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**Sudan University of Science and Technology
College of Graduate Studies**

**Evaluation of Using Language Games In
Teaching English Vocabulary:(A case Study
Of Sinkat Secondary School for Girls)**

**تقويم استخدام ألعاب اللغة في تدريس
مفردات اللغة الإنجليزية
دراسة حالة: مدرسة سنكات الثانوية
(للبنات)**

A thesis submitted for the fulfillment of
the requirement of M.ED. Degree in
English

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Dedication

*To the soul of my mother and father,
(mercy be upon them), to my brothers and
sisters with love and respect.*

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Abstract

The aim of the study is to evaluate the role of using games in teaching English vocabulary for the secondary school students. The methodology used in this study is descriptive, and experimental one.

The population of the study were secondary school teachers and students, but the subjects were (45) teachers from the Red Sea state , and (42) who are the 2nd year students in Sinkat secondary school for girls. The tools used were two tests and a questionnaire.

The study hypothesized that :-

- Using games in teaching English vocabulary has a significant efficiency on students vocabulary achievement.
- Using games in teaching English vocabulary has a significant efficiency in helping students to pass English exams successfully.
- Secondary school teachers have negative attitudes towards using games in teaching English vocabulary.
- Secondary school teachers have negative opinions about the efficiency of using games in teaching English vocabulary .
- Using games is encountered by difficulties when using them in teaching English vocabulary.

The study has illustrated through the analysis of the tests and questionnaire that:

- The proposed program is efficient in improving the students vocabulary achievement.
- The secondary school teachers have positive attitudes towards using games in teaching vocabulary.
- The difficulties which encounter using games are not big ones and thus they can be overcome easily.

The study presented some recommendations, the most important one is :-

Teachers could use games because it is one of the current methods in teaching vocabulary in the ELT world.

مستخلص الدراسة

تهدف الدراسة إلي تقويم دور ألعاب اللغة في تدريس مفردات اللغة الانجليزية بالمرحلة الثانوية. إتبعنا الدراسة المنهج الوصفي - التجريبي ، مجتمع البحث تكون من أساتذة وطلاب المرحلة الثانوية. أما عينة الدراسة فشملت (42) طالبة هن طالبات الصف الثاني بمدرسة سنكات الثانوية للبنات و (45) من أساتذة المرحلة الثانوية بولاية البحر الأحمر. استخدمت الدراسة إحتبارين بالإضافة إلي الاستبيان .

افترضنا الدراسة الفرضيات الآتية:

1. استخدام ألعاب اللغة في تدريس مفردات اللغة الإنجليزية له أثر إيجابي في تحصيل المفردات
2. استخدام ألعاب اللغة في تدريس مفردات اللغة الإنجليزية يساعد الطلاب كثيراً في اجتياز الامتحانات بنجاح.
3. اتجاهات معلمي المرحلة الثانوية سلبية إزاء استخدام ألعاب اللغة في تدريس مفردات اللغة الإنجليزية.
4. آراء معلمي المرحلة الثانوية سلبية حيث لا تساند فكرة فعالية ألعاب اللغة في تدريس مفردات اللغة الإنجليزية.
5. هناك صعوبات تواجه استخدام ألعاب اللغة في تدريس مفردات اللغة الإنجليزية.

- **أظهرت الدراسة من خلال التحليل النتائج الآتية:**

- أثبت البرنامج فعاليته في تحسين مستوى التحصيل للطالبات.
- معلمي المرحلة الثانوية لهم اتجاهات مساندة إزاء استخدام الألعاب في تدريس مفردات اللغة الإنجليزية.
- الصعوبات التي تواجه استخدام ألعاب اللغة ليست بالكبيرة ومن الممكن التغلب عليها بسهولة .

- **قدمت الدراسة بعض التوصيات أهمها:**

- ضرورة استخدام ألعاب اللغة كواحدة من الطرق المستخدمة في تدريس مفردات اللغة الإنجليزية في عالم تدريس اللغة الإنجليزية اليوم.

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