mistakes while speaking or writing.

- Misuse of grammatical rules.

Despite that, Rohmattillah, (2014) explained that some factors may cause the mentioned difficulties, involving:

❖ The variations in written and spoken forms.

❖ Large vocabulary requirements.

❖ Word complexity.

❖ Lack of comprehension of grammatical aspects.

❖ Similar sounds between two languages, English and the native tongue.

In addition to that, the psychological aspects of language learning can pose challenges for learners. For instance, a lack of confidence or shyness when speaking in front of others may lead to stress and difficulties in speaking or writing accurately.

1.7 Vocabulary Learning Strategies

Vocabulary learning strategies may refer to a wide range of techniques used by teachers and learners to acquire new vocabulary and improve their language proficiency, and skills in the English language. For more illustration, this kind of learning strategy may encompass:

Role-play

It involves using the new word in actual context that is help learners to effectively understand the meanings and usage of the new words. It can motivate learners to communicate and interact with others using the foreign language.

Using images

Learners can use this strategy by establishing mind maps and combining the new word with its image. For example, if they are acquiring the word tree, they will draw a picture of a tree next to the word.

Repetition

Learners and teachers often use repetition as a strategy to memorise new words. By repeating the new word several times.

⬩ Word associations

Word associations provide a list of new words and concepts, and then the learner will link the new word with its synonyms, concepts, or antonyms in order to facilitate remembering their meanings.

⬩ Multimedia devices

It involves utilising visual aids, audio aids, auditory aids such as images, videos, quizzes, games. By utilising these aids, learners can engage with the material in multiple ways, leading to a deeper understanding and retention of the information.

Additionally, vocabulary learning strategies are usually used depending on the individual's learning style. For example, if the learner is visual, they can use visuals like diagrammes, mind maps, and association words with visual hints. Therefore, these strategies could allow learners to recall new words and reinforce the usage of new words.

Based on Wahyudin et al., (2021), there are four vocabulary learning strategies: cognitive strategy, meta-cognitive strategy, memory strategy, and determination strategy. They can be explained as follows:

1.7.1 Cognitive strategy

Cognitive strategy involves repetition, organising new language, summarising meaning, guessing meaning, and other strategies that are used consciously in order to learn.

1.7.2 Meta-cognitive strategy

By using this strategy, learners think about how they will learn. It is related to monitoring, decision-making, self-assessment, and evaluating learners' progress.

1.7.3 Memory strategy

Memory strategy involves connecting new words to what is learned previously through using imaging. For example, a learner will correlate words that look similar to their native language.

1.7.4 Determination strategy

The determination strategy is an individual learning strategy. It means learning words without referring to others' experiences. As a result, learners will discover the meaning of new words with the help of context, structural knowledge, or the dictionary. The figure bellow demonstrates and summarises the vocabulary learning strategies.

Figure 5

Vocabulary Learning Strategies (VLS)
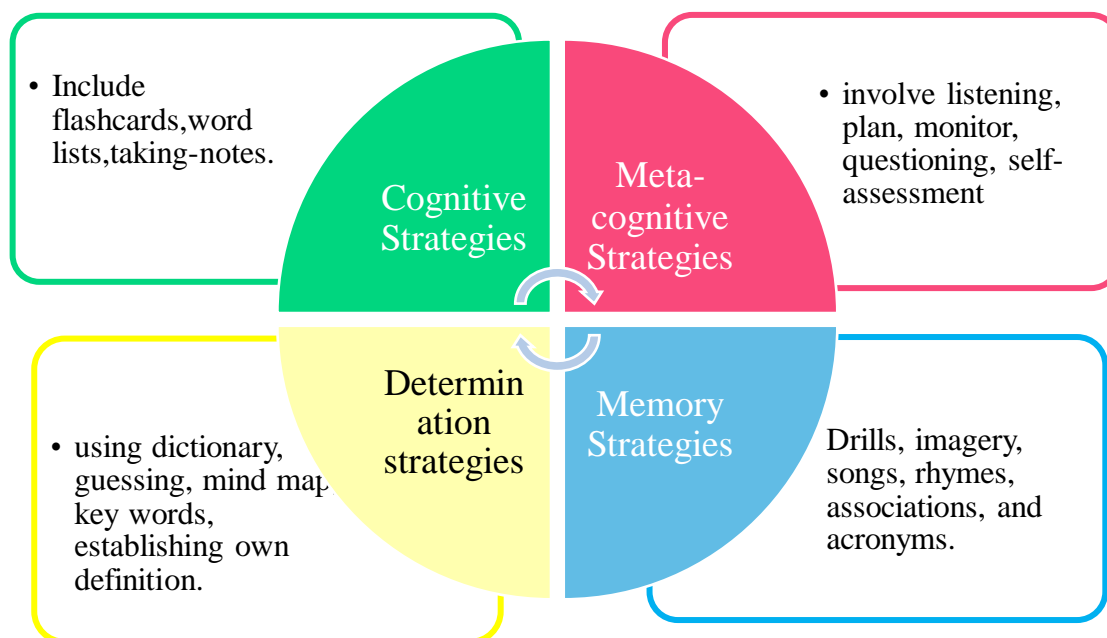
Therefore, vocabulary learning strategies are usually used depending on the individual's learning style. For example, if the learner is visual, they can use visuals like diagrammes, mind maps, and association words with visual hints. Therefore, these strategies could allow learners to recall new words and reinforce the usage of new words.

1.8 Factors Influence Vocabulary Acquisition

There are several factors that can influence the acquisition of vocabulary. Researchers suggest that age is a key factor as children tend to acquire new vocabulary more easily than

adults. Another important factor is the learner's level of proficiency. Teachers should consider their students' level and provide suitable vocabulary to avoid discouraging them. If learners are presented with complex vocabulary that is beyond their level, they may struggle to understand the meaning of the new words and lose interest in learning.

Motivation is also a significant factor in vocabulary acquisition. If learners are motivated to learn new words, either through self-motivation or encouragement from others, they are more likely to acquire vocabulary effectively. Finally, the topic or subject matter can also influence vocabulary acquisition. If learners have an interest in a particular topic, they are more likely to learn and remember the specific vocabulary associated with it.

Conclusion

This chapter emphasised that learning vocabulary is essential for learners to learn the English language. Learners should know the process of vocabulary acquisition, and the main aspects of acquiring vocabulary to improve lexical proficiency and develop language skills. In addition, vocabulary has four types listening and reading which are classified as receptive vocabulary and speaking and writing which are classified as productive vocabulary. However, teachers and learners should usually consider some guidelines for successful and effective vocabulary acquisition. Besides, there are several strategies that teachers and learners can use to increase vocabulary. Often, some factors can impact the acquisition of vocabulary including learners' level, learners' styles, motivation, and learners' interests. Therefore, it is necessary to be knowledgeable enough about the mentioned aspects to successfully learn the language.

The following chapter will tackle the second variable, language games, attempting to provide a comprehensive overview on it.

Chapter Two: Language Games: An Overview

2.1 Definition of Games and Language Games

2.1.1 Game

2.1.2 Language Games

2.2 The Nature of Language Games

2.3 Guidelines of Language Games

2.4 Types of Language Games

2.4.1 Listening Games

2.4.2 Speaking Games

2.4.3 Reading Games

2.4.4 Writing Games

2.4.5 Vocabulary Games

2.4.6 Grammar Games

2.4.7 Guessing Games

2.4.8 Board Game

2.4.9 Role -Play Games

2.5 Techniques of Using Language Games in EFL Classroom

2.5.1 Individual work

2.5.2 Pair Work

2.5.3 Group Work

2.6 Criteria of Selecting Language Games

2.7 Benefits of Language Games

Conclusion

Introduction

The present chapter aims to provide an overview on language games. At first, it presents various definitions of the main concepts and shows the nature of language games. Next, it presents different elements of games, including, their guidelines, their different types, and techniques for using them in EFL classrooms. Additionally, the present chapter attempts to demonstrate different criteria for selecting language games and their benefits.

2.1 Definition of Games and Language Games

In recent decades, many studies have indicated that games play an essential role in teaching and learning English language, specifically language games, which can be considered as one of key elements in learning the language and improving it. Both words game and language game have various definitions.

2.1.1 Game

A game is an organised activity under a set of rules in which players compete against one another in a mental or physical situation. (Merriam-Webster, n.d.)

Akdogan (2017) identified that "games are fun activities that promote interaction, thinking, learning, and problem-solving strategies. A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome"(p. 38) In other words, getting involved in games is an enjoyable activity that can boost communication, critical thinking, learning, and problem-solving methods. As well, a game can be a system in which players interact in a governed, simulated conflict with measurable results.

Games can be viewed as an educational technique that is related to learning. (Jassim & Dzakiria, 2019) However, Aina, (2013) indicated that a particular instructional objective is the aim of games that can be modified and used for educational purposes.

2.1.2 Language Games

Language game could be identified as a set of rules governing how participants respond to utterings. It is a game based on players' knowledge of a language or languages, such as fictionary, Hangman, etc. (Language Game Definition & Meaning | YourDictionary, n.d.)

According to Ludwig the term language games is a real-life social activity that demands the application of particular language patterns. Laying out numerous variations of language games along with the various applications of language in real-life interactions. (Language game| philosophy, 2024)

Language games are occasionally replaced by other alternative terms, namely, play languages, secret languages, ludlings, and disguised speech. They belong to a fairly well-known practice of language play. However, words are purposefully changed to make their phonological patterns appear unlike what they are. Among the English-speaking society, the game of 'Pig-Latin' is considered the most commonly used language game. (Kaur, 2019)

Another definition by Canillo et al., (2014) language game is an activity that requires all players to follow explicit rules.

Therefore, language games are considered a kind of game that is established according to some rules and specific purposes; they also allow learners to learn and enjoy themselves at the same time.

2.2 The Nature of Language Games

The notion of language games was first introduced and developed by Ludwig Wittgenstein in 1953 in his work 'Philosophical Investigations'. He argued that they are simpler forms of language correlated by familial similarities, believing that language is an integral part of reality and does not require clarity for meanings. It is demonstrated that language games can be utilised

in various manners, including board games, sports, betting games, and war games. Ludwig believed that a word's meaning in a language game varies depending on the context and can be employed for several objects, such as giving orders or asking questions, he gave an example of ''Water!'' that can be utilised for different objects such as an exclamation, a request, or an answer to a question, or an order. However, Wittgenstein did not limit the concept of language games only to word-meaning as he argued that sentences have no meaning if they are not used in a particular setting, as a result he applied this idea to sentence meaning. (Language Game,update 2022 ; Raheem et al., 2020)

2.3 Guidelines of Language Games

Usually, such kinds of games have rules to achieve their function effectively, though teachers and learners often need to be aware of the guidelines of language games. Kostikova I., (2017) determined a range of rules for the game, they can be presented in the following figure:

Figure 6

Rules of a Language Game

✓ **Setting the objectives and purposes of the game**

Language games can have a specific learning purpose that teachers want to achieve it within their classes. In other words, Kostikova I, (2017) explained that the teacher has to determine the learning objective and goal for playing a game. Further, the teacher may need to ensure that his students understand the benefit from engaging in the game and well comprehend its educational goal.

✓ **Assigning learners to teams**

Teachers may need to divide students into groups if the game requires teams to succeed. They can group the learners according to the given task, grouping them according to their abilities to have fair groups. Furthermore, working in groups can maintain collaboration among members of the group and encourage them to communicate with each other. As a consequence, learners may become motivated to participate, and they can improve their skills and social interaction.

✓ **Laying out clearly and slowly the guidelines and procedures of the game**

Laying out clearly and slowly the guidelines and procedures of the game. It is often necessary for the teacher to explain gradually and simply to students the rules and how the game operates, ensuring that students are following the teacher and understand the game by asking them to restate the procedures and instructions of the game if it is necessary.

✓ **Maintain consistency**

The teacher is required to give all participants the same amount of time to answer. The teacher can use a timer to ensure everyone participates and has an opportunity to answer. Realising and then fixing the answer of the participant if it is incorrect.

✓ **Being prepared**

Usually, teachers should be ready for any unexpected circumstances, for example, assemblies, absent students, and extra time. Being ready means ensuring that there are sufficient materials because some games require a board, markers, etc., time, and questions. If the teacher understands how the game works, then he can control the situation and make suitable choices or decisions, but it can be meaningless and a waste of time to play the game if the teacher does not know how the game works. This is because it will not achieve the learning objectives of the task. Thus, the teacher may need to prepare himself before coming under control.

✓ **Establishing a safe and comfortable setting**

To avoid any violent behaviour and avoid students hurting each other either emotionally or physically, the teacher can carefully create the rules and procedures of the game because, the behaviour will be observed when playing the game. For instance, he can discuss with the students how they will treat and talk with each other.

Sagatova, (2021) determined that there are other rules which is necessary to be presented to achieve the goal of the game successfully, including:

- The presence of the participants.

- The presence of game instruments.

- The availability of the game conditions.

- Students' familiarization with the conditions of the game.

- The behavior of students should aligned with the game's rules and conditions.

2.4 Types of Language Games

Recent studies have shown that language games can have a wide range of classifications and kinds. Kostikova mentioned that Lee (2000) classified language games as structure games,

vocabulary games, spelling games, pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play, and discussion games. Whereas Hadfield (1999), in his second taxonomy, made it more comprehensive. Language games can include a range of kinds, like sorting, ordering, or arranging games. B) Information gap games. Guessing games. D) Search games. E) Matching games. F) Labelling games. G) Exchanging games. H) Board games. I) role-play games. Therefore, according to the above classification and categories, language games can have many types, they can be as follows:

2.4.1 Listening Games

It is a kind of language game in which it may focus on improving the listening skill; it can enable learners to establish knowledge and promote their attention and memorisation. For example, the game of Symone Says is based on the fact that players have to carefully pay attention to the instruction, and when they hear the command then 'Symone say'. They must perform the actions, such as if the instruction says Symon says to repeat the word scholarship 10 times, and then players would say the word. If the leader   gives an order without saying Symon Says and a player performs it, this player will be out of the game. Thus, this kind of game can challenge players because they need to concentrate on what is said by the leader.

2.4.2 Speaking Games

The main focus of the speaking game is improving the speaking skills. Speaking skills are an essential element in learning the English language. Incorporating them into games may aid learners in increasing their communication skills and knowledge effectively. As an example, they can reduce anxiety and fear of speaking in front of others. As well as, speaking games can enable learners to be confident when expressing their ideas and thoughts. Moreover, Gantenhammer (2015) suggested many speaking games one of them is 'A descriptive drawing activity' that is a

speaking game where players are assigned to pairs and give each other a picture. Next, partners should not see each other's cards. After that, they have to describe the card to their partners to draw it.

2.4.3 Reading Games

Reading games could be utilised, which are characterised by engaging learners to read more in a fun way. It aims to expand learners' comprehension skills and enable them to make inferences through games, namely, story sequences, answering questions, and reading comprehension board games. See the following figure, which illustrates an example of reading games.

Figure 7

Reading Comprehension Board Game

Note. Retrieved from (Twinkl, n.d.) https://www.twinkl.co.uk/resource/t-l-2211-reading-comprehension-board-game
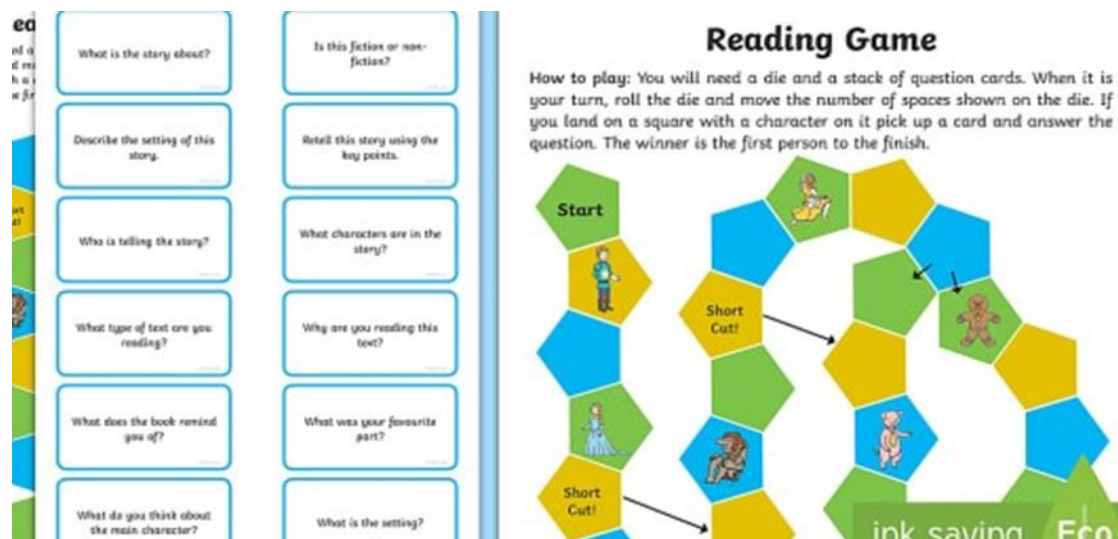
2.4.4 Writing Games

Writing games are one of the language games that teachers and learners may need to employ. They often allow the learners to enhance spelling accuracy by building passages that increase vocabulary. Crossword puzzles and building sentences, sentence stretching game, these are examples of writing and spelling games.

2.4.5 Vocabulary Games

Derakhshan and Khatir (2015) indicated that vocabulary games can boost learners' use of English in an adaptable, communicative manner by integrating real-life scenarios into the classroom. It is difficult to ignore the importance of games in vocabulary instruction and learning. Additionally, vocabulary games may focus more on enhancing memory and growing a wide range of new words, which allows the learner to develop language skills. For instance, Search words game, and Bingo game.

Figure 8

Word Search Puzzle Game

Note. Retrieved From (Word search game countries word search puzzle worksheet for learning 13928282 Vector art at Vecteezy, n.d.) https://salepeaket.live/product_details/18527630.html

2.4.6 Grammar Games

To master grammar rules, learners can play grammar games because they help them master grammar rules in a fun way: adjectives, nouns, and verb tense. For more illustration, there are several grammar games involving teachers using quizzes, asking learners to fill in the blank with a suitable verb tense or word class (noun, adjective, adverb, etc.), or giving them choices to select the suitable one.

2.4.7 Guessing Games

It is a language game where players will guess the object or character that the instructions describe, and it is a motivated and competitive game as it includes hints that can allow players to improve critical thinking, reasoning, and other language skills. An example of a guessing game is the secret game, like who am I?

2.4.8 Board Game

It is a game that is played by two or more players and includes using cards and dice, depending on the rules of the game.

2.4.9 Role-play Games

Role-play games are common. Teachers can employ them in the classroom, where players can perform the role of the doctor, teacher, or other character. It engages the real-life environment, and as a result, it helps learners boost their knowledge, language proficiency, and conversational skills.

2.5 Techniques of Using Language Games in EFL Classroom

Language games are usually a key method for many instructors to encourage learners to use the English language in the classroom and to evolve their skills. Although Wright, A. et al., (2006) illustrated that games can be used in various ways, such as in pairs, individually, and in

group work, the teacher is playing the role of facilitator. The latter means that the instructor can explain to the learners the instructions and the necessary information. Thus, learners often dominate the class, i.e., a learner-centred approach.

2.5.1 Individual work

Some games require learners to work individually to assess their understanding and their level. Despite that, individual work may allow the learner to rely on himself and focus on his learning, and it can enable the learner to build self-confidence so that he can become an autonomous learner.

2.5.2 Pair Work

Assigning learners to work in pairs might allow learners to interact and communicate with their peers, as Wright, A. et al., (2006) argues, "Pair work is easy and fast to organise. It provides opportunities for intensive listening and speaking practice." (p. 3). For instance, when making dialogues and role-playing, learners take turns, which can give them chances to learn from each other.

2.5.3 Group Work

Some games are used in groups. In this setting, the game would boost competition among learners and improve cooperation between the members of the group. In addition, group work can maintain interaction, make learners active participants, and promote accepting others' opinions, exchanging ideas, trying to find solutions, and making decisions. This method may ensure motivating learners to take part in the game and develop skills and understanding effectively.

Overall, Bendo and Erbas, (2019) stated that the goal of applying these EFL games is to assess a range of English language skills, namely grammar, listening and writing, vocabulary, and

more social communication competencies. As well, teachers can encourage learners to learn by integrating games into distinct situations, including individual, pair, and group work.

2.6 Criteria of Selecting Language Game

According to Upadhyay (2019), the teacher often needs to consider some criteria when selecting a language game, including the number of learners, their proficiency level or previous knowledge, cultural context or background, time allocation, learning topic, or material classroom setting. However, it is also necessary to consider the learners' style and motivation because they also take part in selecting the appropriate game for an effective teaching and learning process.

1) The number of learners

Knowing the number of students can help the teacher determine the type of game that fits the class. Group sizes can help ensure all learners are involved and interact in the game. For example, if the number of students is large, they may choose games that are used with group work to control them and encourage active participation, whereas a small number of students can engage them in pairs or individually for better outcomes.

2) Learners' proficiency level or prior knowledge

The language game should usually be aligned with the proficiency level of the learner or with his prior knowledge. Occasionally, there are three main proficiency levels, including the beginner level, which is for beginner learners who learn the basics of the language, the intermediate level where learners have to learn grammar rules and vocabulary of the language and have two levels. The advanced level includes learners who have high levels. Further, teachers may adapt the game to their learners' level to fit them and their abilities. For example, when learners have a beginner level and the instructor chooses a difficult game, the learners may be discouraged and demotivated to participate and use the language. But if he chooses simple games that suit their

level, such as matching games or picture games, these games use simple language and vocabulary that is familiar to them. As a result, they can motivate learners and help them develop their skills.

Figure 9

Language Proficiency Level
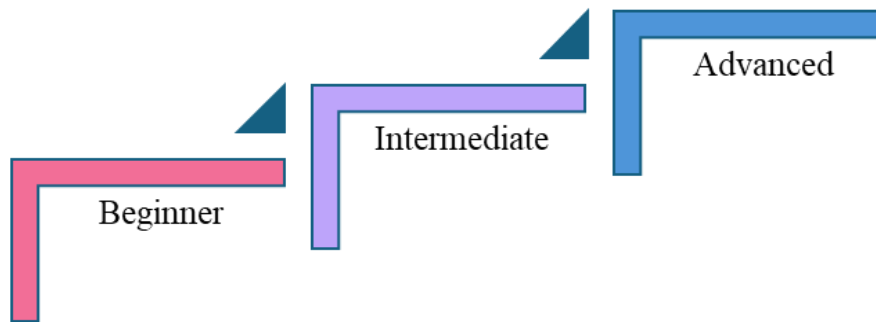
3) Learners' cultural context or background

Learners' cultural context or background is another essential factor in selecting a language game. It is explained that learners should be intellectually balanced, and the game should comfort their culture and represent all the learners. The purpose is to enhance their participation and collaboration.

4) Learning topic or material

The learning material or the theme of the lesson can influence the selection of the game. Generally, games are designed to practice the language and improve language skills, grammar, and vocabulary, which can make the learning process more interactive and attract the learners' attention. This can increase their willingness to learn and get experience in a fun way.

5) Time allocation and classroom setting

Time allocation and classroom setting are also necessary when selecting the game, the former means that the instructor can manage the time of the game because the game often should not take long or short time to achieve the objective of the task. The last, means that the instructor is required to create an adaptable atmosphere in the classroom to use the language game, through regarding the landscape of the classroom either it is large or small, the seating arrangement such as seating in round, the available materials which might facilitate the use of the game like board, marker, or other equipment. However, the language game can be used at the beginning of the lesson as a warm up, during the lesson or at the end of the lesson to evaluate learners understanding.

6) Learner's Styles

Learner's Styles It refers to the learner's learning preferences and style. It can facilitate to the teacher choose the appropriate learning activity or game that is relevant to the topic of the lesson and also relevant to the learners' styles. There are three learning styles: visual, auditory, and kinesthetic, as summarised in the VAK model. Moreover, visual learners may prefer to learn through using visual aids as pictures, maps, and graphics and using colours, here the teacher may choose games that include pictures, drawings, etc. Auditory learners often prefer to listen to videos, audios, and records etc., to learn; whereas, kinesthetic learners can learn by seeing and touching objects and using body movements.

7) Motivation

Based to Deci and Ryan (1993), as cited in Ozeryanska (2018), extrinsic motivation involves incentives, which can be either positive or negative (i.e., rewards or penalties). In this case, students anticipate receiving a reward for completing their tasks, such as a good grade, or they expect to avoid a penalty for not completing their assignments. In contrast, intrinsic

motivation occurs naturally through interest, curiosity, and enjoyment. Learners are not interested in rewards; instead, they attempt to master something for themselves. For instance, if the content of the game is not interesting to students, they cannot learn.

2.7 Benefits of Language Games

Language games are often a vital strategy in teaching and learning; however, learners usually need to understand that to learn a foreign language effectively, they need to increase their vocabulary, master grammar rules, and develop language skills. Games help to achieve these aspects effectively, as Nam and Ngoc (2022), argues "games thereby increase students' interest in classroom activities, which in turn motivates and increases their desire to study" (p. 19). This means that playing games may not be a waste of time, as they often serve educational purposes.

Despite the importance of language games in the teaching and learning process, language games have a wide range of benefits. According to Raheem et al., (2020) and Upadhya (2019), the benefits might be as follows:

1) Games can increase students' attention spans and boost their motivation for learning.

2) Language games can create a relaxed and enjoyable atmosphere rather than the traditional technique.

3) They incorporate a variety of language skills in the classroom.

4) Providing significant context for language use.

5) Foster language creativity.

6) They aid the teacher in increasing learners' understanding.

7) Boosting confidence and decreasing anxiety when using the language.

8) They can engage the entire class.

9) They can be modified regarding the level, age, and interest of students.

10) Language games help the teacher attract learners' attention and encourage them to participate in the classroom.

Conclusion

The present chapter showed an overview of language games by shedding light on its various aspects. The chapter presented that the origin of language games was related to Ludwig Wittgenstein. There are a range of rules that should be set carefully; in addition, they have a wide range of types, and they can be used in different ways. At the end, this chapter viewed different criteria for choosing the appropriate language game, as well as it highlighted the benefits of this kind of games.

The next chapter will present the research methodology used in this study, and it will present the practical part of the study i.e., the fieldwork and data analysis as well.

Chapter Three: The Research Methodology for this Study, Fieldwork, and Data Analysis

Introduction

3.1 Research methodology for this Study: Choices and Rationale

3.1.1 The Research Paradigm

3.1.2 The Research Approach

3.1.3 The Research Design / Strategy

3.1.4 Data Collection Method(s)

3.1.4.1 The Students' Questionnaire

3.1.4.1.1 Structure and Aim

3.1.4.1.2 Piloting and Validation

3.1.4.2 The Teachers' Interview

3.1.4.2.1 Structure and Aim

3.1.4.2.2 Validation

3.1.5 Data Collection Procedures

3.1.6 Data Analysis Procedures

3.1.7 Population and Sampling Technique

3.2 Results of the Study

3.2.1 Results of the Students' Questionnaire

3.2.2 Results of the Teachers' Interview

3.3 Discussion and the Synthesis of the Findings

Conclusion

Introduction

The present chapter contains two sections. The first section presents the rationale behind the methodological choices of the research paradigm and approach and its elements. Next, the second section shows the practical part of this study, in which the researcher initially reports the results of both data collection methods (the questionnaire and the interview). Each data collection method will be analysed using a relevant data analysis procedure. After that, the present chapter provides the discussion and synthesis with a comprehensive summary of the findings of the current investigation to answer the research questions of this study.

3.1 Research Methodology for this Study: Choices and Rationale

It is essential to shape the methodology of the study in order to make decisions aligned with the specific characteristics and objectives of the research study, so the decisions and choices are not arbitrary. In this respect, this section presents the adopted paradigm, approach, and design for the study under investigation. Besides that, it provides the data collection methods and data analysis procedures that were used to justify the choices and decisions in this research work.

3.1.1 The Research Paradigm

The research paradigm of the present study falls under the Interpretivistic paradigm. The choice is based on the nature of the problem under study, the research questions, and the research aims, as well. Besides, the Interpretivistic paradigm seeks to describe or understand a social phenomenon that happened in an individual's experience, opinions, and perceptions. In this regard, the researcher believes this paradigm is the most suitable for this study because it is aligned with the purpose(s) of the present inquiry and helps us to obtain a comprehensive understanding of the individual's perceptions, difficulties, and some strategies related to the phenomenon.

3.1.2 The Research approach

The research approach for this study was the qualitative research approach. It was chosen due to the nature of the study, which describes and observes a phenomenon rather than measurement. The research questions were chosen due to the type of data selected, which was qualitative in this study, using words rather than numbers. Moreover, the research approach is considered the basic component that should be selected in the first phases because it drives the researcher to set the design and data collection methods that were used in the present investigation.

3.1.3 The Research Design / Strategy

The current study under investigation employed the qualitative research design, in particular a case study, which is particular to a small group of participants. The design guides the researchers to make decisions about the type of data collection methods and analysis used. Hoadjeli (2023) stated that a case study investigates a situation, a single phenomenon, or an individual. Therefore, it is the most appropriate design for the qualitative approach.

3.1.4 Data Collection Method(s)

The research process typically starts with determining the problem until reaching data collection methods, it is a top-bottom process. The data collection methods are regarded as the beginning of the practical stage. The researcher utilised two distinct data collection methods: a students' questionnaire and an interview, to collect data. These two methods are selected based on the nature of the study and the type of data to be collected.

3.1.4.1 The Student's Questionnaire.

3.1.4.1.1 *Structure and Aim.* The researcher developed a students' questionnaire due to the availability of several teaching and learning strategies nowadays to acquire vocabulary, and the difficulties that students usually face during the learning process, in addition to the variety of

students who have various perceptions and experiences. The questionnaire aims to describe the students' perceptions of using language games for their vocabulary learning. In addition, it seeks to define their major difficulties when learning vocabulary, focusing on speaking and writing since they are most frequently hard for students rather than listening or reading. The questionnaire consisted of 12 questions that were divided into three sections. The first section provides 'General Information' about the participants. The second section talks about the 'Participants' Perceptions of both Vocabulary and Games' in order to describe their perceptions of using language games to acquire vocabulary. Finally, the third section was about the 'Difficulties faced in Speaking and Writing'. Table 3 presents and illustrates these sections.

Table 3

The Students' Questionnaire Structure and the Objectives

Section and its content	Question items	Objective
One: Students' profile	1- 2	To gain personal information of the participants which can reflect their performance.
Two: Students' perceptions of Learning vocabulary through language games	3-10	To describe students' perceptions of acquiring vocabulary through games.
Three: Students' Difficulties in Acquiring Vocabulary	11-12	To determine students main difficulties in learning vocabulary, including speaking and writing.

3.1.4.1.2 *Piloting and Validation.* Piloting and validating the questionnaire is crucial to ensuring the effectiveness of this research instrument and reaching the set goals. In the piloting stage, the questionnaire was administered with an opinionaire to 10 students in L1 from Group 1. Its purpose is to check whether there were any hard questions to answer to modify or change. Some students found it easy and provided positive feedback, while others commented on grammar mistakes and found some questions difficult to answer but did not specify which ones. We noticed that students did not understand the terms "language games" and "drills." So we revised the questionnaire and added a glossary to explain these confusing words. We also found that the question items are understandable and do not contain any mistakes. As a result, we kept the questionnaire as it is.

During the validation stage, our data collection instrument was validated by our supervisor and two experts. The supervisor provided us with feedback on capitalisation, suggested the rewording of questions Four and Five, and pointed out some grammar mistakes. The experts suggested adding choices to some questions to help students answer these questions, such as questions 5 and 7, and correct sentence structure in question 2 ("imposed on you" rather than "your parents' choice"). Finally, we reviewed our data collection method, taking into consideration the feedback and comments of the supervisor and experts, and made the necessary revisions to finalize the questionnaire.

3.1.4.2 The Teachers' Interview.

3.1.4.2.1 *Structure and Aim.* The interview was held with four English teachers of L1 at Biskra University, who were available to be interviewed. The interview aims to gain better insights and understanding of their perceptions about the use of LG to learn vocabulary, as well as to come

up with some strategies to be used in EFL classrooms to help students improve their vocabulary.

It contains six questions. Table 4 demonstrates better the structure and objective of each item.

Table 4

The Teachers' Interview Items and their Objectives

Question item(s)	Objective
1	To gain insights about teachers' background information, work experience in teaching English language.
2	To discover and understand more the difficulties may hinder students in speaking and writing.
3 - 5	To get deep understanding on teachers' perceptions about the utilisation of language games to learn vocabulary.
6	To suggest strategies that can be utilised in the classroom to aid the students in improving their vocabulary. The suggestions will help the researcher to come up with some suitable strategies for students to learn vocabulary.

3.1.4.2.2 Validation. The interview was only validated by the supervisor and two other

experts with good experience. They validated it in terms of the contents and the sequential order

of the question items in the interview. The comments were about the structure of question item

two (2); they added some words to it and suggested rearranging the question items, putting the

question about difficulties as question item two and the question about the teachers' perceptions

as question item three. To fulfil the flow of the questions, the researcher abides by the supervisor's

feedback on the content of the interview and takes into consideration the experts' feedback; thus, we reorder the questions concerning the goal of this research instrument.

3.1.5 Data Collection Procedures

At this stage of the data collection process, the researcher obtained a signed informed consent letter from the Head of the Department of English Language and Literature on Monday, March 4th, 2024. He agreed to administer the questionnaire to students and to hold the interview with teachers. After that, the researcher prepared written consent letters for both instruments. It contains details about the study's topic and its aims; it ensures the participants' rights, including anonymity, in addition to, ensuring their insights would be used only for scientific purposes.

The researcher administered the questionnaire to students on Wednesday, March 6th, 2024, after obtaining signed written consent from participants who were willing to take part in our research study. Next, during two days, Tuesday, March 19th, and Wednesday, March 20th, the researcher interviewed the teachers according to their schedule and availability. Moreover, the four interviews were recorded and later transcribed by the researcher. However, the two data collection instruments were conducted during the mentioned dates due to time constraints and the availability of students and teachers.

3.1.6 Data Analysis Procedures

The researcher selected a qualitative data analysis procedure based on the nature of the present research study, which is qualitative. The collected data were analysed using Excel and thematic analysis for the interview. According to Braun and Clarke (2006), thematic analysis is a strategy for examining qualitative data that includes looking for, analysing, and interpreting frequent patterns over a data set (as cited in Chelli, n.d). Additionally, the goal behind using

thematic analysis is to come up with themes after cleaning and coding the data. The later is done by following the coding process which includes open coding, axial coding and selective coding.

3.1.7 Population and Sampling Technique

The target population in this study were EFL learners in addition to teachers at Biskra University, the sample consisted of 22 EFL students of L1, and four English teachers. For the sampling technique, the researcher utilised a non-probability purposive sampling technique because of the nature of the study that is a small-scale study and it describes a phenomenon.

3.2 Results of the Study

This section will include the results of the data collected from the two utilised research methods questionnaire and interview, in this study.

3.2.1 Results of the Students' Questionnaire

Section One: Students' Profile

The aim of two questions in this section is to obtain background information about the respondents' age and the main reason behind their choice of studying English language.

Q1. What is your Age?

Figure 10

The students' Age Distribution
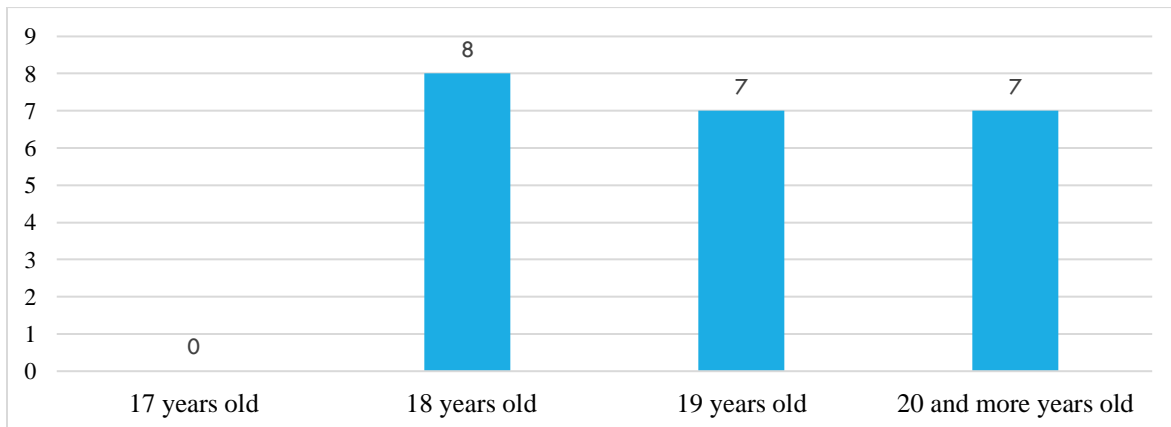
Figure 10 demonstrates that the majority of the questionnaire's respondents have 18 years old, where as there is no student who have 17 years old. In addition, there is seven students have 19 years old and other seven students have 20 years old and more.

Q2. The reason of studying English is:

- The choice is imposed on you.

- It is your choice.

Figure 11

The Respondents' Reason of Choosing Studying English Language
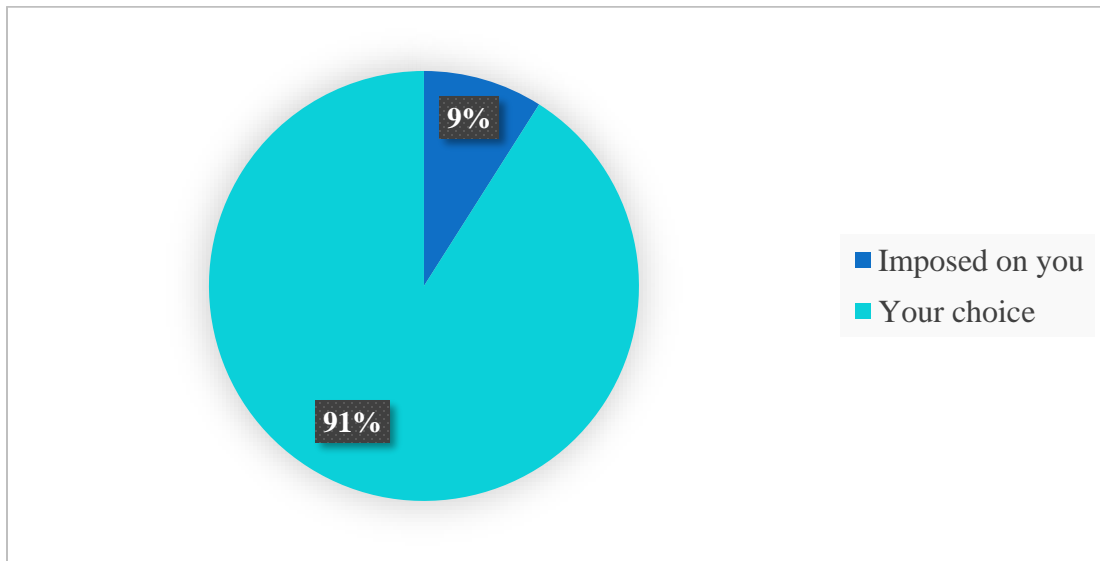
The pie chart shows that for 9% of students, the choice of studying English is imposed on them while for 91% of students studying English is their choice. In addition, they were asked to explain the reason behind their own choice. The following table illustrates the reason for selecting studying the English language.

Table 5

Respondents' Reasons behind their Choice of Studying English

Response	Reason (Quote)
It is your choice	- Because I love this language and it helps me in my daily life.
	- It is my favourite language.
	- I like this language, I want to learn it better.
	- Because I liked this major when I was a kid.
	- Because I like English language and my dream is to be a teacher of English.
	- Because English is an interesting language and nowadays everyone is using it; so, it must be learnt.
	- I love this language and it is a global language.
	- Because I am interested in learning languages.
	- I like it and I want to improve it, and to go abroad so I need it.
	- because English becomes the language of the world.
	- Basically, because I love English and I am interested to learn different languages.
	- I want to get scholarship to Britain to study and get my master degree from there.
	- Because I love this language and I want to develop my English.

Table 5 indicates that most of the students selected English. They love it because they like it, and because it is their favourite language. Some students because it helps them in their lives. It indicated that some students select this language because it is global and they need to learn it. On the other hand, others stated that they were interested in learning languages. This table also demonstrates that there are students who want to go abroad to accomplish their studies and get a master's degree. In addition, some students want to become teachers of English; others want to improve it.

Section Two: **Students' Perceptions of Learning Vocabulary through Games.**

A. Students' perceptions of vocabulary acquisition

Q3: Which skill(s) do you want to develop?

Figure 12

Students' Willingness to Develop Speaking and/or Writing
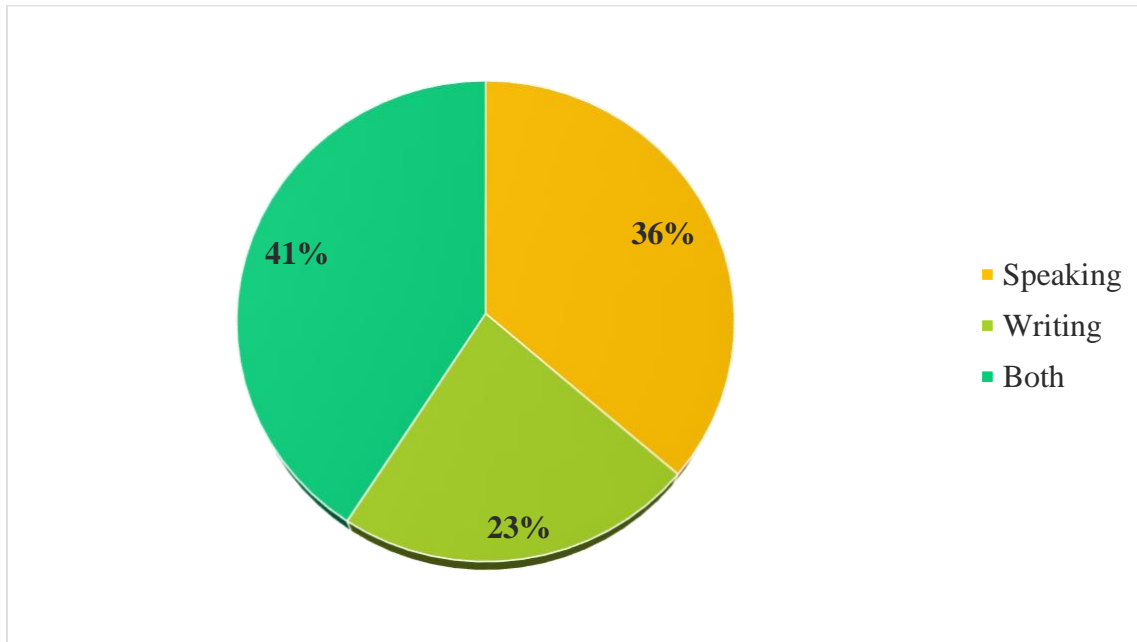
The figure portrays that 36% of the students want to develop the speaking skills. Some of them (23%) want to improve their writing skills, and the majority of students 41% want to develop both speaking and writing skills.

Besides, they were next asked to justify their answers. Table 6 provides quotes of students' justifications.

Table 6

Students' Justifications to Develop Speaking and/or Writing

Option	Justification (Quote)
Speaking	- Because I want to speak with people fluently, as well as travel to different countries. - To be more comfortable when speak to others and to have good accent - I think it is very crucial skill to engage with people and learn more. - Speaking is the most skill when we start master the language. It gives the impression.
Writing	- Because I have some difficulties when it comes to writing, sometimes I don't know how to use grammatical rules. - Because I have difficulties in writing and because my hand writing is not that good. - Because I face difficulties in writing new words correctly and building a correct sentences or paragraphs, this is why I want to improve it.
Both	- Because they are similar in the importance, I go to use English, so I need to improve my accent. I go to write that's why I need improve writing. - Because sometimes I find difficulties in speaking and writing and to be a good English learner you must know both of them - Because they are very important to learn this language. - Because we need to know both of them, speaking help us to talk with others and understand them, and writing help us to read and write what we need. - Because they are really important in our daily life especially in Business or writing a letter.

Table 6 illustrates the willingness of students to develop their speaking, writing, or both; the justifications show various and insightful reasons. Some students want to develop their

speaking skills to go abroad or to be teachers. Some of them want to communicate with people fluently, travel to various countries, or improve their feelings of comfort when participating with others. Besides, others acknowledged that they realise the importance of speaking and that it is fundamental to master it to acquire language. However, the students' reason behind their willingness to develop writing is due to the difficulties and obstacles they face in their writing, such as uncertainty, misuse of grammar rules, and sentence or paragraph structure. They want to overcome their difficulties in writing and want to communicate their ideas successfully. In contrast, the majority of them want to develop both because they are significant and they are correlated to each other in learning a language. Further, they pointed out how both speaking and writing are beneficial in developing the English language.

Q4: Which learning strategy/ strategies do you use to learn vocabulary?

Table 7

Results of Question of Question 4 Section Two

Option	Frequency	Percentage
Mobile apps	12	55%
watching short stories/ movies	16	73%
Dictionary	1	5%
taking-notes	6	27%
reading printed resources	4	18%
translating	15	68%

Figure 13

Students' Perceptions about the Used Learning Strategy to Learn and Acquire Vocabulary
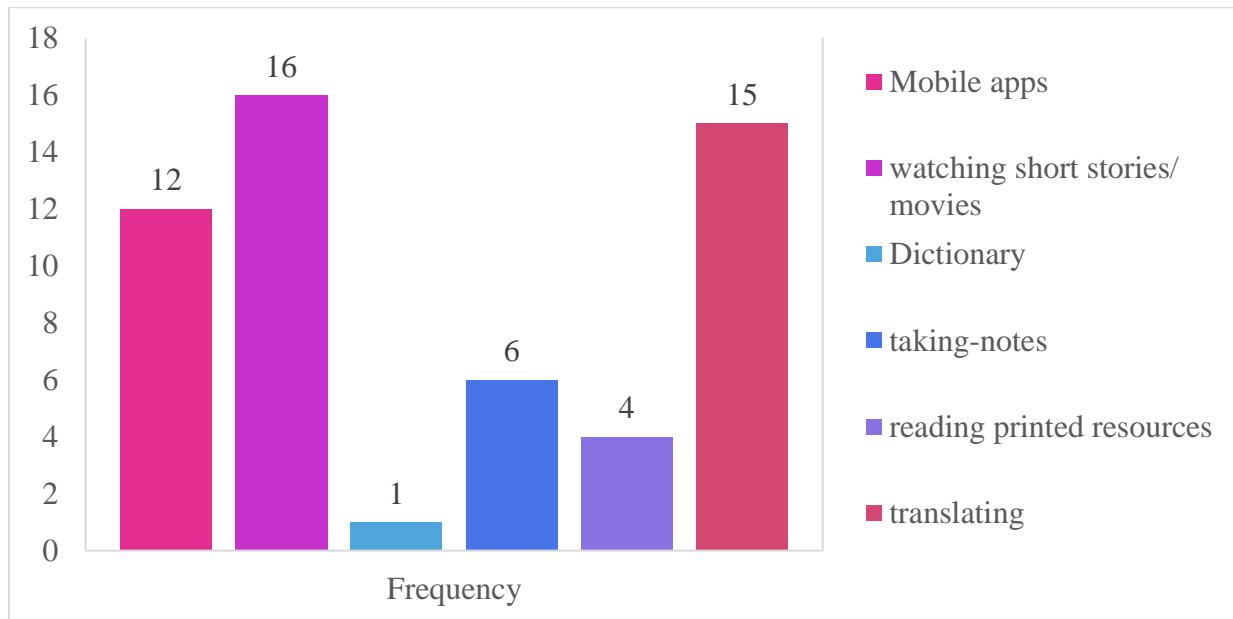
Table 7 and the Bare chart in Figure 13 illustrate the results of question number four in the second section. It sought to see how students learn or acquire vocabulary and which learning strategy is most frequently used among EFL students.

The results showed the most frequently used learning strategy to acquire vocabulary. The group of 12 (55%) students are using mobile apps, which indicates that watching short stories or movies is the most widely used as it is presented by 16(73%). One student (5%) stated that he used a dictionary, while 6 (27%) students are taking notes that may help them learn vocabulary and memorise it. The group of four students (18%) are learning vocabulary by using printed resources. 15 (68%) of the respondents have used translation; they stated that it allows them to understand well. Table 8 illustrates and supports their explanation more.

Table 8

Students' Justification Question 4 Section Two

Choice	Justification (Quote)
Mobile apps	- Mobile apps like Busso/ British Council helped me too much in learning. - They help to acquire and learn vocabulary quickly and better than dictionary. - I usually learn, acquire vocabulary when I am swiping in the apps - I prefer to use mobile apps like cake to know the meaning and hear the pronunciation.
Watching short stories / movies	- Because I find this the easiest way to learn. - It help me more than any other strategies because I raised with it - Because I enjoy it and learn. - Watching movies will improve my English, because I am auditory learner - I usually acquire vocabulary when I watch movies - I usually prefer to learn by listening to short movies, photos - While I watch short stories and movies I get new vocabulary and accent from native speakers.
Dictionary	- It helps me because I use it in my daily life
Taking-notes	- It can help me in my study and learn vocabulary. - It helps me to remember what I learn. - Taking-notes help me to remember the new words.
Reading printed resources	- Reading personally makes me confident to absorb vocabulary, it enhances the way you see words. - It helps better understand words
Translating	- I use translating because it helps me to remember the words well - Translating help helps me to understand the words and know which place I will use it.

Table 8 presents several distinct reasons for the learning techniques that students use to boost their vocabulary. The students use mobile apps, such as British Council and Busso, to improve pronunciation and gain vocabulary quickly. They frequently used watching movies because it is a fun and effective way to acquire vocabulary and learn English easily, for instance learning the accurate pronunciation of new words from native speakers to gain an accent due to their learning style, namely, auditory learners. Others use a dictionary because it helps them in their daily lives. Taking notes enables them to learn and remember new words. This table also shows that students who learn vocabulary by reading printed resources are able to promote their confidence and understanding of words. Students use translating to remember and grasp words, as well as to use them appropriately. Thus, they use various strategies to expand and acquire vocabulary effectively.

Q5: How do you practice new words?

Table 9

Respondents' Way of Practicing New Words

Practice	Number	Percentage
Drills	4	18%
writing short paragraph/ sentences	10	45%
fill in the blank	2	9%
making dialogues	14	64%
matching words	6	27%
others	7	32%
Total	22	100%

The data obtained from Table 9 reveals that 18% of respondents practice their new words through drills. Some of them (45%) practice writing short paragraphs or sentences, while only a few of them (9%) use fill-in-the-blank exercises. 64% of the respondents used dialogues to practice their new items, and 27% of them practised them by matching words. However, 32% of the respondents stated that they utilise other practices, such as "I speak to myself," talking to foreigners, speaking with my friends, and talking about something. Reading books". However, some students do not give their justification.

B. Students' perception of Games

This element look for students perceptions of games

Q6: Do you benefit from games?

Table 10

Games' Benefits for Students

Choice	Frequency	Percentage
Yes	16	73%
No	6	27%
Total	22	100%

Table 10 describes whether students benefit from games or not. It demonstrates that the majority of students 16 out of 22 responded yes, they benefit from them, whereas, six out of 22 students do not benefit from them. See Figure 14 which illustrates the students' percentages of their responses.

Figure 14

Students' Percentages about whether they Benefit from Games
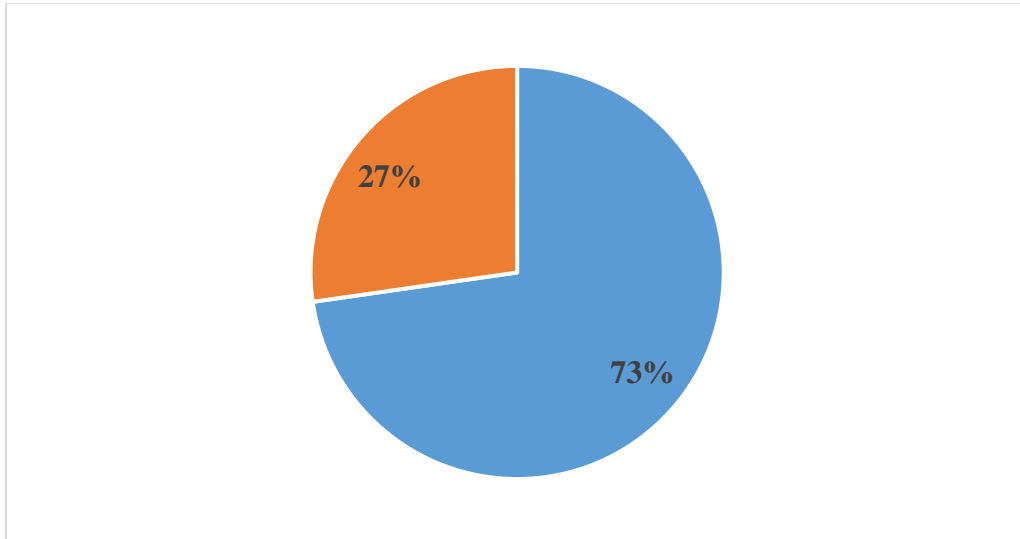
The pie chart in Figure 14 portrays the percentage of students' responses. 73% responded yes, while 27% said no.

Q7: What can you benefit from games?

The majority of students stated that language games help them to learn new words and improve their vocabulary. They aid them in improving speaking and communication skills, for example, "It helps me to learn new vocabulary" also "It helps me develop my listening and speaking with people". Others perceive that games help them to improve spelling and writing the words appropriately, as well as enhance memorisation and facilitate learning in a good way, such as " Games are good way and facilitate learn new words" ,and "It helps to memorise and spell words correctly". However, a minority of students said that games give them the ability to focus on learning English, distinguish between British and American accents, and learn them. While few students did not provide their responses.

Q 8 Do you use language games?

Table 11

Results of Question 8 Section Two

Response	Number	Percentage
Yes	11	50%
No	11	50%
Total	22	100%

The table shows that 50% of respondents answered yes. They use language games. The opposite 50% of respondents do not use these kinds of games.

Next, they were asked to identify the reason behind using them or identify the causes behind their disuse of games if their response was not. Their justification will help the researcher describe their perception of games. The following table illustrates their claims.

Table 12

Respondents' Reasons and Causes of Using/ Disuse Language Games

Option	Explanation(Quotes)
Yes	✓ You will benefit from them and learn new vocabulary. ✓ It makes learning easier form to learn in a fun way. ✓ I want to learn new languages. ✓ To memorize the new words. ✓ It gives me a lot of terms ✓ Because this is very interesting. ✓ It helps me to remember words.
No	✓ I do not play games, so I do not use that language games because I have limited ability and I do not have time. ✓ I do not like them. ✓ I think they are bored. ✓ They are waste of time ✓ I am not interested in games.

Table 12 tends to answer question 8. It revealed the respondents' reasons for using and not using language games. The students who use language games mentioned that they use them because they take advantage of them by learning a lot of new vocabulary in an easy and fun way, which helps them memorise it. In contrast, the students who do not use language games because of their limited ability and time, because they are not interested in and do not like games, think that they are a waste of time and bored, but there are few students who leave the explanation blank.

Q9 Do you agree with games that are important and should apply in teaching and learning vocabulary in the classroom? Explain

Table 13

Frequency Distribution Table

Response	Frequency	Percentage
Agree	16	73%
Do not agree	5	23%
No answer	1	5%
Total	22	100%

Figure 15

Students' Agreement toward the Application of Language Games in Teaching and Learning Vocabulary
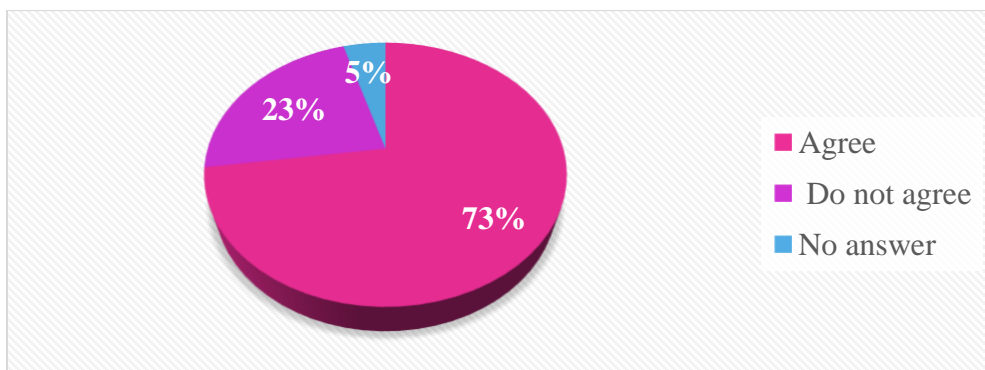
Table 13 and Figure 15 presents the results of Question 9. Figure 15 demonstrates a pie chart that showcases the responses of students towards the importance of applying language games in teaching and learning vocabulary in the classroom. While, 73% of students agreed that language games are important and should be applied in the classroom. 23%of students did not agree, and 5% of students did not provide a response or an explanation.

Table 14

Students' Explanations

Students' Response	Students' Explanation (Quotes)
Yes I agree	- It is important in teaching and learning because it allow enjoying in the lesson and student do not feel bored and it helps to remember and memorize - Improve my skills in classroom - They will help us to learn fast and will memorize the words in that game and make the session less boring. - I like them and they facilitate learning vocabulary in the classroom and they are enjoyable. - It helps more than the traditional way nowadays - It helps to activate our brain in such different way to learn and have fun at the same time.
No, I do not agree	- I think there is many other ways which is more effective - I don't agree but it may be yes for some students because there are different students' styles it can be beneficial for some of them but not all of them - Not necessary, but it is a fun way to learn new words and take it automatically without boring when you learn.

Table 14 presents an explanation of why students agree or disagree with employing language games in teaching and learning vocabulary in the classroom. The students who agreed

claimed that they enjoy learning without boredom, which aids in boosting remembering and memorising words and boosts skills. In addition, it makes learning during the lesson enjoyable and more motivating. On the other hand, those who disagreed believe that other techniques are better than language games and they argue that some students may not benefit from them due to their learning styles. While games are fun way to learn for some students, also they can be unnecessary for some students.

Q 10 Personally, what kind of language games do you prefer to implement to enhance your stock of vocabulary?

This question looks for the preferred language game for students to be implemented. Some students view Duolingo as a language game and they prefer to be implemented, the majority of students like crossword puzzle; however, some of them like to implement matching word games. The minority of the students prefer to implement visual game.

Section Three: Students' Difficulties in Acquiring Vocabulary

Q11 Do you face difficulties when you speak or write?

- If yes, what are they?

Figure 16

Students' Response whether Face Difficulties while Speaking or Writing
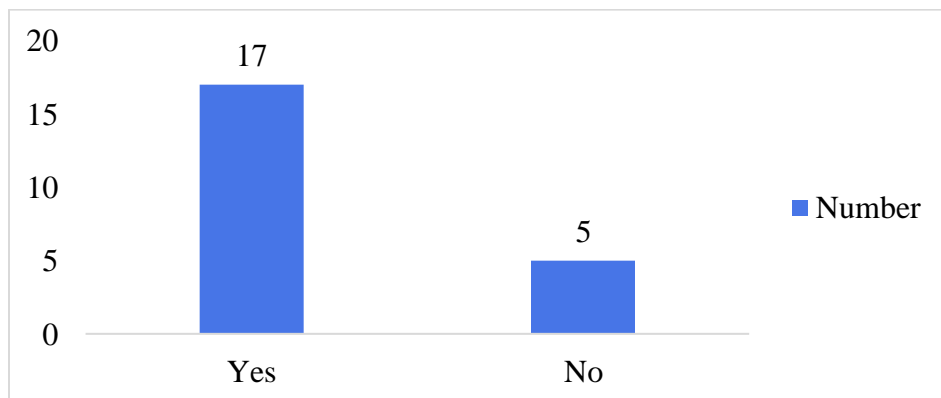
The Bare chart in Figure 16 portrays the frequency of students' responses if they face difficulties when they speak or write. It points that 17 out of 22 students say yes the face difficulties in contrary, five say no they do not face difficulties. Additionally, they were asked to identify their difficulties if they respond by 'yes'.

Table 15

Results of Question 11 Section Three

Students' Difficulties	Students' Quotes
Speaking or writing	- I face difficulties in pronouncing and spelling hard words. - I face difficulty when write the words, and pronouncing difficult words. - I got confused when speak in front of people - Misuse of punctuation marks, I feel afraid and shy to speak in front others - I face difficulties in writing the word correctly, and in building paragraph - I make mistakes in sentence structure and grammar rules - I don't have enough vocabulary

Table 15 demonstrates the results of question 11 about students' difficulties in learning vocabulary in speaking or writing. The results identified that students face difficulties, such as: in pronunciation, difficulty in speaking in front of people due to their feelings of confusion, fear and shyness. Some students have difficulties in writing including misuse grammar rules and misconstruction of sentences and paragraphs, in addition to, some of the students mention that they have limit amount of vocabulary as a result they face difficulties in speaking and writing.

Q12 What strategies do you use to overcome these difficulties?

It is indicated that students use various ways to overcome their difficulties. The majority of students use speaking loudly, repeating words and writing them to avoid spelling mistakes and

remember them . Some students either speak in small groups, speak with friends, or reading, watching movies. While the minority of join to English clubs. The following is some of students' samples:

- I try to speak in front of small groups

- I read books and video and short stories

- I join to English clubs at university, talking to my friends

- I speak loudly and I teach my twins in order to have confidence and imagine I am in the classroom

- I try to repeat the words to remember them and write it down to avoid spelling mistakes

3.2.2 Results of the Teacher's Interview

Item1: How long have you been teaching English language?

Table 16

Teachers' Experience of Teaching English Language

Teachers	Year of teaching English Language
Teacher 1	12 years
Teacher 2	13 years actually
Teacher 3	Approximately 20 years
Teacher 4	Four years at University

The table reveals teachers' years of teaching the English language. According to their answers, years of teaching have varied from four to 20. Years of teaching English. Teacher 1 has 11 years of teaching English, and this year is the 12th year of teaching English. Teacher 2 has been teaching English for 13 years, while Teacher 3 has approximately 20 years of teaching English,

from a teacher at a primary school to a university teacher. Teacher 4 has been teaching English for

4 years at the university level. This indicates that they vary in teaching experience, but it should

be mentioned that the expertise of a teacher cannot be determined by the years of teaching only.

This question aims to gain background information about their experience in teaching English, not

their qualifications. For example, a teacher who has two years of teaching experience has a good

quality of teaching, whereas other teachers have 30 years of teaching experience but do not have

a good quality of teaching.

Item 2: What are some of the difficulties you think may hinder your students in both

speaking and writing?

Table 17

Results of Item 2

Interviewee	Quote
Teacher A	Maybe low level of proficiency, I also believe that low motivation maybe a cause that hinder learners from learning [ah] lack of interest, having negative attitudes, willingness to improve
Teacher B	It's the lack of vocabulary.
Teacher C	They have difficulties in writing even they don't know the context of the given subject when present the context for them, they don't familiar with how to use their vocab in that context, they still have difficulty in using punctuation and spelling words correctly also in pronouncing new words specific difficult ones. In addition to the difficulty in building sentences correctly.
Teacher D	I think the major one it's the lack of vocabulary because if we don't have enough vocabulary we cannot produce(…) There are many other problems related to for example the lack of knowing the grammatical rules, syntax and extra sometimes we have the problem of words with many meanings.

This question is integrated to gain in-depth insights into difficulties that students may face. It is due to the belief that teachers are more knowledgeable about their students' needs and difficulties. Sometimes students are unable to identify their problems and difficulties directly. As shown in the table, the participants have a range of answers about students' difficulties in speaking and writing. For example, teacher 1 pointed out four difficulties that can hinder students, including low proficiency level, low motivation, lack of interest, negative attitudes, and unwillingness to improve. As a result, they can harm their development in speaking and writing.

Teacher 2 and teacher 4 have similar views. They highlighted that the limit of vocabulary is the major difficulty and that it can be a hindrance to students. Also, teacher 4 identified other difficulties, for example, difficulty with sentence structure and using grammar rules appropriately due to their limited knowledge of the grammatical rules. On the other hand, teacher 3 argued that there is a lack of awareness about the use of vocabulary in specific contexts, difficulty in utilising punctuation correctly, and misspelling and mispronouncing new words.

Item 3: Vocabulary is generally considered one of the pillars of learning a foreign language, however, one of the ways to improve vocabulary is through games. So, what is your perception of the use of language games for vocabulary acquisition?

All the interviewed teachers agreed that students' vocabulary acquisition can greatly increase through using language games. However, they express their perceptions in various ways. For more illustration, teacher 1 believed that games are interesting and engaging method in learning. Teacher 2 thought that games are pivotal and he emphasised that teachers should be aware of their students learning preferences whether they prefer learn through games or not. In contrast, teacher 3 mentioned that she did not use games, but she believed that using games in

teaching can enable students to acquire vocabulary effectively in a fun way. And it will lead students attempt to acquire vocabulary in easy way.

It is emphasised by teacher 4 that language games are effective strategy that can be utilised, since it could attract students' attention, and allow teachers to engage their students to learn successfully as it breaks the daily routine of their classes. To support these claims see the table below (Table 18) which presents samples of teachers' answers.

Table 18

Teachers' Samples about their Perceptions of Using Language Games to Acquire Vocabulary

Teachers	Teachers' Samples
Teacher A	-I'm all for the use of language games for teaching vocabulary. I believe that educational games or games in general can be ah! Very motivating and interesting tool to learn. I mean we are enjoying and learning at the same time (…) The use of games will leave learners with high motivation high interest and this will affect also the way they learn .
Teacher B	-Games is a pivot actually and pillar for learning language, and acquiring vocabulary and acquiring a style okay. So, sometimes games are very helpful but we should understand something it depends on the learners' okay level, and learners' attitudes and perceptions, in other words, whether students they like learning via using games or not so here we should very careful.
Teacher C	-Personally I have never use games, but I think if we use games in teaching it will be fun students will be more motivated, will be encouraged to learn the vocab and things will be stilled in memories more than anything else, because when they enjoy studying they tend to acquire things easily.
Teacher D	-Concerning the use of language games it is let's say amusing strategy in which you can for example capture the attention of your students if you want to use it with aa, like your case with first year students I think it is very preferable okay personally as a teacher from time to time I try to use such strategy in order to break the routine of daily classes in order to let's say make the student engaged in the learning environment.

Item 4: In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

All the participants have similar opinions about how language games can help students acquire vocabulary effectively. Teacher 1 stated that students are not aware that they are learning, "they learn unintentionally without paying attention, they are enjoying themselves, so they learn enjoyably." Teachers 1 and 4 also share the same idea that games make students learn and enjoy at the same time "They learn and enjoy at the same time." Teacher 2 demonstrated that games aid students in learning new words and raise competition among students. He also highlighted an important point that the development of students' vocabulary is determined by the strategy that the teacher is going to employ, as "it's all depends on teacher's strategy are going to use this games in order to help students increase their vocabulary". Further, the teacher 3 explained that games can help students in a way that enables students to learn and remember words easily, as she demonstrated, "because games provide the context for the vocab, so when they want to remember it, they remember it easily without efforts for trying to read about or using dictionaries to find the meaning of those words".

Item 5: Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

This question is integrated to get insight into the causes of language games not being used by teachers since they think they are helpful methods. Based on teachers' answers, it is determined that there are several reasons that teachers opt not to use language games in their classes. To begin with, according to Teacher 1, the nature of the module can determine whether the teacher uses games or not. Teachers 1 and 2 have the same thought that the students' number within the classroom may lead teachers to not use games, also this can enable teachers to use language games

and manage them, which can be due to limitations of time as well. An example of teacher 1 sample Teacher 2 demonstrates that the reason can be due to teachers' preferences for using games or the complexity of the game.

In contrast, teachers 3 and 4 believed that teachers do not use games, maybe because they are not familiar with the game; in other words, they are not aware of the benefits of these kinds of games. This is confirmed by teacher 3, who mentions, "Because we don't know the benefits of using games (…), but personally, I did not know. "While teacher 4 samples, "they don't have enough or not enough knowledgeable about using language games." Which can make them fear being unable to manage the games, as teacher 4 states, "They are not well versed with the way of how to use such strategy". See Table that illustrates teachers' samples regarding this question.

Item 6: Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

The four interviewed teachers suggested using games, language games in which they can help students to be motivated and engaged to learn vocabulary. For example, they suggested using flashcards, word puzzles, crosswords, also online games, as teacher 2 highlighted "We are in the age of the tech, the age of information, games are very important". They suggested other strategies including songs, reading, and role plays taking into consideration the students' learning styles. This later is very important in improving their vocabulary acquisition easily and successfully.

3.3 Discussion and the Synthesis of the Findings

After presenting the results of the data collected, we attempt to discuss and synthesise the preliminary interpretation of the data obtained from the students' questionnaire, the teachers' interview with providing summary for the obtained results taking into account their relevance to answering the research questions and confirming or disconfirming the research mentioned

Hypotheses at the beginning of the study. However, to find answers for the three main research questions we carried out two different data collection methods, a students' questionnaire and teachers' interview. In accordance to the said research questions the results are discussed and summarised.

- ❖ **Research Question 1**: What are teachers and students' perceptions of the use of language games for acquiring vocabulary?

Based on the results of the students' questionnaire and teachers' interview, it is concluded that they perceive language games as a useful strategy in teaching and learning to enhance learning vocabulary in an enjoyable and motivated environment.

To begin with, the first section of the students' questionnaire sought to obtain insights about our students' profile, namely their age and the reason behind their choice of studying English, because age and their choice can reflect their performance. The results showed that our sample consisted of young adults. The majority of students are 18 years old, and the majority of them, 91% the choice of studying English was their own choice due to various reasons, including that it is a universal language and they love it, they want to improve it for academic reasons.

The second section aimed to describe students' perceptions of using language games to learn vocabulary. It is demonstrated that students are aware of the necessity of improving their speaking and writing to acquire the English language, and they are struggling in both of them, so they want to improve both of them. They often watch short stories and movies as a learning strategy to acquire new words due to their usefulness, which can enable students to acquire new words, learn how to pronounce them, and understand their meaning through the provided translation. Additionally, they stated they use this strategy due to their learning styles, which is an important aspect to consider when learning vocabulary. Further, the acquired vocabulary is practised through

different practices, but 64% of students frequently make dialogues as it can engage students to use their new words in real-life situations. It can help them learn how to use their vocabulary in different contexts.

However, it is indicated that students use games because they take advantage of using language games, such as learning new words in an easy and enjoyable way, and it enables them to remember and memorise words. On the other hand, it is noticed that few students have negative perceptions of language games as the lack of interest and limited abilities, and perceive games as a waste of time. 73% of students believe that LG is important and express their agreement to implement it in teaching and learning vocabulary in the classroom. Furthermore, they prefer to implement crossword puzzle word games in the classroom, which may be because these kinds of language games are motivating and engage all students to learn in a fun way. The teacher's interview was carried out with four English teachers in their first year at Biskra University. It is pointed out that teachers believe that L G has a positive effect on students' learning vocabulary because games can boost their vocabulary acquisition as well as make the learning environment more motivating and enjoyable. It is necessary to mention that the years of teaching experience do not seem to affect teachers' perceptions of language games, perceiving them as effective teaching strategies. However, games can challenge some teachers because they are unaware of the valuable use of language games in teaching, maybe because they are not aware enough about their usage, which teacher 4 confirms: "They may not be well versed in how to use this strategy" and limitations of time.

To sum up, teachers and students have positive perceptions of using language games for vocabulary acquisition, which confirms the first hypothesis. Language games can be considered an effective teaching and learning strategy to increase students' vocabulary acquisition as they

maintain motivation and interaction. While, other teachers at Biskra University have lack knowledge about them which makes them challenging for some reasons, as well as students who do not use them due to some reasons.

❖ **Research Question 2:** What are the difficulties students can face when learning vocabulary?

The third section of the questionnaire looked to identify the main difficulties students may face when learning vocabulary, which concluded that they have several difficulties in speaking and writing, including, 1) the difficulty of pronouncing and spelling hard words in particular. 2) Shyness and fear of speaking in front of others. 3) Misunderstand new words. 4) Misuse new words. 5) Difficulty in constructing sentences and paragraphs appropriately. 6) Difficulty of using grammatical rules accurately. Those difficulties can be an obstacle for students to engage and to enhance their vocabulary, and they can influence the development of their language proficiency. Besides, students are aware of their weaknesses, and they try to overcome them by using different techniques. But, it is necessary to emphasise that teachers are required to find suitable strategies to help students overcome their difficulties.

❖ **Research Question 3:** What strategies can be used in EFL classes to improve students' learning vocabulary?

The teachers' interview was also carried out to answer the last research question and to confirm or disprove the last hypothesis. All teachers suggest and recommend the use of language games due to their usefulness and positive impact on students' learning. They suggest different kinds of games that can be used in the classroom, including crossword games, puzzle word games, flashcards, and songs. This aligns with the students' questionnaire, students express their preference for using this kind of game. Besides, one teacher suggests using online games to

encourage students to communicate and learn in groups. Two teachers emphasise that games should be used concerning students' learning styles, preferences, perceptions, and attitudes because they are important factors that teachers should pay attention to when deciding to utilise games; these factors can affect students' vocabulary knowledge. In addition, teacher 4 highlights that language games are helpful, specifically for oral expression teachers, because games enable them to involve all students in learning and break the routine as well. Thus, the findings are aligned with the students' questionnaire and what is discussed in the theoretical chapters about taking into consideration these factors.

Conclusion

This chapter divided into three sections. The first one concerned with the selected methodology for this study, and the second section devoted to presenting, analysing and summarising the results. The last one presented the synthesis and discussion of the results with regard to the main research questions of the current study.

General Conclusion

Acquiring the vocabulary of the EFL is considered one of the prerequisites for learning the target language, namely English. Language games are increasing among researchers in the field of education. They are interested in searching for them as a strategy to help students enhance their learning, in particular vocabulary acquisition. The current study aimed to investigate the effectiveness of using language games among EFL students to improve their vocabulary. It originated from the researcher's interest in education, namely teaching and learning via using language games in English to improve its stock of vocabulary.

The current inquiry composed of three chapters, the first chapter provided a comprehensive review of the fundamentals of vocabulary acquisition. It started by defining the concepts of vocabulary and vocabulary acquisition, key elements of vocabulary acquisition, types of vocabulary, and guidelines of vocabulary acquisition. After that, it presented difficulties in learning vocabulary, vocabulary learning strategies, and factors that could influence the acquisition of vocabulary.

The second chapter presented an overview of language games. It began by defining the terminologies of games and language games. It covered the origin of this kind of games, its rules, its types, and the techniques of using them in EFL classrooms. In addition, it demonstrated the criteria for selecting language games to end with their benefits. However, the third chapter initially presented the chosen methodology for this study; next, it was devoted to displaying and presenting the results and analysing them, finally, this chapter presented the discussion and synthesis of the results.

The present study opted for a qualitative approach, a case study design was used to reach the aims of this study. It used the students' questionnaire and the teachers' interview to answer the research questions and to confirm or disconfirm our posed assumptions. The results pointed out that teachers and students have positive perceptions of using language games to

learn vocabulary. They identified the main difficulties students encountered in speaking and writing, including syntax, pronouncing, spelling, and grammar rules. Teachers and students at Biskra University lacked knowledge about the concept of language games and their valuable use in teaching and learning EFL, specifically the improvement of their vocabulary. As a result, the results confirmed our assumptions and aligned with the literature .

According to the results, it is argued to implement language games in first-year EFL classrooms to raise their knowledge about them, teachers should pay attention to students' differences, needs, preferences, and interests when deciding to use games for the effective development of vocabulary and language proficiency. Teachers need a training programme on how to incorporate language games in the classroom, especially for oral expression teachers, to successfully engage students in learning.

It is important to consider language games as an effective teaching and learning strategy for learning EFL and acquiring vocabulary. Besides, further research can replicate this study with specific kinds of language games using the quantitative approach in order to have accurate results on their effectiveness.

Implications and Recommendations

1) Encourage consider language games as an effective teaching and learning strategy for learning development at Biskra University.

2) It is recommended to implement language games in the first-year syllabus, taking into consideration students' differences, learning styles, ages, interests and perceptions.

3) Raising teachers' awareness about language games at the early stages of the student's learning process.

4) Incorporating training programmes that emphasise enhancing teachers' knowledge of how to use language games in the classroom.

5) Integrate language games into syllabuses to increase teachers' and students' awareness of them and boost vocabulary acquisition and language proficiency as well.

6) Provide students who do not use games with suitable materials and resources to improve their learning.

7) Promoting the use of various types of language games within EFL classrooms, for example, crosswords and puzzles, flash cards, and online games, especially with oral expression teachers. To engage students in learning in a comfortable setting.

8) Researchers may attempt to examine the effectiveness of specific types of language games, such as crosswords, with a large sample size; they can also replicate this work with different age range and use classroom observation as data collection methods for accurate results.

Limitations and Suggestions for Further Research

It is necessary to mention the limitations encountered during conducting this study. There are several limitations, such as the researcher encountered difficulties in accessing some resources, such as books to support the literature, the unavailability of students and teachers, and the small number of students (only 22), which reflect the results of the study. Further, the researcher encountered difficulties with time constraints, analysing the results of the interview thematically, and the researcher encountered some health issues as well. However, further research can adopt a quantitative approach using random sampling techniques to ensure accurate results. Replicating the same study with different variables and a large sample size could be beneficial.

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Appendices

Appendix 1: Consent Letter for the Head of the Department of English Language and

Literature

Informed Consent

Dear Head,

I am conducting a study on the effectiveness of language games in enhancing English as a foreign language learners' vocabulary acquisition. For the completion of this study, I will distribute a questionnaire to first-year English students as well as I will hold an interview with four EFL teachers.

Hence, I am requesting your consent to administer the questionnaire to students to help us to describe their perceptions of using language games, to highlight the main difficulties that students may face. Further, holding an interview with teachers in order to understand their perceptions of language games and come up with some strategies that can help students improve their vocabulary learning .

Confidentiality, anonymity, and privacy of students' personal information and data gathered throughout the process of conducting this research work will be ensured.

If you consent to the participation of the previously mentioned EFL students in this study, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further questions, you are welcome to contact the researcher.

Yours sincerely,

Researcher Contact Details:

Hayet KERROUCHE

Email: ke.hayet12@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to the participation of first year students at the section of English in the research project being undertaken by KERROUCHE Hayet

Name:…………………………………………………………………….

E-mail:…………………………………………………………………

University:………………………………………………………………..

Faculty:…………………………………………………………………

Department:…………………………………………………………….

Section:…………………………………………………………………

Date:……………………………

Signature:

Appendix 2:

Participant Informed Consent

Dear Participant,

I am conducting a research study on the effectiveness of language games in enhancing English as a foreign language learners' vocabulary acquisition. In this regard, I will distribute a questionnaire to first-year EFL students.

Therefore, you are invited to take part in this research study. Questionnaires will be administered in an effort to describe your perceptions of using language games to enhance vocabulary acquisition and to identify the main difficulties you may face when learning vocabulary.

Confidentiality, privacy, and anonymity of your personal information and data gathered throughout the process of conducting this research work will be ensured. Your participation in this research project is voluntary and your consent can be withdrawn at any time. If you consent to participating in this study, please sign the attached consent form.

Your cooperation will be highly appreciated.

For further questions regarding this research project, you are welcome to contact the researcher.

Yours sincerely,

Researcher Contact Details:

Full Name: Hayet KERROUCHE

Email: ke.hayet12@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to volunteering as a participant in the research project being undertaken by Hayet KERROUCHE.

Name:…………………………………………………………………….

E-mail:…………………………………………………………………

University:……………………………………………………………..

Faculty:…………………………………………………………………

Department:…………………………………………………………….

Section:…………………………………………………………………

Date:……………………………

Signature:

Appendix 3:

Interviewees Informed Consent

Informed Consent

Dear,

I am currently conducting a research study which its main aim is to investigate the effectiveness of language games in enhancing English as a foreign language learners' vocabulary acquisition. The present letter aims at detailing the study's main idea, aim and process. Besides, it also serves to guarantee the safety of your personal information and the answers you provide.

Hence, the researcher will hold a total of four (4) interviews so as to collect data aligning with this study purposes. In this regard, you are kindly invited to take part in this research. In case of agreement, you will be invited to sit for an interview once the schedule is arranged. Please be assured that your anonymity and privacy will be completely protected, and the Data you provide will serve solely the present research.

If you agree on participating in this study, please sign the attached consent form. Your Cooperation will be greatly appreciated.

For any further inquiries regarding this research project, you are welcome to contact the Researcher.

Yours sincerely,

Researcher Contact Details:

Full Name: Hayet KERROUCHE

 Email: ke.hayet12@gmail.com

Mohamed Kheider University of Biskra Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to volunteering as a

Participant in the research project being undertaken by Hayet KERROUCHE

Name:…………………………………………………………………….

 E-mail:……………………………………………………………………

University:………………………………………………………………..

Faculty:……………………………………………………………………

Department:……………………………………………………………….

Date:……………

Please sign here

Appendix 4:

A Students' Questionnaire Validation Form

I hereby clarify that I have thoroughly read the students' questionnaire questions in the research study undertaken by Hayet KERROUCHE, who is presently working on her Master Dissertation at the University of Biskra. I declare that I have assisted and provided the researcher carrying out the current research study – investigate the effectiveness of language games in enhancing EFL Learners' vocabulary acquisition with the necessary remarks and comments regarding the layout and content of the questionnaire.

Background Information on the Expert

Name: …………………………………………………………..

University: ……………………………………………………

Present Occupation: ………………………………………….

Degree: ……………………………………………………….

Telephone Number: …………………………………………..

Email Address: ………………………………………………..

Signed: ………………………………………………………

Researcher Contact Details:

Hayet KERROUCHE

Ke.hayet12@gmail.com

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Appendix 5:

Teachers' interview Validation Form

I hereby clarify that I have thoroughly read teachers' interview question items in the research study undertaken by Hayet KERROUCHE, who is presently working on her Master Dissertation at the University of Biskra. I declare that I have assisted and provided the researcher carrying out the current research study – investigate the effectiveness of language games in enhancing EFL Learners' vocabulary acquisition with the necessary remarks and comments regarding the content of the interview.

Background Information on the Expert

Name: ……………………………………………………..

University: ……………………………………………………

Present Occupation: ………………………………………….

Degree: ……………………………………………………….

Telephone Number: …………………………………………..

Email Address: ………………………………………………..

Signed: ……………………………………………………………

Researcher Contact Details:

Hayet KERROUCHE

Ke.hayet12@gmail.com

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Appendix 6: The Students' Questionnaire

Students' Questionnaire

Dear student,

You are kindly invited to participate in my research study by responding to this questionnaire. The purpose behind this questionnaire is to understand EFL students' perceptions of learning vocabulary through games, and to highlight the main difficulties that are faced in speaking and writing to learn vocabulary at Biskra University. We ensure to be certain of your anonymity; there is no right or wrong answer, and the responses will be used only for academic purposes.

Thank you for your participation.

Glossary:

Language games: - They are type of games that allow learners to practice language in listening, speaking, reading, and writing.

- They are used to improve language skills.

Drills: Drills are type of activity, it means repeating doing something many times.

Instruction: Please, read carefully the questions then tick (√) in the box when it is necessary and answer the following questions:

Section One: Student's Profile.

1. What is your age?   17 ☐   18 ☐   19 ☐   20 and more ☐

2. The reason of studying English is:

- The choice is imposed on you   ☐

- It is your choice   ☐   Tell why?

……………………………………...

....

Section Two: Student's Perception of Learning Vocabulary through Game.

A. Students' perception of vocabulary acquisition: select one or more

3. Which skill(s) do you want to develop?   Speaking ☐   writing ☐   both ☐

- Justify your answer:

……………………………………………………………………………………….

…………………………………………………………………………….. ....

……………………………………………………………………………………….

4. Which learning strategy or strategies you use to learn and acquire vocabulary?

Mobile app ☐   watching short stories / movies ☐   Dictionary ☐

Taking-notes ☐   Reading printed resources ☐   translating ☐

-Justify your choice

………………………………………………………………………………………

……………………………………………. …………………………………………….

5. How do you practice new words? Through:

Drills ☐   writing short paragraph/ sentences ☐   fill in the blank ☐

Making dialogues ☐   matching words ☐

Others: ………………………………………………………………………………

B. Students' perception of Games

6. Do you benefit from games?   Yes ☐   No ☐

7. What can you benefit from games in your academic study?

………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8. Do you use language games?   Yes ☐   No ☐

- If yes why…………………………………………………………………………………...

- If no, what imped you to not use them?

....

………………………………………………………..…………………………………………...

9. Do you agree with games that are important and should apply in teaching and learning vocabulary in the classroom? Explain

……………………………………………………………………………………………………

…………………………………………………………………………………………………..

10. Personally, what kind of language games do you prefer to implement to enhance your stoke of vocabulary?

……………………………………………………………………………………………………

Section Three: Students' Difficulties in Acquiring Vocabulary

11. Do you face difficulties when you speak or write?   Yes ☐   No ☐

- If yes, what are they?

………………………………………………………………………………………….…………

…………………………………………………………………………………………………......

…………………………………………………………………………………………………..

12. What strategies do you use to overcome these difficulties?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Appendix 7: The Opinionnaire (Sample)

1. Are there any repetitive questions?   Yes ☐   No ☐

If yes, please write their number

 …………………………………………………………………………………………………

2. Are there any grammar/spelling mistakes in the questions?   Yes ☐   No ☐

If yes, please identify them:

………………………………………………………………………………………..

3. Are there any irrelevant questions that need to be removed?   Yes ☐   No ☐

-If yes, please provide the number of the question(s):

……………...

4. Do you think this questionnaire with reasonable length?   Yes ☐   No ☐

5. If there are any question is required to remove, write its number:

…………………………………………………….......................................

6. Do you find any difficulty in answering the questions?   Yes ☐   No ☐

- If yes, please write the number of questions:

……..

7. Do you think that format of the questionnaire is suitable?   Yes ☐   No ☐

- If not tell why, and suggest a solution:

....

8. Are structure of the questionnaire organised?   Yes ☐   No ☐

If no, please suggest a solution:

…………………………………………………………………………..…

…………………………………………………………………………..

9. If there any missing questions not included and close relevant to the purpose of the questionnaire, please write them below:

....

....

....

Appendix 8: The Interview Questions

Teachers' interview

1. How long have you been teaching English language?

2. What are some of the difficulties you think may hinder your students in both speaking and writing?

3. Vocabulary is generally considered one of the pillars of learning a foreign language. However, one of the ways to improve vocabulary is through games, so what is your perception of the use of language games for vocabulary acquisition?

4. In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

5. Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

6. Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

Appendix 9: Teacher 1 Interview Transcript

The interviewer: How long have you been teaching the English language?

Teacher 1: maybe for more than 11 years and is the 12th this year.

The interviewer: What are some of the difficulties you think may hinder your students in both speaking and writing?

Teacher 1: maybe low level of proficiency, I also believe that low motivation maybe a cause that hinders learners from learning ah lack of interest, having negative attitudes, willingness to improve extra, maybe by experience. I think that learners don't do any efforts to study ah for those who are good achievers. I believe that they firstly more motivated than the other ones and they do some efforts to learn, they don't stay and think that things will happen to them no they are the ones who are active, they are the ones who participate and do actions and don't wait for things to happen.

The Interviewer: Vocabulary is generally considered one of the pillars of learning a foreign language, however, one of the ways to improve vocabulary is through games. So, what is your perception of the use of language games for vocabulary acquisition?

Teacher 1: I'm all for the use of language games for teaching vocabulary. I believe that vocabulary as you mentioned is the fundamental factor in learning, teaching, communicating, in everything. We cannot communicate or write or speak without vocabulary and also I believe that educational games or games in general can be ah! Very motivating and interesting tool to learn I mean we are enjoying and learning at the same time that's why I keep saying motivation and having positive attitudes and interests may be also factors that help learners to improve so ah! The use of games will leave learners with high motivation and high interest and this will affect also the way they learn.

The interviewer: In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

Teacher 1: Yes, sure, I strongly agree that games have a positive impact on vocabulary learning. In what way? Students are learning like unintentionally without paying attention they are enjoying, they are having an entertainment, so they learn in an enjoyable way. This is why I think they are ah they are learning. If you ask students to learn something maybe be do not do that or maybe they forget, but if they do it themselves they will remember it, they benefit from games. I don't know what the psychological reason behind their positive impact when they are ah learning through games maybe because they are enjoying, they are not bored, don't feel oppressed, so they are at ease, they are having fun that's why they learn and enjoy at the same time .

The interviewer: Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

Teacher 1: You know, I used to in oral expression some years ago, and I used to use games and I believe that they have a positive impact on vocabulary learning. Concerning the other teachers, I think that maybe it depends first of all on the nature of the module they teach may be because of the crowded classes, ah sometimes maybe it's because of time constraints. These are I think the reasons why teachers don't use language games, otherwise, I see that they are very beneficial due to the believe that they have a positive impact on vocabulary learning. For example, I used language games but, now honestly, I don't use them right now. This is why I have said that it depends on the module because I am teaching methodology. I couldn't figure out use educational games to study skills, also, I am teaching study skills. Both modules are similar I mean I couldn't really ah use games, but before I taught oral expression, grammar, and written expression, I used to use games, but not always, of course because sometimes they don't work. But, you know honestly speaking whenever I use games I have ah high motivation and how could say it, I can see its impact right now not after, okay. They learn new vocabulary, they enjoy learning. Yes, this is what you can see at the moment simultaneously you are using

for. Since you are teaching you are using games, you can see the impact of games right now, I mean simultaneously with the teaching process not like may be the other strategies they take time to see their impact for games. I think they are very good.

The Interviewer: Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

Teacher 1: Of course, I am for the use of educational games to teach vocabulary and also the use of songs. Yes, songs can also be motivating and have a positive impact on vocabulary learning. At least this is why I have tried it by myself. I used songs and I used games, and I could see the positive impact on vocabulary behind their positive,

The interviewer: Thank you

Teacher1: you are welcome

Appendix 10: Teacher 2 Interview Transcript

The interviewer: How long have you been teaching English language?

Teacher 2: Uh, for 13 years actually.

The interviewer: What are some of the difficulties you think may hinder your students in both speaking and writing?

Teacher 2: it's the lack of vocabulary.

The interviewer: vocabulary is generally considered one of the pillars of learning a foreign language, however, one of the ways to improve vocabulary is through games. So, what is your perception of the use of language games for vocabulary acquisition?

Teacher 2: Games is a pivot actually and pillar for learning language and acquiring vocabulary and acquiring a style. Okay, so sometimes games are very helpful, but we should understand something, it depends on the learners' okay level and learners' attitudes and perceptions, in other words, whether students they like learning via using games or not, so here we should very careful.

The interviewer: In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

Teacher 2: Of course, it does. Yeah, for example, it gives them new vocabulary guessing, it creates a kind of competition among leaners. So, it's all depends on teachers' strategy are going to use this games in order to help students increase their vocabulary.

The interviewer: Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

Teacher 2: Maybe because the difficulty of the games, maybe the large number of students, maybe some teachers did not like games some teachers, they tend to underestimate games.

The interviewer: Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

Teacher 2: Okay, I highly recommended using games, especially we are in the age of the tech. The age of information, games are very imoprtant, online games, songs, for example creating some softwares, apps in which students they may play together throughout using games okay, this is number one. Number two through reading which is very important because reading involves dictionary, it involves translation, in classroom songs, Pictionary, crosswords, puzzle words, they all help and can use in the classroom.

Appendix 11: Teacher 3 Interview Transcript

The interviewer: How long have you been teaching English language?

Teacher 3: Being teaching English language for long period of time approximately 20 years of experience in teaching English.

The interviewer: What are some of the difficulties you think may hinder your students in both speaking and writing?

Teacher 3: They have difficulties in writing, even they don't know the context of the given subject. When present the context for them, they don't familiar with how to use their vocab in that context, they have range of vocab, but they still do not know how to use those vocab in specific contexts. They still have difficulty in using punctuation and spelling words correctly also in pronouncing new words specific difficult ones. In addition to the difficulty in building sentences correctly.

The Interviewer: Vocabulary is generally considered one of the pillars of learning a foreign language, however, one of the ways to improve vocabulary is through games. So, what is your perception of the use of language games for vocabulary acquisition ?

Teacher 3: Personally, I have never use games but I think if we use games in teaching it will be fun. Students will be more motivated, will be encouraged to learn the vocab and things will be stilled in memories more than anything else because when they enjoy studying they tend to acquire things easily.

The interviewer: In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

Teacher 3: Yes, I think yes using games will help students acquire vocabulary, in which way? in a way that students will not need to make efforts to memories those things they forgot when go home along, so things are words are already in their minds from the day from the moment they have started to play that game, because the motivation they got from the game will enable

them to learn that language because games provide the context for the vocab. Okay, so when they want, for example, to remember it they remember it easily aa without efforts for trying to read about or using dictionaries to for example, to find the meaning of those words, so the context gives the meaning of the words aa clearly without a any efforts so the students tend to learn those words very easily.

The interviewer: Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

Teacher 3: Because we don't know the benefits of using games. That's the problem but personally I did not know, I have never used games to teach my students but some of my colleagues used games and they told me students when started to speak in speaking module they feel bored especially in the early hours of the morning so games warm them and motivate them. That's why yes, using games is normally beneficial to the students.

The interviewer: Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

Teacher 3: I suggest, I recommend reading short stories because while students read they find the words in their context and always some materials for reading aa provides the synonyms for the words and while students try to memories those words they gain a range of vocab in their memories, also other strategies they can use role play in speaking role play also provides students with range of vocab, also flash cards also are suitable to teach students how to speak and how to use the vocab.

Appendix 12: Teacher 4 Interview Transcript

The interviewer: How long have you been teaching English language ?

Teacher 4: well, at University I have four years.

The interviewer: What are some of the difficulties you think may hinder your students in both speaking and writing?

Teacher 4: Well, there are many difficulties that we can say hinder the improvement of students okay, among them. I think the major one it's the lack of vocabulary because if we don't have enough vocabulary we cannot produce, we cannot write, we cannot speak, okay. So this is I considered as a main problem okay, there are many other problems related to for example the lack of knowing the grammatical rules, syntax and extra, sometimes we have the problem of words with many meanings okay sometimes for example we can not figure out the right meaning of some words because simply they have many meanings okay and others for me this is the main one is the lack of vocabulary.

The Interviewer: Vocabulary is generally considered one of the pillars of learning a foreign language, however, one of the ways to improve vocabulary is through games. So, what is your perception of the use of language games for vocabulary acquisition?

Teacher 4: Well, I considered it as, first of all we say that vocabulary is an integral part in a student's learning process so it is very important, and it is crucial to build up your knowledge of vocabulary. Concerning the use of language games it is let's say amusing strategy in which you can, for example, capture the attention of your students if you want to use it with aa umm, like your case with first year students I think it is very preferable okay, personally as a teacher from time to time I try to use such strategy in order to break the routine of daily classes in order to let's say make the student engaged in the learning environment. I think it is a very handy strategy you can employ within your classes.

The interviewer: In your opinion, does using language games aid students in acquiring vocabulary? If yes, in what way?

Teacher 4: as I have mentioned it is a strategy that helps students to gain new words because they simply, the teacher break the routine of daily classes and provide something new for the students, so they are going to learn at the same time they are enjoying their times. So it's not about the traditional way of teaching of classroom interaction it is a competition between students in order to win ,for example, in order to discover whose the winner and whose the looser, so I think it's very crucial specially for oral expression teachers to use such strategy within their classes.

The Interviewer: Sometimes teachers do not use games, so what are the causes that lead you to not use this kind of game in the classroom?

Teacher 4: Sometimes I think they didn't get use to use such strategy they stocked to the traditional way of teaching, for example through just having a debate, discussion, so they don't have enough or not enough knowledgeable about using language games sometimes may be afraid of not knowing how to control, how to use this strategy probably they are not well versed with the way of how to use this strategy.

The Interviewer: Do you have any suggestions on some strategies that can be used in the classroom to develop students' learning vocabulary?

Teacher 4: Yes, there is many strategies like language games, flashcards using pictures in order to attract the students' attention. As well as we have different learners within the classroom, for example we have the auditory learners, visual learners and the kinesthetic learners. For example, auditory learners they prefer to listen to things, it's the teachers' responsibility for example to show them how or provide them with thing that work better for visuals teachers can use pictures in order to show or to refer to something, for Kinesthetic

learners they best learn with touching hand so instead say a mobile you can show them the mobile. We can consider it one way to develop vocabulary in both speaking and writing.

ملخص الدراسة:

يعد اكتساب مجموعة واسعة من المفردات أمرًا ضروريًا ولكن يصعب على المتعلمين تعلم اللغة الإنجليزية كلغة أجنبية. إحدى التقنيات التي يمكن استخدامها لمساعدة الطلاب على اكتساب المفردات هي الألعاب اللغوية. تهدف الدراسة الحالية إلى معرفة مدى فعالية الألعاب اللغوية في تعزيز اكتساب متعلمي اللغة الإنجليزية كلغة أجنبية للمفردات. ولتحقيق هذا الهدف، اعتمدت الدراسة منهجًا نوعيًا ضمن النموذج التفسيري جنبًا إلى جنب مع تصميم دراسة الحالة. استخدمت هذه الدراسة استبيانًا غير منظم ومقابلة غير منظمة كطرق لجمع البيانات الضرورية. ولتحليل البيانات التي تم جمعها، تم اختيار الطريقة الوصفية لنتائج الاستبيان والتحليل الموضوعي للمقابلة. كان المجتمع المستهدف في هذه الدراسة هو معلمي وطلاب اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة؛ ومع ذلك، فقد استهدفت 22 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية وأربعة مدرسين للغة الإنجليزية في السنة الأولى بجامعة بسكرة باتباع تقنية أخذ العينات غير الاحتمالية. أظهرت النتائج التصورات الإيجابية لاستخدام الألعاب اللغوية لاكتساب المفردات. كان يُنظر إلى الألعاب اللغوية على أنها استراتيجية مفيدة لتعلم المفردات؛ بالإضافة إلى ذلك، حددت النتائج الصعوبات الرئيسية التي يواجهها الطلاب عند تعلم المفردات. وتتعلق هذه بشكل أساسي بقضايا التحدث والكتابة، بما في ذلك بناء الجملة والنطق. في النهاية، تؤكد الاستنتاجات المستخلصة من الدراسة على استخدام الألعاب اللغوية مع مثل هذه الظروف، بما في ذلك اختلافات المتعلمين، وأساليب التعلم، والاهتمامات، والتصورات، في فصول اللغة الإنجليزية كلغة أجنبية كإستراتيجية للتدريس والتعلم؛ بالإضافة إلى تشجيع دمج البرامج التدريبية للمعلمين على الألعاب اللغوية وكيفية استخدامها لتوسيع معارفهم ولمساعدة الطلاب على تحسين مفرداتهم بشكل خاص، وإتقان اللغة بشكل عام.