

**University of Sabha**

**Department of English**

**THE IMPACT OF USING GAMES IN TEACHING  
VOCABULARY FOR PREPARATORY SCHOOL STUDENTS**

**by**

**Amna Abdullah Abdulraheem**

**Najma Abu AlQasim saleh**

**Sabha University**

**2021**

## **ACKNOWLEDGMENTS**

In the name of Allah Ar-Rahman Ar-Rahim. Praise is to Allah Lord of The World. May Peace and Bless be upon Prophet Muhammad SAW .First and foremost , I would like to thank our family, especially my parents, and my uncle for their encouragement, patience, and assistance over the years. We are forever indebted to our parents, who have always kept me in their prayers. I would also like to thank my brother and sister for their help and encouragement for me. I would for her support, outstanding guidance and encouragement throughout my senior project Search Supervisor

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## **Abstract**

Vocabulary is the most important and hardest skill in any language. That is why teachers should be aware of the techniques they use to help their students solve problems. They encounter and enhance their knowledge of foreign vocabulary words. Students accept new foreign languages easily, but they get bored very fast if the teacher is teaching them using the old conventional methods and techniques. 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. Language games are what our research suggests as an effective way to do this. It aims to bring out an effective vocabulary improvement check through entertainment. In addition to the diversity they add to the classroom, language games may be an entertaining technique that helps learners recognize new words and consolidate and memorize lexical elements. In this study we apply game one picture and many words with questionnaire.

## **Chapter one:**

### **Introduction**

Vocabulary should be integrated into the teaching of four skills of language, listening, speaking, reading and writing. Using games in teaching vocabulary skills develops habits and skills of dialogues speech promotes student speaking initiatives and enhances the natural communication orientation of the lesson. The authors suppose that while playing games students involuntarily memorize new lexical and grammar material.

Using games in a foreign language teaching is one of the most effective ways that provide students with speaking opportunities and at the same time motivate them. playing games makes the students focus more on learning because they don't feel that they are forced to learn. Games can lower anxiety. Thus it is making the acquisition of input more likely. They are highly motivating and entertaining, and they can give students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within foreign language\_which are not always possible during atypical lesson. The use of games attracts the student to learn English because it is fun and makes them have experiment, discover and interact with their environment. Some experts have also figured out the characteristics of games that make vocabulary learning more effectively.

Lee, (1996) lists several main advantages when games are used in the classroom, including, a welcome break from usual challenging, effort of learning and language practice in the various. Ersoz(1992 year) holds that games are highly appreciated due to their amusement and interests. Theater can use games to help their students practice more their skills of communication. Besides, Guberman(1990year) observed the interest of her student in learning through games.

She believes that games are a way to help students not only enjoy and learn but also practice it incidentally. In other words, games can be considered useful and effective tools that may be applied in vocabulary class. The use of games in teaching vocabulary is a way to make the lesson more interesting, enjoyable and effective.

Games are useful and effective in learning vocabulary. They are motivating students because they usually involve friendly competition and create cooperative learning environment. So, students have an opportunity to work together, improve communicative skills, and they have a chance to use the target language Sorayaie Azar,( 2012). Therefore, vocabulary games bring real word context into the classroom, and enhance students use of English in a flexible, communicative way. The role of games in teaching and learning vocabulary cannot be denied. Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful, they also bring fun for students. Thus it help students learn retain new words more quickly. In other words, games based learning can create a meaningful context for language learning process.

### **1.1.1 Research problem:**

The language learners must enrich their word repository and develop linguistic repository by enhancing vocabulary . However vocabulary learning is challenging particularly for the nonnative speakers of language who face problem relating to the meaning of new words, spelling , pronunciation , correct use of words, guessing meaning through the context and so .

The reasons for such difficulties can multifaceted . For example , in Libya teacher follow the traditional methods of teaching, they use the mother tongue more than target language to deliver lessons , which cause students low performance.

### **1.2.1 Research aims:**

The aim of this study is to investigate the importance of learning vocabulary by games in which

- a. To develop an enthusiastic learner.
- b. To motivate and engage students.
- c. Reduce monotonous learning methods.
- d. To help students with focus, self-esteem, and memory.

### **1.3.1 Research questions :**

In this section we try to find answers to these questions

Q1- What are the effects of games in learning vocabulary?

Q2- How can games help teacher in learning vocabulary?

### **1.4.1 Research significance :**

This study is important because it shows the importance of games in learning vocabulary

### **1.5.1 Research plan:**

The research has been organized into five chapters. The first chapter is introduction of the research. The second chapter is literature review. The third chapter is methodology that is used in this study. The fourth chapter is findings, analysis and discussion . The fifth chapter is conclusion of the research.

## **Chapter two:**

### **Literature Review**

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games. Which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games like the ability to capture students attention, lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language.

Aleson-Carbonell, & Guillén-Nieto, (2012) discuss the importance of games in education is indisputable as the potential advantages of utilizing instructive recreations to supplement customary classroom direction are certain. Burke, (2016) point out that the quick infiltration of progressively refined advances into each feature of society is bringing about noteworthy movements in how, when, and where we work. And how people, organizations, and even countries comprehend and compose themselves, and how educational systems ought to be organized. Char-sky, (2010) portray how edutainment and instructional PC games where seen as the friend in need of education on account of their capacity to at the same time educate and entertain.

There are complexities involved in gathering and classifying games that can be used for education. Some perspective them as a continuum Aldrich,( 2009), state that while others see every one of them as various classes of the similar thing. Hendrix, & Backhand, (2013), and Boyle,( 2011) highlights that as pedagogical has a great valuable as they can charge instructing points and are particularly successful for developing the basic intellectual abilities of the learners. Games have an unique part in building students' self confidence and they can lessen the gap amongst quicker and slower learners. gets, games are In any case, the effective application of learning theories in higher education has an impact on student performance. According to Ben-Ari, (1998) constructivist practices in computer science education put the desires on students to find information without anyone else's input when put in the suitable circumstance. Bailey, (2013) assert that leaders build new information from their encounters through the procedures of settlement and osmosis. Truth be told, osmosis is the procedure of fusing new learning into a current schema while settlement adjusts to accommodate new knowledge For instance, Ben-Ari, (1998) found that information is obtained recursively: tangible information is consolidated with existing learning to make new cognitive structures, which are in turn the basis for further development. Information is likewise made intellectually by thinking about existing learning.

The primary role to make educational game's plan is the recreation of motivation. use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games.

The arrangement of educational games is to make particular undertaking for accomplishing the educational games objective, so as to ensure educational objective can use in the educational activity, having the coordinating part in the instructive procedure. The principal thing to make educational games arrangement is to assemble the educational reason, making the educational reason concrete, furthermore, and isolate the games. Johannesson, & Lundqvist, (2012)

According to Richard Amato (1996), although games are often associated with fun, we must not lose sight of their educational values, especially in second language education games. They are effective because they provide motivation, reduce students' stress, and give them an opportunity for real communication. Using innovative educational games in the classroom can increase enthusiasm and reinforce the educational information previously provided. It is also a positive and interactive alternative way of teaching and sharing information. Additionally, group learning and active peer education are promoted through educational games. Bailey, (1999). Games increase students' engagement, motivation, and interest in the material and allow the teacher to be creative and original when presenting the topics. Odenweller, (1998) state that games also help students to apply information, allowing them to assess their critical thinking skills. They create a challenging, constructive and competitive atmosphere that facilitates student interaction in a friendly and fun environment (Patel, 1993).

### **2.1.2 How Is Vocabulary Learned?**

The linguist, David Wilkins,(1990year) state that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Young learners usually use labelling when they first start to learn to speak then categorising skills Thornbury,( 2002) state that young learners develop a network building in which they construct complex ideas. They realise that

there are other words such as synonyms and antonyms and others during this process. There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects in which children could visualise later is a good way to learn vocabulary words . They need to listen to their teachers using the word and repeat it as well. Another method is the direct method where there is no translation and the using of the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom.

Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. In addition, teachers of young learners encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context.

### **2.2.2 Teaching Vocabulary Using Games**

Halliwell (1991) argued that due to the creative language skill, young learners bring into the classroom, and teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because of the language used in any activity is unpredictable, teachers have to encourage them to active construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability. Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon (1981) state that understanding games will help teachers finding and creating games that make their students learn while they play. In this section, a definition of the word game will be

explained and the reason for using games when teaching young learners will be presented. Advantages and disadvantages of using games in teaching the vocabulary of the language will be put forth as well.

### **2.3.2 What Is a Game?**

Jones (1980) state that one or more players could play in a game to compete or cooperate according to a set of rules. Rogers (1981) said that gaming is goal-defined, rule-governed and competitive that has a closure and engage the students. Also, Gibbs (1981) defines games as an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules. Games are closed activities that have a beginning and an end with a winner who defines the end of the game Rixon, (1981). Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability .

### **2.4.2 Why Using Games in Teaching Young Learners?**

Games are used to assist young learners during their language learning. They make classes entertaining and sustain effort and interest. They create an atmosphere of meaningful communication where young learners communicate before, during, and after the game Wright, Betteridge, & Buckby, (2005). This atmosphere help in forming comprehensible input including what they understood as they listen and read Krashen, (1985) and comprehensible output including writing and speaking Swain, (1993). Also, games give a rise to emotions when language instruction becomes serious and dry Branford, Brown, & Cocking,( 2000) and Ersoz, (2000). They help?

## Chapter three:

### Methodology

To assess the effectiveness of learning vocabulary through games in the classroom, we want to know how students' experiences help with their learning and what progress they gain. Specifically, we can apply games as an effective mean to make students feel more comfortable and interested in learning the subject of vocabulary, which is usually believed to be boring rather than enjoyable

In this research, plan, act, observe and reflect procedure we used One picture, many words: This game will test collective vocabulary. In this game, one picture ,more words will be shown to everyone, for the student to come out with a word and say it out loud in front of everyone

We will apply this methodology to Preparatory students

#### 3.1.3 Participants

Participants of the study were 30 students from Preparatory students in Sebha Libya. The study was selected as a research method and method was the research design for the study.

#### 3.2.3 Instruments

The instruments that the researcher chose to collect data is Questionnaire

#### 3.3.3 Questionnaire

Statement	strongly agree	agree	strongly disagree	Disagree
1_Did you feel anxious or uncomfortable playing the game?	5%	2%	50%	45%
2_Did you enjoyed playing the game?	50%	40%		

Statement	strongly agree	agree	strongly disagree	Disagree
3_ To what extent did you find the game challenging?	15%	10%	35%	25%
4_ Did you do well in the game?	40%	35%	10%	5%
5_ did you enjoy the graphics and imagery?	50%	45%		
6_ Would you like to play the game again?	50%	40%	5%	2%
7_ do you think this game motivated you to learn vocabulary?	40%	35%	10%	5%

### 3.4.3 Procedures

Before starting the questionnaire distribution task, we explain what the questionnaire is and how to answer it. Once you understand the procedures, students can try to answer it efficiently and effectively. After that, the papers were distributed to all the aforementioned students and they answered all the questionnaire. After that, we collected all the statistics, analyzed them and extracted the results from them

## **Chapter four:**

### **FINDINGS AND DISCUSSION**

#### **RESULTS**

##### **4.1.4 Findings and Discussion**

This section covers some of the categories that emerged from the data:

10% of the students at the beginning of the game felt some anxiety and tension and found it difficult to play the game because it was a new and unconventional way of teaching vocabulary and because their first experience of this method felt that they did not work well in the game and that education through games did not motivate them to learn 90% of the student :

##### **4.2.4 Motivating factors.**

##### **4.3.4 Feeling of fun and satisfaction .**

The findings revealed that the features of game on picture and many of words created fun, relaxation, satisfaction. The mostly given reasons to the question do you think this game motivated you to learn vocabulary- is as follows; "I would like to play this game again and again because, this game is very enjoyable. When I have fun, more motivated, satisfied, and eager to learn." Bartle (2004) claimed that people play games because they would like to have "fun". In the same way, Gee (2007) points out that pleasure cannot be separated from deep learning and working hard.

##### **4.4.4 Feeling lower anxiety and stress**

Learners have to encounter unfamiliar words while learning a second language, so they felt a high level of stress. Therefore, they do not felt comfortable and secure, which certainly influence their ability to learn. As a conclusion, games assist to decrease anxiety, felt comfortable, and wanted to learn more. It is assured that they are relaxed and had fun Since,

learners know that while they are played games to interact effectively not being worried about making mistakes and not to worry about correcting themselves in every single sentences. When learners do not feel worry and stress, they could develop fluency and speaking styles. Moreover, when learners play a game their anxiety decreases as games are used. Furthermore, the level of anxiety of learners is high since they are afraid of being criticized and punished by their teacher when they make a mistake. Games come on the scene at this stage because they reduce anxiety, increase positive feelings and improve self- confidence. Q, (1990) highlights that learners do not feel fear of being punished and criticized while they are producing the second language freely.

## **Chapter five:**

### **CONCLUSION**

In conclusion, the primary aim of this study was to explore the importance of using games in EFL classrooms. As this findings show that using games creates an environment in which there is fun and satisfaction besides high motivation for learning a language. Moreover the role of games in order to decrease anxiety of using the target language cannot be ignored. Games are important for teaching English because they are a way to provide for learner not only having fun and amusement with the target language but also practice incidentally. To be short, games can be accepted as useful and effective tools that are effective for teaching vocabulary. The use of games in EFL classrooms is a way to provide more interesting, enjoyable, and effective teaching (Uberman, 1998). In conclusion, according to the findings of this study, it can be obviously understood that games are very important instruments in language teaching classrooms in terms of providing a relaxed environment for learners and for both teachers and learners, games are very useful if they have an educational purpose rather than being fun

## Chapter six:

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