



Sudan University of Science and Technology
College of Graduate Study



Using Games Strategy in Teaching English
Vocabulary and its Impact on the secondary school
Students' Achievement and Retention

إستخدام استراتيجية الألعاب في تدريس مفردات اللغة الانجليزية وأثرها على التحصيل
الأكاديمي لطلاب المرحلة الثانوية وبقاء المادة

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Teaching Methods

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إستهلال

قَالَ تَعَالَى:

﴿أَرْسَلَهُ مَعَنَا غَدًا يَرْتَعُ وَيَلْعَبُ وَإِنَّا لَهُ لَحَافِظُونَ ﴿١٢﴾﴾

سورة يوسف الآية ١٢

Dedication

To the soul of my mother and father (mercy be upon them)

To my beloved sisters and brothers

With respect

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First of all glory and praise be to our lord, Allah Almighty for giving me capacity to complete this work I am thankful to Sudan University of Science and Technology, College of Graduate Study and Faculty of Education for given me a chance to do my PhD. I am grateful to the main supervisor Prof. Eltayeb Abdel Wahab for his great help and precious advice. I would like to express my deep gratitude and profound thanks to the co-supervisor Doctor Alsadig Osman for his worthless effort and consistent support. Thanks and respect are due to doctor Diaya Aldeen for his generous help. My heartily thanks go to my brothers Badri and Abdel Muniem who provided me with some important references. My appreciation and gratitude were paid to my aunts Asha, Lubaba and Mona who provided with some important references.

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Abstract

The study aims at investigating the use of games strategy in teaching English vocabulary and its impact on secondary school students' achievement and retention. The study adopted quasi experimental and descriptive methods. The population of the study was secondary school teachers and two groups of students at Al Sheikh Hamed Secondary School for girls. The sample of the study consisted of two groups of the 2nd year students with the total of (70) the sample of the teachers were secondary school teachers at the three provinces of Khartoum State with the total of (112) respondents. The tools used were a questionnaire for the teachers and three tests for the students. (Pre-test, post-test and delayed post-test). The study concluded that the use of game strategy has an impact on students' academic achievement Teachers of English at secondary schools have negative attitudes towards using games in teaching vocabulary. Also using games in teaching English vocabulary is encountered by some difficulties when using them in teaching vocabulary such as large classes and too much noise. The researcher recommended that the ministry of education should provide Sudanese English curriculum in general education with various games which tackle the different skills of English language to add fun, contrary to the common perception that "all learning should be serious and solemn in nature". A similar study that can be conducted on the effectiveness of using language games in developing students speaking skill.

المستخلص

هدفت الدراسة لتقصي استخدام إستراتيجية الألعاب في تدريس مفردات اللغة الإنجليزية وأثرها على التحصيل الأكاديمي وبقاء المادة وسط طالبات المرحلة الثانوية. اتبعت الدراسة المنهج التجريبي وشمل مجتمع الدراسة معلمي المرحلة الثانوية بالإضافة إلى مجموعتين من طالبات مدرسة الشيخ حمد الثانوية، تكونت عينة الدراسة من مجموعتين من طالبات الفرقة الثانية البالغ عددهم (70) دارسة من مدرسة الشيخ حمد الثانوية للبنات وعينة من معلمي المرحلة الثانوية من الثلاث محليات بولاية الخرطوم وعددهم (112) مشاركاً. وقد استخدمت الإمتحانات للمعلمين، وثلاثة اختبارات للطالبات (اختبار قبلي/ اختبار بعدى/ اختبار متأخر). وقد توصلت الدراسة إلى إنّ استخدام إستراتيجية الألعاب لها الأثر الفعال على التحصيل الأكاديمي للطلاب، غير أن معلمي اللغة الإنجليزية بالمرحلة الثانوية لديهم موقف سلبي تجاه استخدام إستراتيجية الألعاب، كما تواجه استخدام الألعاب في تدريس مفردات اللغة بعض الصعوبات مثل اكتظاظ الفصول بالطالبات والازعاج الذي تسببه الألعاب. أوصت الباحثة بأنه: يمكن لوزارة التربية دعم مقرر اللغة الإنجليزية في التعليم العام بمختلف الألعاب وتعليم مختلف مهارات اللغة لخلق المرح، وذلك عكس الفهم السائد بأن (العملية التعليمية يجب أن تكون جادة في طبيعتها. كما يجب إجراء دراسة مماثلة باستخدام ألعاب اللغة لتطوير مهارة المخاطبة للطلاب في اللغة الإنجليزية كونها واحدة من أصعب مهارات اللغة لدي الطلاب السودانيين.

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Chapter one

Introduction

Chapter one

General frame work

1.0 Introduction

The study provides a background to the use of game strategy in teaching English vocabulary. It cast a light upon games as a current method in the world of teaching (their definitions, types, uses, advantages). In addition it concentrates greatly on the followings: the problem, questions, hypotheses and objectives of the study. Moreover, it shades a light on methodology and show the significance of the study. Finally, it defines the limits of the study and provides definitions of some important terms of the study.

Psychologist, linguists and language teachers have been interested in vocabulary learning strategies for the reason that vocabulary is a major component of language and because it is one element that links the four skills of speaking, listening, reading and writing all together. It also have essential role in communication than other components of language. Many scholars agree that good learning occurs as a result of learner's interest and motivation.

There are numerous techniques concerned with vocabulary presentation such as visual techniques, verbal explanation etc. but all of them are solemn in nature contrary to games in which there is fun and laughter. So it is possible to learn language as well as enjoy oneself at the same time.

Games are one of the crucial activities that help teachers to teach in an enjoyable atmosphere in order to make their students highly motivated to learn vocabulary competently.

When students play games, they get rid of limited atmosphere in the classroom. Because during games, they feel as if the classroom is a playground

instead of formal and strict place where they have to stay for learning and obeying rules. Thus, they get pleasure from what they do.

Additionally, language games promote students' interaction while playing. Even a shy student can take part in games. For these reasons, this study investigated whether games really have an impact on the students academic achievement and retention by helping students to memorize words effectively and more simply than usual way, such as reading, listening or repeating the words after the teacher.

1.1 Statement of the problem:

The researcher has been teaching English for many years in both secondary schools and university levels, she noticed that the students possess a limited store of vocabulary, so this stands as an obstacle in their way to speak, listen, read or write in English. Thus, it seems to the researcher that using game strategy in teaching vocabulary may help students' to enrich their vocabulary and may has an impact on the student academic achievement and retention.

1.2 Objectives of the study:

To find out how using game strategy has an impact on the students' academic achievement. To explore if there is retention of vocabulary after the teaching program ends.

1.3 Questions of the Study:

- 1-To what extend using game strategy in teaching vocabulary has an impact on the students' academic achievement?
- 2-What are the attitudes of secondary school teachers' towards games?
- 3-What are the difficulties which hinder the secondary school teachers' from using games?

1.4 Hypotheses of the Study:

- 1-Using game strategy in teaching English vocabulary has an impact on the students' academic achievement.

2-English language teachers at secondary schools have negative attitudes towards using games in teaching vocabulary.

3-Using game is encountered by some difficulties when using them in teaching vocabulary.

1.5 Significance of the Study:

The study addresses one of the most important but relatively neglected method of teaching vocabulary. As for its contribution to knowledge, it intended to increase the teachers understanding of the impact of using game strategy in teaching vocabulary. Furthermore, the use of games in practicing vocabulary may improve students' rate of knowledge of vocabulary.

Finally, the positive results of the suitability of language games as a teaching strategy will have implications for developing curriculum design, textual materials and the training of foreign language instructors.

1.6 Limits of the study:

Location: Khartoum state

Time: The study is limited to the school year: (2017-2018).

Theme: The study is limited to the use of game strategy in teaching English Vocabulary.

1.7 Definitions of the Terminologies:

Games:

According to Oxford advanced learners dictionary "*a game is a form of play or sport.*"

(Gibb 1978:60) define a game as follows: a game is "*an activity carried out by cooperating or competing decision makers, seeking to achieve within a set of rules their objectives*". According to (Hadfield, 1999) "*a game is an activity with rules, a goal and element of fun...Games should be regarded as an integral part of language syllabus, not as an amusing activity for Friday afternoon or for end of term.*

Strategy:

(Long man, 2001:1426) "*It is a well-planned series of actions for achieving an aim*".

The operational definition is that it is a well-chosen series of games for teaching vocabulary to the secondary school students.

Game Strategy:

(Harb,2007:9) They are educational means used in English language classes which help students acquire the language through co-operative or competitive practice within certain rules.

Teaching:

According to Merriam –Webster's Learners dictionary, simple definition: the job or profession of a teacher. Something that is taught: the ideas and beliefs that are taught by a person, religion etc.

Full definition of teaching: the act of practice or profession of a teacher.

Teaching is the process of attending to people needs, experiences and feelings and making specific interventions to help them learn particular things. (In fed. Org/ mobi/ group-pr).

According to Oxford advanced learners dictionary(1995:1224) "*Teaching means encouraging people to accept something as a fact or principle*".

As stated above, people as a learner will receive something not only just a fact or Principle but also an idea or belief. The teacher will give them knowledge and skills in the form of institutions.

Vocabulary:

In long man dictionary (1995), vocabulary is defined as all the words that some one knows, learns or uses. The Oxford advanced learners dictionary (2007) defines vocabulary: as body of words used in particular language or particular sphere and as a total number of words that make up a language. (Ur, p.1996:60) vocabulary can be defined roughly, as

" The words we teach in foreign language ,a new item of vocabulary may be more than a single word: for example, post office and mother in law which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary " items" rather than words.

Vocabulary is considered as an important element in language learning. And since vocabulary is one element that links the four skills: speaking, listening, reading, and writing all together its definition relates to various views about the nature and use made of vocabulary(as stated above).

Impact:

Means a forceful effect, or have strong effect on.

The operational meaning of impact is that it has a significant efficiency on the students' achievement when using games.

Students :

Are the students or the 2nd year girls in Al-sheikh Hamed secondary school.

Students Achievement:

The quality and quantity of students work.

The operational meaning of it is that it is the total sum of marks which the students gain in the tests students given to them.

Retention:

Means the power of remaining and recalling past experience, the act or power of remembering things.

The operational definition is as follows: games play a significant role in helping students to remember things. And as a result students retain and recall the previous words which they have been taught.

Chapter Two
Literature Review and Previous Studies

Chapter Two

Literature Review and previous studies

2.0 Part1: Literature Review

2.1 Preface:

Before the 19th century, games were mainly based on physical activities and were related to specific occasions. Later on, the European people tried to modify some of their games principles to fit with American tastes they perceived them as a wasting of time. From that time, games started to construct their “educational instruction” “*Mansion of Happiness*” was the 1st educational game that aimed to teach children difference between ‘good’ and ‘bad’.

After much improvement, games have acquired their significance to be used in teaching and learning.

The idea of using games in teaching does not seem to be widely accepted and implemented although its profitability has been proposed and justified as early as 17th century.

There has been a misconception that all learning should be serious and Solmon in nature. In fact using games is an important tool that allows language teachers to add colors to their classrooms by providing challenge and entertainment. They are particularly valuable for beginners as source of cognition that help them adopt sounds and rhythms and comprehend the foreign language.

2.2 What is teaching?

Brown, (2007:7), explained that "*Teaching is guiding, facilitating, learning enabling the learner to learn and setting the condition for learning*". In short in teaching the teacher is not only helping students in doing tasks but also guiding them in finding the mistakes and correcting them.

Teaching is an activity carried by someone to give knowledge to others. To be a good teacher, the teachers should point out some issues:-

1. A teacher should make her/his lesson interesting.
2. A teacher should have lots of knowledge.
3. A teacher must love her/his job.
4. A Teacher is an entertainer in a positive sense not in a negative sense

Teaching can be defined as the act of giving lessons on a subject to a class or pupils. It aims at showing student how to do something. Teaching can occur both formally and informally. Within a school, teaching takes place as formal education. The teacher teaches the students various things based on syllabus .This includes math, history, science, languages, arts, geography etc. The aim of teacher is to provide the student with new knowledge in various fields so that the child will be equipped a lot of knowledge .However ,teaching is not confined merely to the provision of academic knowledge. It also can include discipline and behavior as well. The teacher guide the student To behave in the manner, according to cultural and social expectations.

2.2 What is learning?

Learning is an activity done by the students during the process of study.(Brown, 2000:7) states that

"Learning is acquiring or getting of knowledge of subject or a skill study, experience or instruction. Learning is acquisition of getting learning. Learning is retention of information, skill. And learning involves some forms of practice ."

Meanwhile, (W.S.Winkle, 1999:530)

"Learning is a mental or physical activity, happening with the environment interaction, producing change in knowledge skills and the values of attitudes. Those changes are relatively constant and meaningful."

Learning can be defined as knowledge gained through study. This does not necessarily denote the acquisition of information, but can also be skills, behaviors, values as well. Human beings engaged in the process of learning from birth to death. Hence, it cannot be defined to school education but captures the experiences in life as well.

Psychologists believe that learning can be conscious as well as unconscious effort. For example, child who listens to the teacher in a classroom setting is engaged in a conscious effort to learn something new. However, certain practices that we have may be unconsciously learned.

2.3 What is the difference between teaching and learning:

Teaching and learning are two words that are to be used differently since there is difference between the meanings. They should not be interchanged.

The word teaching can be defined as the act of giving lessons on a subject to a class or pupils. For example within school a teacher carries out the process of teaching .On the other hand, the word learning is used in the sense of acquiring knowledge. Learning is undertaken by the student who wishes to broaden his understanding of various concepts pertaining to different fields. This is the main difference between the two words.

2.4 What is vocabulary?

(Ur: P.1996:60)Vocabulary can be defined roughly, as

"The words we teach in foreign language, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

A useful convention is to cover all such cases by talking about vocabulary *"items"* rather than *"words."*

In general vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that use in speaking or in listening. Reading vocabulary refers to words we recognize or use in print.

2.5 Types of vocabulary:-

Researchers often refer to four types of vocabulary:

Listening vocabulary: the words we need to know to understand what we hear. It is also called receptive vocabulary.

Speaking vocabulary:- the words we use when we speak.

Reading vocabulary: the words we need to know, to understand what

Writing vocabulary: -the words we use in writing.

Ruth and Gairns(1986:84,85), state that: to define our terms here language items which can only be recognized and comprehended in the context of reading and listening ,and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing (These terms are often called "passive "and active "vocabulary ").

2.6 Teaching Vocabulary:-

Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus and taught in planned and regular basis. Some authors led by Lewis(1993) argue that vocabulary should be at the center of language teaching because "*language consist of grammaticalized lexis, not lexicalized grammar*".

2.7 Importance of vocabulary in teaching/learning process:-

Thornbury,(2005)

"without grammar very little can be conveyed, without vocabulary nothing can be conveyed""This is how David Wilkins summed up the importance of vocabulary learning. If you spend most of your time studying grammar your English will not improve very much. But if you learn more words and expressions you will see most improvement .You can say very with grammar, but you can say almost anything with words!

2.8 Techniques of teaching vocabulary:-

Thornbury, 2005 (75- 76) there are numerous techniques concerned with vocabulary presentation. However, the teacher will have the opportunity to depend on using some techniques throughout his teaching process, the teaching process depend mainly on the level of learners, their age and the number of the Classroom we teach. There is a question of how many words to present (teach) this will depend on the following factors:

1. The level of the learners (weather beginners, intermediate, advance).
2. The learner's likely familiarity with words (learn may have met the items before at though they are not part of their active vocabulary).
3. The difficulty of words weather for instance, they express abstract or concrete meaning, or whether they are difficult to pronounce.

And finally, weather the words are being learn for production (in speaking or writing) or for recognition

The following are the most common techniques which teachers of English use to teach English as a foreign language translation, Giving examples, Regalia, Concept, Description and definition, Pictures and mimes.

2.9 Gaming in Islam:

Islam did not force people to mention the name of Allah all the time, neither their talk as A Ziker nor their silence is thought and their hearing neither Quran nor their leisure in Masjed.

And Islam has already acknowledged with the human beings instinct which Allah has created them for the prophet Mohammed peace be upon him (PMPBUH) used to like pleasure and bring it to others, he hates sadness whereby can cause troubles that is why the prophet used to ask Allah from the evil of it by saying (O Allah I ask you to get me out of both worry and sadness).

The gaming in Islam has been mentioned in Quran which Allah say (send him with us tomorrow to enjoy himself and play, and we will take every care of him) Surra Yusuf verse number (12).

(Gareeballa (1991:92) The (PMPBUM) was fully aware of the significance of innocent gaming which is consistent with creation, it has a psychological and educational role in correcting behavior, Islam allows women and men to have to play different kinds of games.

The lady Aisha, the wife of (PMPBUH) used to play inside the house of prophet which usually makes her both happy and satisfied. When Asha became older, her husband the prophet allows her to come and see Abyssinia whereby they were dancing, she said I put my head on a prone of the prophet Mohammed and starting to see them dancing and playing until they finished.

2.9.1 The view of Islam towards Gaming

(Alguds open university, 2002: 77) Islam and Islamic education have both concerned with gaming because of its importance in educating human Muslim in his/her different stage of development and Islamic education derives its principles from Islamic greed which confirms comprehensive, even development in all its aspects.

The Imam Ali bin abyTalib said “*The hearts get bored as bodies’ do, so you need to create some jokes*”.

(Al-imam Algazally G. five: 1471) confirms that more attention should be paid to the importance of physical education which he see it as a good way of learning and uplifting, and he also looks at gaming with children as being similar to work with regard to adults. The young boy has to be allowed to play after he finishes his homework; Al-imam said. Preventing young boy from playing, and exhausting him all time in learning kills his heart, affects his intelligence and always makes him bored until he asks to get away from this situation.

2.9.2 The principles of gaming in Islam

Gaming is a tool for educating senses, body, mind, soul and sentiments. The kind of gaming which takes an amusement form, and wasting time without any benefit, is unwanted. And indeed there are many examples on such forms of gaming. Both solitaire and dicing are types of gaming.

Gaming is a tool of relieving whereby people could use it to get themselves out of boring, weariness, laziness and psychological pressure. The base of game is growth through childhood period.

Muslim educators look at gaming as a process of teaching and learning away of preparing for life and behaving politely, gaming can educate the character of human being on chastity and morality. It also training a strong man both physically and mentally, again gaming is a tool of educating straight thought. In Islam gaming takes many different forms such as walking, running, dueling, swimming, competitions and hunting (Alguds University, 2002: 77).

2.9.3 The concept of educational games

Gaming linguistically refers to a certain form of a game in its feature, form, and content, whereas the scientists have disagreed in their technical definition of games and such definitions are:

(Al-inany 2002:18) Gibbs sees that gaming is an activity that occurs between a collaborative individuals or competitors to achieve their goals in the context of the written rules.

(Bilges, 2002:7) defines gaming as an activity or a set of organized activities which an individual plays it alone or with a group of people to achieve certain purpose.

And its work under specific conditions such as follows:

1. To be exercised under specific understandable rules that are agreed upon by all players.
2. Feel of both pleasure and benefit to who play it and has to be without any potential damage to others.

3. An organized activity which is based on the friendly competition with both individual and others.
4. To be played with both in specific time and place. (Alguds open university, 2002:15).

2.9.4 The Aims of Educational Games

A person who does not play a game cannot be normal, and that's fact we cannot ignore, because man has a natural tendency toward gaming in its all kinds. Gaming isn't only monopolized by humans; but animals tend to play as well.

Most early ancient civilizations such as an Egyptians civilization and a Mesopotamia have already come to realized the significance of gaming in preparing human to life. And of course that has already appeared clearly in their archeological excavations such as engraved pictures and so on. As we actually still witnessing upon the world celebrations with organized Olympic Games whereas it is considered the very first organized games where ancient Greeks have invented it.

Islamic education has played a greater role in educating children through gaming and acquiring physical and social skills. Also Islamic education has confirmed the importance of using educational games as a means educating child especially, in early childhood.

Many scientists in the west have indicated to necessity of educating children, for instance the (Russo) has confirmed the need of educating children by employing mobility and sound for the purpose of improving his senses and his body as well.

(Mozobel) has designed children toys and he did call them gifts, physician Montessori also designed many games for developing the senses of a child and his intelligence, besides teaching him the social skills, language and arithmetic's.

(Kar) has also indicated that gaming is a way of venting of unacceptable tendencies and transfer them to an acceptable ones through exaltation and mentoring. (Al-inany 2002:204).

2.9.5 The significance of educational games

(Al-inany 2002:23) Gaming is a part social motive in human being, it does exist in all aspects of life and it does contribute in improving child's character in all aspects physically, socially, emotionally, linguistically and educationally.

2.9.6 The significance of language games are as follows:

1. Enriching the vocabulary of a child.
2. Developing child potentials to express his thoughts and feelings with correct linguistic structures whether spoken or written.
3. Contributing in getting rid of pronunciation faults which can hinder communication with others.
4. Empowering others to understand the child's needs and working to satisfy them.
5. Enriching the ability of democratic dialogue and respect other opinion.
6. Enabling others to be aware of child's potentials whereas they can't ask the child to perform any duty above his or her potential.
7. Empowering others to be aware of child's problems and work to solve them.

The ability of communicating with others through drawing, music, and dancing.
(Alinany, 2002:26).

2.10 What is a game?

defines games as “*any content test among adversaries (players) operating under constraints (rules) for an objective (winning)*”. Games provide quite expensive language practice opportunities for both general and specific language skills and so they will be considered as an integral part of teaching program (Gredler, 1992).

Byrne,1987: 100-10 defines games as “*a form of play governed by certain rules or conventions*”.

A part from sharing the view that games are an important and powerful educational tool, (Evans, 1979) adds that games can be used for a variety of specific purposes like ice breakers, for social activities or even therapy.

As far as learning vocabulary is concerned, (Nguyen and Khuat, 2003) point out games help learners to learn and retain new words more easily. They also mention that vocabulary games enable learners to use English in a meaningful communicative context. It is understandable when one consider that games require physical participation of learners and they no longer confine themselves to sitting on desks in rows. Games act as a powerful force to motivate learners and draw out the quiet or unsure learners. ESL teachers should tap on the vast potentials that games can provide and involve their learners in active learning of English.

2.11 Games and communications:

(Hadfield, 2002: 4) By using games teacher should concentrate on communication rather than on correctness of language. Games should be an important part in English curriculum, not as an amusing activity. They give students good chance for real communication and thus bridge the gap between the classroom and real world.

2.12 Games and competition:

(Jones states, 2005: 1) that “*competition can make even the dulllest lesson exciting for both adults and children*”.

2.13 The advantages of using games in teaching:

The use of games in teaching English is not, however, appropriate at all times. Using various games can help students memorize vocabulary or grammar. It can eliminate the anxiety aroused from using FL or uncertainty about the correctness of the output.

(DemesdaCruz, 2008-18) also states.

“while playing language games students can be exposed to

the target structures, however, because his is done in a context of a game they relax and forget that they are being watched. They often become so involved in the game that they stop feeling anxious about their mistakes. Games are connected with enjoyment because they can capture the attention of the students, because players think deeply how to win and get a good scores and this motivated them to make the lesson more interesting.

(Deesri, 2002:3) Games increases students' proficiency: using games in the class room gives students the ability to practice the language because they are given situations and have the chance to use real communication. Also, students drill and practice grammatical rules and other function.

Play games means being active: (Kramer, 2005: 5-6) states that “*games encourage people to act, and this leads them to be active*”. Using games achieve the following advantages:

2.13.1 Spiritual area:

Thinking, combining, playing, making decisions, concentrating, training your mind, receiving knowledge, understanding the impact of systems.

2.13.2 Emotional area:

Accepting laws, to learn how to lose, to learn more about yourself and others, to use fantasy and creativity.

Many experienced textbook and methodology manuals writers have argued that games are not just time filling activities but have a great educational value (Lee, 1979:2) holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not “peripheral to the FL. teaching program. A similar opinion is expressed by Richard Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in FL teaching. (Richard – Amato, 1988: 147).

“Games can lower anxiety, thus making the acquisition of input more likely”. (Hansen, 1994:118). They are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a FL which are not always possible during a typical lesson..

(Richard. Amato, 1988: 147) They *“add diversion”* to the regular classroom activities...In the easy relaxed atmosphere which is created by using games students remember things faster and better. (Wierus and Wierus, 1994: 218-S.M. Silver’s,1982: 29).

Say many teachers are enthusiastic about using games as *“a teaching device”*, yet they often perceive games as mere time-fillers, *“a break from problem monotony of drilling”* or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Further support comes from (Zdbiewsk, 1994:6) who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students to see beauty in FL and not just problems that at times seen over whelming.

Games are effective and a funny way in learning vocabulary. The effectiveness are as follows:

The game persuades the students to love English. The game can attract the students attention. The game is an alternative way to make the learning process fun and effective. The game helps the students in memorizing the vocabulary.

First of all they promote communicative competence. Create a meaningful context for language use. Increase learning motivation. Reduce learning anxiety. Integrate

various linguistic skills, encourage creative and spontaneous use of language. Construct a cooperative learning environment. Foster participatory attitudes of the students. They provide useful activities for remembering and revising words and structures. They can give students a sense of achievement as well as fun. Games are learner centered. They can be used as an enjoyable way of testing what students know. Unlike many formal test which dry to find out what students don't know. They can be adapted from one language item to another depending on what you are teaching at the time. Useful games are those which encourage learners to recall words and preferably, at speed or consistent with the principle that learners need to make multiple decisions about words. A useful game will be like a dictionary race, where students first sort words in alphabetical order, then into parts of speech and then into lexical sets-the first group to complete all three tasks correctly will be the winner. Games can be found to give practice in all skills (reading, writing, listening and speaking). Sub skills (grammar, spelling, pronunciation. Vocabulary in all stages of the teaching learning process (presentation, repetition, recombining and free use of language. And for many types of communication (e.g encouraging, criticizing, agreeing, explaining). What is more is the increase in interest and motivation produced by short sessions of game-playing, can produce positive feelings towards the subject (and the teacher) which last for weeks. Games are welcome break from usual routine of the language in class. They are motivating and challenging.

Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning. Games provide language practice.

Games can produce an overwhelming desire to communicate and so are excellent teaching methods.

Controlled practice: elicit good imitation of new language and appropriate responses.

Communicative practice:

Give students a chance to use the language. Games also lend themselves well to revision exercises helping learner recall material in a pleasant, enter-tainting way.

2.14 Disadvantages of using games:

(French, 1983:54) says that: Not all games are helpful for language learning, of course, board games like checkers cannot do much for vocabulary expansion because they do not require the players to speak any language during the game.

Many games that involve physical activity are unsuitable, not only because they are too noisy for the classroom but because in the excitement of the game, the players feel they must express their emotions in the native language.

Games which do not help students to learn English do not belong to the English class. When we are considering possible games for use, we should ask

“will this game help to make several English words seem interesting and important to my students? That is the question to ask about anything we consider doing in class, including the use of pictures”.

At the same time overuse of games may take away the time the students can use to be working individually, having the matter explained properly or simply working with language seriously. It can also create the

“Overall class atmosphere in such a way that it is not a real learning, making it more difficult to concentrate on studying for serious purposes, like exams”

The last consequence of overuse of games in language teaching to be mentioned here is the fact that the students might get bored with all the play. The reason is that students especially students of higher secondary schools or adults, usually do not like to be treated like little children.

2.15 Characteristics of instructional games:-

Games have special characteristics which distinguish them from other activities. These characteristics are:

A game is governed by rules. Playing just to pass the time will not have the same effect. A game has objectives. The main rule of a game is the achievement of an objective. This objective can be something as making points for correctness or finishing an activity first. A third rule is that games must have a beginning and end. It must be easy for the players, or the teacher to know who is about to reach the aim. In other words a game is a closed activity. (Klaur, 1998).

A game needs less supervision from the teacher. This must be understood as linguistic supervision, sometimes the game is conducted by the teacher who acts as judge, scorer and / or reference. A game has “*lucid*” element that other interaction patterns do not have, this is compared with pair or group work. And this resulted in making the activity more attractive. (Klauer, 1998).

2.16 Types of games:

Not all games are the same. More than one of the categories listed below may sometimes applied to a game.

2.16.1 Cooperative games

The main action in this type of game, is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all members of a team, group or pair. Some typical activities may include the completion of a drawing,

Putting things in order, grouping things, finding a pair or finding hidden things, students are involved in the exchange of information to complete the task and giving instructions.

2.16.2 Competitive games

As the name indicates there is an

“overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 questions). The competition may be of individuals against other individuals. The object of this

game is finishing or reaching the end before the other competitors making more points, surviving elimination”,

or avoiding penalties. The players may be required when applying the rules to produce correct language as a part of the game and force students to draw conclusion more quickly.

2.16.3 Communication games:

Getting the message over to other players and reacting appropriately to their messages, is the main objective in this type of game. As an example when giving instruction the player giving them must be clear and the player following them must do exactly what he is required to. The tasks are usually practical, like following instructions, drawing, persuading other players,... this means that players will concentrate on the task rather than on the language, besides students can see results of their use of language at once which will help to build students' confidence.

2.16.4 Code – control games:

Students producing correct language: structures, spelling, pronunciation...is required in this type of game. The production of correct language will give the players of the team a good opportunity to win points. During games a number of interaction patterns can be caused. Some of them are setup with a leader challenging a group, teams or individual members of the teams. In this pattern the leader may be asked questions or he may ask questions to the team members.

Also the leader may give directions to perform actions as in (Simon Says).

A good example of code-control game is the sound discrimination game often called ship or sheep? (although of course sounds other than the /l/ and the /l:/ of words like “*ship*” and “*sheep*” can be contrasted in the game).

Other type of interaction involve pairs either closed or variable (as in find someone who) or groups work simultaneously. In this type of interaction the teacher does not normally participate actively in the game but acts as consultant or encourager.

The teacher must also note recurrent and common errors for delayed correction or remedial work. Ways of winning and ways of organizing students may vary in these games, but their underlying principles is the same: players must get things right in order to win. (Andrew et al, 2004). In their book games for language learning (24th edition 2004: 211)

states that there are at least 13 types of games which are:

1- Picture games:

Here the use of pictures plays a major part. Broadly, they involve comparing and contrasting pictures, considering differences or similarities; considering possible relationships between pictures such as narrative sequences and describing key feature. It is hoped that someone may identify them or represent them in a similar way.

Most of the games involve the learners in the relatively free use of all the language at their command. Examples: Describe and draw a picture, what's the difference, arrange the pictures.

2- Psychology games:

This type included a variety of games, which might all lead to a greater awareness of the workings of the human mind and senses. This is an area of interest for everyone, in which there is much individual variation of opinion and experience. These games encourage concentration and language use.

Examples: Blobs, palmistry, a memory system.

3- Magic tricks:

Language can sometime be exemplified in a concise and memorable way through magic tricks. Because magic tricks always attract attention and invite comment, there is a potentially, large occurrence of other language – the hidden language of the game.

In short, magic tricks, although apparently frivolous, have a serious role in language learning.

Examples: Kaboom, the match box, magic birthday.

4- Caring and sharing games:

This game demands and encourages trust and interest in others.

There are some difficulties in overcoming the learner's shyness or reluctance to share personal feelings and experiences with other class members. As a result, their problems in learning will be known after they have a discussion with their friends.

Examples: getting to know each other, six eyes, guess who it is.

5- Card and board games:

We have included in this section adaptation of several well-known and well-bred card games and board games. Snakes and ladders and happy families are examples of these games. A map game (search) is included and also an adaptation and extension of the gift game (presents, and rewards and punishments).

6- Sound games:

Sound effects can create in the listener's mind an impression of people, places, and action. There is a demand for the listeners to contribute through the imagination. This inevitably leads to individual interpretations, and individual interpretations lead to a need to exchange points of view and to express opinions and ideas.

This section of games, although concerned with listening, also gives rise to rich oral production.

Examples: voices and objects, listening to sounds.

7- Story games:

Story games by their nature, provide a work for learners to speak and write for length instead of engaging in short exchanges. It is necessary to correct certain errors, and then makes a written or mental note of the errors during the story telling. In order to

make the story long, the students should interrupt during the story telling process. Examples: build a story, fantasy stories, consequences.

8- Word games:

These games are initially focused on the word rather than the sentence such as spelling game (as e.g in Dash it & Hang it), meaning game (as in definitions or the odd man out) word for sentence-making game (as in A-A, B-B or make a sentence however, learners are required in many cases to go beyond the initial and to communicate in full sentences, sometimes to pursue ideas and argue at some length. The aim of this game is to make students able to identify words covering its spelling and meaning. Examples: Bingo, A-A, B-B, A additions.

9- True/False games:

This is one of the great families of games. Essentially, someone makes a statement, which is either true or false. The game is to decide which is the correct one. Even in this small selection of True/False games, it can be seen that all levels of proficiency can benefit from this sort of challenge. Examples: Repeat it if it's true, correct me if I'm wrong.

10- Memory games:

Essentially, these games challenge the players' ability to remember.

Surprisingly, perhaps, this simple basic challenge can lead to many different games and variations.

The inevitable differences between what players remember lead to discussion, in which opinions and information are exchanged. Examples what's behind you?, kim's game.

11- Question and answer games:

Question and answer games are designed to create context in which the learners want to ask questions in order to find something out, for example, general knowledge quiz.

12- Guessing and speculating games:

Essentially, in guessing and speculating games, some one knows something and the other must find out what it is. They are all based on simple ideas. It is possible to play many of them by making short unconnected guesses.

Played in this way, the games are useful for the less sophisticated learner and/or learners whose English is limited.

13-Miscellaneous games:

These games consist of fortune teller game, what is in his pocket game.

2.18 Tips and procedures for playing games:

Choose games on the basis of their suitability in terms of language they put in practice and also with regard to the students themselves (e.g. their age and interests, the size of the class can also be taken into account). (Abalo, (1987).

Prepare game carefully before hand; try to predict the language items that may be needed.

Explain to the students (in mother tongue if necessary) the purpose and the rules of the game.

Involve as many students as possible e.g. by dividing the class into two teams and also by letting the students take over for you if the game permits.

If games are played on a team basis, points should be awarded for each correct answer and the scores written on the blackboard. Deductions can be made for grammatical errors (e.g. half a point), but credit should always be given for creative expression. (Larcabal, R. Forum, April, 1992:28).

Before playing a game acquirers must understand what the rules and final goals are. They must have already acquired the language they need, to be able to play the game, (when the instructions are more difficult for an acquirer than the language he will have to use, it would be a good idea to model the way it is played for a short time with a good acquirer, so that the other players realize what they are supposed to do).

It may be helpful in some cases to write some vocabulary on the blackboard.

It might be a good idea to keep a book let of games.

Whenever you come across a new game you can write it down there and you can even write down comments beside your descriptions of the games once have tried them.

According to (Deesri, 2002: 2) when teachers want to choose certain games to be played in the class, they should first consider the games' purpose, students' characteristics whether they are old or young and the suitable time of playing the game. Some games should be used in the morning, others in the afternoon and others on Friday

2.19 Games criteria:

(Kramer, 2000: 4-5) asserts that teachers should use games according to basic criteria:

1. Common experience:

Games make people together, regardless of race, gender and generation. The majority of games are multiplayer games which lead to group experiences. Also there are games which is played alone.

2. **Equality:** when students play a game they have the same chance to win.

3. Freedom:

(Mclaughlin, 2005: 95). Students have the freedom to participate in a game or not. They shouldn't be forced by anyone.

4. Time:

Teachers are supposed to sit time-limit to stop their students wether they finish the activity or not.

(Jones, 2005: 5) According to (Rinvolucr and Davis, 1997:2) the game activity should have a time-limit and write this up to be seen by all students. Teachers should

give students a warning before finishing a game so that the students can start to finish off.

2.20 Target essential academic content:

Unless games focus on the essential academic content, they will have a little or no effect on students' achievement and this waste may waste students' time.

2.21 Debrief the game:

After carrying out a game with students in the classroom, the teacher should evaluate the game if it is applicable, easy, interesting or difficult. Thus, students can ask questions to show their difficulties in playing a game.

2.22 Choosing appropriate games:

There are many factors to consider while discussing games, one of which is Appropriateness. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level or age or to the material that is to be introduced or practiced. (Not all games are appropriate for all students irrespective of their age. (Sick-Piskozub, 1994:37). Different age groups require various topics, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like.

Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience.

2.23 When do to use games?

(Rixon 1981: 69-84) language games are often used to fill a few minutes at the end of a lesson or to occupy some of the faster students when other catch up on an exercise. There is nothing wrong in this but these lines show how games are integrated much more closely into lessons and into teaching syllabus, so that they

becomes one of the means of achieving teaching objectives rather than just an enjoyable “*extra*”.

As known, there are three main stages in teaching new lexis. These stages are: presentation of the new language item, giving students a controlled practice in its use. And thirdly, giving them the chance to use the language in a situation in which they have to communicate. it is called production stage. The teacher’s aim and the techniques that the can use at each stage are out lined in the table below but the overall purpose is concerned with what will happen outside the classroom. The aim is to equip students with a grasp of language that will serve them in real life.

The table below is illustrates of teacher’s aim and the techniques he can used at each stage. In addition to types of games which are suitable at the three stages of teaching new language.

Stage in teaching	Teacher’s aim	Teacher’s and student’s roles	Types of games
Presentat ion	Provide a good model of the new language. Make its meaning clear. Check students understanding.	Teacher is the centre of attention. Students respond to teacher’s cues to show their understanding	Played by whole class under teacher’s direction. Competitive teacher is judge of responses and scorer. Responses are sample actions or yes/no answers: players do not yet produce new language themselves. E.g.O Grady Says.
Controlle d practice (drills and	Elicit a good inflation of the model from students. Elicit new language as an appropriate response to a situation or context. Help students perform	Teacher cause and directs. What the class does, but the interactions are more varied, e.g. teacher class. Teacher individual. Group –	Played by whole class under teacher’s direction. Competitive. Teacher is judge of responses and scorer. Players must produce the language correctly and appropriately and/or correct transformations on it e.g. who is it?

exercises)	grammatical transformations on the new language .	group. Teacher corrects as necessary.	
Communicative practice	Give opportunities to use the language to affect other people's actions. E.g. give instructions, persuade, solve a problem.	Teachers steps out of the limelight. Students interact directly as, e.g. pairs, small group. Teacher monitors groups and advises players when needed.	Individual, pair or small-group games not under direct control of teacher. Players must use language to achieve practical aim. Cooperative or competitive students can judge their own success e.g. Describe and Draw. Find your partner.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. (Lee, 1979:3) states a game

“should not be regarded as marginal activity filling in odd moments when the teacher and class have nothing better to do. “Games ought to be at the heart of teaching foreign language”

(Rixon, 1981:70) It is not being suggested that a game should be used at each stage of any one lesson, but as a practical illustration of how the same language item could form the basis of games at different stages, after being suitable and carefully chosen. The teacher's aims connect with a game may vary:

- 1- Presentation: provide a good model making its meaning clear.
- 2- Controlled practice: elicit good imitation of new language and appropriate responses.
- 3- Communicative practice: give students a chance to use the language.

(Rixon, 1981: 69-84) It is clear to all observers of classroom practice that the teachers' own belief in the usefulness and appropriateness of a game affects the learners' response. Games can be used with a very wide range of students, they are not just for children and beginners. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way..

2.23.1 Vocabulary

It is usually difficult to learn and live the new words which the on-going process of studying process requires. It is then useful to introduce games as an opportunity to re-use the desired vocabulary.

During a game repetition of the target words can be executed repeatedly. The students get personally involved, in addition, to avoid boredom as it often happens when repeating words; it is also more likely the vocabulary will get internalized.

2.23.2 Lack of interest

This is a common situation in teen-age classes, where the students are often not motivated enough to take the learning process seriously. In such cases, it can help to employ games and fun activities where they need the target language in order to succeed. The games can be springboard for the serious language work, or vice versa, the language work can become precondition to a success in the following game.

2.23.3 Tiredness

It is a matter of fact that students do not always come into language class in their best condition. The teacher should be aware of that and he may use games as a tool to overcome the crisis and yet bring an educational benefit too.

2.23.4 Students do not cooperate

There may be classes where the students are not very close to each other, do not feel comfortable when asked to cooperate on an activity. A game has a great potential brining the students together. The reason is that such activity is not viewed as extremely serious; the students can relax and find away to communicate better. This skill is then also transferred to other activities too, and needless say, other subjects may also benefit from the newly learned communication skills, especially if the students are required to work on projects or otherwise as teams.

2.23.5 Time left-short games or fun activities:

may serve as time fillers, for instance, at the end of the lesson, when all planned work has been finished.

Thus, the time remaining is not wasted, it is used for the language practice too. Regular use of short games at the end of lessons also motivate the students to work harder and have their work finished earlier, in order to save time for an enjoyable activity.

2.24 When not to Use Games:

Although it was advised to use games and fun activities as they are of great help to the whole teaching/learning process, there may be also situation, where a game may not answer its purpose and the teachers' educational aim. Some of such situations are out lined hereby

1-Students have not built the bases of vocabulary needed for the particular game-if the students lack the knowledge which the game requires, it them become stressful even though the game would otherwise be an enjoyable activity.

2-Too little time available-a game should be planned carefully time-wise as well as content-wise. It is of help if the teacher dedicates more time to the game than seems to be necessary. It creates anxious feeling if the game must be ended before finishing the tasks.

3-Students are over excited and misbehaving-they need to claim down, a genetic game may not.

4-Students do not cooperate with the teacher during the lesson-in such case it is advised by (Hamer:2004:131) to stop using the enjoyable activities as restoration of discipline tool.

5-Teachers can make it clear that some of the more enjoyable activities which students like will only be used when the class is functioning properly. Otherwise, they will be forced to fall back on more formal teaching and language study.

2.25 Who are games for:

(Wright, etal, 1983:2) Enjoyment is not restricted by age. Some individuals, regardless of age may be less fond of games than others. But so much depends on

the appropriateness of the games and the role of the player. It is generally accepted that young learner's and adults are very willing to play games. (This partly depends on the learners' socio-cultural background). Early teenagers tend to be more self-conscious and the teacher must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case. Games can be used with a very wide range of students, they are not just for children and beginners.

(Rixon, 1987:34)

“The key to making games acceptable to any group of students is suitability”.

(Abalo, 1987:46)

“Choose games on basis of their suitability in terms of the language they put in practice and also with regard to students themselves (e.g. their age and interest)”.

The size of the class must also be taken into account”.

Students age obviously affect the type of games they can be expected to accept. This is really a matter of common sense. Teenagers may be most difficult group to use games with, it might be wise to avoid the word “*game*” with them as far as possible and use the word “*activity*” so that they do not feel insulted by being treated like children.

Adults on the other hand often accept a plenty of surprising fun provided which is not artificially and tactlessly imposed on them by some enthusiastic games user. It is important to be sensitive to the mood of the class and to follow it deciding whether to continue or stop an activity.

Bringing one's own experience into classroom of the willingness to experiment with language will vary from personality to personality as well as from nationality to nationality.

Some games demand a common background culture for them to be successful, as an example is the well-known English popular game “Botticelli” which has the advantage that it can be played with a very limited amount of language. On the other hand players need a vast amount of shared knowledge.

The teacher can do complicated things in simple language or simple things in complex language, we can find games which allow students to do either of these things or anything between.

2.26 Organizing games:

2.26.1 Explaining what to do:

(Rixon, 1981: 57-68) claims that whatever the type of game, the session has to be organized. This means setting up the required groups of students, seeing that they have all the materials they need, and above all making sure that they all understand what to do. It is not enough simply to read out the rules of a new game or to handout a written copy of the rules.

Each game will be in need for a proper introduction that means an explanation-not just a reading of the rules, and a short demonstration of a few moves or rounds. The teacher should use the mother tongue at this stage if necessary. It is a waste of time to throw students unprepared into an activity that they have not yet fully grasped; things will go wrong very quickly, and the teacher will then spend more time trying to repair the situation.

The second reason for giving a full demonstration and explanation of a new game is to show the students exactly what language they can practice as they play it. It is not enough just to say e.g. “*This game is to help you hear the difference between /l/ sound and the /l:/ sound*” you need to demonstrate "short part of the game in which you actually make use of the language or skill that the game is designed to practice. You can then gradually get students joining in. The teacher should try to make his/her demonstration as lively and appealing as possible. As a result students will show a

desire to play the game. Whatever the game is, students like to hear how well they are doing, to receive encouragement and be praised when doing well, in addition their errors being corrected. This is slightly different from the formal feedback on use of language and serves a more social function-to keep relaxed atmosphere, to show the students that you are interested in what they are doing and to encourage them to be interested in the progress of other players. It is important for the teacher not to ignore any individual. Of course positive comments can be made about individuals but negative comments should be kept more general. The aim after this is to share the well done work of the students with the rest of class so that, everyone can learn from the whole class. The main point of all the above mentioned, is to show the students that what they do with the language is interesting.

Games can provide a good opportunity to the use of language cleverly and economically by non-native speakers as well as by native speakers.

2.26.2 The teacher's role:

What the teacher needs to do in connection with all games is organizing and commenting. The teacher's role depends very much on the type of the game that is being played. For example the teacher has two roles in code – control games – judge – evaluator of responses, scorer. But in communication games he has different roles which are: informant / language consultant, corrector, arbiter /referee.

2.27 Problems facing teachers when using games in teaching vocabulary:

(Rixon, 1981: 53-57) says that there are a few obstacles which hinder using games in teaching vocabulary and suggestive ways of getting round, at least partially.

2.27.1 Large classes:

One of the most often heard reasons is

“games may be very well, but not with my class.

Providing materials for pair games in a class

of fifty is obviously beyond a hard pressed teacher's

capacity. Using the teacher-controlled team games may be the answer. But it may be unproductive for the students because of the very limited opportunity, each student will get to take a part”.

The first type of game that is suitable in these circumstances is the one in which the answer is given by the whole team at once. These games are not noisy since there are many in which players do not have to say anything but can respond silently or signal their choice between two possible answers. Ship or sheep? for example, can be played with students raising their hands if they hear /1/ sound and putting their hands on the desks if they hear /1:/ sound. Everyone in each team must react at the same time and there must be no changing of minds. The majority decision is the one that the teacher counts as right or wrong. 50/50 split votes gain no points at all.

Another way of making sure of full participation in a very large class is to base games on the Bingo idea.

Bingo-type games can solve some of the problems presented by large classes, although they can be played with small classes too.

The second type of game is a general contest in which students spend most of the time working quietly by themselves or in small group before comparing their results and finding out who has done best. One of the suitable games for this type is “*how many words can you make?*”.

A third possibility for large classes is to have students playing by themselves in small groups. The games such as “*ISPY*”, “*What’s my line?*” And “*Botticelli*” can all be played in this way while the teacher circulates and monitors what is going on.

2.27.2 Too much noise:

Of course no one wants a class playing games that disrupt what is going on in the classes on other sides, but this is something that applies to other aspects of teaching too. Students must be trained to play at a necessary rather than a deafening volume.

If there is extreme feeling against noise in the school, if there is only a thin partition between one class and the next or if the weather is so hot that the windows have to be kept open, there are always the silent “*mass response*”. Games mentioned above, (e.g. ship or sheep?) pencil-and paper games in addition to bingo games which should not make any more noise than the caller is responsible for.

2.28 Examples of vocabulary games:

The odd man out:

Language : Giving reasons, using because, answering

Questions, agreeing and disagreeing

The game is ideal for revising lexical sets.

e.g. words for colors, family relations animals and household utensils.

Skill: all

Time: 10 minutes

Preparations: 10-15 groups of words each of which contains an odd man out.

Materials: Chalk board or OHP or paper

1-Horse – cow – mouse – knife – fish.

2- Plate – bean – soup – sandwich – apple.

3-David – Michael – Andrew – Jane – Smith.

4-Bicycle – bus – car – motorcycle – lorry.

5-Green – big – orange – brown – red.

6-Brother – father – sister – uncle – grandfather.

7-January – June – March – spring – May.

8-Table – chair - cupboard – kettle – Sofa.

9-Cat – dog – parrot – monkey – elephant.

10-Milk – honey – yogurt – cheese – butter.

Bingo:

It is called blackboard Bingo. The teacher write on the blackboard 15-20 words. Tell the students to choose any five of them and write them down on a piece of paper. Read out the words one by one in any order. If the students have written down one of the words you call out they cross it off. When they have crossed off all their five words they shout Bingo. The 1st student to shout Bingo wins the round. Additional rounds can be played with different sets of words. This game can be played with the whole class and it is useful for recycling vocabulary all skills are used.

Word associations:

We associate certain words with other in our memory. For example, the word farther probably triggers an association with mother in your own mind. In turn, this word is usually associated with child, or baby. This game exploits these associations.

To play the game is easy. You just say fist word and quickly designate someone for an immediate association. Having received that response, you at once designate another student for the next word association, and so on. It is important that the game move swiftly. In this way everyone keeps thinking fast and genuine first association are more likely. You yourself say nothing once the game is moving, you just point to indicate who is to provide the next word.

However, the game has to be interrupted if a questionable association offered, as in this example:

Teacher: snow

Students: cold, arctic, dog

Teacher: why do you say dog, Billy?

Billy: because doges pull the ah.....

Teacher: Oh yes, the sledges. Good, carry on, joe. Dog

2.29 How to cope with large classes in teaching games:

(Gaudart, 1991: 22-23)

“With the current emphasis on communication in teaching

language, board games appear to hold a solution for many teachers. The communicative act bring with it an element of surprise and non-anticipation for the language learner, which he needs to be given practice in. The student of the foreign language needs practice in free, less controlled situations in class, so that he will be prepared for the kinds of communicative acts and strategies that he will need, if he wants to be a full participant in any oral event”.

(Widdowson, 1978:3) Board games have the potentiality of offering such practice. Over the last 15 years or so, board games have been actively promoted as such a solution. They are enjoyable and motivating. They can be constructed to answer a specific syllabus specification they offer opportunities for genuine communication and real speech. Furthermore, they provide a transition stage between formulaic forms learnt in the classroom and the application of these forms in real life. They enable students to " use " language beyond mere " usage " .

If board games are difficult to carry out, the teacher will try the multi-level board games which have the same layout but challenge different groups of learners. For instance, " train game ". the idea of multi- purpose boards therefore, is to design the boards in such a way that can be used over again without the realization of learners that they are using the same board. "the snail" is a multipurpose board game for young learners. It is simple. It can be used to play a number of games. There are dots and stars on various random squares on the snail. They are the action squares. Those who land on square with a dot have to perform a task. Those who land on square with a star get free ride and move forward three spaces.

2.30 How to adapt games:

(Rixon 1981: 85)

“Not everyone has an immediate flair to invent games, but a lot can be learnt about what goes into a good game from trying to adapt existing games to the teachers’ purposes”.

There are four ways through which games can be adapted:

2.30.1. Increasing opportunities for talk:

Word games like scrabble and board games like monopoly are commercially available games that are widely enjoyed, but they do not generate enough language as they stand to justify their use as a part of a language course. Even though scrabble uses words, it can be a very silent affair and in monopoly most of the language generated is mere comment on the state of play rather than an integral part of what is going on. Comments like “*oh dear!*” and “*that’s bad luck!*” may be fun to learn. But they hardly justify playing a game that lasted for several hours in its original version.

In order to get students talking so that the game can continue, the teacher may have to interfere slightly with the original rules or perhaps remove or change some of original material.

The first and obvious thing to do is to add a rule to the game by saying that each player must open and close his move with a remark, either about what he intends to do or about what he has just done. As an example, scrabble can be livened up by creating a rule which says: a player who makes a new word must also be able to tell the other players its meaning before he can collect his score. A time limit on each move helps to finish things quickly. The appointment of a time-keeper amongst the group to hurry players along will be another cause of increasing talk.

2.30.2. Changing the subject matter:

Another reason for adapting a well-known game is that, its subject matter is not suitable or acceptable to all students even though the rules of the game itself would provide players with a good reason for using language. A good example of this is happy families which is very suitable game for language learners. The only problem may be that the cards are too childish for older students to wish to use. However, the

teacher has to keep the rules unaltered but he can make his own sets of cards with different subject matter, more suitable to his students tastes or interests.

2.30.3. Making the game less complex:

Sometimes games seem more difficult to play than it really is because of the way the rules are worded. This can be dealt with by rewriting them more clearly.

The game can be simplified for example, rules for scoring are often complex. Many games require players to add on bonus points and take off penalties in a rather complicated way. This probably adds little to the amount of language used and slows down play and confuses the students. These complications can be reduced by forgetting penalties and bonuses and by having players count up their raw scores only.

No game will succeed if no one can understand how to play it. Although it is a good idea for the teacher to explain and demonstrate a new game himself, he should also be certain that the instructions are clear and obvious both for colleagues and students to refer to. The golden rules for the instructions to be clear are:

1. Break down the sequence of events in the game into separate steps.
2. Number each step separately.
3. Keep sentences fairly short.

2.30.4. Shortening the game:

Some games in their original version simply last too long for the foreign students to be able to finish them within a normal class session. Any game that needs to facilitate things like vocabulary and spelling will naturally be played at slower rate by foreign students. Scrabble, as an example is a game that normally ends when all the letter tiles in the set have been used up, or when no player has the ability of making new word with any remaining tiles. In such case the teacher can change the rules so that the game ends after a certain number of rounds (say, five, in other words he has to reduce the number of rounds).

For scores or advantages they can be calculated at this point to decide who is the winner.

2.31 Part (2) - Previous Studies:

2.31.1 Related studies concerning using games in teaching English vocabulary:

1) Nadia Yahoui: (2012) – M.A in Science of language entitled: The effectiveness of language games in improving learners vocabulary. A case study of 1st year middle school pupils at Khaoula Bent El Azour in Biskra. Faculty of letters and languages – Mohamed Khider University of Biskra.

The goal of this study is to check the effectiveness of language games in facilitating learning as well as improving vocabulary. In other words, this study aims at exploring the relation between using language games and vocabulary development for first year middle school pupils.

To achieve the mentioned objectives a descriptive study is conducted; it is based on the analysis of the data gathered from a questionnaire devoted to teachers, and an immediate interview after the game is designed for pupils. Moreover, the questionnaire explores teachers' perception to the usefulness of games as a technique for teaching vocabulary, whereas, the interview collects information from the concerned group about their reaction.

The results showed that it is effective, to use language games in teaching vocabulary and integrating them in the lesson which can help pupils to improve their lexical knowledge. However, they need to be used with conditions such as being appropriate to the pupils' level, the lesson objectives and the time constraints.

It conforms with teaching methodology which is a descriptive, experimental one. And in sample who were teachers and pupils, but differs in tools which were questionnaire for teachers and an interview for pupils. It also differs in number of subjects and their sector.

2) Ali Azar: (2012) – an article entitled: The effect of games on EFL learners vocabulary learning strategies. English department, Maragheh Branch-Islamic Azad University, Maragheh, Iran.

The purpose of the study is to help students find language classes, especially vocabulary lessons more interesting in EFL context, and to achieve more from games, the study conducted action research to find. The answer to the question, “Do games help English language learners learn vocabulary effectively, and if so, how?” The study singled out the component of games to study that in Isolation. The researcher began action research which included applying games in observing other teachers their classes, classes, and interviewing both teachers and learners so as to elicit students reactions, feelings and the effectiveness of games in vocabulary learning. The research shows they are effective in helping students to improve their vocabulary building skills.

It conforms in samples who were teachers and students but differs in tools which were observation for teachers and their classes in addition to an interview for both teachers and learners. The similarity is also in titler which wording using games in teaching vocabulary.

3) Mojtaba Maghsoudi, Ph.D., Farhangian University, Shahid Bahonar branch: (2013). Davoud Madani, Ph.D., Islamic Azad University, Khomein branch.

The effect of using instructional games on Iranian EFL learners vocabulary achievement and their retention.

The present study was an attempt to compare the impact of learning vocabulary items through instructional games VS. Traditional method on vocabulary improvement and retention in the Iranian EFL students. It follows the experimental method. The subjects were two homogeneous groups (controlled group and experimental group. Three testudents were used as tools for the study (pre-test, post-test and delayed post-

test). The findings showed that the instructional games approach was more successful in long term vocabulary retention than the traditional approach.

It conforms in using an experimental method. It differs in sample conforms in using an who were students only besides the tools which was only a test for the students. But conforms in the number of the test students which were three (pre – test, post-test and delayed – post-test).

4) Mslhem Darfilal: (2014-2015) – Master entitled: The effectiveness of using language games in teaching vocabulary. the case of third year middle school learners – faculty of letters and languages – University of Tlemcen.

Language games are what the study proposes as an effective method. It aims at highlighting an examination of the effective vocabulary improvement through entertainment. A descriptive study is conducted; it is based first on a questionnaire devoted to EFL teachers to examine their attitudes towards vocabulary and their concerns about language games as a technique to teach vocabulary. It is based also on an interview to have students opinions after having participated in a language inside the classroom. The study also applies the learner-centered method in which the learners are observed in three sessions; before, while and after taking parts in that language game. The teacher is merely a guide.

The results showed the effectiveness of this method in improving EFL middle school students vocabulary knowledge. They proved to have learnt nearly all the unfamiliar words they have seen in the first session.

Also, they were highly motivated and interested.

It is recommended that language games should be used in teaching vocabulary.

The tools were different, it uses questionnaire for teachers and an interview for the students in addition to an observation for the students by applying learner-centred method in (3) sessions before, while and after taking parts in language games.

The teacher is merely a guide. It conforms with subjects who were teachers and students. It differs in the number of the subjects and students sector.

5) Muna A. Al – Shawi: (2014) paper, entitled: Using game strategy for motivating students to learn new English vocabulary Department of English language, college of art, Al Mustanseirya University , Baghdad-Iraq.

This research addresses the problem of memorizing new vocabulary and their definitions in general and motivating students to memorize those scientific vocabularies in particular. This research examines implementing of games as an effective learning strategy to acquire new vocabulary , solve this problem in an interesting way, and raise the students awareness to study and to get the maximum results. The outcome of this research showed that it can increase students ability and motivation to memorize new words. Three tools were used a questionnaire, the researchers observation and the regular exams. The results of this research demonstrate clearly that using games to practice vocabulary improve learners ability to memorize the new words effectively. Games provide logical contribution while learners interact in the group, allowing students to clarify the meanings of the words. This strategy also enhanced students enthusiasm to learn new vocabulary.

The similarity is shown in using games for teaching English vocabulary. The difference can be seen in tools which were three, researcher’s observation, a questionnaire for collecting data and regular exams for students.

6) Dr. Amaal Al Masri and Mrs. Majeda Al Najar: (2014) (an article) in the effect of using word games on primary stage students achievement in English language vocabulary in Jordan. Princess Alia University College Al Balga Applied University.

The purpose of this study is to investigate the effect of using word games on primary stage students achievement in English vocabulary in Marj Al Hamam primary school for girls and Baraa school for boys in Amman in Jordan. The sample of the study is

consisted of 158 first grade students, (76) male students and (82) female students. For the nature of the study the experimental method is used. Pre and post-test students are used as tools for the study. The findings indicated that there were statistically significant differences in the post-test between the control and experimental groups in favour of the experimental group, and there were no statistically significant difference in the students achievement due to gender.

The recommendation of the study is to enhance to the effect of using word games for teaching English vocabulary on students achievement in English vocabulary.

The difference is in sample number (158) first grade students in primary school in Jordan and gender (76) males and (82) females students. It differs in tools which were pre and post-test. It differs in tools which were pre and post-test: It conforms in using the experimental method.

7) Marzieh Taheri: (2014) (an article) in the effect of using language games on vocabulary retention of Iranian elementary EFL learners, English language department, Islamic Azad University, Savadkouh Branch, Iran.

The present study aimed at investigating the effect of using language games on elementary students vocabulary retention. The subjects were 32 students they were at the same level of proficiency and were assigned into two groups of 16. The experimental method was used. Pre and post-test were used as study tools. Analyzing the data revealed that the effect of the game – like activities was more significant in the delayed time than the immediate one.

It differs in subjects number (32) and level (elementary EFL learners) the difference can also be seen in tools which were three (post-test students) it is similar in title which wording the effect of using language games on vocabulary retention of Iranian elementary EFL.

Davoud Jafari, Islamic Azad University Khomein in Science and research branch.

8) Nur Hidayat: (2016) , paper, entitled: Improving students vocabulary achievement through word game. Journal of English educators society, doi: <http://dx.doi.org/0.21070/jees.vli2.446>.

This paper is based on a study on students, vocabulary of grade seven in junior high school using word game. This study is conducted based on the preliminary study which indicated that the student faced difficulties in learning English because of the lack of vocabulary. The subjects were 38 students who consisted of 28 male, and 10 female students at seven grade of junior high school in Gresik. The purpose of this study is to improve students' vocabulary achievement through word game. The data were collected by interview, observation, questionnaires and test. The data were analyzed by using triangulation. The research design of this study was classroom action research (CAR) which consists of four steps: planning, acting, observing and reflecting. The results of this study shows that word game could help students to memorize the vocabulary item easily, motivate students, and make them more interested in learning vocabulary.

It differs from the researcher's study in subjects who were students only. The difference is in number, level (38) grade (7) in junior high school in Gresik and gender (males and females).

The difference can also be seen in tools which were three: observation collected by an interview, a questionnaires and test.

9) Jennifer Hawkins: (2016) – (Master) in education entitled: Games for vocabulary Enrichment: Teaching Multilingual Writers at the College Level, Presented to Eastern Washington University – Cheney, Washington.

This study explores the effectiveness of the game activity Taboo to teach ESL vocabulary in college level EAP course.

It is a mixed method research, including qualitative data in the form of student's journals and quantitative data in the form of students' assessments. It is also action

research that reflects a novice teachers' experience of adapting a game activity to make it more effective for learning academic vocabulary.

The study is centred on the voices of student writers who experienced the game in their classroom and wrote about the experience in journals.

The findings suggest that the vocabulary game, Taboo, could be a useful activity to include in a college – level course for multilingual writers because students performed well on the final exam and stated that they enjoyed the three game sessions offered in class to prepare for the final exam.

It conforms in using language games to teach vocabulary. It differs in the method used which was a mixed method research, including qualitative data in the form of students journals and quantitative data in the form of students assessments. It is also action research that reflects a novice teachers' experience of adapting game activity to make it more effective for learning academic vocabulary. The tools used are the subjects were college level EAP course students.

10) Beyza Silsupr (2017) Journal of foreign language education and technology, titled: Does using language games affect vocabulary learning in EFL classes?

The present study attempted to investigate the role of using word games in L2 vocabulary acquisition.

12 female participants from Uludag university were selected for control L and experimental groups. Additionally. The 12 female participants were divided into two groups as control and experimental group. Both groups were taught certain words, however, a word game known as “Bingo” we utilized for the experimental group. Finally, a vocabulary quiz was administered to both groups to determine the differences between them. The scores obtained from vocabulary quiz showed that the experimental group outperformed the control group in vocabulary quiz. Also the findings revealed that games reduce negative feelings during the learning process.

It was suggested that teachers should consider the role of games and appreciate their educational value.

It conforms with the second tool which was a questionnaire distributed to (35) participants from different universities in Turkey. It differs in samples number which were (12) female respondents from Uludag University selected for control and experimental groups. It also conforms in using the experimental method.

2.31.2 Related studies concerning using games in teaching English :

11) Shaban Aldabbus: (2008) Ph.D. in education entitled: An investigation into the impact of language games on classroom interaction and pupil learning in Libyan EFL primary classrooms.

School of education, communication & language sciences - New Castle University.

The main purpose of the study is to explore the nature of classroom interaction in Libyan EFL primary classrooms and how this is affected by the use of language games.

It also to discover the teachers perception concerning the use of language games and their impact on pupil learning in action.

The study involve the use of language games in teaching English to young Libyan learners in two State schools in libya's capital, Tripoli. One hundred eleven year old pupils and two teachers took part in this study-pupils were divided into four classes, two traditional classes and two language games classes.

The study employed a multi-method research design based on a combination of quantitative and qualitative research methods. Data was gathered by means of live classroom observation using computerized observation software as well as video-recording, stimulated recall and semi- in structured interviews with teachers, and the analysis of pupil-pupil talk during a spot – the differences game.

The overall findings revealed that although teachers still dominated the talk and controlled classroom discourse, some significant differences were found in the nature of classroom interaction between traditional and language games-based classes. It also emerged that pupils who used language games were more successful than their counter parts in traditional classes in producing more and longer utterances containing English. It also found that the teachers participating in this study developed positive perceptions concerning the use of language games.

The difference can be seen in sample's number who were one hundred eleven year old pupils and two teachers. divided into four classes, two traditional classes and two language game classes. The study employed a multi method research design which is also different from the researchers. Based on qualitative and quantities research method. It also differs in tools which were: live classroom observation using computerized. Observation software as well as video-recording, stimulated recall and semi-structured interviews with teachers, in addition to the analysis of pupil – pupil talk during a spot – the differences game.

12) Amonrat Chiradon, M.A. In teaching English as an international language, department of language and linguistics, faculty of liberal arts, prince of Songkhla University.

Chonlada laohawiriyanon, department of language and linguistics, faculty of liberal arts, prince of Songkhla University Anchana Rak thong, department of language and linguistics, faculty of liberal arts, prince of Songkhla University: (2009) – The effect of Teaching English through Games:

This study cast a light on upon the effects of teaching English through games to Thai students who study in grade six at Tessaban 4 Banlamsai school. Thirty students were selected by purposive sampling as an experimental group.

The study instruments consisted of a test and a questionnaire.

The data collection procedures were divided into three parts:

A pre-experimental phase, an experimental phase and a post-experimental phase.

The findings revealed that students had significantly improved in vocabulary knowledge and ability to communicate.

Moreover, they tend to have more positive attitudes towards learning English through games.

Regarding these results, it can be recommended that using games in teaching English is beneficial to beginners especially those in primary school.

However, to do so, teachers ought to consider thoughtfully when selecting suitable games to be used. This is because it was found in the study that students with different learning styles and English ability performed differently when different types of games were used.

It differs in subjects who were Thai students who study in grade six at Tessban (4) Banlamsai school. And their number which was (30) students selected as an experimental group. It conforms in tools which were test students and a questionnaire. The data collection procedures were divided into three parts: a pre-experimental phase an experimental phase and a post-experimental phase.

13) Mania Moajad Mubaslat: (2011-2012) an article on the effect of using educational games on the students achievement in English language for the primary stage Amman-Jordan.

The study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan, an experimental research is conducted using three groups out of six randomly. To determine the relationship between learning a foreign language and educational games among the participants, a one way analysis of variance (ANOVA) is performed based on achievement levels. For the relation between educational games and learning a foreign language a person's correlation analysis is used. The results

of the post test for the experimental group are so better than the controlled one which show that games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure of language acquisition.

The sample were the basic educational stage students at governmental schools in Jordan.

Which is different from the researchers in level and number which were three groups. It also differs in method which was experimental one, and a one way analysis of variance (ANOVA) is performed based on achievement levels.

14) Fatemeh Rezapanah: (2013) Department of English, South Tehran Branch. Islamic Azad University, Tehran, Iran And Hadi Hamidi (Crossponding Author): (2013) Department of English, Science and Research Branch. Islamic Azad University. Mazandaran, Iran (An article) in Investigating the effects of word games on Iranian EFL learners P Application of the words in writing paragraph Essays.

1-The current study sought to explore the effectiveness of using word games on Iranian EFL intermediate students application of the words in writing one paragraph essay.

2-The methodology used is experiment one.

3-It was carried out at Jihad Sharif English Institute.

4-Among 60 intermediate male and female learners with the age range of 17-30 through a quasi – experimental research design.

5- The tools used are: PET test to determine the homogeneity of the participants regarding their general English language proficiency level and post test.

The results showed that the learners mean score in experimental group was significantly higher than the learners mean score in the controlled group.

The suggestion is the foreign language pedagogy especially for young adult English learners, would benefit from applying word games in their vocabulary instruction and writing.

The subjects were Iranian EFL intermediate students at Jahad Sharif English institute who is different from the researcher's in level, number (60) students , gender: male and female learners and age which range of (17-30)

through a quasi experimental research design that conforms with the researchers' method. The difference can also be seen in tools which were PET test and post-test.

15) Ema Pasovic Petrovic Ex (2014) thesis entitled games in language classroom – to play is to learn.

Examensarbete (EMA) is Niva hogs skole poang pa avancerad spelisparck-Klass rummet – All lekaar att larasig:

This thesis investigated why games are a helpful tool in teaching classroom and what methods could be used when teaching with the help of games.

The research method was a small – scale research synthesis where former studies were summarized and compared. In addition to this, interviews (with 2 teachers who had focused on developing their teaching with the help of games) were conducted in order for the research to become sufficient as possible.

The results indicated that games should be used in a more conscious way and that learners can benefit from learning with the help of games.

The method used is different from the researcher's which was a small – scale research synthesis where former studies were summarized and compared.

It also differs in tools which was an interview with two teachers (who had focused on developing their teaching with the help of games).

16) Sahar Ameer Bakhsh: (2016) paper, which is entitled,,: Using games as a tool in teaching to young learners, English language institute, king Abdul Aziz University, Jeddah, P.O.Box 42890.

The aim of this paper is to prove that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings.

This paper deals with a literature review of teaching English vocabulary to young learners using games.

Then it discusses the importance of using games in teaching vocabulary and in what way was using them is helpful. In addition it investigates the practical implications of using games to teach vocabulary that includes the implementation of vocabulary games and some examples of games that could be used to teach vocabulary to children. Finally, it examines challenges teachers face when teaching vocabulary using vocabulary games to young learners.

It conforms with researcher's study in using games to teach vocabulary. The similarity can be seen in the challenges teachers face when teaching vocabulary by using games. It differs in sample who were young learners at kindergarten and elementary schools.

Chapter Three

Methodology and procedure of the study

Chapter Three

Methodology and procedure of the study

3.0 Preface:

This chapter cast a light upon the methodology of the study which includes the population of the study, sample, description of the sample and tools. In addition to, reliability, validity and procedures for data analysis.

3.1 Methods and tools of the study:

The researcher adopted the experimental approach due to the nature of the study, (which aimed at finding the impact of using language games on students academic achievement and retention.

The researcher used descriptive analysis for the questionnaire and the tests as data gathering tools to verify the hypotheses of the study and to find out answers to the questions of study which are stated earlier in chapter one. The researcher used the statistical package for social sciences. And concentrated on percentages and frequencies.

There are two groups, traditional which is taught vocabulary without using games (controlled group) and an experimental group which is taught by using vocabulary games, so as to make a comparison between the two methods to see which one is effective.

3.2 Population and sample of the study:

The population of the study were secondary school teachers in the three provinces of Khartoum State and two groups of students at Al Sheikh Hamed secondary school for girls. The subjects for the tests were two groups targeted in this study, the second year students at Al Sheikh Hamed secondary school for girls with the total of (35) girls in each group, aged between (14-15) years. The subjects for

the questionnaire were the secondary school teachers in the three provinces of Khartoum State. They are males and females, with the total of (112) respondents. Their qualifications range from bachelor to (doctoral holders). Most of them are specialized in English. As for their experience it varied from less than 5 years to more than 10 years.

3.3 Tools:

The tools include:

Pre test-post-test and delayed post-test for the students.

A questionnaire for the secondary school teachers.

3.4 Instrument of data collection:

3.4.1 Description of the test:

The gap between the pre-test and post-test was devoted to the students to recognize games and practice playing them using new vocabulary items. The pre-test was given after two weeks from the beginning of teaching to the two groups (controlled and experimental) to measure their levels before applying the activity of using games.

The post-test was given within a gap of two months during which the students were familiarized with practicing and playing games, to evaluate the level of the two groups after using games with the experimental group. But the delayed post-test is given to the experimental group only so as to measure the retention of the newly taught vocabulary.

The pre and post-test contain (50) items each divided into seven questions according to the type of questions found in spine (5) which have been practiced already (true / false questions, multiple choice, match A with B, comprehension questions, filling the gaps and translation questions).

3.4.2 The validity and reliability of the test:

It worth noting that the tests have been revised and approved by experienced professors and doctors from Sudan university of science and technology and Bakht Al Ruda university, whose valuable comments play a role in improving its validity. The tests were analyzed and the results were in the table of analysis.

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.91) a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.95), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Cranach's alpha method:

Value	Test	Reliability	Validity
Control group	Pre	0.87	0.93
	Post	0.90	0.90
Experimental group	Pre	0.90	0.90
	Post	0.97	0.98
Delayed group	Experimental	0.91	0.95
Total		0.91	0.95

Table (3-1) illustrates the frequency and percentage for the traditional group

Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Succeeded	25	71.4%	26	74.3%
Failure	10	28.6%	9	25.7%
Total	35	100.0%	35	100.0%

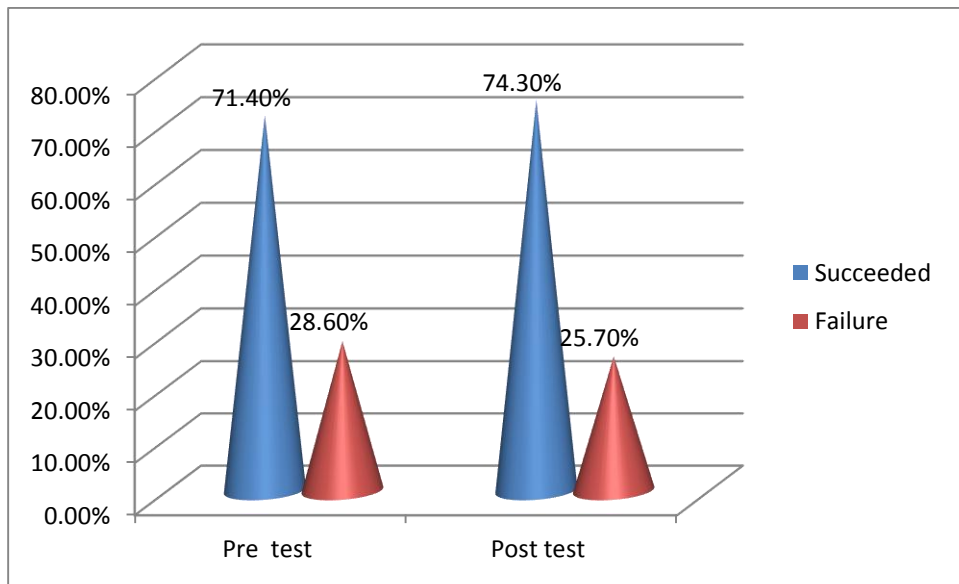


Table (3-1) illustrates the views of the distribution of the traditional group sample Pre-test by Succeeded by (%71.4) and Failure by (%28.6) and Post-Test by Succeeded by (%74.3) and Failure by (%25.7).

Table (3-2) illustrates the frequency and percentage for the experimental group

Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Succeeded	33	94.3%	30	85.7%
Failure	2	5.7%	5	14.3%
Total	35	100.0%	35	100.0%

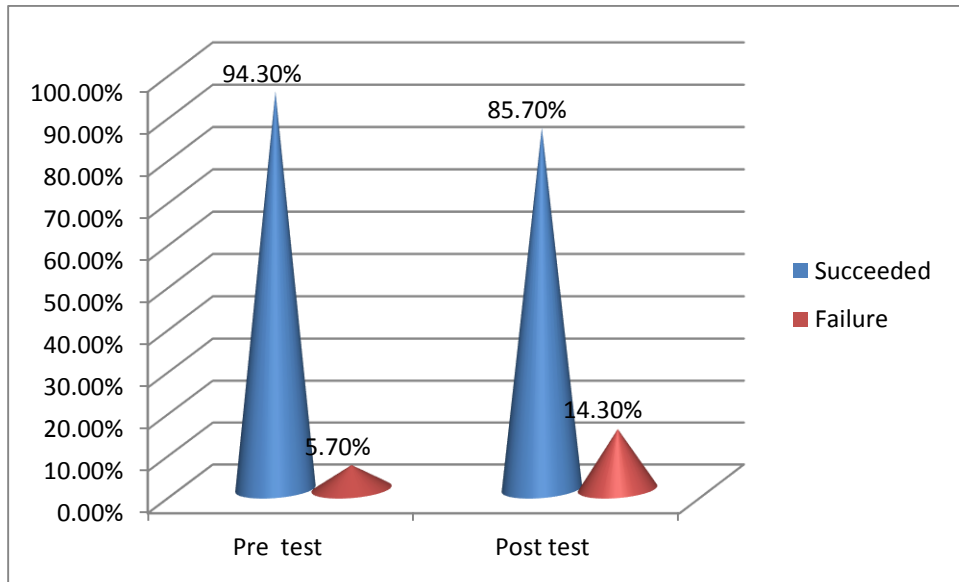


Table (3-2) illustrates the views of the distribution of the experimental group sample Pre-test by Succeeded by (%94.3) and Failure by (%5.7) and Post-Test by Succeeded by (%85.7) and Failure by (%14.3).

Table (3-3) illustrates the frequency and percentage for the delayed group

Valid	Frequency	Percent
Succeeded	35	100.0%
Failure	0	0.0%
Total	35	100.0%

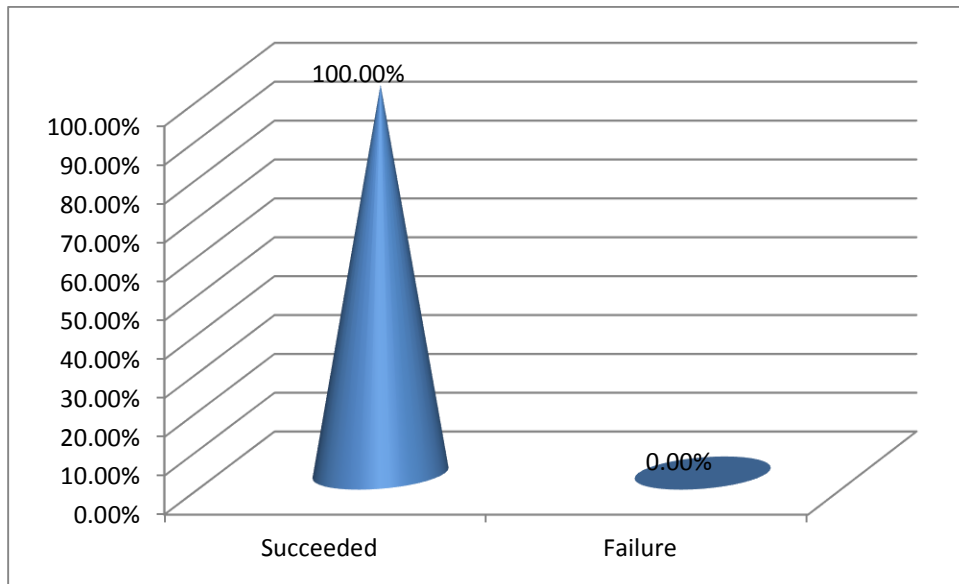


Table (3-3) illustrates the views of the distribution of the delayed group sample Pre-test by Succeeded by (%100.0) and Failure by (%0.00).

Pre test

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Traditional	29.17	7.314	-7.321	34	0.00	Significant
experimental	36.40	6.156				

Table (3-4) illustrates the views of the value of t-test (-7.321) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between Traditional test and experimental group for the experimental group.

Post test

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Traditional	30.03	7.921	-3.250	34	0.00	Significant
experimental	32.97	5.928				

Table (3-5) illustrates the views of the value of t-test (-3.250) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between Traditional test and experimental group for the experimental group.

Post test

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
experimental	32.97	5.93	-10.983	34	0.00	Significant
Delayed	43.26	6.83				

Table (3-6) illustrates the views of the value of t-test (-10.983) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between experimental test and experimental group for the Delayed group.

3.5 Description of the questionnaire:

The questionnaire was distributed to secondary school teachers for both sexes. It uses 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The questionnaire includes (40) statements given to (112) Sudanese English secondary school teachers in the three provinces of Khartoum State. It was judged by the same EFL experts who judged the tests. Their worthless comments put the questionnaire in its final draft.

The study used statistical package for social science (SPSS) to analyses the collected data.

3.6 The validity and reliability of the questionnaire:

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.83), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.91), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Cranach's alpha method

No	Value	reliability	Validity
1	The impact of using games in teaching vocabulary	0.73	0.85
2	The secondary school teachers' attitudes towards games	0.72	0.85
3	Problems encountered by secondary school teachers related to using games in teaching vocabulary	0.75	0.87
Total		0.83	0.91

The analysis of the questionnaire:

Demographic Factors :

Table (3-7) illustrates the frequency and percentage for the sex

sex	Frequencies	Percentage
Male	69	61.6%
Female	43	38.4%
Total	112	100.0%

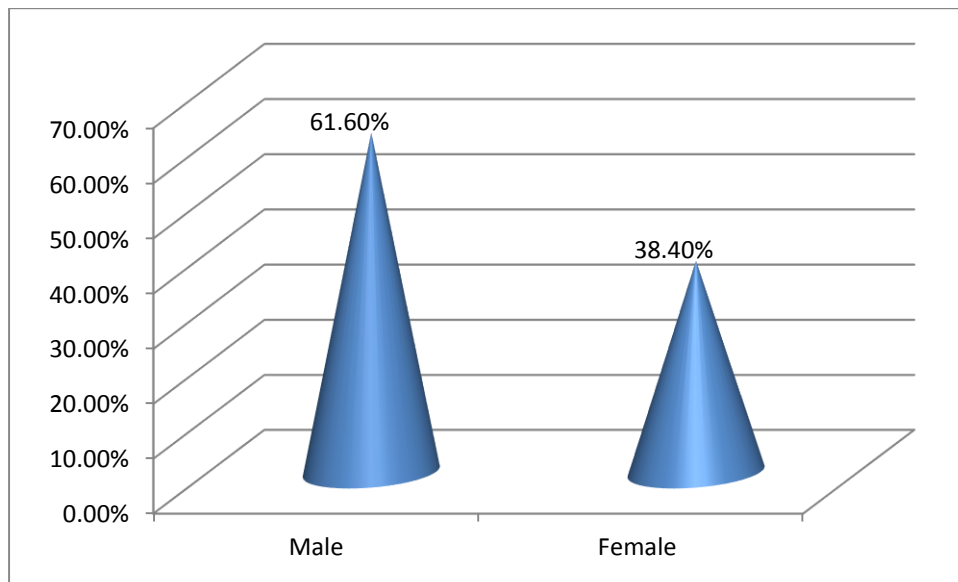


Figure (3-7) the frequency and percentage for the sex

Table (3-7) illustrates the views of the distribution of the sex sample by male by (%61.6) and female by (%38.4).

Table (3-8) illustrates the frequency and percentage for the Qualification

Value	Frequencies	Percentage
Diploma	4	%3.6
Bachelor	56	%50.0
Master	51	%45.5
PHD	1	%0.9
Total	112	%100.0

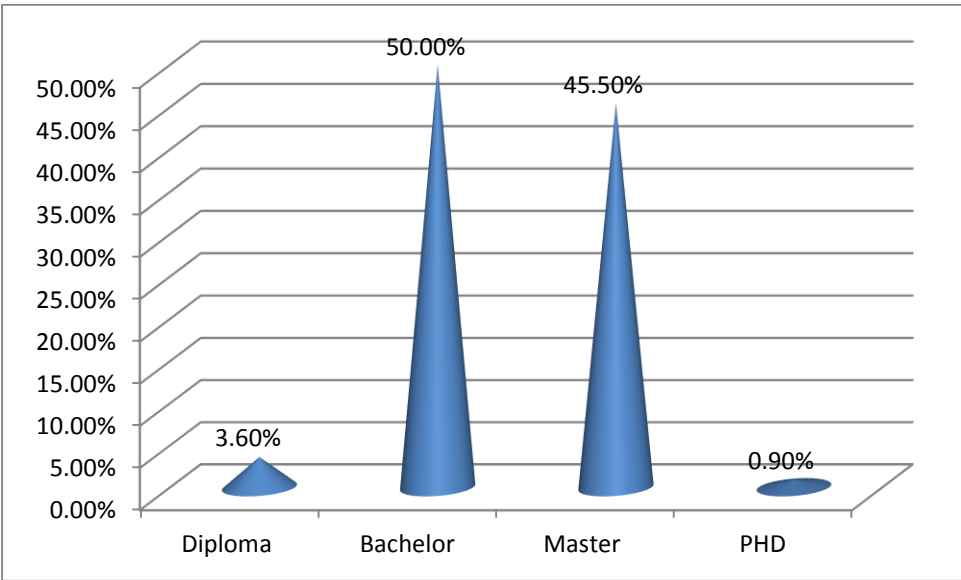


Figure (3-8) the frequency and percentage for the Qualification

Table (3-8) illustrates the views of the distribution of the job sample by Diploma by (%3.6) and Bachelor by (%50.0)and Master by (%45.4)and PhD by (%0.9)

Table (3-9) illustrates the frequency and percentage for experience

Value	Frequencies	Percentage
Less than 5 years	49	%43.8
5 - 10 years	25	%22.3
More than 10 years	38	%33.9
Total	112	%100.0

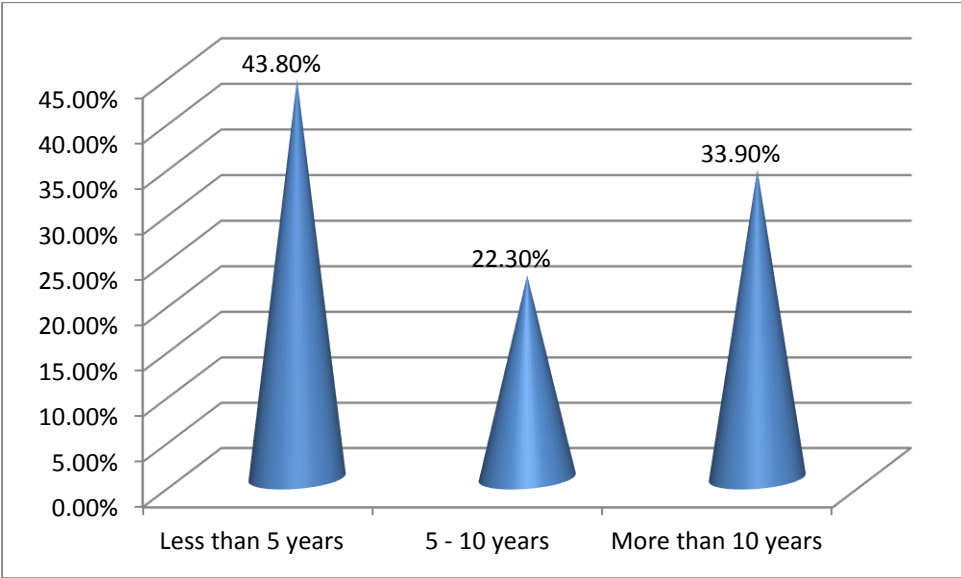


Figure (3-9) the frequency and percentage for experience

Table (3-9) illustrates the views of the distribution of the experience sample by Less than 5 years by (%43.8) and 5- 10 years by (%22.3) and more than 10by (%33.9).

Table (3-10) illustrates the frequency and percentage for the training

training	Frequencies	Percentage
Trained	100	%89.3
Untrained	12	%10.7
Total	112	%100.0

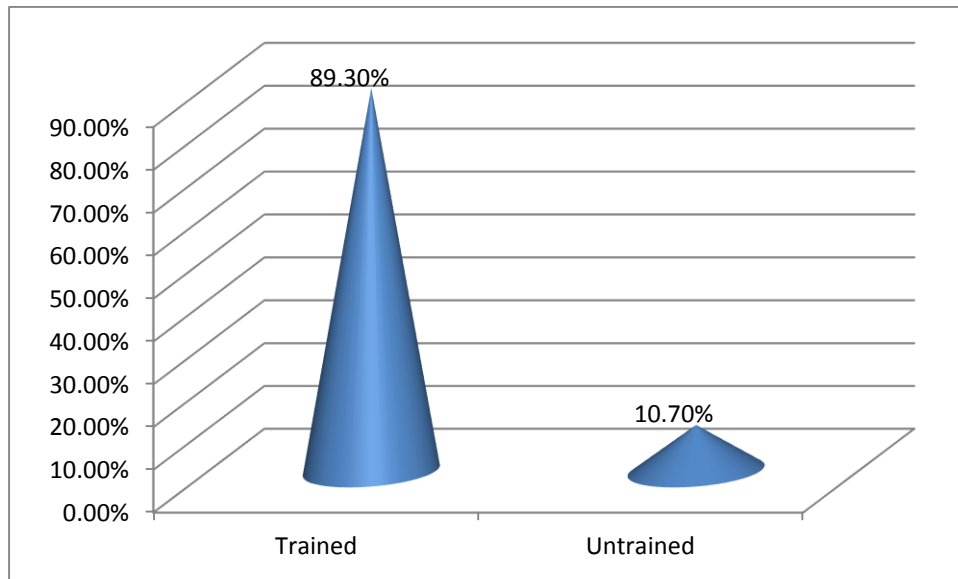


Figure (3-10) the frequency and percentage for the training

Table (3-10) illustrates the views of the distribution of the training sample by Trained by (%89.3) and Untrained by (%10.7).

Table (3-11) illustrates the frequency and percentage for the specialization

specialization	Frequencies	Percentage
----------------	-------------	------------

English	107	%95.5
Others	5	%4.5
Total	112	%100.0

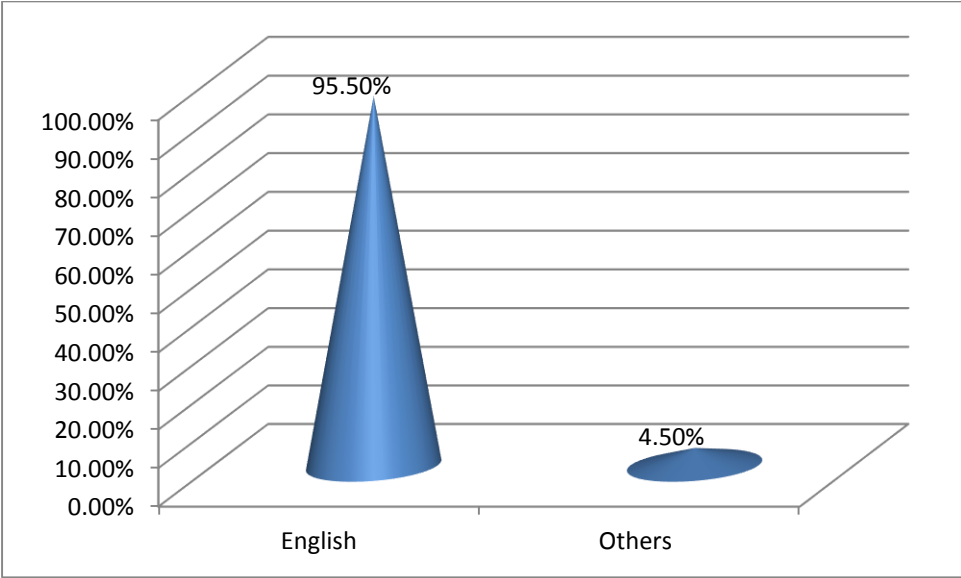


Figure (3-11) the frequency and percentage for the specialization

Table (3-11) illustrates the views of the distribution of the **specialization** sample by English by (%95.5) and others by (%4.5).

Summary:

This chapter introduced the procedures followed throughout the study. It included a description of the methodology of the study, the population, sample and tools. It also described in details the tests, questionnaire in addition to the statistical treatment for the study findings.

Chapter Four
Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Preface:

This chapter is concerned with data analysis, results and the interpretation of the results with regard to the research questions and hypotheses. It showed the statistical treatment in terms of frequencies and percentages which were reported to each variable of the study.

The aim of the tests is for measuring the secondary school students (2nd year) level before applying the activity of game strategy and after applying it (pre-test, post-test). As for the questionnaire it was designed to measure both the attitudes and opinions of secondary school teachers towards using games in teaching vocabulary, besides, the problems which encounter them when using games in teaching vocabulary. The results of the data were analyzed, tabulated and discussed. Finally, the hypotheses were tested with regard to these results. Based on the final results of the study some recommendations and suggestion were provided.

4.1 the analysis of the questionnaire

Table (4-1) illustrates the frequency and percentage for the impact of using games in teaching vocabulary

No	Items	Strongly agree	Agree	undecided	Disagree	Strongly disagree
1	Using games in teaching vocabulary paves the way for integrating the four language skills. (reading, writing, speaking, listening)	47	61	2	2	0
		42.0	54.5	1.8	1.8	0.0
2	Using games in teaching vocabulary paves the way for utilizing the four language skills.	32	56	15	9	0
		28.6	50.0	13.4	8.0	0.0
3	Using games can be used in all stages of teaching process e.g. presentation, practice and production	23	39	16	30	4
		20.5	34.8	14.3	26.8	3.6
4	Games can be used for as part of speech acts (e.g. encouraging, agreeing, explaining etc)	35	49	19	5	4
		31.3	43.8	17.0	4.5	3.6
5	What is more games increase in interest towards the subject and the teacher	26	57	16	9	4
		23.2	50.9	14.3	8.0	3.6
6	The use of games in teaching vocabulary helps students to	39	48	14	8	3
		34.8	42.9	12.5	7.1	2.7

	achieve high marks in the exam at the end of a term					
7	Using games enhances cooperative learning environment among students	39	52	10	8	3
		34.8	46.4	8.9	7.1	2.7
8	Using group work in playing games when teaching vocabulary encourages shy students to participate	60	37	6	6	3
		53.6	33.0	5.4	5.4	2.7
9	By giving students chance to participate in playing games they can express themselves freely	47	46	9	9	1
		42.0	41.1	8.0	8.0	0.9
10	Games can lower anxiety thus, making the acquisition of input more likely	31	60	10	7	4
		27.7	53.6	8.9	6.3	3.6
11	In the easy relaxed environment which is created by using games students remember things faster and better	47	49	13	2	1
		42.0	43.8	11.6	1.8	0.9
12	Games get people together regardless of race, gender and generation	35	46	18	9	4
		31.3	41.1	16.1	8.0	3.6
13	If games are to bring desired results, they must correspond to either the students' level or age	23	60	19	7	3
		20.5	53.6	17.0	6.3	2.7
2		26	60	17	9	7

	In addition they must correspond to the material that is to be introduced or practiced	23.2	53.6	15.2	6.3	1.8
15	Games help students to accept e.g. laws, learn how to work and how to lose	33	61	9	7	2
		29.5	54.5	8.0	6.3	1.8
16	Games give good chance for real communication and thus, bridge the gap between classroom and real world.	41	60	5	3	3
		36.6	53.6	4.5	2.7	2.7

From the above table result shows:

Using games in teaching vocabulary paves the way for integrating the four language skills. (reading, writing, speaking, listening by the strongly agree (%42.0) and agree by (%54.5) and undecided by (%1.8) and disagree by (%1.8) and strongly disagree by (%0.0).

Using games in teaching vocabulary paves the way for utilizing the four language skills by the strongly agree (%28.6) and agree by (%50.0) and undecided by (%13.4) and disagree by (%8.0) and strongly disagree by (%0.0).

Using games can be used in all stages of teaching process e.g. presentation, practice and production by the strongly agree (%20.5) and agree by (%34.8) and undecided by (%14.3) and disagree by (%26.8) and strongly disagree by (%3.6).

Games can be used for as part of speech acts (e.g. encouraging, agreeing, explaining etc. by the strongly agree (%31.3) and agree by (%43.8) and undecided by (%17.0) and disagree by (%4.5) and strongly disagree by (%3.6).

What is more games increase in interest towards the subject and the teacher by the strongly agree (%32.2) and agree by (%50.9) and undecided by (%14.3) and disagree by (%8.0) and strongly disagree by (%3.6).

The use of games in teaching vocabulary helps students to achieve high marks in the exam at the end of a term by the strongly agree (%34.8) and agree by (%42.9) and undecided by (%12.5) and disagree by (%7.1) and strongly disagree by (%2.7).

Using games enhances cooperative learning environment among students by the strongly agree (%34.8) and agree by (%46.4) and undecided by (%8.9) and disagree by (%7.1) and strongly disagree by (%2.7).

Using group work in playing games when teaching vocabulary encourages shy students to participate by the strongly agree (%53.6) and agree by (%33.0) and undecided by (%5.4) and disagree by (%5.4) and strongly disagree by (%2.7).

By giving students chance to participate in playing games they can express themselves freely by the strongly agree (%42.0) and agree by (%41.1) and undecided by (%8.0) and disagree by (%8.0) and strongly disagree by (%0.9).

Games can lower anxiety thus, making the acquisition of input more likely by the strongly agree (%27.7) and agree by (%53.6) and undecided by (%8.9) and disagree by (%6.3) and strongly disagree by (%3.6).

In the easy relaxed environment which is created by using games students remember things faster and better by the strongly agree (%42.0) and agree by (%43.8) and undecided by (%11.6) and disagree by (%1.8) and strongly disagree by (%0.9).

Games get people together regardless of race, gender and generation by the strongly agree (%31.3) and agree by (%41.1) and undecided by (%16.1) and disagree by (%8.0) and strongly disagree by (%3.6).

If games are to bring desired results, they must correspond to either the students' level or age by the strongly agree (%20.5) and agree by (%53.6) and undecided by (%17.0) and disagree by (%6.3) and strongly disagree by (%2.7).

In addition they must correspond to the material that is to be introduced or practiced by the strongly agree (%23.2) and agree by (%53.6) and undecided by (%15.2) and disagree by (%6.3) and strongly disagree by (%1.8).

Games help students to accept e.g. laws, learn how to work and how to lose by the strongly agree (%29.5) and agree by (%54.5) and undecided by (%8.0) and disagree by (%6.3) and strongly disagree by (%1.8).

Games give good chance for real communication and thus, bridge the gap between classroom and real world by the strongly agree (%36.6) and agree by (%53.6) and undecided by (%4.5) and disagree by (%2.7) and strongly disagree by (%2.7).

Table (4-2) illustrates chi-square test results for the impact of using games in teaching vocabulary

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Using games in teaching vocabulary paves the way for integrating the four language skills. (reading, writing, speaking, listening).	100.07	3	0.000	4.00	Agree
2	Using games in teaching vocabulary paves the way for utilizing the four language skills.	47.50	3	0.000	4.00	Agree
3	Using games can be used in all stages of teaching process e.g. presentation, practice and production.	31.83	4	0.000	4.00	Agree
4	Games can be used for as part of speech acts (e.g. encouraging, agreeing, explaining etc.)	67.82	4	0.000	4.00	Agree
5	What is more games increase in interest towards the subject and the teacher.	78.98	4	0.000	4.00	Agree
6	The use of games in teaching vocabulary helps students to achieve high marks in the exam at the end of a term.	70.76	4	0.000	4.00	Agree

7	Using games enhances cooperative learning environment among students.	84.33	4	0.000	4.00	Agree
8	Using group work in playing games when teaching vocabulary encourages shy students to participate.	113.44	4	0.000	5.00	strongly agree
9	By giving students chance to participate in playing games they can express themselves freely.	88.35	4	0.000	4.00	Agree
10	Games can lower anxiety thus, making the acquisition of input more likely.	98.98	4	0.000	4.00	Agree
11	In the easy relaxed environment which is created by using games students remember things faster and better.	101.57	4	0.000	4.00	Agree
12	Games get people together regardless of race, gender and generation.	55.94	4	0.000	4.00	Agree
13	If games are to bring desired results, they must correspond to either the students' level or age.	91.03	4	0.000	4.00	Agree
14	In addition they must correspond to the material that is to be introduced or practiced.	94.16	4	0.000	4.00	Agree

15	Games help students to accept e.g. laws, learn how to work and how to lose.	108.71	4	0.000	4.00	Agree
16	Games give good chance for real communication and thus, bridge the gap between classroom and real world.	125.67	4	0.000	4.00	Agree

The results of table (4-2) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Using games in teaching vocabulary paves the way for integrating the four language skills. (Reading, writing, speaking, listening was (100.07) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Using games in teaching vocabulary paves the way for utilizing the four language skills was (47.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the Using games can be used in all stages of teaching process e.g. presentation, practice and production was (31.83) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the Games can be used for as part of speech acts (e.g. encouraging, agreeing, explaining etc.. Was (67.82) with P-value (0.000) which is lower than the level

of significant value (5%) These refer to the existence of differences statistically.

5. The value of chi – square calculated to signify the differences between the What is more games increase in interest towards the subject and the teacher was (78.98) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the use of games in teaching vocabulary helps students to achieve high marks in the exam at the end of a term was (70.76) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the Using games enhances cooperative learning environment among students was (84.33) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the Using group work in playing games when teaching vocabulary encourages shy students to participate was (113.44) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The value of chi – square calculated to signify the differences between the By giving students chance to participate in playing games they can express themselves freely was (88.35) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
10. The value of chi – square calculated to signify the differences between the Games can lower anxiety thus, making the acquisition of input more likely

was (98.98) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

11. The value of chi – square calculated to signify the differences between the In the easy relaxed environment which is created by using games students remember things faster and better was (101.57) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
12. The value of chi – square calculated to signify the differences between the Games get people together regardless of race, gender and generation was (55.94) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
13. The value of chi – square calculated to signify the differences between the If games are to bring desired results, they must correspond to either the students’ level or age was (91.03) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
14. The value of chi – square calculated to signify the differences between the In addition they must correspond to the material that is to be introduced or practiced was (94.16) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
15. The value of chi – square calculated to signify the differences between the Games help students to accept e.g. laws, learn how to work and how to lose was (108.71) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
16. The value of chi – square calculated to signify the differences between the Games give good chance for real communication and thus, bridge the gap between classroom and real world was (125.67) with P-value (0.000) which

is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table (4-3) illustrates the frequency and percentage for the secondary school teachers' attitudes towards games

No	Items	Strongly agree	Agree	undecided	Disagree	Strongly disagree
1	Games play an effective role in teaching vocabulary	53	46	5	7	1
		47.3	41.1	4.5	6.3	0.9
2	Because vocabulary is difficult to learn so games are needed to simplifying its learning	40	54	8	10	0
		35.7	48.2	7.1	8.9	0.0
3	Using games is a new method of teaching vocabulary	31	54	13	11	3
		27.7	48.2	11.6	9.8	2.7
4	Using games is neglected relatively in teaching vocabulary in Sudanese secondary Schools	39	45	9	13	6
		34.8	40.2	8.0	11.6	5.4
5	Secondary school teachers avoid using games in teaching vocabulary because they affect order and discipline in the class	25	42	16	25	4
		22.3	37.5	14.3	22.3	3.6
6	Secondary school teachers do not use games because the classes are crowded	38	46	13	9	6
		33.9	41.1	11.6	8.0	5.4
7	Games contribute to communicative oral competence	34	61	9	5	3
		30.4	54.5	8.0	4.5	2.7

8	Using games enrich the students vocabulary	36	48	14	12	2
		32.1	42.9	12.5	10.7	1.8
9	When using games in teaching vocabulary, the role of the teacher is decreased i.e. it will be students-cantered	27	59	9	15	2
		24.1	52.7	8.0	13.4	1.8
10	Teachers should use games in teaching vocabulary because it is one of the current methods in teaching ELT around the world	41	49	14	5	3
		36.6	43.8	12.5	4.5	2.7
11	Games should not be regarded as a marginal activity	36	49	13	10	4
		32.1	43.8	11.6	8.9	3.6

From the above table result shows:

Games play an effective role in teaching vocabulary by the strongly agree (%47.3) and agree by (%41.1) and undecided by (%4.5) and disagree by (%6.3) and strongly disagree by (%0.9).

Because vocabulary is difficult to learn so games are needed to simplifying its learning by the strongly agree (%35.7) and agree by (%48.2) and undecided by (%7.1) and disagree by (%8.9) and strongly disagree by (%0.0).

Using games is a new method of teaching vocabulary by the strongly agree (%27.7) and agree by (%48.2) and undecided by (% 11.6) and disagree by (%8.9) and strongly disagree by (%2.7).

Using games is neglected relatively in teaching vocabulary in Sudanese secondary Schools by the strongly agree (%34.8) and agree by (%40.2) and undecided by (%8.0) and disagree by (% 11.6) and strongly disagree by (%5.4).

Secondary school teachers avoid using games in teaching vocabulary because they affect order and discipline in the class by the strongly agree (%22.3) and agree by

(%37.5) and undecided by (%14.3) and disagree by (%22.3) and strongly disagree by (%3.6).

Secondary school teachers do not use games because the classes are crowded by the strongly agree (%33.9) and agree by (%41.1) and undecided by (%11.6) and disagree by (%8.0) and strongly disagree by (%5.4).

Games contribute to communicative oral competence by the strongly agree (%30.4) and agree by (%54.5) and undecided by (%8.0) and disagree by (%4.5) and strongly disagree by (%2.7).

Using games enrich the students vocabulary by the strongly agree (%32.1) and agree by (%42.9) and undecided by (%12.5) and disagree by (%10.7) and strongly disagree by (%1.8).

When using games in teaching vocabulary, the role of the teacher is decreased i.e. it will be students-centered by the strongly agree (%24.1) and agree by (%52.7) and undecided by (%8.0) and disagree by (%13.4) and strongly disagree by (%1.8).

Teachers should use games in teaching vocabulary because it is one of the current methods in teaching ELT around the world by the strongly agree (%36.6) and agree by (%43.8) and undecided by (%12.5) and disagree by (%4.5) and strongly disagree by (%2.7).

Games should not be regarded as a marginal activity by the strongly agree (%32.1) and agree by (%43.8) and undecided by (%11.6) and disagree by (%8.9) and strongly disagree by (%3.6).

Table (4-4) illustrates chi-square test results for the secondary school teachers' attitudes towards games

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Games play an effective role in teaching vocabulary.	111.21	4	0.000	4.00	Agree
2	Because vocabulary is difficult to learn so games are needed to simplifying its learning.	55.14	3	0.000	4.00	Agree
3	Using games is a new method of teaching vocabulary.	74.42	4	0.000	4.00	Agree
4	Using games is neglected relatively in teaching vocabulary in Sudanese secondary Schools.	59.07	4	0.000	4.00	Agree
5	Secondary school teachers avoid using games in teaching vocabulary because they affect order and discipline in the class.	34.69	4	0.000	4.00	Agree
6	Secondary school teachers do not use games because the classes are crowded.	59.69	4	0.000	4.00	Agree
7	Games contribute to communicative oral competence.	110.85	4	0.000	4.00	Agree
8	Using games enrich the students vocabulary.	64.07	4	0.000	4.00	Agree

9	When using games in teaching vocabulary, the role of the teacher is decreased i.e. it will be students-centered.	89.78	4	0.000	4.00	Agree
10	Teachers should use games in teaching vocabulary because it is one of the current methods in teaching ELT around the world.	80.50	4	0.000	4.00	Agree
11	Games should not be regarded as a marginal activity.	65.76	4	0.000	4.00	Agree

The results of table (4-4) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Games play an effective role in teaching vocabulary was (111.21) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Because vocabulary is difficult to learn so games are needed to simplifying its learning was (55.14) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the Using games is a new method of teaching vocabulary was (74.42) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the Using games is neglected relatively in teaching vocabulary in Sudanese secondary Schools was (59.07) with P-value (0.000) which is lower than the

level of significant value (5%) These refer to the existence of differences statistically.

5. The value of chi – square calculated to signify the differences between the Secondary school teachers avoid using games in teaching vocabulary because they affect order and discipline in the class was (34.69) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the Secondary school teachers do not use games because the classes are crowded was (59.69) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the Games contribute to communicative oral competence was (110.85) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the Using games enrich the students vocabulary was (64.07) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The value of chi – square calculated to signify the differences between the When using games in teaching vocabulary, the role of the teacher is decreased i.e. it will be students-centered was (89.78) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
10. The value of chi – square calculated to signify the differences between the Teachers should use games in teaching vocabulary because it is one of the current methods in teaching ELT around the world was (80.50) with P-value

(0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

11. The value of chi – square calculated to signify the differences between the Games should not be regarded as a marginal activity was (65.76) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table (4-5) illustrates the frequency and percentage for the Problems encountered by secondary school teachers related to using games in teaching vocabulary

No	Items	Strongly agree	Agree	undecided	Disagree	Strongly disagree
1	Most teachers in secondary schools are not trained in using games in teaching	57	42	6	7	0
		50.9	37.5	5.4	6.3	0.0
2	Blackboards are the only teaching aid available in most of secondary schools in Sudan	56	44	3	7	2
		50.0	39.3	2.7	6.3	1.8
3	Books are the only means available to teach vocabulary in most of secondary schools in Sudan	44	49	10	3	6
		39.3	43.8	8.9	2.7	5.4
4	Verbal explanation is the shortest cut for the teachers to explain the meaning of new lexis	32	57	9	12	2
		28.6	50.9	8.0	10.7	1.8
5	Verbal explanation enables the teacher to control the class	28	53	13	14	4
		25.0	47.3	11.6	12.5	3.6
6	The use of games is not encouraged in teaching vocabulary in Sudanese English curriculum	33	45	11	17	6
		29.5	40.2	9.8	15.2	5.4
7	The use of games is regarded as supplementary activity	24	57	21	8	2
		21.4	50.9	18.8	7.1	1.8
8	Using games in teaching vocabulary is regarded as useless by vast majority of teachers	28	45	22	15	2
		25.0	40.2	19.6	13.4	1.8

9	Secondary school teachers avoid using games in teaching vocabulary due to lack of money, and aids for teaching games	32	46	14	14	6
		28.6	41.1	12.5	12.5	5.4
10	Teachers avoid using games in teaching for fear that students may think they are not serious.	21	45	14	22	10
		18.8	40.2	12.5	19.6	8.9
11	Using games in teaching vocabulary is an additional work for the teacher	29	47	9	22	5
		25.9	42.0	8.0	19.6	4.5
12	Using games needs a small class which is manageable educationally	39	51	12	6	4
		34.8	45.5	10.7	5.4	3.6
13	Sources of teaching games are not available in Sudanese secondary school libraries	45	49	8	8	2
		40.2	43.8	7.1	7.1	1.8

From the above table result shows:

Most teachers in secondary schools are not trained in using games in teaching by the strongly agree (%50.9) and agree by (%37.5) and undecided by (%5.4) and disagree by (%6.3) and strongly disagree by (%0.0).

Blackboards are the only teaching aid available in most of secondary schools in Sudan by the strongly agree (%50.0) and agree by (%39.3) and undecided by (%2.7) and disagree by (%6.3) and strongly disagree by (%1.8).

Books are the only means available to teach vocabulary in most of secondary schools in Sudan by the strongly agree (%39.3) and agree by (%43.8) and undecided by (%8.9) and disagree by (%2.7) and strongly disagree by (%5.4).

Verbal explanation is the shortest cut for the teachers to explain the meaning of new lexis by the strongly agree (%28.6) and agree by (%50.9) and undecided by (%8.0) and disagree by (%10.7) and strongly disagree by (%1.8).

Verbal explanation enables the teacher to control the class by the strongly agree (%25.0) and agree by (%47.3) and undecided by (%11.6) and disagree by (%12.5) and strongly disagree by (%3.6).

The use of games is not encouraged in teaching vocabulary in Sudanese English curriculum by the strongly agree (%29.5) and agree by (%40.2) and undecided by (%9.8) and disagree by (%15.2) and strongly disagree by (%5.4).

The use of games is regarded as supplementary activity by the strongly agree (%21.4) and agree by (%50.9) and undecided by (%18.8) and disagree by (%7.1) and strongly disagree by (%1.8).

Using games in teaching vocabulary is regarded as useless by vast majority of teachers by the strongly agree (%25.0) and agree by (%40.2) and undecided by (%19.2) and disagree by (%13.4) and strongly disagree by (%1.8).

Secondary school teachers avoid using games in teaching vocabulary due to lack of money, and aids for teaching games by the strongly agree (%28.6) and agree by (%41.1) and undecided by (%12.5) and disagree by (%12.5) and strongly disagree by (%5.4).

Teachers avoid using games in teaching for fear that students may think they are not seriously the strongly agree (%18.8) and agree by (%40.2) and undecided by (%12.5) and disagree by (%19.2) and strongly disagree by (%8.9).

Using games in teaching vocabulary is an additional work for the teacher by the strongly agree (%25.9) and agree by (%42.0) and undecided by (%8.0) and disagree by (%19.6) and strongly disagree by (%4.5).

Using games needs a small class which is manageable educationally by the strongly agree (%34.8) and agree by (%45.5) and undecided by (%10.7) and disagree by (%5.4) and strongly disagree by (%3.6).

Sources of teaching games are not available in Sudanese secondary school libraries by the strongly agree (%40.2) and agree by (%43.8) and undecided by (%7.1) and disagree by (%7.1) and strongly disagree by (%1.8).

Table (4-6) illustrates chi-square test results for the Problems encountered by secondary school teachers related to using games in teaching vocabulary

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Most teachers in secondary schools are not trained in using games in teaching.	70.07	3	0.000	5.00	Strongly agree
2	Blackboards are the only teaching aid available in most of secondary schools in Sudan.	117.19	4	0.000	4.50	Strongly agree
3	Books are the only means available to teach vocabulary in most of secondary schools in Sudan.	88.08	4	0.000	4.00	Agree
4	Verbal explanation is the shortest cut for the teachers to explain the meaning of new lexis.	88.98	4	0.000	4.00	Agree
5	Verbal explanation enables the teacher to control the class.	65.41	4	0.000	4.00	Agree
6	The use of games is not encouraged in teaching vocabulary in Sudanese English curriculum.	46.92	4	0.000	4.00	Agree
7	The use of games is regarded as supplementary activity.	81.48	4	0.000	4.00	Agree

8	Using games in teaching vocabulary is regarded as useless by vast majority of teachers.	45.23	4	0.000	4.00	Agree
9	Secondary school teachers avoid using games in teaching vocabulary due to lack of money, and aids for teaching games.	47.28	4	0.000	4.00	Agree
10	Teachers avoid using games in teaching for fear that students may think they are not serious.	32.91	4	0.000	4.00	Agree
11	Using games in teaching vocabulary is an additional work for the teacher.	50.50	4	0.000	4.00	Agree
12	Using games needs a small class which is manageable educationally.	80.76	4	0.000	4.00	Agree
13	Sources of teaching games are not available in Sudanese secondary school libraries.	91.48	4	0.000	4.00	Agree

The results of table (4-6) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Most teachers in secondary schools are not trained in using games in teaching was (70.07) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Blackboards are the only teaching aid available in most of secondary schools in Sudan was (117.19) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

3. The value of chi – square calculated to signify the differences between the Books are the only means available to teach vocabulary in most of secondary schools in Sudan was (88.08) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the Verbal explanation is the shortest cut for the teachers to explain the meaning of new lexis was (88.98) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Verbal explanation enables the teacher to control the class was (65.41) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the use of games is not encouraged in teaching vocabulary in Sudanese English curriculum was (46.92) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the use of games is regarded as supplementary activity was (81.48) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the Using games in teaching vocabulary is regarded as useless by vast majority of teachers was (45.23) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The value of chi – square calculated to signify the differences between the Secondary school teachers avoid using games in teaching vocabulary due to lack of money, and aids for teaching games was (47.28) with P-value (0.000)

which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

10. The value of chi – square calculated to signify the differences between the Teachers avoid using games in teaching for fear that students may think they are not serious was (32.91) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
11. The value of chi – square calculated to signify the differences between the Using games in teaching vocabulary is an additional work for the teacher was (50.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
12. The value of chi – square calculated to signify the differences between the Using games needs a small class which is manageable educationally was (80.76) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
13. The value of chi – square calculated to signify the differences between the Sources of teaching games are not available in Sudanese secondary school libraries was (91.48) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Hypotheses:-

1. Using game strategy in teaching English vocabulary has an impact on students’ academic achievement.

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
112	84.33	4	0.000	4.00	Agree	Significant

Table (4-7) shows that the value of the Chi-square test (84.33) by significant value (0.00) it’s less than the probability value (0.05) this means that is Using game

strategy in teaching English vocabulary has an impact on students' academic achievement.

2. Teachers of English at secondary schools have negative attitudes towards using games in teaching vocabulary

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
112	110.85	4	0.000	4.00	Agree	Significant

Table (4-8) shows that the value of the Chi-square test (110.85) by significant value (0.00) it's less than the probability value (0.05) this means that is Teachers of English at secondary schools have negative attitudes towards using games in teaching vocabulary

3. Using games in teaching English vocabulary is encountered by difficulties when using them in teaching vocabulary.

No	Chi-square	Df	Sig.	Median	Scale	Statistical significant
112	80.76	4	0.000	4.00	Agree	Significant

Table (4-9) shows that the value of the Chi-square test (80.76) by significant value (0.00) it's less than the probability value (0.05) this means that is using games in teaching English vocabulary is encountered by difficulties when using them in teaching vocabulary

Summary:

The present chapter discussed the data which was collected by using research instruments. The aim behind describing the data was to find answers to the research questions and to test the hypotheses of the study. The students' responses showed that using game strategy in teaching English vocabulary has an impact on the students' academic achievement. Whereas teachers' responses revealed that they have negative attitudes towards using games in teaching English vocabulary.

Moreover, these responses revealed that using games in teaching English vocabulary is encountered by difficulties which hinder their use in teaching vocabulary.

Chapter Five
Findings , Recommendation, Conclusion, And
Suggestions for Further Studies

Chapter Five

Finding , Recommendations, conclusions, And suggestions for further studies

5.0 Preface:

This chapter discussed the findings of the study. It summarized the conclusions that were documented in the light of the study results. The researcher provides some recommendations which could be beneficial for ministry of education and English language teachers because they may help to improve the teaching-learning process in Sudan.

5.1 Findings:

After analyzing and comparing the results of the main hypotheses, the results have shown that using game strategy in teaching English vocabulary has an impact on students' academic achievement. In addition secondary school teachers have negative attitudes towards using games in teaching English vocabulary. Finally, using games in teaching English vocabulary is encountered by some difficulties when using them in teaching vocabulary such as large classes, too much noise and classroom organization and layout.

5.2 Recommendations:

Based on the results of the study the researcher suggested some recommendations that were directed to the following:

1. The syllabus designers should provide Sudanese curriculum with various games which tackle the different skills of English language to add fun, contrary to the common perception that “all learning should be serious and solemn in nature”. Because it is possible to learn language as well as enjoy oneself at the same time. (Lee Sukim, 1995).

2. They should provide schools with all effective facilities such as computers, televisions, videos, the internet, copy machines and all kinds of boards. These aids help teachers to activate and employ games and other effective techniques (e.g. song etc.).
3. English language periods should be increased so as to give the teachers suitable opportunity to concentrate on learning quality (e.g. using games, songs, stories etc.).
4. EFL teachers should change the methods and approaches of teaching from traditional to communicative which based on the students real involvement in teaching-learning process (student-center). To select effective methods and techniques which activate students motivation, participation and degree of competition and challenge among students (e.g. games, role play). To change their roles from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support students to communicate and acquire language.
5. Teachers should be well trained in teaching vocabulary through games.

5.3 Suggestions for further research:

1. A study can be conducted for the basic sector (because they are children), since they are taught English from the third year; for the reason that games are fun and children like to play them.
The current study is limited to vocabulary. Game strategy should be applied with other English sub-skills .
2. A similar study can be conducted on the effectiveness of task – games in developing students speaking skill in English.
3. The researchers could conduct other game-based research on developing students' paragraph writing.
4. A study can be conducted on the effectiveness of games in teaching spelling
5. A study can be conducted using game strategy in teaching pronunciation.
6. A study can be conducted on the effectiveness of using game strategy in teaching grammar.

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Appendices

Appendix (1)

Pre-test

Answer all the questions:

Time: 2 hours

Read the following passage carefully, and then answer the questions below:

Amna Hamid is a widow living in umbada west of Omdurman. She has five children of school age.

She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing house work and selling peanuts to children in the neighborhood. She earned very little money . she could hardly afford to pay for all the household expenses, let alone pay school fees for her children.

A social worker visited the the family and encouraged Amna to join in the " productive families" programmed. She was given a loan to start a small business of rabbit breeding . she received training on how to feed rabbits and keep them healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing . Again she joined another short programmed on marketing where she received training on how to convince people to buy her products and on how to keep accounts.

Later, Amna's business flourished and she had many customers. As a result of her efforts, rabbit meat became very popular and many families started to breed rabbits as a source of protein for family food.

Question One:

Read the following statements and decide if they are true (T) or false (F):

- 1- Amna sells sweets to children in the neighborhood ()
- 2- She joined a short programmed on marketing ()
- 3- Amna was supplied with three pairs of a good breed of rabbits ()
- 4- As result of her effort, rabbit meat become very popular ()
- 5- many families started to breed rabbits ()

Question Two:

From compounds from the following words:

Foot	cloth
Gentle	ball
Table	man
Arm	book
Case	chair

Question Three(a):

- 1- Who is Amna Hamid?.....
- 2- Where did she work?.....
- 3- What was her job?.....

Question three(b):

Match the words in box (A) with a word of similar meaning in box (B):

(A)		(B)
Theatre		Succeed
Skilled		Play house
Unpleasant		Trained
Improve		Make better
Flourish		Bad

Question four:

Underline the odd word:

- 1- (a) we (b) she (c)on (d)they (e)he
 2- (a) cattle (b) giraffes (c)knife (d)donkey (e)cat
 3- (a)table (b)teacher (c)Omda (d)secretary (e)grow
 4- (a)society (b)start (c)give (d)visit (e)cities
 5- (a)sisters (b) brothers (c)mothers (d)father (e)cities
 6- (a)went (b)said (c) told (d)ran (e)white

Question five:

Circle the correct answer a, b or c

1	My sister.....in port Sudan for more than 20year	a) are lived	b) have lived	c)has lived
2	Look! Theyfighting	a)am	b)are	c)is
3	The headmaster's plan.....accepted by all teachers	a)have been	b)has been	c)are
4	Who made your shirt? I made it.....	a)myself	b) herself	C)himself
5	Givethe book, she must leave now	a)she	b)himself	c)her
6	Ali.....times a day	a)prays	b)is praying	c)prayed
7	The ring.....is lost has been found	A)whom	b)which	C)whose
8	They will have to cancel the fight.	a)their flight	b)them flight	c)no word
9	He.....his homework last night	a)has done	b)do	c)did
10	The third period.....at nine O'clock	a)starts	b)started	c)starting
11	i..... type quite well , but yesterday I....get it right.	a)can-can't	b)can-couldn't	c)Couldn't- can
12	It is...difficult to swim than it looks	a)most	b)but	c)more
13	She is thegirl in the class	a)cleverest	b)clever	c)more clever
14	They.....win the match	a)may	b)might	c)may or might
15	The house is in quiet street	a)where I live	b) where I lives	c) where I lived

Question six:

A) translate the following words into Arabic:

Widow	programmed	breed	factory	Social

B) give the verb of the following nouns:

generators	production	success	Addition	preference

Good luck

Appendix (2)

Post test

Answer all the questions:

Time: 2 hours

Read the following passage carefully, and then answer the questions below:

Amna Hamid is a widow living in umbada west of Omdurman. She has five children of school age.

She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing house work and selling peanuts to children in the neighborhood. She earned very little money . she could hardly afford to pay for all the household expenses, let alone pay school fees for her children.

A social worker visited the the family and encouraged Amna to join in the " productive families" programmed. She was given a loan to start a small business of rabbit breeding . she received training on how to feed rabbits and keep them healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing . Again she joined another short programmed on marketing where she received training on how to convince people to buy her products and on how to keep accounts.

Later, Amna's business flourished and she had many customers. As a result of her efforts, rabbit meat became very popular and many families started to breed rabbits as a source of protein for family food.

Question One:

Read the following statements and decide if they are true (T) or false (F):

- 1- Amna sells sweets to children in the neighborhood ()
- 2- She joined a short programmed on marketing ()
- 3- Amna was supplied with three pairs of a good breed of rabbits ()
- 4- As result of her effort, rabbit meat become very popular ()
- 5- many families started to breed rabbits ()

Question Two:

From compounds from the following words:

Foot	cloth
Gentle	ball
Table	man
Arm	book
Case	chair

Question Three(a):

- 1- Who is Amna Hamid?.....
- 2- Where did she work?.....
- 3- What was her job?.....

Question three(b):

Match the words in box (A) with a word of similar meaning in box (B):

(A)		(B)
Theatre		Succeed
Skilled		Play house
Unpleasant		Trained
Improve		Make better
Flourish		Bad

Question four:

Underline the odd word:

- 1- (a) we (b) she (c)on (d)they (e)he
 2- (a) cattle (b) giraffes (c)knife (d)donkey (e)cat
 3- (a)table (b)teacher (c)Omda (d)secretary (e)grow
 4- (a)society (b)start (c)give (d)visit (e)cities
 5- (a)sisters (b) brothers (c)mothers (d)father (e)cities
 6- (a)went (b)said (c) told (d)ran (e)white

Question five:

Circle the correct answer a, b or c

1	My sister.....in port Sudan for more than 20year	a) are lived	b) have lived	c)has lived
2	Look! Theyfighting	a)am	b)are	c)is
3	The headmaster's plan.....accepted by all teachers	a)have been	b)has been	c)are
4	Who made your shirt? I made it.....	a)myself	b) herself	C)himself
5	Givethe book, she must leave now	a)she	b)himself	c)her
6	Ali.....times a day	a)prays	b)is praying	c)prayed
7	The ring.....is lost has been found	A)whom	b)which	C)whose
8	They will have to cancel the fight.	a)their flight	b)them flight	c)no word
9	He.....his homework last night	a)has done	b)do	c)did
10	The third period.....at nine O'clock	a)starts	b)started	c)starting
11	i..... type quite well , but yesterday I....get it right.	a)can-can't	b)can-couldn't	c)Couldn't-can
12	It is...difficult to swim than it looks	a)most	b)but	c)more
13	She is thegirl in the class	a)cleverest	b)clever	c)more clever
14	They.....win the match	a)may	b)might	c)may or might
15	The house is in quiet street	a)where I live	b) where I lives	c) where I lived

Question six:

A) translate the following words into Arabic:

Widow	programmed	breed	factory	Social

B) give the verb of the following nouns:

generators	production	success	Addition	preference

Good luck

Appendix (3)

Delayed-post Test

Answer all the questions:

Time: 2 hours

Read the following passage carefully, and then answer the questions below:

Amna Hamid is a widow living in Umbadda West of Omdurman. She has five children of school age. She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing house work and selling peanuts to children in the neighborhood. She earned very little money. She could hardly afford to pay for all the household expenses, let alone pay school fees for her children.

A social worker visited the family and encouraged Amna to join in the “Productive Families” programme. She was given a loan to start a small business of rabbit breeding. She received training on how to feed rabbits and keep them healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing. Again she joined another short programme on marketing where she received training on how to convince people to buy her products and on how to keep accounts.

Later, Amna’s business flourished and she had many customers. As a result of her efforts, rabbit meat became very popular and many families started to breed rabbits as a source of protein for family food.

Question One: (a)

Read the following statements and decide if they are True (T) or False (F):

- 1- Amna sells sweets to children in the neighborhood ()
- 2- She joined a short programme on marketing ()
- 3- Amna was supplied with three pairs of a good breed of rabbits ()
- 4- As a result of her efforts, rabbit meat become very popular ()
- 5- Many families started to breed rabbits ()

Question One: (b)

Form compounds from the following words:

Foot	chair
gentle	master
week	man
head	end
arm	ball

Question Two: (a)

- 1- Who is Amna Hamid ?.....
- 2- Where did she work?
- 3- What was her job?

Question Two: (b)

Match the words in box (A) with a word of similar meaning in box (B)

(A)		(B)
Theater		Succeed
Skilled		Play house
Unpleasant		Trained
Improve		Make better
flourish		bad

Question Three:

Underline the odd word:

- 1- (a) we (b) she (c) on (d) they (e) he
 2- (a) Cattle (b) giraffes (c) knife (d) donkey (e) cat
 3- (a) table (b) teacher (c) Omda (d)Secretary (e) carpenter
 4- (a) society (b) start (c) give (d) visit (e) grow
 5- (a) sisters (b) brothers (c) mothers (d) fathers (e) cities
 6- (a) went (b) said (c) told (d) ran (e) like
 7- (a) yellow (b) brown (c) green (d) great (e) white

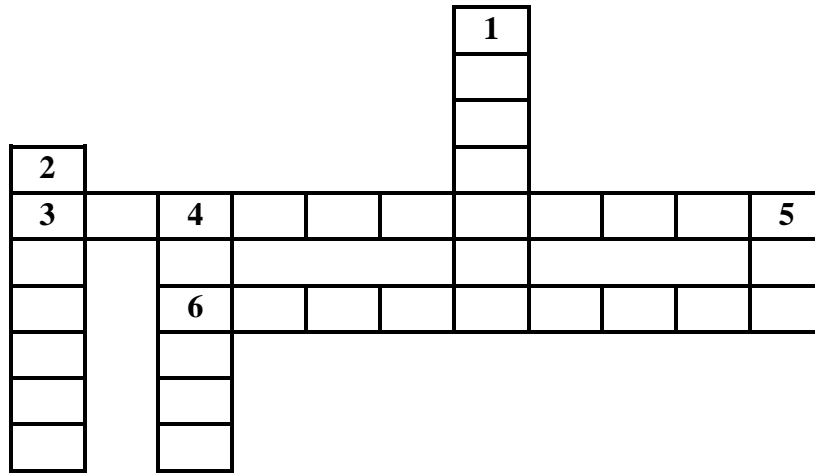
Question Four:

Circle the correct answer a, b or c

1)	My sisterin Port Sudan for more than 20 years	a) are lived	b) have lived	c) has lived
2)	look! Theyfighting.	a) am	b) are	c) is
3)	the headmaster's planaccepted by all teachers	a) have been	b) has been	c) are
4)	who made your shirt? I made it	a) myself	b) herself	c) himself
5)	Givethe book, she must leave now.	a) she	b) himself	c) her
6)	Alitimes a day.	a) prays	b) is praying	c) prayed
7)	The ringis lost has been found .	a) whom	b) which	c) whose
8)	They will have to cancel the flight.	a)their flight	b) them flight	c) no word
9)	Hehis home work last night	a) has done	b) do	c) did
10)	The third periodat nine O'clock	a) Starts	b) started	c) starting
11)	I.....type quite well, but yesterday Iget it right.	a) Can- can't	b) can- couldn't	c) couldn't- can
12)	It isdifficult to swim than it looks.	a) most	b) but	c) more
13)	She is thegirl in the class.	a) Cleverest	b) clever	c) more clever
14)	Theywin the match	a) may	b) might	c) may or might
15)	The houseis in quiet street.	a) Where I live	b) where I lives	c) where I lived

Question Five: (a)

Using the clues below fill the cross word puzzle:



The clues are:

1. One of the largest tribes in Western Sudan.
2. A building for performing plays.
3. The way people are entertained.
4. One of the seasons.
5. The opposite of no.
6. Skilled workers who repair machines.

Question Five: (b)

Muna wanted to write a letter, she is was thinking of the necessary things and words which she could use. Rearrange the letters below to find the things which she will use.

APR SSAD EVLE KNI

NPE ATDE MSA

Question Six:

Make as many words as you can with these letters.

a K f

c e b

v w g n d t

u o a

L i r h

m s p

Question Seven:

Write the name of the pictures below:



R.....



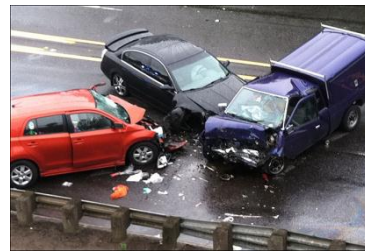
M.....



D.....



A.....



A.....

Good luck

Appendix (4)

Sudan University of science and technology

College of Graduate Studies

Faculty of Education

Dear Teachers,

The following questionnaire is designed for the purpose of Ph.D. Dissertation. It aims to improve the secondary students' level in learning vocabulary by using games.

Your answers are highly appreciated and will have a significant effect on the result of the study.

Your answer will be strictly confidential and will be used only for the research purpose.

Afaf Hashim Badri

Ph.D student

Part one: personal information:

Please tick the item which is relevant to the required information.

Sex: Male () Female ()

Qualification: Diploma () Bachelor () Master () Ph.D. ()

Experience: Less than 5 years () From 5-10 years () More than 10 years ()

Training: Trained () Untrained ()

Specialization : English () Others ()

Part two: please put a tick (√) opposite to each of the following statements that expresses your opinion.

The first axis: the impact of using games in teaching vocabulary:

No	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Using games in teaching vocabulary paves the way for integrating the four language skills. (reading, writing , speaking, listening)					
2	Using games in teaching vocabulary paves the way for utilizing the four language skills.					
3	Using games can be used in all stages of teaching process presentation, practice and production					
4	Games can be used as part of speech acts (e.g. encouraging, agreeing , explaining etc)					
5	What is more games increase interest towards the subject and the teacher.					
6	The use of games in teaching vocabulary helps students to achieve high marks in the exam at the end of a term.					

7	using games enhances cooperative learning environment among students					
8	Using group work in playing games when teaching vocabulary encourages shy students to participate					
9	By giving students chance to participate in playing games they can express themselves freely					
10	Games can lower anxiety thus, making the acquisition of input more likely					
11	In the easy relaxed environment which is created by using games students remember things faster and better.					
12	Games get people together regardless of race , gender and generation.					
13	If games are to bring desired result, they must correspond to either the students' level or age.					
14	In addition they must correspond to the material that is to be introduced or practiced.					
15	Games help students to accept e.g. laws , learn how to work and how to lose.					
16	Games give good chance real communication and thus , bridge the gap between classroom and real world					

The second axis: the secondary school teachers' attitudes towards games:

No	Statements	Strongly	Agree	Undecided	Disagree	Strongly
1	Games play an effective role in teaching vocabulary.					
2	Because vocabulary is difficult to learn so games are needed to simplify its learning					

3	using games is a new method of teaching vocabulary.					
4	Using games is neglected relatively in teaching vocabulary in Sudanese secondary schools					
5	Secondary school teachers avoid using games in teaching vocabulary because they affect order and discipline in the class.					
6	Secondary school teachers do not use games because the classes are crowded					
7	Games contribute to communicative oral competence.					
8	Using games enrich the students vocabulary					
9	When using games in teaching vocabulary, the role of the teacher is decreased i.e it will be students- centred.					
10	Teachers should use games in teaching vocabulary because it is one of the current methods used in teaching ELT around the world					
11	Games should not be regarded as a marginal activity.					

The third axis: problems encountered by secondary school teachers related to using games in teaching vocabulary

No	Statements	Strongly agree	agree	Undecided	disagree	Strongly disagree
1	Most teachers in secondary school are not trained in using games in teaching					
2	Blackboard are the only teaching and available in most of secondary schools in Sudan					
3	Books are the only means available to teach vocabulary in most of secondary schools in Sudan					

4	Verbal explanation is the shortest cut for the teachers to explain the meaning of new lexis					
5	Verbal explanation enables the teacher to control the class					
6	The use of games is not encouraged in teaching vocabulary in Sudanese English curriculum.					
7	The use of games is regarded as supplementary activity.					
8	Using games in teaching vocabulary is regarded as useless by vast majority of teachers					
9	Secondary school teachers avoid using games in teaching vocabulary due to lack of money, and aids for teaching games.					
10	Teachers avoid using games in teaching for fear that students may think they are not serious.					
11	Using games in teaching vocabulary is an additional work for the teacher					
12	Using games needs a small class which is manageable educationally.					
13	Source of teaching games are not available in Sudanese secondary school libraries					