

# Chapter One

## Introduction

### 1.0 Over view background :

It is known that English is an international language. It is the bridge to the outside world, because it is the language of science and technology in addition to new discoveries in all fields. From what is mentioned above it becomes very significant to learn English as the first language in the world.

To learn a language one must learn Stole (2005)

Vocabulary is a must for learning a language. Without vocabulary one cannot string together words in sentences and without these fundamentals learning is impossible, both on literary and oral levels.

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learn in context , practiced and then revised to prevent students from forgetting .Teacher must make sure students have understood the new words , which will be remembered better if introduced in a " memorable way " (Hubbard et.al.1983 : 50).

(Andrew wright , David Betteridge & Michael Buckby , 2004 : 1)

"Language learning is hard work. one must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition.

Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work". The need for meaningfulness in language

learning has been accepted. A useful interpretation of “meaning fullness” is that the learners respond to the context in a definite way, if they are amused, angered, challenged, intrigued or surprised, the content is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and therefore better remembered.

(Forum Uberman , January-March 1998 , P20 )

Many experienced text books and methodology manuals writers have argued that games are not just time-filling activities but have great educational value.

W.R. Lee holds that most Language games make learners use the language instead of thinking about learning the correct forms(1979: 2).

He also says that games should be treated as central not peripheral to foreign language teaching program. (Richard –Amato1988: 147) states that" games can lower the anxiety, thus making the acquisition of input more likely".(Hansen 1994:118) claims that they are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings.

Moreover, (Wierusand Wierus1994:218) says that "in the easy relaxed atmosphere which is created by using games students remember things faster and better".

In vocabulary formal teaching teachers have variety of teaching techniques as visual techniques, verbal explanation ..., but all of them are solemn in nature contrary to games in which there is fun, hilarity and laughter. So, it is possible to learn language as well as enjoy oneself at the same time.

(Siek-Piskozub1994:37) "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 (through which the students’

vocabulary will be improved), they must correspond to either students' level or age or the material that is to be introduced or practiced".

In spite of the vital importance of games in teaching vocabulary Sudanese secondary school students are weak at it, or maybe they know nothing about it.

To help students find language classes, especially vocabulary lessons more interesting and to achieve more from games so the researcher suggests using games. But do games help students to learn vocabulary effectively, and if so how?

### **1.1 Statement of the problem:**

There are numerous techniques concerned with vocabulary presentation. In spite of that vocabulary teaching is a real problem in Sudanese secondary schools.

When the researcher was doing her diploma in Education and English Language she met the words language games for the first time and from that moment on there are questions which kept overdressing on her: Why not using games in teaching vocabulary? Is it possible that games could be applicable in our crowded classes ? Will games be effective in teaching vocabulary and if so how? These questions trigger a strong emotional response in the researcher's mind and encourage her to invade this area of research to come up with good useful findings that could be helpful in this field i.e. vocabulary, and how it is best taught. Then, came the statement: Evaluation of using language games in teaching English vocabulary.

### **1.2 Objectives:**

- 1- To see how successful the use of games in teaching English vocabulary could improve the students' vocabulary achievement.

- 2- To see whether the use of games in teaching English vocabulary could help students to pass English Exams successfully.
- 3- To find out the secondary school teachers' attitudes and opinions towards using games in teaching English vocabulary.
- 4- To examine the difficulties which encountered using games when they are used in teaching vocabulary.

### **1.3 Questions of the study:**

This study is going to provide answers for the following questions:

1. To What extent do games have a significant efficiency on students' vocabulary achievement?
2. To what extent do games have a significant efficiency in helping students to pass English Exams successfully?
3. What are the attitudes of secondary school teachers' towards games?
4. What are the opinions of the secondary school teachers' towards games?
5. What are the difficulties which encounter using games in teaching vocabulary?

### **1.4 Hypotheses of the Study:**

1. Using games in teaching English vocabulary has significant efficiency on students' vocabulary achievement.
2. Using games in teaching vocabulary has a significant efficiency on helping students pass English exams successfully.
3. English language teachers at secondary schools have negative attitudes towards using games in teaching vocabulary.
4. Teachers at secondary schools have negative opinions about the efficiency of using games in teaching vocabulary.

5. using games is encountered by difficulties when using them in teaching vocabulary.

### **1.5 The 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 one's understanding of the effectiveness of games in teaching vocabulary. Furthermore, the study is pedagogically significant as well for the reason that it is expected to provide some recommendations with regard to teaching vocabulary by .using games

### **1.6 Limits of the study:**

The study is carried out to the following limitations:

- 1- Location: Sinkat
- 2- Time: The study is limited to school year 2008-2009.
- 3- Theme: The study is limited to the use of games in teaching English vocabulary.

### **1.7 Definitions of terms:**

The following words are the basic terms with their proper definitions as the researcher uses them in the study.

- **Teaching:**

(Hughes 1965:345), states that, "it has been well-said that teaching means ( causing to learn) nothing has been given until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lessons". In some respect teaching is like lighting a fire. We bring heat to paper to enable it start combining with the oxygen in its environment.

- **Learning :**

(Abbott and Wingard 1981:14), states that "learning is something that people normally do all through their lives-there doesn't have to be a

teacher. But no- one has ever seen it happening; as an activity it is invisible".

- **Vocabulary:**

According to dictionary "total number of words that make up languages".

- **Games:**

According to the dictionary a game is a form of play or sport (Gibb 1978:60) defines 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".