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## **The Role of Language Games in Increasing Students Knowledge and Motivation to Learn Vocabulary**

The Case of First Year Students of English at Abelhafidh Boussouf  
University Centre of Mila

**A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
Didactics of Foreign Languages**

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## **DEDICATION**

*I have first to thank God for helping me*

*All the Praise is due to God alone, the sustainer of the World*

*I dedicate this work to*

*My mother Djamila, the Light of my life and the Source of Tenderness*

*My father Mouloud, the man who forgets his life between the pages of my life to make my  
dreams reality*

*My pretty sisters, Ahlam and Iman*

*To my support: my brothers Fares and Mohammed*

*My brother's wife: Mouna*

*To my sweetes nephews/nieces Oussama, Yahia, Dhoha, and Nour el yakin*

*My aunts and uncles*

*To all my extended familly*

*My lovely friends: Nawel, Sara, Asma, Rahima, Fatiha, Imane, Selma, and Hala*

*To all my dear teachers*

*All my grateful classmates*

## **DEDICATION**

*I have first to thank God for helping me*

*All the Praise is due to God alone, the sustainer of the World*

*I dedicate this work to*

*My mother Atika, the Light of my life and the Source of Tenderness*

*My father Mouloud(God blesses him), the man who forgets his life between the pages of my  
life to*

*make my dreams reality*

*My loving husband Houssam and precious sons Habib errahmane and Khalil errahmane*

*My pretty sisters, Asma, Samia, Sana, and Fatima*

*To my support: my brother Youcef*

*My brother's wife: Bouchra*

*My father and motherinlaw Nacer and Djnat*

*My sisters and brothersinlaw: Bouchra, Meriem, Fouad (and his wife Houda), and youcef*

*To my sweetes nephews/nieces Loudjain, Meriem, Youcef, Assinat, and Taline*

*To all my extended family*

*My lovely friends: Selma, Lamia, Selma, Hana, Samia, Iman, Dounia, Nawel*

*To all my dear teachers*

*All my grateful classmates*

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## **Abstract**

Although vocabulary is a difficult skill to be mastered, it is still significant in learning any given language. That is why, teachers should adopt useful techniques that can assist and encourage the students to learn. Importantly, the main objective of this research work is to inspect the effectiveness of applying language games as an educational strategy in developing the students' vocabulary storage and augmenting their motivation. We hypothesize that if teachers use language games, students' motivation as well as knowledge will develop, and the teachers at Mila University Center do not teach vocabulary alongside their allocated subjects. In order to test our hypotheses, we have opted for a teachers' Questionnaire that was handed into 20 teachers at the University Center of Mila. As well as a students' Questionnaire that was distributed to 100 first year LMD students at the same university Center. The questionnaire seeks to know the teachers' points of view about the utility of language games as a motivational technique. While, the Questionnaire for the students collects data about the opinions and perceptions concerning learning vocabulary by means of language games. More specifically, the current study prescribes the merits of implementing such a tool on the students' motivation to learn lexical items. The obtained findings illustrate that both the teachers and the learners arrive at an agreement which says that the integration of language games in the field of language learning and teaching is advantageous due to their great influence in increasing the learners' motivation to learn vocabulary and facilitating the teaching process for teachers.

## **List of abbreviations**

ADJ: Adj

ADV: Adverb

EFL: English as Foreign Language

EM: Extrinsic Motivation

ESL: English as Second Language

L2: Second Language

N: Noun

V: Verb

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**ملخص**



## **1. Statement of the Problem**

Learning a foreign language is enjoyable, but it seems difficult. Although students have mastered grammar and phonetics successfully, without having large amount of vocabulary, they cannot convey their thoughts in a meaningful way all the time. In addition, without having vocabulary knowledge, students cannot write in a good way. More to the point, vocabulary is the core component of any language course in which many obstacles are encountered by English as foreign language students. Since teachers do not apply effective strategies and techniques to enhance students' knowledge of vocabulary, they do not motivate their students to learn this language skill by means of raising their awareness of its crucial importance in learning any given language. Students do not feel the necessity of learning such an aspect, thus they lack the right motivation needed for any course of learning. As a result, teachers should employ language games as a teaching tool to raise students' motivation when it comes to learning vocabulary.

## **2. Aims of the Study**

This research work aims at examining the effectiveness of the use of language games as a beneficial teaching strategy. The latter is believed to be highly useful in increasing students' knowledge as well as awareness of the importance of learning vocabulary and raising their motivation towards its acquisition.

The aim of the current study is also to inspect the students' opinions, attitudes, and reactions towards the implementation of language games in the process of learning vocabulary.

## **3. Research Questions and Hypotheses**

Given that the teachers of the different subjects do not stress the aspect of vocabulary in their teaching, the present research raises the following questions:

1• Are the teachers at Mila University Center teaching vocabulary alongside their allocated subjects?

2• If they are, what techniques do they use in their classroom?

3• Are language games effective in teaching vocabulary?

We hypothesize that:

1- If teachers use language games to teach vocabulary, students' motivation as well as knowledge will develop

2- The teachers at Mila University Center do not teach vocabulary alongside their allocated subjects.

#### **4. Means of the Research**

In order to test our hypotheses:" if teachers use language games to teach vocabulary ,students as well as knowledge will develop." and" the teachers at Mila University Center do not teach vocabulary alongside their allocated subjects", we have opted for a questionnaire for both the teachers and students so that to collect data about the teachers' and the students' opinions, beliefs, and attitudes towards teaching vocabulary by means of language games. Our sample for the Students' Questionnaire is composed of 100 randomly chosen first year students at Abdelhafid Boussouf University Center of Mila. As for the Teachers' Questionnaire it was handed in to 20 teachers at the Department of Letters and Foreign Languages at the same University Center.

## **5. Structure of the Study**

The whole layout of the present study is presented in mainly two parts. The first one is a theoretical background while the second is the practical part of the study. The first part is divided into three chapters. Chapter one, "vocabulary learning and teaching", explores vocabulary and its definition, techniques for teaching vocabulary, strategies for learning vocabulary as well as the importance of vocabulary teaching and learning. The second chapter deals with language games, their definition, their types, administrating them in EFL/ESL classes, the teacher's role, as well as the role of language games in language teaching and learning. The third chapter sheds light on "motivation", its definition, types and theories of motivation, and its importance in the process of teaching / learning. The second part is concerned with the practical part of the field work which tackles chapter four, "title of the chapter" with a description of the study, its analysis, and discussion of its findings.

## **Introduction**

Vocabulary learning is regarded as a central area in language acquisition. It seems very difficult to learn a second or a foreign language without being engaged in learning its words. Without enough vocabulary knowledge, learners cannot understand and express their ideas in an easy way. Hence, vocabulary provides opportunities for learners to express themselves appropriately in various cases. Actually, the more words learners assimilate the more they become capable to comprehend what they hear or read, and the better they will be able to express their sayings through speaking or writing. This will help students to master the language and use it for communicative purposes.

This chapter tackles vocabulary: its definition, techniques for teaching it, strategies for learning it, as well as the place it has in mastering the four skills.

### **1.1. Definition of Vocabulary**

It is a well-known fact that vocabulary learning is considered as the core of any language learning. The concept of 'vocabulary' has been defined by many experts and researchers in various ways. It has different meanings, and some of them are as follow:

Vocabulary is defined by Richard and Renandya (2002: 255) "vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television. "In another sense, vocabulary has a crucial part in many sides of language. Having a large amount of vocabulary knowledge is lead students to gain several language skills. Besides to that, they can use their capacities with total confidence. Learners by their nature

have different language skills, and this latter can be reduced if there are no vast vocabulary knowledge, and effective ways of acquiring new words as well.

According to Thornbury (2002) to be aware of what a word refers to, i.e., to have an idea about its both parts: the form as well as the meaning, with the capacity of knowing the way it is written or spoken. In addition to that, recognizing the meaning of a word goes hand in hand with knowing its grammatical function.

Zimmerman (1998: 5) also points out that "vocabulary is central to language and of critical importance to the typical language learner". This means that, there is no doubt that one cannot comprehend others or express his/her personal conceptions without adequate vocabulary knowledge.

The term vocabulary has been defined in another way by Hutch and Brown (1995). They view vocabulary as a series of words that speakers of a given language might use. In other words, it refers to the amount of words that are known and used by individuals. That is to say, vocabulary is a group of terminologies that convey a particular meaning.

Furthermore, Tankersly (2003: 68) states that" vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words we understand or can actively use to listen, speak, or write. Each person has four different vocabularies: listening, speaking, reading and writing". Tankersly's definition claims that, vocabulary is considered as a mean of communication which differs in both meaning and pronunciation. Straightforwardly, every individual has his own way or skill to gather or learn a considerable number of vocabulary items through: listening, speaking, reading, and writing.

Therefore, Oxford Advanced Learners 'Dictionary (2010) defines the term vocabulary as all words a person knows or uses and that exists in a particular language.

## **1.2. Vocabulary Teaching and Learning**

Language has provided humans with the capacity to form complex systems of communication. Within each language, vocabulary is considered as its essence because words are the basic way to convey meaning. The emergence of the Communicative Approach has given great prominence to teaching and learning vocabulary. Richards and Renandya (2002) claims that vocabulary teaching and learning were not given high interest, but nowadays, a great importance is given to vocabulary.

### **1.2.1. Vocabulary Teaching**

Vocabulary teaching is considered as an important aspect in language teaching. Alkqahtani (2015, as cited in susanto, 2017: 185). Berne & blachowicz (2008, as cited in susanto, 2017: 185) state that the teaching of vocabulary may hard and complicated because many teachers are not sure which practice is the best. When the process of teaching and learning takes place, teachers may face problems of how to implement vocabulary teaching in order for their students to learn better, and the best techniques for vocabulary teaching.

#### **1.2.1.1. Techniques for Teaching Vocabulary**

Teachers need to direct their students towards learning new vocabulary as it is believed to be an important task. This is the reason teachers should apply operant and effective methods and techniques. Seal (1991, as cited in Hutch and Brown, 1995: 403) divided vocabulary teaching into planned and unplanned techniques.

##### **1.2.1.1.1. Planned Vocabulary Teaching**

Seal (1991, as cited in Hutch and Brown, 1995: 298) sees planned vocabulary teaching as structuring, preparing, and pre-planning the vocabulary or the assumed difficult words to be taught during the course. According to this view, there are two kinds of planned vocabulary teaching. In the first kind, the teacher assumes that there are some words that

might be problematic for some students and cannot be understood. Thus, he prepares a list of those words to be introduced whenever needed. As for the second type it is planning a vocabulary lecture. It is teaching vocabulary as a separate unit to magnify the foreign language learners' knowledge, or it can also follow by other activities such as listening to songs, making dialogues, reading stories, or recording. There are various techniques that teachers can select in teaching vocabulary of a foreign language. The instructor can focus on the form and the meaning of words.

#### **1.2.1.1.1.1. Focus on the Form**

Research proposes that in the mind there are various shapes of the same word. Therefore, instead of speaking about how many words an individual knows, it is better to speak about the number of word forms: affixation, compounding, and conversion. Thornbury (2002).

According to Thornbury (2002), affixation is the process of building and forming new words from old ones by adding a letter or more to change the meaning. In addition, Crystal (1997) defines affixation as the process of adding grammatical or lexical information to a root. Furthermore, Mathews (1974) gives another definition. He states that affixation is the process of joining affixes to the base to shape new words (as cited in Onumajuru, 2015:14). The root word can be altered by adding prefixes or suffixes to make a new one. A suffix is to add a letter or more at the end of the root of the word such as: rechargeable, honesty. As for the prefix, it is related to adding a letter or more at the beginning of a word in order to form a new one or changes its meaning. For example: illegal, mismanagement, and disconnection. (Barden, 2008:02).

According to Thornbury (2002) compounding is the process of combining and joining two or more different words like second-band, word processor, and paperback. It is formed by adding a N to V + er which is the most common form, e.g., dumptruck + driver, candlestick +

maker, windscreen + wiper. Another common form is by adding a N to another N like classroom, and teapot. Sometimes, compounds are written as single word, with a hyphen, and as separate words. From this classification, there are three types of compounding: solid compounds, temporary compounds, and open compounds (Shqerra, 2009 as cited in Xinha, 2013:274). Solid compounds are also called "closed" forms. It is the most common type in which two short words seem like one (housewife, wallpaper, and basketball). The combination of items in solid compounds is:

- Adj + N like blackboard
- N + Adj like goldfish
- Adv + N like overcome
- N + N like handwriting.

As for temporary compounds, two or more words are connected by a hyphen. This type of compounds includes affixes such as: house-build(er) and single-mind(er). In addition to that, there are verb -verb compounds and Adj -Adj compounds like freeze-dried, and blue-green.

Concerning the last type of compounding which is open compound, it contains two or more words written in a separate way. It is also called scientific compound for example, diachronic acid solution, and carbon monoxide poison. An Adj plus N are also considered open compounds like public school, and young man.

According to Thornbury (2002:05) conversion is "a word [that] can be co-opted from one part of speech and used as another". That is to say, to make a new word without changing the form of the existing word. So, conversion alters the grammatical category of the word. Shqerra (2009, as cited in Xinha, 2013:279) states that there are five types of conversion

- Verbs derived from nouns → (cash, nurse)



- Nouns derived from nouns → (dance, laugh)
- Verbs derived from adjectives → (open, calm)
- Nouns derived from adjectives → (the rich, the young)
- Verbs derived from preposition → (to down a beer, to out sb).

#### **1.2.1.1.1.2 Focus on the Meaning**

Knowing a word means knowing its meaning, and also knowing the various shades of meaning represented by its polysemes. There are different semantic relationship expressed by the use of synonyms, antonyms, and homonyms. (Thornbury, 2002:09)

Cruse (2002:486) defines synonymy as " a relation of similarity/identify of meaning between senses associated with two (or more) different lexical forms." (as cited in Arnold, 2012:3). This definition denotes that synonymy is two different words with the same meaning. In addition, Thornbury (2002) defines synonymy as those items or phrases which share or have the same meaning. For instance: old, ancient, antique, aged and elderly.

Concerning antonyms, Hutch and Brown states that an antonym is a contrast of a word (1995). In addition, the Cambridge dictionary defines an antonym as a word that means the opposite of another word. Thornbury (2002) defines it as the opposite of words or phrases. In fact the word antonym comes from the Greek words "anti" and "onoma" which means opposing name.

The Oxford dictionary defines homonyms as the same words with the same pronunciation and spelling but having different meanings. In addition, Merriam Webster states that homonyms are two similar words with a different meaning. Furthermore, Thornbury defines homonyms as words that share the same form, but express different meanings. (Thornbury, 2002). Homonyms are divided into two types: homophones and homographs. The latter are words which share the same spelling, but do not express the same

meaning, e.g., row (to row a boat), and row (to fight). The former are words with the same pronunciation, but do not share the same spelling and meaning. For example: meet-meat, sea-see, and beet-beat.

#### **1.2.1.1.2. Unplanned Vocabulary Teaching**

Seal (1991) says that unplanned vocabulary happens when students think that it is necessary to know the meaning of a vocabulary word during a lecture, or when the teacher notices that he should make some clarification.

Seal (1991) suggests a process in which teachers convey, check, and consolidate the meaning of a given word. In the first stage, the teacher explains the target word by using different methods like synonyms. In the second stage, the instructor gives some exercises, or asks questions to know whether the students understand the meaning of the word. In the third and the final stage, the teacher gives the learners advices to utilize the item in different contexts in order to store it in memory (Hatch and Brown, 1995: 403).

#### **1.2.2. Vocabulary Learning**

When learning vocabulary, the most important aim is to know as much words as possible of a particular language. Therefore, to master a second or a foreign language more effectively, one needs to have huge vocabulary knowledge. The latter leads students to practice the language, accomplish their goals, and simultaneously communicate more sophisticatedly.

##### **1.2.2.1. Vocabulary Learning Strategies**

Learning strategies are defined by Oxford as "Operations employed by the learners to aid the acquisition, storage, retrieval and use of information ". This definition is further expanded to include " specific actions taken by the learner to make learning easier , faster ,

more enjoyable , more self- directed , more effective , and more transferrable to new situations ".( 1990 :8).

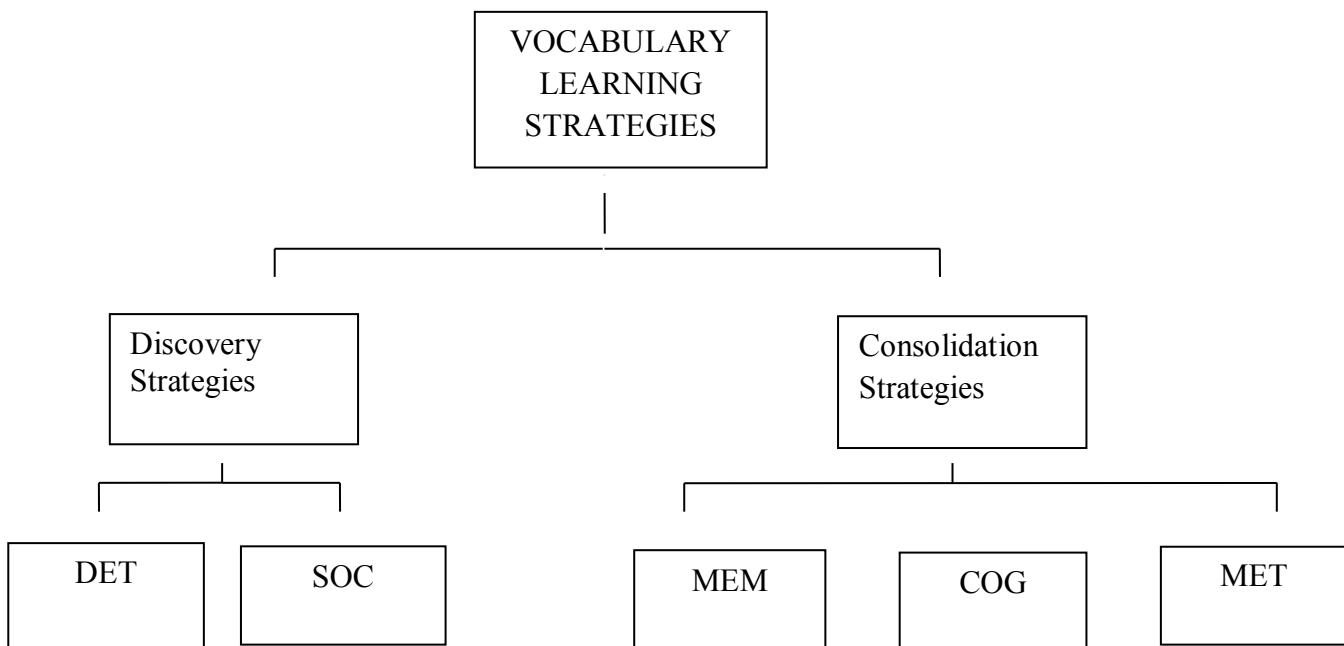
In the process of learning a second/foreign language, students may encounter several challenges and the most prominent one is vocabulary learning. As McCarthy (1992) argues that "without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way"(50). Hence, vocabulary is considered as decisive to language use in which learners will face problems and difficulties due to the lack of vocabulary knowledge.

A research is conducted on successful and unsuccessful language learners which indicate that, a diversity of language learning strategies has evolved. And from the latter, learners try to choose the most useful one for any problem and employ them for particular needs (Williams and Burden, 1999 as cited in şener, 2015:19). For that reason, learners should opt for helpful strategies that enable them to acquire a large amount of words.

When determining which strategy that suites our learners, there is a tendency to take into consideration students competencies, knowledge about the culture and the learners cultural values. (O'Malley and Chamot, 1990 as cited in Schmitt , 2000: 133).

Schmitt (1997) organized his taxonomy which comprises a variety of vocabulary learning strategies that are divided into two significant parts. The first one called "Word Discovery Strategies" which refers to those strategies that are employed by the students and enable them to discover the meaning of words. The second one is "Word Consolidating Strategies" means the merging and the remembrance of new words. To say it differently, words are remembered and merged as soon as they are presented. Furthermore, these two strategies i.e., consolidating and discovery strategies are sorted into five clustering.

The first type is called determination strategies (DET) which are used individually when the learners are confronted with the discovery of a new word meaning without resorting to the others experiences. The second one is social strategies (SOC) which is related to learning new words based on the interaction with others i.e., teacher - students and students - students interactions. Memory strategies is the third type (MEM) in which students learn new words by linking the current (existing) or the prior knowledge (background) to the new words. Fourth, cognitive strategies (COG) are strategies that do not include the learners in mental processing, but are rather based on adopting mechanical means for vocabulary learning. Finally, metacognitive strategies (MET) are strategies that involve making decisions about the most compatible ways to learn vocabulary. Schmitt (1997) represents his taxonomy classification in the figure bellow:



**Figure 1.1: Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies**

Schmitt's figure is divided into two categories. The first one indicates the discovery strategies which consist of the determination and the social strategies. The second category on the other hand, represents the consolidation strategies which contain memory, cognitive, and Metacognitive strategies.

Schmitt and other experts also discuss two approaches to vocabulary learning which are: incidental vocabulary learning strategies and intentional vocabulary learning strategies.

#### **1.2.2.1.2. Incidental Vocabulary Learning Strategies:**

Incidental vocabulary learning is explained by Schmitt (2000) as being "acquisition through exposure when one's attention is focused on the use of language rather than the learning itself" (116). That is to say, students learn and acquire vocabulary through exposure without giving a particular focus on such aspect while they focus on language as a communicative device.

Moreover, Decarrico (2001) argues that "...beyond a certain level of proficiency in second language, vocabulary learning is more likely to be mainly implicit" (289).

#### **1.2.2.1.2. Intentional vocabulary Learning Strategies:**

Schmitt (2000) claims that "Explicit learning focuses attention directly on the information to be learned, which gives the greatest chance for its acquisition" (120). This means that, the explicit (intentional) approach is a strategy that gives more emphasis to the needed information which directly provides considerable prospect for its learning. Furthermore, Decarrico (2001) notes that, in explicit learning more interest should be directed to vocabulary activities in which the learners are engaged in. To add more, Nation (1995) prescribes intentional vocabulary learning as learning that "occurs when learners direct their attention to language items not for producing or comprehending a particular message, but for gaining knowledge about the item as a part of the language system"( 11). From this definition, it seems that intentional learning does not give more attention to the language itself, but it concentrates only on vocabulary knowledge.

In addition, Nation (1995) asserts that in intentional (explicit) learning strategy, learners are looking for getting information about the word by taking into account its written

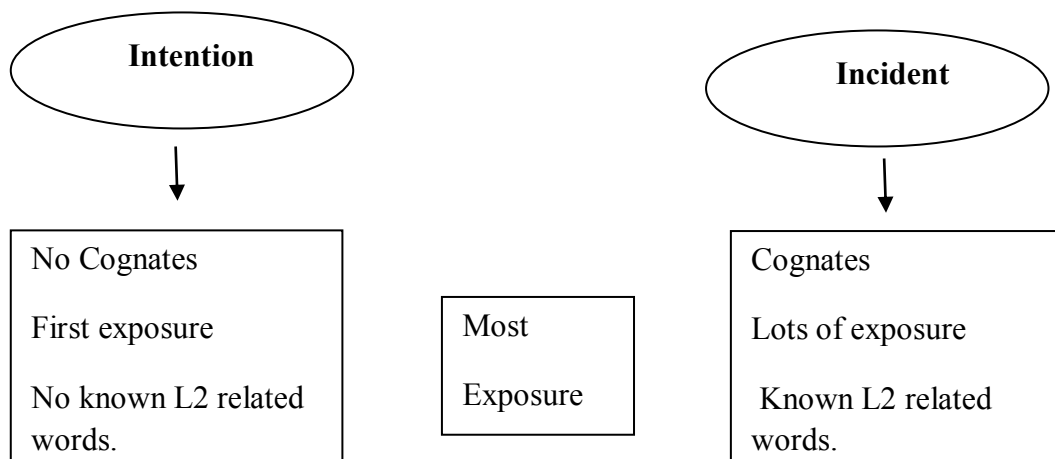
as well as its spoken form. Such information is acquired via memorization of collocations, phrases, or sentences including those words (11). Therefore, according to (Hulstijn, 2001: 271) intentional vocabulary learning is "any activity geared at committing lexical information to memory". Hence, the intentional method has many advantages and benefits in the process of vocabulary learning because it is the best way for enlarging students' vocabulary bag.

Nation (1995) and Schmitt (2008) provide some more arguments concerning the issue of making intentional vocabulary learning more effective:

- The use of compatible techniques that help making words more memorable.
- Embodiment of useful vocabulary.
- Making sure that there are chances for employing words implicitly.
- Constructing a large sight vocabulary.

Ellis (1999) made a distinction between incidental and intentional learning which is based on the difference between focal and peripheral attention. To him, "Intentional learning requires focal attention to be placed deliberately on the linguistic code i.e. on the form, or on form meaning connection", while "incidental learning requires attention to be placed on meaning. I.e. message content, but allows peripheral attention to be directed at form"(45-46). On the one hand, intentional learning gives more importance to vocabulary items. On the other hand, incidental learning focuses on the meaning to be conveyed.

Gass (1999) also sheds light on the distinction between incidental and intentional learning by modeling factors that are encompassed in vocabulary learning as in the following figure:



**Figure 1.2: Incidental and Intentional Learning (Gass, 1999: 322)**

Gass's figure shows that there is a great possibility for words to be learned incidentally if:

- The mother tongue and second language consists of recognized cognates.
- There is considerable L2 exposure.
- Other words that are relevant to the second language are known.

### **1.3. The Importance of Teaching and Learning Vocabulary**

Vocabulary is the most important element of language because of its crucial role in expressing thoughts, and conveying meanings. (Wilkins, as cited in Thornbury, 2002) summed up the importance of vocabulary learning:

Without grammar little can be conveyed, without vocabulary nothing can be conveyed. His view is echoed in this advice, if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with Words (13).

That is to say, learners can communicate in English by using words and items, and they can express meaning without acquiring grammar. So, since grammar is not enough for students to communicate, a great significance has to be given to vocabulary.

Students need to master English. At the first time they learn it, they study about its vocabulary. Acquiring vocabulary helps students deal with the language basic skills; listening, speaking, reading, and writing. Nation (1994) states that:

Vocabulary is not an end itself. A rich vocabulary makes the skills of listening, speaking reading, and writing easier to perform. Learners' growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary. This fluency can part achieved through activities that lead to the establishment and enrichment of vocabulary knowledge, but the essential element in developing fluency lies in the opportunity for meaningful use of vocabulary in tasks with a low cognitive load (511).

As learners develop fluency and expressions in learning English, it is important for them to gain new words so as to enhance their own vocabulary learning strategies. Students often confess the importance of vocabulary in language learning. As Schmitt (2010) argues "learners carry around dictionaries and not grammar books" (4).

Knowledge of vocabulary assists students with language comprehension. (Barra, 1995 as cited in Ferreira, 2007: 12) suggests that to understand a text successfully, students need to have sufficient knowledge of words. That is to say, to have an amount of vocabulary knowledge helps in understanding the meaning of a language. Furthermore, since students know the meaning of items in a text, they can comprehend what they read. This view is supported by Nation (2001 as cited in Ferriera, 2007: 12) by saying that 97% of words should be known by readers for a sufficient understanding of a text.



## **Conclusion**

Vocabulary learning has been one of the most important aspects in the acquisition of a particular language. A traditional method does not give more attention to vocabulary; consequently, students memorize vocabularies without understanding. Moreover, it is the teachers' responsibility to make learners aware of the wide range of strategies which enable them to build a large amount of vocabulary knowledge. Specifically, the teacher has to select the most suitable techniques to empower students for better learning.

## **Introduction**

Researchers and experts agree on the fact that good learning happens as a result of many different factors. The most important ones are students' interest and motivation. As Hidi and Renninger (2006) confirm that “The level of a person's interest has repeatedly been found to be a powerful influence of learning ” (111). Xiang et al. (2005) further declare that interest “emerged as the most important intrinsic motivation construct for predicting future intention ...” (193). Falk and Dierking (2000) as well consider the crucial role of motivation on students' learning development by reporting that “it is not possible to understand learning in the absence of understanding an individual's motivation for learning ” (71). Hence, if teachers do not select activities that discover their learners' needs and cover all their different ways of learning, their interest and motivation to learn will fade away. EFL/ESL teachers find many difficulties in teaching vocabulary items and helping their students to gain sufficient words that can be required to develop other skills. Building on this ground, teachers should shed light on the importance of creating and including fun and useful activities to aid and facilitate students' learning. Therefore, using language games as a teaching tool may enable them to do their job under good conditions. More specifically, language games are regarded among the most helpful techniques for increasing the students' motivation to learn a given language in general, and acquire new vocabulary in particular.

### **2.1. Definition of Language Games**

There are many definition of the word 'game'. According to Richards and Schmidt (2002) a game is a regulated activity which comprises the following features: a task or a goal, a series of rules, communication and competition between players through written or spoken discourse.

Hadfield (1998) defines a game as “an activity with rules, a goal and an element of fun” (4). One can understand from this definition that a game is a fun activity governed by a

set of rules. Moreover, Akilli (2007) explains a game as “a competitive activity that is creative and enjoyable in its essence, which is bound by certain rules and requires certain skills” (4). This definition implies that games create an atmosphere full of interaction and competition, and generates enjoyment, and excitement among learners. In this case, learners should follow specific rules accompanied by particular cognitive capacities. In addition, Okoń (1992) perceives it as, a play which is based on rigorous rules for accomplishing specific results. Byrne (1986) as well defines games as a kind of play that relies on particular bases. Besides the other experts, Toth (1995) also provides an extensive definition concerning games. He claims that

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the game is on successful communication rather than on correctness of language (5).

Toth's definition illustrates that a game is a fun activity which is divided into competitive and co-operative games, in both types the players' purpose is to realize specific objectives. It focuses on successful communication.

Furthermore, Allen (1983) says that “Games are helpful because they can make students feel that certain words are important and necessary, because without these words the object of the game can be achieved” (82). Allen means that games are one of the most powerful tools that enable students to be aware of the importance of new words because games have no impact without those words.

To add more, Nicholson and Williams (1975) assert that "Games are a form of teaching which may be used in circumstances where ordinary approach are not well tolerate; when attention is hard to get and harder to keep" (p. 427).

## **2.2. Types of Language Games**

Language games are central to language learning. It is a way that directs students and offers those opportunities to become more motivated, interactive and active participants inside the classroom and acquire an unlimited number of vocabularies used especially for communicative purposes. According to Wright, Betteridge and Buckby (2006), teachers should be "aware of the essential character of a type of game and the way in which it engages the learners can be helpful in the adaptation of games or the creation of new games" (4).

There are various types of language games that can be applied in the classroom. Hadfield (1984) states that games can be classified into three taxonomies as follows:

The first taxonomy consists of communicative and linguistic games. Communicative games concentrate on exchanging information and thoughts. In other words, they emphasize on fluency. Hadfield (1984) explains communicative games by claiming that "they are active with non-linguistic goal or aim ... they provide an opportunity for real communication...; thus constitute a bridge between the classroom and real world" (4). Hadfield from another side explains linguistic games by saying that linguistic games focus on accuracy.

Hadfield's second taxonomy includes competitive and cooperative games. Cooperative games are games through which students race to reach the goal or for task completion; whereas, in cooperative games as, Hadfield claims, "players or teams work together towards a common goal" (4).

The third and the last taxonomy comprise a mixture of games that are composed of both communicative and linguistic games.

### **2.2.1 Information Gap Games**

They are games in which communication has a crucial part. In this kind of game, students have an opportunity provided by teachers for the sake of presenting their views and ideas. This sort of games requires two participants, one of them has an idea that the other student does not own; the students' mission is to accomplish the task through exchanging information and ideas (Hadfield, 1984:4). Concerning this game, Hadfield (1998:30) gives the teacher an example of this type of game in which he/she tries to split the learners into pairs, brings different street pictures, and provides each pair with a street picture for one player and the same thing should be applied for the other pairs without looking at each others' pictures. And then, each pair tries to give details and describe their pictures to each other. The major aim of the game is to make an attempt in order to differentiate between the two picture discovering seven dissimilarities between them.

This game also can be played in a different way, in which other students try to detect the various information that the other two students have. In that sense, Harmer (1998) argues that "two speakers have different parts of information, making up a whole; because they have different information there is a 'gap' between them" (88).

### **2.2.2. Guessing Games**

According to Hadfield (1984) these games are based on the following rule which is speculation. To put it differently, a learner, for instance, has an idea about a particular thing, conversely the rest of the students try to find out or speculate what this thing is. To consolidate the above definition, Klippel (1984) says that "the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out" (31). For example, to play this game, the teacher tries to prepare small cards and then distributes them to his/her students, each one takes a card without showing it to the others and tries to act what he/she finds in the card. Next, according to the students' performance, the other students ought

to guess what their colleague wants to communicate, i.e., they are asked to find out the right word.

### **2.2.3. Searching Games**

For this type, Hadfield (1984) mentions that all the students are involved in this kind of game. Each student is provided with an idea through which the learners should acquire an enormous amount of information to complete a questionnaire or for problem solving (4).

Hadfield (1998:14) gives an example of searching games which is named "what a mess". To play this game, the teacher prepares room cards accompanied by six household object cards. On condition, the room object cards should not contain the same objects as the other cards i.e., the household cards. The teacher informs his/her students that they live in a cluttered and a disordered house, and ask them to search for the things that ought to be inside their room. To perform this game, the students have to ask the other students about the object they need, and this happens through moving around the class. This game is valid for either the whole class as it is mentioned above or it can be played also in small groups in which the teacher provides every participant in the group with a varied room cards and distributes the objects cards, each student should find the needed object by asking the others if they own them or not. So the gainer is the one who obtains all the demanded objects.

### **2.2.4. Matching Games**

All the class members participate in this kind of game. It requires students to search for a match (peer) for a word, picture or card (Hadfield, 1984:4).

Hadfield (1998:11) considers "Funny face" as a matching game; he gives some instructions on how to play it. The teacher in this game brings cards which consists of half faces and allots a card for each student. So, the main aim of this game is to look for the second half of the face. To act it, each student tries to prescribe the face that h/she owns to

his/her classmates through moving around the rows till h/she find the one who has the other half face. After that, they try to compare the cards face if they match up i.e. whether the two cards complete each other or not. In case the half face is found by the players, they should have a sit.

### **2.2.5. Exchanging and Collecting Games**

All the class may participate in this type of game, in which cards and articles are exchanged by students in a random way in order to complete a set. Hadfield (1998:24) also explains and gives details about the "Flea market" game which is classified as an exchanging and collecting game. It is played as follows:

Three hobby cards are given by the teacher to each student within the classroom; the teacher informs them that these are their preferable avocations. Next, three equipment cards are given to each player. This latter, should not correspond to their hobby cards. This game seeks to find the most compatible chunks of the equipment for his/her hobby. So, the students move around the classroom, declaring about their hobbies e.g., I like...../I interested in..., and asking the others about their hobbies e.g., asking questions such as, what do you prefer to do in your free time? /do you have specific hobbies? .....One of the students' pieces of equipment should be given to the one who needs them, when they collect the desired equipment, exchange, and give their needless equipment they can sit down.

### **2.2.6. Arranging Games**

According to Hadfield (1998:5) arranging games can be named also sequencing or ordering games. They are games under which participants can gain information and perform it for the sake of ordering elements using specific arrangement. Hadfield (1998:21) suggests a game that can be deemed as an arranging game which can be played in pairs. To act it, the teacher orders his/her students to split into pairs, prepares story cards, and provides each pair

a card with its disarranged action cards. The teacher tries to select two players; he gives the first one the story and asks the second player to open the cards in front of his/her classmates. So, the first students' role is to read the story and the other one is to order the pictures for telling the story later on orally. The aim of such game is to arrange the pictures to get the whole story and then telling it. After that, the teacher asks the players to put the story aside and with the pictures' help they try to re-narrate the story via memory.

In brief, concerning the variety of language games that is discussed by Hadfield (1984, 1998). It can be said that teachers have to select the most compatible games for building interest in their students and making them feel pleased and have fun, and the most essential point is to enlarge their abilities to learn vocabulary passionately.

### **2.3. When to Use Language Games**

There are numerous cases in which language games may be used. As Lee (1979) notes that games “should not be regarded as marginal activity filling in odd moments when teachers and class have nothing better to do” (3). To clarify this, it can be said that teachers should give more importance to games and do not consider them as the last solution when they have nothing to do.

According to Lee the following are some areas where language games may be employed:

a. In situations where lack of interest. The use of language games can eradicate this problem completely.

b. In case of students' tiredness and fatigue, they find difficulties to act in a good manner. Language games can bring and lead to better results.

c. When there is a cooperation problem among students. Since language games have many benefits like relaxation and communication, students can join and interact with each other.



d. If there are barriers between teachers and their students. So, the use of language games can break the ice between them.

e. Students' lack of vocabulary.

f. Students' bad behavior. In this case, games are used to calm them down.

## **2.4. Ways of Employing Language Games**

There are two ways proposed by Wright, Betteridge and Bucky (2006) about how to use language games inside the classroom.

### **2.4.1. Pair Work**

Wright et al. (2006) “Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair is usually better than group work if there are discipline problems.” (3) i.e., for students’ organization inside the classroom, pair work is the easiest and the most worthy way that is adopted by most teachers. In fact, it is better than group work in case of students’ misbehavior.

Harmer (2001), in addition, has his point of view concerning pair work. He claims that “pair work increases the amount of each students speaking time any one student get in the classroom, and it is relatively quick and easy to organize” (116). Whereby, students have opportunities to speak and comprehend their classmates' speech. Therefore, pair work enables teachers to control and provide their learners with great chances to propose their ideas and points of view.

### **2.4.2. Group Work**

According to Wright, et al, (2006) there are various games used by teachers that require more than four participants most of the time (p.3). For that, group work has a crucial role in generating the spirit of competition spirit, augmenting students’ motivation and

exchanging ideas between students because each group involves several students with multiple capacities.

## **2.5. Administrating Language Games in EFL/ ESL Classrooms**

In a foreign or a second classroom, language games are a great way in getting the students engaged with the lessons and classroom activities, they work as a supporting technique for both learning and teaching new words. Vocabulary is an important part in any given language that should be given more consideration for mastering a foreign or a second language. From this perspective, Harmer (1991) supports the importance of vocabulary by arguing that “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh” (159). So that, both teachers and learners may face difficulties concerning vocabulary teaching and learning. Thus, teachers should look for useful games for simplifying the process of vocabulary acquisition.

### **2.5.1. Setting Objectives**

Professional teachers are those who have interest in adapting several types of language games to assist language learning. Here are some of the goals and objectives behind the integration of language games as an effective educational tool in EFL/ESL classrooms:

- Games are used to integrate the four skills. According to Lee (1995) games can include the essential language skills, i.e., productive and receptive skills, and other skills can be involved as well.

- Games are used for enhancing students' motivation to learn. Mc Callum (1980) authenticates this idea by saying that “games automatically stimulate students interest, a properly introduced game can be one of the highest motivating techniques” (9). To put it in another word, games aim at making students more interested in the classroom tasks, become motivated and have the desire to learn.

- Teachers opt for language games to minimize students' anxiety. According to Crookal (1990), most learners learn a language under pressure because their inner voice works negatively. It tells them that they may face problems when learning a foreign language which is not theirs, students become afraid when making a mistake. So, the game objective is to construct students' confidence and enable them to have a positive feeling and get rid of fear while learning the target language.

- According to Kim (1995) games are:

- A powerful way used by the teachers to eradicate the usual classroom routine.

- They encourage students' interaction and communication.

- Games according to Wright et al (1984) can assist teacher to generate circumstances where language is advantageous and meaningful.

- The use of language games especially via team or group work can lead to more cooperation and results in team spirit, and this latter is the teachers' desired objective (Ersoze, 2000).

- They are used to develop students' proficiency (Deesri, 2002).

### **2.5.2. Criteria of Game Selection**

Although games work as a motivator for students to learn a second or a foreign language, yet it seems difficult and challenging at the level of their selection. Therefore, teachers should know how to choose or select the most suitable ones for their students.

Lengeling and Malarcher (1997) assert that game selection is extremely a hard work; they believe that for ensuring the success of a certain game, some rules must be applied. Hence, teachers have to take into account various traits: classroom space, noise, needful

materials, time allotment required for each game, students' level as well as age, interest...etc. Besides, teachers should be aware of the fact that the game must be related to the topic.

According to them (Lengelling and Malarcher, 1997), in order for the game to be more operant and has an impact in learning and teaching, there are different criteria or aspects that the teacher must consider:

- There should be a sense of gratitude for learners.
- It should be easy to comprehend.
- There must be a clear connection between the game and the content.
- The game should be based on technology little as possible.
- The teacher should select games that suit all the class members.
- The game should have an aim.
- The game should be challenging.
- The game selected by the teacher must complete the lesson rather than overwhelm it.

Other experts and researchers as well tackle these aspects and give arguments concerning game selection as mentioned bellow

Uberman (1998:21) states that in order to reach the demanded outcomes, the learners' age, level and materials should be taken into consideration when choosing the suitable game. That is to say, the game must fit the students' level and age.

Tyson (2000) also assumes that a game should integrate several elements like fun, educational purposes and competitive spirit. It must be more attractive, i.e., attracts the learners' attention and considers language use rather than language itself.

Another criterion for selecting the most useful game is proposed by Beak (2010) who points that there should be equilibrium between two aspects “educational requirement and motivational factors” (271).

Millano and Ulluis (1998, as cited in EL Shamy, 2001) argue that the most effective learning activities are those which are compatible to the course goals, content and the learned level. From another angle, these activities should suit the time allocated, respect that there are individual differences among students, and correspond to the students' capabilities (95).

In addition, Dobson (1974) states that, “a game is a powerful way to break the routine of classroom drill by providing relaxation while remaining within the framework of language learning” (107). This means that, teachers have to select games that bring fun to the whole class, break the routine, and make students feel relaxed.

The previous criteria have been summarized by many recent researchers and experts as follows

- They should create the spirit of competition.
- They should not be too complicated.
- They should be compatible with the learners' level, age and materials.
- They should focus on language use.

To summarize, foreign or second language teachers aim at increasing students' motivation to acquire considerable amount of vocabulary knowledge. So, they should take different standards when choosing the most effective games for pushing learners to ameliorate their vocabulary repertoire or even other proficiencies. Hence, for teachers to elevate students' motivation towards learning vocabulary items, they should select simple games for an easy interaction.

### **2.5.3. Steps of Game Application**

The application of language games in EFL/ ESL classrooms based on the following three main phases: game introduction, game management, and debriefing the game (Yahiaoui, 2012).

#### **2. 5.3.1. Game Introduction**

The most important thing when applying a particular game is the introduction or the presentation of this game because it gives the students an overview about the game and the rules which govern it and how to play it. More to the point, the game will be more fruitful and bring about the desired results when teachers present and explain the rules using a motivational introduction.

For EL Shamy (2001), the introduction comprises four basic components. Firstly, the teachers' mode or style in which s/he tries to express and show his/her excitement throughout their introduction. EL Shamy supports the first component by saying that "If you [teacher] are positive and enthusiastic, the participants will respond accordingly" (103). Secondly, the set up of the game is for making learners perform the game; the teachers' mission here is to motivate students and raise their curiosity through mentioning the underlying causes behind playing this game. As an instance, they can say "through this you will practice what have been studied and you will enjoy it" (Ibid). Thirdly, the explanation of the instructions is for teachers to determine the game for their students by dividing the roles, giving each student his/ her turn and giving them rules. Fourthly, is the groups' management According to Doveston and Keenagham (2006, as cited in Westwood, 2008) give an agreement concerning the great importance of introduction. They propose that "there is a great value in discussing openly with a class the best way of making group work effective, and explicitly identifying the skills necessary to corporate productivity with others" (46). To conclude the first phase, it can be said that the introduction is an important step before starting the game.

### **2.5.3.2. Game Management:**

At this stage and after introducing the game to the participants, the teacher can announce and allow students to begin playing and performing the game.

As EL Shamy (2000) suggests “you [teacher] do want to observe how players play” (110). This definition declares that, while students are performing the game, the teacher works as an observer about what occurs during the game. The teacher also can adopt another role inside the classroom, as Westwood asserts, the teacher should play the role of a monitor to control what is going on throughout the classroom activity and from a while to a while h/she takes part to assist and support his/her learners when they face obstacles. This means that, the teacher has all the authority to take a pause if troubles are encountered and then tries to treat them. When the game ends, the teacher provides his/her students with purposeful corrections and notes.

### **2.5.3.3. Debriefing the Game**

During this stage, an interactive discussion occurs between teachers and students about the games' results. For that reason, students can practice the language. Westwood (2008) shows his point of view about giving feedback straightway after the game ends. He says that interesting activities enable learners to obtain evaluation instantly. The teacher's evaluation and students' comments are two elements in the debriefing stage well as which have a crucial role. EL Shamy (2001) claims that there are many aspects that teachers should take into consideration when debriefing the game like asking them about their feelings, their opinions about the game...etc. There are a number of items involved in the checklist which is made by EL Shamy (2001) for teachers to employ in accordance to the game.

1. What Happened?	<ul style="list-style-type: none"> <li>- How did you begin?</li> <li>- Role and responsibilities.</li> <li>- Easy Vs difficult.</li> <li>- Any conflicts.</li> </ul>
2. How Do You Feel?	<ul style="list-style-type: none"> <li>- Positive? Negative?</li> <li>- Frustrations, disappointment.</li> <li>- Satisfactions, success.</li> <li>- Other reactions.</li> </ul>
3. What Did You Learn?	<ul style="list-style-type: none"> <li>- What worked? What didn't</li> <li>- Cooperation, competition.</li> <li>- Communication issues.</li> <li>- Any "do different lies?"</li> </ul>
4. How Does This Relate?	<ul style="list-style-type: none"> <li>- To your job?</li> <li>- Your department?</li> <li>- Your company?</li> <li>- To our training purpose?</li> </ul>
5. Where Do you Go from Here?	<ul style="list-style-type: none"> <li>- Application?</li> <li>- Further information?</li> <li>- Comments, questions, concerns?</li> </ul>

**Table 2.1: Checklist for debriefing the game (EL Shamy, 2001, p.113- 114)**



With the assistance of the above checklist, teachers are able to know whether the game achieved the desired outcomes or not, and if the students have availed something from this game.

#### **2.5.4. The Teacher's Role when Implementing the Game**

It is a common fact that professional teachers are those who take their responsibilities honestly. They play a big role in making students more qualified and advanced in different domains. In this context, Harmer (2001) states that, “Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because ‘we are always on the stage’. Others think they are like orchestral conductors ‘because I direct conversation and set the pace of tone’. Yet others feel like gardeners, ‘because we plant the seeds and then watch them grow’” (56). Singh (2007) considers this by saying that “A teacher is expected to produce intelligent citizens and responsible learners” (211). From this perspective, Harmer (2001) infers that the teachers’ role inside the classroom is not stable; s/he may play different roles and characters depending on the type of the activity (5).

Before discussing the different roles performed by the teacher, one needs first highlight the concept “Role”. According to Hedge (2000) the term role means the functions that are performed by teachers and learners within the classroom. So, the following are some significant roles adopted by various teachers

The teacher can act as a facilitator in terms of making the learning process easy and suggesting some solutions for students’ his/her problems if any, and this can occur by directing them to the right path. Harmer (2001) states that there is limitation for students’ he/she assistant by their teachers, and sees that the teachers’ role is to motivate and push learners to rely on themselves in solving and doing their work. In addition to Harmers’ view, Littlewood (1981) also addresses this aspect by declaring that “a teacher is a facilitator of learning” (92). Moreover, (karvas-Dukas,1995 as cited in Subekti,2019) agree with the

previous researchers by clarifying that the teacher can take the role of a facilitator which indicates other functions like “a source of expertise, management roles, source of advice and facilitator of learning”(26). So, the teacher role is to simplify and make everything easy and accessible for all.

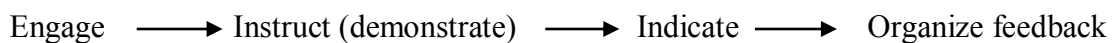
Observation is another essential aspect in the process of teaching and learning. Observing what is going inside the classroom is a difficult task that leads students to confusion and fear. Hence, the teacher’s role here is to observe what the students are doing at the same time even s/he does other roles without making them aware of the fact that s/he observes them. In this situation, the teacher can succeed in minimizing the students’ bad feelings. Harmer (2005) asserts that “When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time”( 62). During the game application, the teacher’s role is to move around the classroom and between the rows to observe and monitor his/her students’ work because the students’ accomplishments in vocabulary learning can be assessed via their teachers’ observation. Hadfield (2003) supports this idea and believes that:

The teachers’ role in all these activities is that of monitor and resource center, moving from group to group, supplying any necessary language, notice errors, but not interrupting or correcting at this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen, and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game (5).

Thus, through feedback the teacher can correct the observed errors, gaps, and prepare the students to avoid them later on.

Integrating language games as a tool for motivating students to learn and acquire vocabulary knowledge is an effective way. But it requires serious organization from the teachers' part. As Harmer (2001) claims, "One of the most important roles that the teachers have to perform is that of organizing students to do various activities" (58). This induces that the most powerful way for pushing students to do an activity is by organizing them.

The following figure summarizes the role of the teacher as an organizer:



**Figure 2.3 : The role of organizer (Harmer, 2001:59)**

The above figure represents a continuum which shows the vital role of the teacher as an organizer and the steps that should be applied to play a game and to provide the students with clear guidelines about the way to play this game. Thus, before starting the game the teacher should involve the participants by drawing their attention. Next, an introduction should be made to the game for making students aware of their roles. The teachers' observation as well must take part during the game play. Finally, the teacher tries to alert his/her learners when the game official time is over.

## **2.6. The role of language Games in Vocabulary Teaching and Learning**

In the acquisition of a second or a foreign language, language games play a crucial role and have great effects in increasing students' motivation to learn new words. Therefore, it is important for teachers to integrate this technique in their classroom for better vocabulary acquisition and for communicative purposes too.

First, the most important role of language games in classroom activities is increasing students' motivation. Harmer (2001) defines it as "Some kinds of internal drives which pushes someone to do things in order to achieve something" (51). In other words, motivation leads students to feel better and empower them to realize their objectives. For acquiring

vocabulary, teachers should use language games as an integral part for motivating learners to learn and collect as much words as they can. To consolidate this idea, Nguyen and Khuat (2003) say that in a healthy atmosphere where vocabulary games are implemented, students will be more motivated to acquire new words (11). Furthermore, Yu (2005) argues that “Language games have the effective ability to develop students’ motivation”. (46). In the same context, Hansen (1994:118) claims that “Games are highly motivating and entertaining, and they can give learners more opportunity to express their opinions and feelings.” To conclude, language games reduce students’ anxiety and make them more motivated to learn new vocabulary.

Second, games have a great role in giving not just fun and joy, but rather for giving learners opportunities to communicate freely. Huang (1996) says that “Learning through games could encourage the operation of certain psychological and intellectual factors which facilitate communication, heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence” (1). Additionally, Longman and Purcell (1994) support this idea as well by considering language games as a tool to be applied inside classrooms which enable learners to practice the target language in a healthy atmosphere for achieving a task, handling problems, or communicating ideas. They also agree on the idea which tells that the use of language games leads to effective communication. Furthermore, Lee (1995) also agrees on the inclusion of games in teaching because they have an impact on developing communicative skills. He believes that the use of vocabulary games allows students to focus on the use of language for communication rather than knowing about the language correct forms. Moreover, (Wright, Betteridge, Buckby; 2006) argue that “Games also help teachers to create context in which the language is useful and meaningful” (64). They assert also “It is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teachers' repertoire and not merely a way of passing the time” (Ibid).

In short, it can be said that the integration of language games in teaching and learning equals the development of communicative skills.

Third, via educational games, learners can improve their level and gain a tremendous amount of vocabulary knowledge. As Laufer (1997) States that through repetition learners can acquire new vocabulary. To add more, Bunch (2009) agrees on the fact that there are useful activities designed for learners who seek to enlarge exposure to key words. Marzano (2009) gives his opinion about the role of games as well. He agrees on merging games for vocabulary instruction in a direct way. For better results, he thinks that it is preferable to create favorable conditions within the classroom through involving learners in games that help them in revising words. In brief, language games can be an effective technique for foreign and second language learners to enhance and enrich their vocabulary repertoires.

## **Conclusion**

To give an overview about what has been discussed in the above chapter, it can be said that language games are powerful techniques which have a great effect in EFL/ESL classrooms. So, the use of language games results in enormous benefits, i.e., through games teachers can create a suitable environment stress free and full of fun and joy. They can help learners to break the barriers between them and their teachers, and they also enable students to use the language effectively. Actually, the main goal behind the teacher's application of language games within their classrooms is to increase their students' motivation towards vocabulary learning and acquisition.

## **Introduction**

Broadly speaking, motivation and learning have a positive relationship. Thus, it is a fundamental factor in learning a foreign language. Motivation can be said to be an orientation to make useful and meaningful tasks and to attempt to reach the academic goals from them (Brophy, 1988). This chapter tackles some definitions of motivation, its types, theories, and its importance in the teaching /learning process.

### **3.1. Definition of Motivation**

Although motivation is not a clear term with an agreed on unified definition, some have defined it as follow:

"Motivation is an internal process that activates, guides, and maintains behavior over time... motivation is what is what gets you going, keeps you going, and determines where you are trying to go." (Pintrick, (2003); Shunk, (2000); Strpek, 2002 as cited in Slavin, 2006:317). This means that motivation is an inside factor that pushes individuals to behave in a certain way.

In addition, Wlodkowski (1982:05) believes that:

Motivation is the word used to describe those. Processes that can (a) arouse and investigate behaviour,(b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behaviour. Which means that motivation is used to prescribe those processes that direct, guide, and keep behaviour.

Furthermore, Lee (2005:330) defines motivation as

The force behind behaviour and provides an explanation for why people do things motivation influences what people do-meaning their choice of action, as well as how they act, the intensity, persistence, and quality of their action.

According to him, motivation has an impact on what students learn, that is to say, it has a positive influence on learning.

Horwitz (1990 as cited in Albodakh and Cinkara ,2017:280) defines motivation as the learner's emotions of a certain target language and its culture.

### **3.2. Types of Motivation**

Researchers agree on the idea that motivation is very complicated because many factors are what retain student's behaviour. There are many types of motivation which determine different causes or goals that increase achievement.

#### **3.2.1. Integrative Motivation**

Gardner et.al(1976 as cited in Dwalk and Shehadeh ,2010:335) describes integrative motivation as a "high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group". This means that it is the person's desire to be a part of the target language.

#### **3.2.2. Instrumental Motivation**

According to Dwalk and Shehadeh(2010:335), instrumental motivation is " the learner's interest in learning a language when this interest reflects pragmatic benefits such as a better job or a higher salary. In this case, L2 acquisition is associated with some external

reward or pragmatic goals". That is to say instrumental motivation is learning a certain language for a certain purpose.

### **3.2.3. Required Motivation**

According to Dwalk and Shehadeh(2010:338) , motivation refers to "the learner's sense of obligation to enroll in a language course only because it is compulsory requirement in a language program of study". In other words, it is the need and obligation that push students to do any task. To clarify more, in this type of motivation the learner is committed to the course.

### **3.2.4. Extrinsic Motivation**

Extrinsic motivation" is caused by....outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel"(Harmer, 2001:51). This means that it comes from the outside, and supports individuals in the learning process. In addition, Ryan and Deci (2000:60) define EM as " A construct that pertains whenever an activity is done in order to attain some seperable outcome....". That is to say, learners who are extrinsically motivated do not engage in the activity for its interest, but to get something. Moreover, Deci (1972) prescribes extrinsic motivation as oral reinforcement, money,and interposed outside of the individual.

### **3.2.5. Intrinsic Motivation**

It is totally the opposite of extrinsic motivation which means to involve in tasks for a particular outcome, whereas, intrinsic motivation is the internal derive that pushes learners to study. Rayan and Deci (2000:55) define it as "the doing of the activity for its inherent satisfaction rather than for some separable consequence". This type of motivation is within the individual,i.e, students who are intrinsically motivated get into the language learning tasks.



Moreover, Brown (2000) states that students who are intrinsically motivated are engaged in the activity itself, and not for certain rewards.

According to Richards and Edwards (2000:55) "the most basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to separable outcome.". This means that intrinsic motivation is related to interest, and learners' desire for learning. On the other hand, extrinsic motivation is related to goals.

### **3.3. Theories of Motivation**

Various theories of motivation assist psychologists to comprehend and manage human learning behaviour. Most of these theories prescribe many factors that impact an individual's desire to do a task or behave in a certain way.

#### **3.3.1. The Behavioral Theory**

Behaviorism is a theory of learning that focuses on the belief that our behaviour is gained through conditioning. The latter is the result of the environment's interaction. They believe that our behaviour is formed by our reaction to the environment. Watson (1913) believed that the repetition of a desired behaviour will be increased if the incentives are positive while if the incentives are negative, the repetition of an undesired behaviour will be decreased. Jung (1978:6) states that

If we know the external stimulus condition that exists when responses are learned, we can predict behaviour as well, if not better, without recourse to the influence of internal states such as motives, cognition, and feeling. Because these inner forces or causes are hypothetical and cannot be observed directly, these behaviorists feel we should not

postulate them when we can identify the objective conditions associated with behaviour.

So, behaviorists deemphasize the internal capacities because they are intangible, and focus on external ones because they are tangible.

### **3.3.2. Maslow Hierarchy of Needs**

This theory is one of the most well known motivational theories. Abraham Maslow's theory (1970) identifies five levels of needs people try to accomplish throughout life Mulins (2007). These needs are: physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. In order to reach self-actualization needs, you need to satisfy lower needs. According to Owens (2001), these needs are classified into two categories: deficiency needs for the first four levels, and growth needs for self-actualization needs. Maslow (1970:146) states that

The safety need is stronger than the love need, because it dominates the organism in various demonstrable ways when both needs are frustrated. In this sense, the physiological needs (which are themselves Ordered in a sub hierarchy), which in turn are stronger than Love needs, which in turn are stronger than the esteem needs, Which are stronger than those idiosyncratic needs we have called the need for self-actualization.

So, it is clear that there is a change from one need to another. This change is restricted by the satisfaction of the last one. On this basis, the need for food, water, and air have to be accomplished before going toward the following needs.

### **3.3.3. Self-Determination Theory**

Self-Determination theory is developed by Deci and Rayn (1995). The goal of this theory is to differentiate between motivational and intentional behaviour. Furthermore, this theory views that motivation from many perspectives, extrinsic, intrinsic, and Amotivational. Neols (2000) states that these kinds of motivation list the grade in which a person gets into an action to reach personal goals. As cited in Albodakh and Cinkara (2017:281-282).

Intrinsic motivation is the kind that associates with person's desire to do an activity without external rewards. Deci and Rayn (2000 as cited in Albodakh and Cinkara ,2017:282) if students are intrinsically motivated, they do the work for entertainment and competition.

Extrinsic motivation deals with rewards.i.e, what the person will obtain after doing an action. It is viewed as a multidimensional structure in which a learner engages in an activity for internal and external results. Deci and Ryan (1985 as cited in Albodakh and Cinkara, 2017:282).

A motivation is like the idea of learned weaknesses in which the students either do not know how to do an act or do it in a negative way (Abranson, Seligma & Teasdale, 1978 as cited in Albodak and Cinkara , 2017:282). Based on this theory, the term "a motivation" refers to the mismatch state between an individual work and consequences. The person in this type of motivation is neither intrinsically nor extrinsically motivated.

According to Deci and Ryan (1991:243) the level of self-determination decides which type of motivation individuals have.

### **3.3.4. The Attribution Theory**

Seiffert (2004:138) defines an attribution as " the perceived cause of an outcome", or " a person's explanation of why a particular event turned out as it did.". This implies that the attribution theory searches for interpretations for success and failure. Attributions are

perceptions about the reasons behind failure and success. What is prominent about attributions is that they reflect what people think about the resources of their success and failure. Thus, relying on attribution's nature, motivation can be affected in many ways weiner (2005). Weiner (1974) emphasizes his theory on achievement. He distinguished ability, effort, task difficulty, and luck. Attributions are categorized into three dimensions: locus of causality, stability, and controllability. The first is concerned with the cause's location, whether it is internal or external. The second dimension is related to the cause's change, whether the causes change over time or not. The third is about whether causes can be controlled by individuals such as mood and luck. Weiner (1980:362) states that "causal attributions determine affective reactions to success and failure, for example, one is not likely to experience pride in success, or feeling of competence, when receiving an " A" from a teacher who gives only that grade, or when defeating a tennis player who always loses...on the other hand, an "A" from a teacher who gives high grades or victory over a highly rated tennis player following a great deal of practice generate great positive effect."

### **3.4. The Importance of Motivation in the Process of Teaching and Learning**

The importance of motivation in the process of teaching and learning lies in achieving goals easily, and without it, it is very hard to reach them. In addition, the success of learning depends on the degree of motivation learners' have .i.e., whether it is low or high (Harmer, 1988). The degree of motivation is impacted by two factors. The former consists of, first, enjoyment which is vital in raising learner's motivation because if learners do not enjoy in the class, they will not grasp the material very well. Second, the learners need which can help them to reach the learning goals. Third, interest increases students' motivation to learn (Harmer, 1988). The latter involves the teacher, the method, the social life, and the learning atmosphere (Harmer, 1988). So motivation has an influence on the student's achievement.

In learning a second language, vocabulary is considered as the heart of the language. There is a strong relationship between motivation and learning vocabulary. It has been studied by many schools of thought like behaviourism, cognitivism, and constructivism. According to behaviourism, motivation is correlated to outside factors and rewards. In learning vocabulary, the teacher's feedback has an important role because if the teacher provides learners with verbal or tangible rewards, this will increase student's motivation to learn vocabulary. So, students will be motivated if the teacher gives feedback. This idea is related to William and Burden (1997:134) who stated that "behavioral psychologists were the first to recognize the power of feedback as a motivating influence". Although, in the area of vocabulary learning and motivation, there is not enough literature review, but it can be studied in Gardner's integrative and instrumental orientation. Masgoret and Gardner (2003:126) refer integrative orientation as "to an openness to identify, at least in part, with another language community". This means, students seek to be a part of the English language community and its culture. This type is highly associated to vocabulary learning, i.e. When students want to integrate in the English language, they should write or speak in the way native speakers do. This leads learners to widen their vocabulary. In the other type which is instrumental orientation, the learner does a task or an activity for a particular outcome. According to cognitive, the most vital part is what the learners choose to do, and in the constructivist's point of view, when an individual is motivated, she/he will go on in reaching goals, and their satisfaction varies from one to another (William and Burden, 1997).

Motivation plays an important role in learning because if students are motivated, but do not have the capacity to complete a task, motivation will assist them to do it. However, if learners are able to do a task, but they are less motivated, they may not accomplish it. Harmer & Lee, 2011, Muntean, 2011 as cited in Lui, 2012 :) state that games motivate learners to get into the classroom. The goal behind using a game as a technique is to comprise both types of motivation: intrinsic and extrinsic in order to impact learner's behavior (Flatla, 2011). In

addition, the utilization of games in the classroom raises learner's motivation when they encounter a complex activity. Thus, teachers can use games in order to boost motivation. Furthermore, games are helpful for learners to get better learning when they studying because the positive interaction between learners makes the class more fun.

## **Conclusion**

Motivation is an important factor in the process of teaching and learning. In order to enhance student's motivation, the teacher needs some factors. First, the material should be interesting. Second, the learning environment should be comfortable. Third, the learners' goals should be realistic and useful.

## **Introduction**

The present study is designed to investigate the impact of using language games as a helpful technique to increase the students' motivation to learn vocabulary. Since this research is descriptive in nature, a questionnaire for both teachers and students was chosen as an appropriate tool for data collection to assure the accurateness of data and to validate the research work. These questionnaires were conducted at Abdelhafid Boussouf University Center. Interestingly, the Teachers' Questionnaire dealt with novice and experienced teachers who teach different subjects. It was dedicated to investigate the teachers' opinions, views, and attitudes towards the inclusion of language games in teaching in general and vocabulary in particular. Furthermore, the students took a vital part in our research as well. So, their perceptions and opinions are of great importance for that a students' questionnaire was planned for detecting the students' standpoints and attitudes towards the influence of language games on the students' motivation to learn and enlarge their vocabulary knowledge.

### **4.1 The Students' Questionnaire**

The students' questionnaire seeks to gather data about the students' attitudes towards learning vocabulary through language games. It was distributed to one hundred first year students at Abdelhafid Boussouf University Center of Mila who were chosen randomly.

#### **4.1.1 Description of the Students' Questionnaire**

Sixteen questions were developed to point out to the students' concern related to language games, and their importance in increasing the students' motivation to learn vocabulary. These questions were classified into four sections. The first section "Learning Vocabulary", consists of six questions. The students' were asked if their teachers emphasize on vocabulary while teaching (Q1). The second question was designed to reveal the students' frequency of learning vocabulary and in which subject. Question three reveals the students'

opinions about learning vocabulary. In the Q4 and Q5 students' are required to pick more than one option. The students were asked why they like to learn vocabulary (Q4), and the reasons behind their negative attitudes towards learning vocabulary (Q5). The focus of Q6 is to investigate the students' ways of learning vocabulary. Section two, "Language games", is also composed of six questions. The intent of Q7 is to know the rate of the teachers who use language games as a technique in teaching, for which subjects (Q8) and the frequency of using them (Q9). Moreover, Q10 is directed to reveal the students' attitudes towards learning through games, the reasons for liking them (Q11) as well as disliking them (Q12). The third section, "Learning Vocabulary through Language Games", seeks to inspect the students' motivation to learn vocabulary through games (Q13), their opinion of their advantages (Q14) and their actual level in vocabulary (Q15). As for the last section, "Further Suggestions", the students were given a free space to add any further comments related to the current topic (Q16).

#### 4.2.2. Analysis of the Students Questionnaire

##### Section One: Learning Vocabulary

**Q1: Do your teachers focus on the aspect of vocabulary while teaching you?**

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	76	76%
No	24	24%
Total	100	100%

**Table 4.1: The Rate of the Teachers who Focus on the Aspect of Vocabulary Teaching**

This question seeks to find out if the teachers at Abdelhafid Boussouf University Center focus on the aspect of vocabulary aspect while teaching. The findings show that more



than half of the students 76% declared that their teachers give more emphasis to vocabulary while teaching. However, 24% of the respondents stated that their teachers do not focus on teaching them vocabulary.

**Q2: If “Yes”, which subject and how often?**

Twenty five participants said that their teachers of written and oral expression had always a tendency towards engaging the aspect of vocabulary in their teaching. While ten of them informed that there was a great focus on vocabulary teaching at the level of grammar. Besides, fifteen respondents pointed out that their teachers of methodology and literature take the aspect of vocabulary into consideration as well.

**Q3: Do you like to learn vocabulary?**

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	100	100%
No	00	00%
Total	100	100%

**Table 4.2: The Students' Opinion about Vocabulary Learning**

This question aims at identifying the students' opinion towards learning vocabulary; and surprisingly all of them (100%) showed a positive attitude towards this aspect of language. So, from the above findings, it can be said that all of the students are totally conscious of the great importance that vocabulary has in learning a second or a foreign language.

**Q4: If “Yes”, is it because:**

- a- It develops your listening ability

- b- Helps you become more fluent
- c- Understand a variety of written discourse
- d- Enhance your writing style
- e- Other, please specify

<b>Options</b>	<b>Subjects</b>	<b>Percentage</b>
a	16	16%
b	34	34%
c	13	13%
d	11	11%
ac	7	7%
bd	10	10%
bcd	9	9%
Total	100	100%

**Table 4.3: The Reasons behind the Preference to Learn Vocabulary**

All the students who answered positively (100%) do like to learn vocabulary for a variety of reasons. 34% of the informants asserted that they like to learn vocabulary because it helps them to develop their speaking skills. Consequently, they become more fluent. Since the aspect of vocabulary learning has a positive effect on the students' fluency and enhances their writing style as well, 16% of the participants stated that it develops their listening skill. However, twelve of the respondents specified it only for enhancing their way of writing. 13% of the students said that they liked to learn vocabulary as it improves their ability to understand written discourse. 10% of them opted for both categories, 7% of them consider vocabulary learning as a powerful way that can help develop the listening skill and comprehending written discourse. Only 5 students emphasized on the fact that vocabulary learning can result in the development of the four skills.

**Q5:** If “No”, is it because

- a- It is a difficult process
- b- It is not useful for the subject
- c- The teachers' way does not suite your learning style
- d- Other; please, specify

Since the whole sample 100% opted for “Yes”, none of the students dislike learning vocabulary.

**Q6: How do you best learn vocabulary?**

- a- Listening to songs
- b- Watching movies , talk shows, soap operas,.....etc
- c- Reading books and novels
- d- Rote memorization from dictionaries
- e- Other, please specify:

<b>Options</b>	<b>Subjects</b>	<b>Percentage</b>
a	24	24%
b	18	18%
c	37	37%
d	12	12%
bc	9	9%
Total	100	100%

**Table 4.4: The Students' Avenues to Learn Vocabulary**

This question aims at knowing the best ways the students learn vocabulary. What is noticed is that 37% of the students opted for the third option “reading books and novels” because they may consider it as the best way that suites them. In addition, 24% of the students

learn new vocabulary by listening to songs. While, about 18% of the respondents selected the option (b) because they think that watching movies, talk shows, and soap operas...are the most compatible avenues for better vocabulary learning. In addition, others 12% believe that rote memorization from dictionaries is the easiest way for them to learn more sophisticated words. Whereas, Only 9% of the participants believe that both watching and reading help them better to enrich their vocabulary knowledge.

**Section Two: Language games**

**Q7: Do your teachers use language games to teach you?**

a - Yes

b – No

<b>Options</b>	<b>Subjects</b>	<b>Percentage</b>
Yes	80	80%
No	20	20%
Total	100	100%

**Table4.5: The Rate of the Teachers who Use Language Games in Teaching**

On the basis of the results shown in the above table, we can say that most of the informants (80%) revealed that their teachers have an orientation towards using language games while teaching them. However, only 20% of them stated that their teachers do not use this technique in teaching them in general and vocabulary in particular.

**Q8: If "YES", which subject**

a - Grammar

b - Speaking

c - Listening

d - Writing

e - Other; please specify:

<b>Options</b>	<b>Subjects</b>	<b>Percentage</b>
a	31	38.75%
b	6	7.5%
c	10	12.5%
d	6	7.5%
ad	13	16.25%
bc	8	10%
acd	6	7.5%
Total	80	100%

**Table 4.6: The Subjects in which Language Games are Used**

In this table, the respondents are asked to determine in which subject their teachers use language games. The students' answers show that teachers use games in different subjects. From the table, we can notice that 38, 75% of the students answered that their teachers of grammar are using them while teaching. However, only 7, 5% of them answered that games are used in speaking and writing.

**Q9: How often?**

a- Always

b- Often

c- Sometimes

d - Rarely

Options	Subjects	Percentage
a	6	7.5%
b	9	11.25%
c	56	70%
d	9	11.25%
Total	80	100%

**Table 4.7: The Frequency of the Use of Language Games**

According to Table 4.7, 70% of the students claimed that their teachers use games from time to time. However, few students (6) revealed that they always study through games.

**Q10:** Do you like to learn through games?

a- Yes

b- No

Options	Subjects	Percentage
Yes	94	94%
No	6	6%
Total	100	100%

**Table4.8: The Rate of the Students who like to Learn through Games**

It is obvious from the obtained results that almost all the informants 94% answered that they like to learn through games while only 6% of them do not favor the use of this classroom technique.

**Q11:** If " Yes", is it because

a- They create a healthy and stress free atmosphere

b- They are challenging and competitive

c- They are fun

d- They break the ice between the teacher and the students

e- Other; please, specify:

Options	Subjects	Percentage
a	14	14.89%
b	20	21.28%
c	27	28.72%
d	18	19.75%
cd	15	15.96%
Total	94	100%

**Table4.9: The Reasons of the Students Interest in Learning through Games**

In this respect, table 4.9 indicates that 27 students at the rate of 28, 27% answered that they bring fun to the classroom. In contrast, 21, 28% said that they provide sense of competition and challenge within the classroom while 19, 15% of the students replied by saying that they like them because they break the ice between students and their teachers which leads to strong relationships. Moreover, 15, 96% of the informants choose more than one option (cd). 14, 89% of the respondents claimed that games create a healthy environment for learning. So, from these results we can infer that language game is deemed as an important factor to improve the classroom atmosphere and create suitable conditions for best learning.

**Q12: If " No", is it because**

a- They are a waste of time

b- They are unsuitable for your age

c- They generate noise

e- Other, please specify

Options	Subjects	Percentage
a	2	33.33%
b	1	16.66%
c	1	16.66%
abc	2	33.33%
Total	6	100%

**Table4.10: The Student’s Reasons for Disliking Learning through Games**

The informants were asked to say why they do not like to learn via games. This question is only addressed to the students who opted for “No”. They have different points of view. First, 33, 33% claimed that games are considered as a waste of time. Second, 33, 33% of the students opt for all the options (a b c). The other percentages are divided equally 16, 66% between two teachers. One 16, 66% saw games inappropriate for their age may be because they think that they are advanced learners while another teacher 16, 66% replied by saying that games create noise and mess inside the classroom.

**Section Three: Learning Vocabulary through Language Games.**

**Q13: Are you motivated to learn vocabulary through games?**

a- Yes

b- No

Options	Subjects	Percentage
Yes	93	93%
No	7	7%
Total	100	100%

**Table4.11: The Rate of the Students who are Motivated to Learn Vocabulary through Games**



The data in Table 4.11 revealed that almost all the students 93% are extremely motivated and have a great inclination to this aspect. Yet, only 7 of the respondents expressed their lack of motivation to learn vocabulary through games.

**Q14: If " Yes ", is it because**

- a- They help you gain more vocabulary knowledge
- b- They facilitate remembering words even faster
- c- They develop your communicative skills
- d- They Provide a variety of situations in which you discover new words
- e- Other please specify

<b>Options</b>	<b>Subjects</b>	<b>Percentage</b>
a	38	40.86%
b	12	12.90%
c	11	11.83%
d	14	15.05%
dcd	5	5.38%
abcd	13	13.98%
Total	93	100%

**Table4.12:The Reasons for the Students' Motivation to Learn Vocabulary via Games**

The results of Table 4.12 indicate that 40, 86% of the students justified their answers by saying that they are motivated to learn vocabulary via games because they help them to gain a large amount of vocabulary. As for the option (d), is selected by 15, 05% of the participants. This latter, can only be interpreted by the fact that games have a significant role in motivating students to learn vocabulary. So that, it provides them a variety of situations in which they discover new words. On one hand, 13, 98% of them choose more than one option (a b c d). This indicates that the students feel motivated when their teachers make language

games as a central part of their lessons. On the other hand, 12, 90% of them claimed that they feel motivated to learn via games due to their beliefs that this technique contributes in remembering words in an easy and a faster way (b). In contrast, only 11, 83% of the teachers stated that their communicative skill become more developed due to the use of games as a motivational tool. Only 5, 38% state they prefer to base their learning of new words on the use of games because they can help them acquire, remember, and discover new items (b c d).

**Question15:** How do you describe your vocabulary knowledge?

- a- Poor
- b- Very limited
- c- Average
- d- Good

Options	Subjects	Percentage
a	13	13%
b	28	28%
c	39	39%
d	20	20%
Total	100	100%

**Table4.13: The Degrees of the Students Level in Vocabulary Knowledge**

Question 15 is regarded as a way to evaluate the level of the respondents in vocabulary knowledge. They have been asked to make an assessment of their own level because their opinions are important. According to the results, we can notice that 39% claimed that their level of vocabulary is average. (28%) said that they have very limited knowledge of lexical forms. Furthermore, 20% of them said that their vocabulary knowledge is good. While,

13% believe that their vocabulary knowledge is poor. This indicates that if the teachers include language games in teaching, the students' vocabulary repertoire will be more developed; if not there is no development.

#### **Section Four: Further Suggestions**

##### **Q16: Please, add any further comments.**

This section is given to the students to provide them with a chance to add any recommendations. Their answers are summarized as follows:

- Vocabulary is the most important aspect in learning a foreign language.
- Language games are beneficial and helpful for gaining new vocabulary in a fun way.
- Teachers must change their teaching methods by applying effective games in order to avoid boredom.
- Learning vocabulary through games has an effect on students' motivation.

#### **4.2. The Teachers' Questionnaire**

The teachers' questionnaire intends to collect data about the teachers' concerns about teaching vocabulary, techniques for teaching vocabulary, language games as a crucial technique, and the influence of this latter on improving students' motivation to learn vocabulary.

##### **4.2.1. Description of Teachers' Questionnaire**

Twenty questions are developed to explore the teachers' attitudes and perceptions towards the use of language games as an effectual tool in increasing the students' motivation to learn vocabulary. These questions were divided into four sections. The first section 'General Information' targeted at gathering information about teachers' degrees (Q1) and experiences (Q2). The second question 'Vocabulary Teaching' dealt with the investigation whether teachers

teach new words (Q3), the difficulties they encounter when teaching vocabulary (Q4);and to name them (Q5). The focus of (Q6) to know whether the students are interested in vocabulary acquisition, the various techniques teachers use when teaching new items (Q7), and what are the skills they want to improve vocabulary teaching (Q8). The third section 'Language Games', seeks to explore whether the teachers like to use language games (Q9), the reasons of disliking language games in teaching (Q10), also the reasons of liking to include the (Q11). The intent of the (Q12) is to investigate the reasons behind teaching through language games, the frequency of using games (Q13), the teachers' opinions towards language games application in developing vocabulary knowledge (Q14), the problems they encounter in games application (Q15), and to mention them (Q16). Question seventeen revealed the teachers points of views towards games in increasing the students motivation degrees (Q18), types of games teacher favor to use (Q19), and the teachers attitudes towards language games helpfulness (Q20). As for the last section, 'Further suggestion', the teachers were given an opportunity to give any feedback or suggestions about the topic (Q21).

#### **4.2.2. Analysis of the Teachers' Questionnaire**

##### **Section One: General Information**

**Q1: What is your degree?**

- a. Master
- b. Magister
- c. Doctorate

Options	Subjects	Percentage
a	9	45%
b	4	20%
c	7	35%
Total	20	100%

**Table 4.14: The Teachers' Degree in Teaching English**

This table shows that the teachers at Mila University Center have different degrees. 45% of them have a Master's degree. Seven teachers at the rate of 35% hold the Doctorate degree, and only 20% have a Magister degree.

**Q2: How long have you been teaching?**

.....Years

Teachers experiences	Subjects	Percentage
25	1	5%
13	1	5%
11	3	15%
10	1	5%
9	1	5%
8	2	10%
7	2	10%
2	5	25%
1	4	20%
Total	20	100%

**Table 4.15: The Teachers' Teaching Experience**

Table 16 shows that the average teachers' experience is approximately 7 years. The longest experience is 25, and the shortest experience is one year. This means that the teachers pertain various generations from traditional to modern teaching. In addition, the teachers are familiar with the teaching process because of that they may use different techniques to teach vocabulary. Generally, we can say that the teachers teaching experience varies between 1 year and 25 years.

## Section Two: Vocabulary Teaching

### Q3: Do you present new vocabulary items in your sessions?

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	20	100%
No	0	00%
Total	20	100%

**Table 4.16: The Rate of the Teachers who Present New Vocabulary in their Sessions**

Surprisingly, all of the 20 teachers responded positively. They stated that they use to present new vocabulary in their sessions; and this implies that the aspect of vocabulary has a crucial role in any language because of that there is a great emphasis on it from the teacher's side, and this can leads to the enrichment of the learners lexical storage.

### Q4: Do you encounter difficulties when teaching vocabulary?

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	9	45%
No	11	55%
Total	20	100%

**Table 4.17: Teachers' Difficulties with Teaching Vocabulary**

The aim of this question is to determine some of the difficulties that teachers may encounter when teaching vocabulary. The results indicates that great percentage 55% of the teachers do not find problems. While, 9 at the rate of 45% they really face problems. So, since half of the teachers responded that they do not find problems, we can say that the aspect of vocabulary learning attracts the learners and this may facilitate the process of vocabulary teaching for the teachers.

**Q5: If “yes” what are they?**

Teachers who answered by “Yes” in question 4 they asked to specify their answers by naming some of the problems they confronted with when teaching vocabulary. They claimed that the students do not memorize words easily. In addition, the students cannot easily adopt the use of new words. Teachers also suffer from the lack of both lack of materials and time, teaching cognate, abstract words, technical words related to the subject interest, and the last thing that the teachers suffer from is that there are some students who can absorb the meaning of word easily (high achievers) while other they do not understand quickly, they are called (slow achievers). And the most obvious difficulty is that their unfamiliarity with the language.

**Q6: Do you think that your students are interested in the process of vocabulary acquisition?**

- a. Very much
- b. Much

- c. Little
- d. Not at all

Option	Subject	Percentage
a	14	70%
b	5	25%
c	1	5%
Total	20	100%

**Table 4.18: Teachers' Perceptions towards the Students' Interest in Vocabulary Acquisition**

It is clearly shown from the table above that the majority (70%) of the teachers opted for the option (a) which indicates that their students are "very much" interested and aware of the importance of vocabulary in any given language. While, 25% of them selected the option (b) they give much interest towards vocabulary. But, only one teacher at the rate of 5% informed that his/her students give little interest (c) to vocabulary acquisition. So the teacher's mission is to encourage them to be more interested in this aspect. since almost all teachers replied that their students are interested in vocabulary learning, it can be said that learners think that learning a language is going hand in hand with learning its vocabulary and they cannot learn them separately because of that they give more consideration to it.

**Q7: What is the most important technique that you use to teach new words?**

- a. Direct techniques
- b. Indirect techniques
- c. Both of them



Options	Subjects	Percentage
a	4	20%
b	5	25%
c	11	55
Total	20	100%

**Table 4.19: The Techniques that are Used by the Teachers to Teach New Words**

The above table shows that, the teachers use various teaching techniques and the percentages are presented as follows: more than half of the teachers 55% used both direct and indirect techniques. However, 25% of them opted for indirect techniques. Only four teachers showed their interest in using direct techniques. This can denote that the teachers take into account the learners' individual differences i.e., each one has his/her way of learning for that they try to make their efforts to vary the teaching technique and methods to suite all the learners preferences.

**Q8: What are the skills that you want to develop from vocabulary teaching?**

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All of them

Options	Subjects	Percentage
a	12	60%
ab	6	30%
ad	2	10%

**Table 4.20: The Skills to be Developed from Vocabulary Teaching**

The results showed that 60% of the teachers aim at developing all the four skills from vocabulary teaching. This implies that vocabulary is deemed as a core component of any language that teachers cannot ignore. Further, six teachers at the rate of 30% opted for option (ab) and responded that they want to develop the listening and speaking skills. 10% of the teachers have the desire to develop the listening and writing skills.

### Section three: Language Games

#### Q9: Do you like to include language games in your teaching?

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

**Table 4.21: The Teachers who Like to Integrate Language Games in Teaching**

The responses displayed in Table 4.22 show that the majority of the teachers (80%) agree on the inclusion of language games in their classes. This indicates that this tool takes a big part in teaching vocabulary. While, 20% counted as 4, responded negatively i.e., they do not like to include them may be because they may not suite their way of teaching.

#### Q10: If “No”, is it because:

- a. They are a waste of time
- b. They generate noise
- c. They are not effective
- d. They are compatible for children rather than adults

- d. Time is not enough
- e. Games are not useful
- f. Others please, specify

Option	Subjects	Percentage
a	1	25%
b	1	25%
c	2	50%
Total	4	100%

**Table 4.22: The Teacher’s Reasons for Disliking Game Inclusion.**

Table 4.23 shows that half of the teachers (50%) claimed that, time is not enough to apply games in the classroom. However, one teacher clarified his/her answer by asserting that games generate noise inside the classroom. While the other teacher said that they are more compatible for children than for adults.

**Q11: If “Yes” is it because:**

- a. They create attractive learning atmosphere
- b. They develop language skills
- c. They are effective learning activities
- d. They generate friendly competition
- e. Other; please, specify

Options	Subjects	Percentage
a	3	18,75%
b	4	25%
c	2	12,5%
d	2	12,5%
abcd	5	31,25%
Total	16	100%

**Table 4.23: The Teachers' Reasons for Liking the Inclusion of Games in Teaching**

The above table indicates that 31.25% of the teachers have opted for all the four options which can imply that the teachers believe that this educational tool has a big role in facilitating the learning process. Yet, only two teachers think that language games are effective learning activities and two other teachers believe that they assist in generating friendly competition.

**Q12: What are the reasons behind including language games in you classroom?**

- a. Provide opportunities to learners to show their skills
- b. To avoid boredom
- c. Make students active participants
- d. Enable learners to practice the language
- e. Make the students more interested in the lesson

Option	Subjects	Percentage
b	3	15%
cd	1	5%
ce	2	10%
abcde	12	60%
No answer	2	10%
Total	20	100%

**Table 4.24: The Teachers' Reasons behind Language Game Inclusion**

We can notice from the above table that the majority of the teachers (60%) opted for all the options because they agree on the fact that integrating language games is useful in teaching from different angles. While 15% of the teachers said that language games can help the teachers to avoid boredom inside the classroom. Others 10% stated that language games make the students active participants and more interested in the lesson. Yet, only one teacher at the rate of 5% responded that language games provide opportunities for students to present their skills.

**Q13: How often do you use language games in the classroom?**

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

Options	Subjects	Percentage
a	4	20%
b	8	40%
c	4	20%
d	4	20%
Total	20	100%

**Table 4.25: Frequency of Using Language Games in the Classroom**

The results show that 40% of the teachers responded that they do not use language games all the time but occasionally because they appreciate them or this may be depend on the lesson, i.e. they use them when it is necessary because there are activities that require games application. While, 20% of them replied that they always integrate them in their teaching because language games can help them to present their lessons in an easy way without any difficulties. Yet, 4 teachers at the rate of 20% used them rarely. Other 20% of them responded negatively by "never" using them.

**Q14: Do you consider that "vocabulary knowledge" become more developed through language games application?**

a. Yes

b. No

Option	Subjects	Percentage
Yes	18	90%
Yes	02	10%
Total	20	100%

**Table 4.26: The Teachers' Attitudes towards the Developments of Vocabulary Knowledge via Games Application**

As the Table 4.26 illustrates, it can be said that the majority of the teachers (90%) claimed that students' vocabulary knowledge will be more developed due to language game implementation; and this can lead us to infer that the teachers believe that language games take a great part in their teaching process. However, only two teachers at the rate of 10% considered it as an effective factor for the development of the student's vocabulary knowledge.

**Q15: Do you face problems when applying games in the classroom?**

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	8	40%
No	11	55%
No answer	1	5%
Total	20	100%

**Table 4.27: The Problems that the teachers encounter when Applying Games**

This table reflects that more than half of the teachers (55%) asserted that they do not face problems when applying language games in the classroom. But, 40% do face problems.

**Q16: If “Yes”, name them**

The teachers who face problems in using games (40%) they clarified that the reasons may be related to the lack of materials. Besides, they generate noise and this leads the students to lose interest in the lesson. The students do not understand the instructions easily, and the main important point according to them is that the classroom will be out of the teacher's control.

**Q17: Do you believe that language games are a powerful strategy to increase student's motivation to learn vocabulary?**

- a. Yes
- b. No

Options	Subjects	Percentage
Yes	19	95%
No	1	5%
Total	20	100%

**Table 4.28: The Teachers' Beliefs towards Language Games as a Motivational Tool for Teaching Vocabulary**

Table 4.28 shows that nearly all the teachers at the rate of (95%) said that language games increase students' motivation to learn vocabulary. This means that language game is a strategy that has an influence on students' motivation to learn new items. Actually, the teachers are aware of the significant role of this technique as an external factor. For that reason, they use them in their teaching. In contrast, only one teacher at the rate of (5%) do not think that the use of language games increase the students motivation to learn vocabulary.

**Q18. If “yes”, do you think that your students are:**

- a. Highly motivated
- b. Motivated
- c. Motivated to some extent
- d. Not at all ( not motivated )



Options	Subjects	Percentage
a	3	15,79%
b	8	42,11%
c	8	42,11%
Total	19	100%

**Table 4.29: Degrees of Students' Motivation**

The teachers who opted for “Yes” were asked again to evaluate their students’ motivation. From the above findings, we can understand that 8 teachers (42, 11%) believe that their students are motivated. Another (42, 11%) stated that their students are motivated to some extent. While only three of them responded that the students become highly motivated through language games application. So, this can denote that almost all the teachers have the same point of view which says that learners become motivated when teachers integrate language games in the classroom but with different rates.

**Q19. What kinds of language games do you prefer to employ?**

- a. Guessing games
- b. Matching games
- c. Puzzles
- d. Miming
- e. Other: please, specify:

Options	Subjects	Percentage
a	7	35%
b	2	10%
c	2	10%
ac	3	15%
ad	2	10%
bc	1	5%
abc	3	15%
Total	20	100%

**Table 4.30: Types of Language Games that Teachers Prefer to Employ**

The statistical results prove that some teachers preferred to use one specific type of game while others use more than one type. Guessing games are the most preferred by the teachers. Seven teachers at the rate of 35% answered that they use guessing games while another one 15% opted for guessing games, matching games, and puzzles (abc), 15% selected guessing games and puzzles (ac). Yet, 10% of the teachers prefer to employ both guessing games and miming (ad). In addition, only one teacher who prefers to use matching games and puzzles. Further kinds are provided by other teachers who claimed that they like to use crosswords.

**Q20: What is the most important language aspect do you think games can be helpful for?**

- a. Teaching vocabulary
- b. Teaching grammar
- c. Teaching grammar
- d. All of them

Options	Subjects	Percentage
a	2	10%
b	10	50%
d	8	40%
Total	20	100%

**Table 4.31: The Teacher’s Perceptions towards Language Games Helpfulness**

The results in Table 4.31 indicate that half of the teachers (50%) shared the same opinion that language games are a helpful technique for vocabulary teaching. This can imply that the teachers considered them as central to their teaching because they think that they help them to make the process of teaching easier and enable the students to acquire a huge amount of new words. 40% of the teachers believe that they are useful for both vocabulary and grammar. This implies that the teachers give more importance to language games as a helpful tool for them. In contrast, only 10% of them said that language games are helpful for teaching language skills.

#### **Section Four: Further Suggestions**

This question is served for other comments or recommendations by the teachers. Some of their comments are as follows:

- Teaching vocabulary through games is a useful tool because it motivates students to learn and breaks boredom in the class.
- Teachers should include games in the process of teaching to help students build vocabulary knowledge to communicate effectively in English.
- Using games in the classroom motivate students to learn vocabulary in a fun way.
- Since native speakers use language games, we as learners need to apply them to improve and vocabulary knowledge and language skills.
- The application of language games is a powerful teaching technique. However, it needs a lot of materials.

- Language games are effective, but their use is situational and we do not always find the right atmosphere and conditions for applying them.

### **4.3. Over all Analysis**

The questionnaire distributed to the students is considerably crucial to end up with answers to the major enquiries of the research. It is hypothesized that if the teachers use language games, the students' motivation as well as knowledge of vocabulary will develop. This assumption is emphasized by the majority of the students' answers to questions (7, 8,10,11,13, and 14), in which they showed strong and positive positions towards language games and their influence in increasing the students' motivation to learn and develop vocabulary knowledge. However, it is obvious that some of them held negative attitudes towards the use of language games. This may be because they are unaware of their importance. In the first section, all the students (100%) responded by showing positive attitudes towards learning vocabulary due to its benefits in developing fluently, the listening ability, and the writing style. The second section consists of questions that proved facts about the students' attitudes towards language games in questions (7, 8, 10, and 11). The students showed their positive positions towards games as a source of fun, an opportunity for challenge and competition, and as a healthy environment for learning. For the third section the students showed that games have an influence on their motivation in learning vocabulary. While only few of them hold negative attitudes towards games rejected their advantages on the basis that they are unsuitable for them.

From the teachers' responds, we note that all the teachers (100%) teach new words in the classroom which shows that the teachers know the merits of teaching vocabulary in developing their students language skills, and the improvement of their proficiency. We also observe that the majority of the teachers (80%) do like to include language games in their class (Q09) because they are effective learning activities, and develop language skills.

Moreover, 95% of the teachers believe that language games raise students' motivation to learn vocabulary.

The data also show that the teachers are aware of the importance of including games in teaching vocabulary. They stated that using language games motivate the students to learn vocabulary in a fun way, and games help students in building their vocabulary knowledge.

To sum up, the results collected from the Students ' Questionnaire imply that the majority of the informants show positive attitudes towards developing vocabulary knowledge and motivation through the integration of language games. Furthermore, the findings from the Teachers' Questionnaire show that language games are a beneficial technique in promoting the students' knowledge as well as motivation to learn vocabulary.

## **Conclusion**

From the analysis of the Teachers' Questionnaire and the Students' Questionnaire, it can be said that both of them consider games as a significant aspect to develop the students' vocabulary, and they also agree on the idea that games can enhance the students' motivation and accomplish good results with learners. This asserts that the previously mentioned hypothesis which states that "if teachers use language game, students' motivation as well as knowledge will develop" is confirmed. However, the questionnaire helped to reject our second hypothesis" teachers at Mila University Center do not teach vocabulary alongside their allocated subjects. As the teacher and the students' questionnaire declared that there is an actual teaching of vocabulary in their classes.

## **General Conclusion**

In EFL/ESL classrooms, there are many skills to develop and vocabulary is one of them. Vocabulary is considered as the heart of any language that teachers and learners should not ignore at all stages. The process of vocabulary learning requires suitable conditions such as, a comfortable and healthy environment that can boost motivation which is an important element for better learning. Consequently, the teachers should vary their methods and adopt strategies to facilitate both processes i.e., learning and teaching. In this context, language games are one of the techniques that generate fun and competition among learners.

This research work attempted to highlight the use of language games as an effective tool in pushing the students to be motivated when learning vocabulary. After analyzing the obtained statistics from the teachers and the students' questionnaires, it can be said that the validity of the mentioned hypothesis is proved. The results confirmed that games are useful, advantageous, effective, and pleasurable in learning vocabulary.

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## **Appendix I**

### **The Students' Questionnaire**

Dear students,

This questionnaire is part of a research work. It aims at investigating the role of language games in increasing students' motivation to learn vocabulary.

I would be so grateful and thankful if you could answer the following questions under the goal of collecting and gathering data concerning your attitudes towards learning vocabulary through language games.

Please put a tick [√] to the appropriate answer in the corresponding box.

Thank you in advance for your precious cooperation.

**Names of candidates:**

Mehat Selma

Natouri Hana



**Section One: Learning Vocabulary**

1. Do your teachers focus on the aspect of vocabulary while teaching you?

a. Yes

b. No

2. If "Yes", which subject and how often?

.....

.....

3. Do you like to learn vocabulary?

a. Yes

b. No

4. If "Yes", is it because:

a. It develops your listening ability

b. Helps you become more fluent

c. Understand a variety of written discourse

d. Enhance your writing style

e- Other, please specify:

.....

.....

5. If " No" ,is it because

a. It is a difficult process

b. It is not useful for the subject

c. The teachers' way does not suite your learning style

d. Other; please, specify:

.....

.....

6. How do you best learn vocabulary?

a. Listening to songs

b. Watching movies , talk shows, soap operas,.....etc

c. Reading books and novels

d. Rote memorization from dictionaries

e- Other, please specify:

.....  
.....

**Section Two: Language Games**

7. Do your teachers use language games to teach you?

a . Yes

b . No

8. If "YES", which subject

a . Grammar

b .Speaking

c . Listening

d .Writing

e .Other; please specify:

.....  
.....

9. How often?

a. Always

b. Often

c. Sometimes

d. Rarely

10. Do you like to learn through games?

a. Yes

b. No

11. If " Yes" , is it because

a. They create a healthy and stress free atmosphere

b. They are challenging and competitive

c. They are fun

d. They break the ice between the teacher and the students

e. Other; please, specify:

.....

.....

12. If " No" , is it because

- a. They are waste
- b. They are unsuitable for your age
- c. They generate noise
- d. Other, please specify:

.....

.....

**Section Three: Learning Vocabulary through Language Games**

13- Are you motivated to learn vocabulary through games?

- a. Yes
- b. No

14- If " Yes " is it because

- a. They help you gain more vocabulary knowledge
- b. They facilitate remembering words even faster
- c. They develop your communicative skills
- d. Provide a variety of situations in which you discover new words
- e. Other please specify:

.....

.....

15. How do you describe your vocabulary knowledge?

- a. Poor
- b. Very limited
- c. Average
- d. Good

**Section four: Further suggestions**

16. Please, add any further comments.

.....

.....

.....

## **Appendix II**

### **The Teachers' Questionnaire**

**Dear teacher,**

This questionnaire is a data collection tool to find out the role of language games in increasing students' motivation and, thus, their vocabulary knowledge at Abdelhafid Boussouf University Center of Mila.

We are so grateful to your cooperation and to investing your valuable time completing this questionnaire. Your answers would be of a great help for our research.

Please tick (√) the corresponding answers and provide the necessary information whenever needed.

Thank you in advance

**Names of candidates:**

Natouri Hana

Mahat Salma

**Section One: General Information.**

1. What is your degree?

a. Master

b. Magister

c. Doctorate

2. How long have you been teaching?

.....Years

**Section Two: Vocabulary Teaching**

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

a. Yes

b. No

4. Do you encounter difficulties when teaching vocabulary?

a. Yes

b. No

5. If “yes” what are they?

.....  
.....

6. Do you think that your students are interested in the process of vocabulary acquisition?

a. Very much

b. Much

c. Little

d. Not at all

7. What is the most important technique that you use to teach new words?

- a. Direct techniques
- b. Indirect techniques
- c. Both of them

8. What are the skills that you want to develop from vocabulary teaching?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All of them

**Section three: Language games**

9. Do you like to include language games in your teaching?

- a. Yes
- b. No

10. If “No” is it because:

- a. They are a waste of time
- b. They generate noise
- c. They are not effective
- d. They are compatible for children rather than adults
- e. Time is not enough
- f. Games are not useful
- g. Others please, specify

.....  
.....

11. If “Yes” is it because:

- a. They create attractive learning atmosphere
  - b. They develop language skills
  - c. They are effective learning activities
  - d. They generate friendly competition
  - e. Other; please, specify
- .....
- .....

12. What are the reasons behind including language games in you classroom?

- a. Provide opportunities to learners to show their skills
- b. To avoid boredom
- c. Make students active participants
- d. Enable learners to practice the language
- e. Make the students more interested in the lesson

13. How often do you use language games in the classroom?

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

14. Do you consider that “vocabulary knowledge” become more developed through language games application?

- a. Yes
- b. No

15. Do you face problems when applying games in the classroom?

- a. Yes
- b. No

16. If “Yes”, name them

.....

.....



17. Do you believe that language games are a powerful strategy to increase student's motivation to learn vocabulary?

a. Yes

b. No

18. If "yes", do you think that your students are:

a. Highly motivated

b. Motivated

c. Motivated to some extent

d. Not at all ( not motivated )

19. What kinds of language games do you prefer to employ?

a. Guessing games

b. Matching games

c. Puzzles

d. Miming

e. Other: please, specify:

.....  
.....

20. What is the most important language aspect do you think games can be helpful for?

a. Teaching language skills

b. Teaching vocabulary

c. Teaching grammar

d. All of them

#### Section Four: Further Suggestions

21. Please, add any further comments

.....  
.....

## Résumé

Bien que le vocabulaire soit l'habileté la plus difficile, il reste important d'apprendre une langue. Par conséquent, l'enseignant doit adopter des techniques simple pour aider et encourager ses élèves à apprendre. L'objectif principal de cette recherche est découvrir l'efficacité des jeux de langue en tant que stratégie de développement et de la mémorisation de vocabulaire et de la motivation. Nous avons supposé que si l'enseignant utilisait des jeux de langage, la motivation et les connaissances des élèves se développeraient. Les enseignants de Centre universitaire Abdelhafid Boussouf Mila n'enseignent pas non plus le vocabulaire avec leur matériel. Pour tester notre hypothèse, nous avons remis un questionnaire aux professeurs qui ont été remis à vingt professeurs du centre. Un autre questionnaire a été distribué à 100 étudiants anglais de première année dans le même centre. Le questionnaire vise à identifier le point de vue des enseignants sur l'utilisation des jeux de langage en tant que stratégie de motivation et à réveiller des information sur leurs points de vue et leurs attitudes concernent l'apprentissage du vocabulaire par le biais de jeux de langage plus spécifiquement, la recherche actuelle décrit les avantage de l'application de cette méthode a la motivation des étudiants a prendre les éléments lexicaux. Les résultats obtenus indique que l'interrogation des jeux de langage dans le domaine de l'enseignement et de l'apprentissage de la langue est utile en raison de leur influence pour inciter les étudiants à apprendre le vocabulaire et a faciliter le processus d'enseignement.

## ملخص

بالرغم من أن المفردات هي أصعب مهارة، إلا أنها تبقى مهمة في تعلم أي لغة. لهذا، على المعلم أن يتبنى تقنيات سهلة لمساعدة و تشجيع طلابه على التعلم. الهدف الرئيسي من هذا البحث هو إكتشاف فعالية تطبيق ألعاب اللغة كإستراتيجية لتطوير تخزين المفردات و رفع الدوافع. إفترضنا أنه إذا إستعمل المعلم ألعاب اللغة ، سوف تتطور دوافع الطلاب و كذلك المعرفة. المعلمون،أيضا، في المركز الجامعي عبد الحفيظ بوالصوف لا يقومون بتدريس المفردات جنبا إلى جنب مع المواد المخصصة لهم. و لإختبار فرضيتنا قمنا بإستبيان للأساتذة الذي تم تسليمه لعشرين أستاذا بالمركز. كما تم توزيع مئة إستبيان آخر لمئة طالب سنة أولى إنجليزية بالمركز نفسه. يهدف الإستبيان إلى معرفة آراء المعلمين حول إستعمال ألعاب اللغة كإستراتيجية تحفيزية. بينما أعد إستبيان الطلبة من أجل جمع معلومات حول آرائهم و مواقفهم حول تعلم المفردات عن طريق ألعاب اللغة. أكثر تحديدا، يصف البحث الحالي فوائد تطبيق هذه الوسيلة على دوافع الطلاب لتعلم العناصر المعجمية. تبين النتائج المتحصل عليها أن دمج ألعاب اللغة في مجال تعليم و تعلم اللغة مفيد بسبب تأثيرهم في رفع دوافع الطلاب في تعلم المفردات و تسهيل عملية التدريس.