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**The Effect of Using Language Games on
EFL Vocabulary Achievement :
The case of seventh grade students in
Jerusalem District**

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**The Effect of using Language Games on EFL Vocabulary
Achievement: The Case of Seventh Grade Students in
Jerusalem District**

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Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed -----
Ilham Awwad Abu Qulbein
Date: May.14th.2004

Dedication

To the immaculate soul of my deceased mother who took care of my children during my study courses, and was eager to see me getting my master degree during her illness time.

So feeling gratitude towards her, I ask God to have mercy upon her.

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ABSTRACT

The Effect of Using Language Games on EFL Vocabulary Achievement : The case of seventh grade students in Jerusalem District

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This study aimed at investigating the effect of using language games on vocabulary achievement of seventh grade students who learn English as a foreign language at (UNRWA) and Palestinian authority schools in the district of Jerusalem.

However, this study consisted of five chapters. The first chapter presented the definitions of play and language games, the importance of games in teaching, and the role of vocabulary in language teaching.

It also included the importance of the study, the statement of the problem, the assumptions, the limitations of the study, and finally, the definitions of some terms.

On the other hand, the second chapter included a review of relevant literature concerned with teaching different languages and other subjects in general, and with teaching English as a foreign language in particular..

In addition to that, chapter three intended to present the method followed by the study which included a description of the procedures, the instrumentation, the pilot study and the study design.

Finally, in chapter four the hypotheses of the study were tested and their results were analyzed while the discussion of the results, the conclusions and the recommendations based on them, all were introduced in chapter five.

The main question of the study was as follows:

Is there an effect of using games on the vocabulary achievement of seventh grade students who learn English as a foreign language in the district of Jerusalem?

From the previous major question the following sub-questions were derived:

1. Is there a statistically significant effect of using games on the general ability of seventh grade students in English as a foreign language?
2. Is there a statistically significant effect of using games on vocabulary achievement of seventh grade students who learn EFL due to their group?
3. Is there a statistically effect of using games on vocabulary achievement of seventh grade students who learn EFL due to gender?
4. Is there a statistically significant effect of games on vocabulary achievement of seventh grade students who learn EFL due to their level of achievement in the vocabulary test?

In order to answer the previous questions, the following hypotheses were tested:

1. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh graders who were taught by using the language game method and the means of those who were taught by using the traditional method due to their general ability in EFL.
2. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh graders who were taught vocabulary of EFL by using the language game method and the means of those who were taught by using the traditional method due to their group.
3. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh graders who were taught vocabulary of EFL by using the language game method and the means of those who were taught by using the traditional method due to gender.
4. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh graders who taught vocabulary of EFL by using the language game method and the means of those who were taught by using the traditional method due to the level of their achievement in the vocabulary tests.

The previous four hypotheses were examined by taking a sample from the students of the seventh grade in two schools. An (UNRWA) school and a Palestinian authority school in the area of Jerusalem. Students of the study sample were randomly sorted into two groups. The first group was taught English vocabulary by using the methods of games, while the other group was taught vocabulary by using the traditional method.

Twelve games were used to teach the members of the experimental group the vocabulary included in the units from thirteen to eighteen of students' Book3, within ten weeks, then both groups underwent a test for measuring their level of achievement.

When the study procedures were applied, the means of the total scores were worked out.

The hypotheses were tested by using the one-way analysis of variance and the two-way analysis of variance to compare the means at ($\alpha= 0.05$) level.

When analyzing the data, the following conclusions were reached:

1. There was no difference of statistical significance between seventh- graders who were taught by using the method of games and those who were taught by using the traditional method due to their general ability in EFL.
2. There was a difference of statistical significance between seventh graders who were taught by using the method of games and those who were taught by using the traditional method due to group in favor of the experimental group.
3. There was no difference of statistical significance between seventh graders who were taught by using the method of games and those who were taught by using the traditional method due to gender.
4. There was a difference of statistical significance between seventh graders who were taught by using the method of games and those who were taught by using the traditional method due to their level of achievement in the vocabulary test in favor of high proficient students.

In light of the previous results the following recommendations were adopted by the researcher:

1. The Palestinian material writers were advised to provide Basic stage schools with appropriate educational games which are designed to supplement and complement the school curriculum.
2. The educational authorities were advised to increase the weekly English classes, for using games in language teaching demands more than five English classes per week.
3. Supervisors were recommended to hold workshops that might increase teachers' awareness of the vocabulary included in the different English material.
4. Teachers of English as a foreign language were encouraged to be aware of the importance of using different language games, and to be trained to provide real-life situations for communicative purposes in their classes.
5. other investigators were recommended to conduct further similar studies which should focus on using the educational games on vocabulary and on other school subjects at all stages of education.

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Chapter One

Introduction

English is one of the most spoken languages in the world. It is the language of science, computing, diplomacy International trade, and even politics.

Harmer (1991), assumes that students need to learn English for many reasons. They may need it for occupational purposes. Whether one needs to work as an air traffic controller, or business executive or even a waiter in a restaurant, he needs to learn the type of English related to his own job.

Another need for learning English as a foreign language is for academic purposes. Whether a student studies at a university in his own country, or a university in the U.S.A, Great Britain, Australia, or Canada, English is needed to write reports, essays, or to read articles and textbooks related to different academic subjects he learns.

English is considered as one of the major subjects at schools of Palestine Furthermore, it is used as a second official Language next to the mother Language which is Arabic , this gives the English Language its importance in the Arab world in general and in Palestine in particular . So the main purpose of Learning English as a foreign language is not so much to be able to communicate with the outside world as to be able to play a useful part in the life of the country itself. Parry (1965), and makes it necessary to teach school children the English language in which they probably receive the whole of their education Later.

The educational system in Palestine is separated into three sections, each under a supervision of a different authority.

The first section operates under the Palestinian authority represented by the Ministry of Education based in Ramallah. This section includes public schools in the west Bank, Gaza, and all other cities, town, and provinces of Palestine. While the second section is that of the private schools located throughout the Palestinian provinces including Ramallah, Jerusalem, Bethlehem, and Gaza. These schools are under the authority of the Palestinian system supervised by the Ministry of Education.

The third section operates under the auspices of the United Nation Relief and works Agency (UNRWA), and includes all schools in the refugee camps of the West Bank and Gaza.

The UNRWA schools provide basic education from the first through ninth grades following the educational system of the Palestinian authority in all subjects except the English language which is taught to grades from six to nine according to the Jordanian system resembled in the Petra series (The first Palestinian curriculum, 1997). Book3 of the Petra curriculum contains twenty four units, each divided into six lessons covering vocabulary, grammar, structure, reading and comprehension. And each serves to develop the core language skills. These skills include listening, speaking, reading, and writing (Teacher's Book3, 1991).

The “Petra” curriculum supports listening skills through the use of cassette recordings of the lessons and exercise designed for students to listen and

repeat. Speaking skills are reinforced through stories, pomes, words, and idioms learned by rote (Teacher's Book3, 1991).

Reading skills are supported through text, and include reading aloud as well as silent reading. The aim of oral reading is to increase fluency while silent reading encourages comprehension through questions provided at the end of the text. Both skills are supported by the use of the dictionary to look up and understand words encountered in the readings.

Finally, the “Petra” curriculum supports writing skills through exercises contained in both students’ book and workbook (Teacher's Book3, 1991).

Petra3 also uses a communicative method employing language in real life situations within the classroom, Alnimrat(1995).

Most current teaching methods are fairly static, theoretical and verbal in application, and centered on the teacher's presentation of information through lecture and the use of question/ answer format. This method maybe sufficient for ordinary students, but suits neither the gifted nor weak students. Moreover, it is limited to teaching information included in the text, and doesn't build thinking and logical analysis skills. (The first Palestinian curriculum, 1997). Therefore, it is essential to look for enjoyable and acceptable methods for teaching English at schools of Palestine apart from the traditional ways of teaching. One of these methods is the method of using games in teaching which may be considered as a complementary part of the syllabus.

Background

Play is a common, even universal childhood activity. It is a primary natural and normative means for the question and assimilation of many types of information, (Lababidi and Khalaileh, 1993).

Play is also a superb means of inquiry. Research has found that it is a serious activity. It links aim and medium while providing enjoyment, and allows users to overcome obstacles without becoming frustrated (Jebrin, 1980; Bruner, 1956).

Moreover, it is considered as an educational activity for it stimulates memory, thinking, speaking as well as other skills. It can also be a productive educational tool that contributes to traditionally taught skills in reading, writing and counting, and assists in the teaching of concepts and facts. In addition, it has value as a method of putting theory into practice, (Lloyd, Lola, David, 1998).

According to Froebel, Play can aid child's recognition of the concrete environment that surrounds him. So in order to be educated in a discipline way, he should make an organized interaction with his surroundings. This happens through practicing games which may help in increasing the relations and connections that one might form during his growth.

This interaction with the environment is also confirmed by "Piaget" who assumes that there is no entire social activity or entire intellectual activity while dealing with different social situations, (Qattami, 1991).

This appears apparently when we talk about social adaptation which is considered as the knowledge and information abundant for a child to allow

him adapt the circumstances under which he live either in his school life or in his life outside school, (Qattami, 1991).

Furthermore, Right (1984) considers games as activities which are not only played by children, but also by adults, with the possibility of adapting them to achieve the different educational aims that suit student's different levels.

In addition to the previous views about play, there are many theories which encourage this activity and emphasize its positive effect on a human being physically and mentally. One of these theories is the " Increasing Power" theory of Spencer and Sheller which assumes that the main job of the activity of play is getting rid of the increasing potential power of human's body which is considered as a biological operation that serves the living being (Jaber,1972).

On the other hand, the Preparatory theory for Gross considers play as an important biological operation which prepares a being for future activities in his work. This theory considers childhood as a stage which is full of play, and which is a preparation one for adult activities, (Zahran, 1977).

Moreover, Crystal (1996) suggests that students prefer the strategy of play as a new way of learning in which they can feel the enjoyment of practicing the different language skills instead of learning them by the traditional way.

Then "Car" suggests that a child needs to practice "play" in order to be able to face future life, and which helps in growing his brain and nerve system as well as other parts of his body in a perfect and healthy way, (Qattami, 1991).

Finally, Piaget considers play as a suitable environment that contributes in developing a child's Language and its structures. He assumes that by games a

child can extend his experiences and develop his knowledge. As examples of such games, Piaget considers the "Square Game" as an important mental game for children in lower elementary classes. While he regards the "Problem Solving Games" which take, the form of Language problem as mental operations of different levels. He also considers the "Word Forming Game" as one of the Language problem solving games in which letters can be added omitted, or exchanged, (Qattami, 1991).

Since part of the permanent aim of teaching situation that is both encouraging and rewarding, the use of various methods, and the continued development of those methods is necessary.

According to (Lloyd et al, 1998), the primary stages of the teaching process are not limited to teaching activities, but also include assessment of their benefit. One such activity is the use of games in teaching.

Educational games are known as activities in which players spend efforts to achieve certain aims in light of certain rules. They are also known as organized activities in which two students or more can cooperate to achieve clear and limited aims. These activities depend sometimes on competition and others on cooperation,(Abu Rayyah and Abdo,1993; Alnimrat,1995).

Moreover, in his report Denesi (1993) classifies games under different names according to their aims and forms. One of these classifications is called language games which are additional materials that help in sustaining students' language abilities and in developing the skills of reading assimilation, grammar, learning, problem solving, vocabulary, and other different skills within the primary and middle stages of learning knowledgeable games, on the other hand, are known as that kind of games

which concentrate on contemplation activities the aim of which is gaining knowledge.

These games can be used inside the classroom to contribute in any knowledgeable field to get the desired learning results (Hubbard, 1991). They are also seen as educational means that are used in language teaching within certain rules which the teacher uses to direct his students for the purpose of achieving different educational aims or increasing their language, growth, (Alnimrat, 1995).

Eventually, games are indicated as educational techniques which may help the English language learner to be more active and efficient while acquiring facts, concepts, principles, and directions, within situations similar to real life ones,(Gozzi, 1998).

The importance of Language Games

It is beyond the scope of this study to present in details all the benefits of using games in contemporary foreign language classes. Nevertheless, in this section it would be of importance to present a brief description to some of the merits of language games which are introduced in the following:

According to Young (1991), the importance of Language games should be derived from their aim of Language Learning.

This aim is clarified by Crookal (1994), as a means of communication in which the different language skills are perfectly taught by encouraging competitions between students, and in which easy vocabulary is used to enable students understand language and use it efficiently during English classes.

The previous opinion is also assured by Bower and Hyden (1992), who suggest that using games by learners may develop a big creative ability in different skills such as listening and reading. This occurs when they understand the typed material better and when they try to deal with it positively.

Games are also considered as an important part of the teaching programme and of the class strategy which can be incorporated into regular routine of the learner's class. So instead of being dependent on their teacher, students can get used to helping and learning from each other. This helps less confident students to get the chance to put their knowledge of the new language into practice away from the critical eye and ear of their teacher which can improve students' different skills in advance of the practice of productive teaching, (Abalo, 1987; Brewer, 1997; Kieff, 1996).

Language games may also contribute positively in forming a method in which students can communicate with each other, and be provided with experiences that can enable the learner overcome many problems he/she might be encountered with in the future. So by games some solutions to these problems are suggested, and by exchanging thoughts learners are helped to take appropriate decisions towards those problems. In this way, games can play a role in narrowing the gap between what happens inside the classroom and what happens in real life situations. (Abdo & Abu Rayya, 1993; Jones, 1998).

According to Abdo (1995), Language games may reveal some of the important sides of the learner's thinking about the kind of job he/she may choose. In other words, they may reveal the learner's tendencies and desires. So by games, a learner can obtain all sorts of learning, such as the

knowledgeable learning by which a learner can acquire the concepts and the rudiments of language, and the psychomotor learning by which the learner gets the various skills and the right way of analyzing them. Finally, the effective learning which deals with students' different tendencies towards the subjects they learn , (Alnimrat, 1995).

Finally, in every domain in life we all behave according to sets of rules. This can be applicable to games, for there are no games without rules by which there are rewards or penalties. This what Tobaji (1997) calls for in his report about designing games by emphasizing that designing a language game needs taking into consideration, the objectives of each game, the objectives of the context and best of all, the rules needed to carry it out.

Thus we can notice that the method of using games in teaching endeavors not only to accommodate the process of learning by immersion to the needs and specific requirements of the learners, but also to make use of language learning skills, especially teaching vocabulary in an easy and attractive way. So the most important point language teachers have to bear in mind is that learning must be enjoyable. And in order for it to be effective and lasting, the old-Fashioned ways of teaching should be replaced by more creative and attractive ones. However, in spite of the fact that teachers do not lack good ideas, they are still chained down by the traditional methods of teaching.

In view of what preceded, the question which rises is that to what extent do teachers use the new methods of teaching English as a foreign Language to activate students and arouse their curiosity which at the end can lead to positive attitudes towards the Language?.

The role of vocabulary in teaching English as a foreign Language

Throughout the history of Language, it is believed that among its different parts, vocabulary is the least characteristic. The reason for that is that vocabulary items are so easily borrowed by one Language from another, but sound patterns or grammatical patterns are not.

According to West (1955), there are many reasons why grammar is more popular than vocabulary in certain schools and with certain teachers. One reason is that it's probably easier for a teacher to teach the grammar of a Language although he has no real command over that Language. Another reason is that grammar is popular with examiners for it's may be difficult to test students' different Language abilities like good speaking ability or writing ability, but grammar questions, on the other hand are easy to set and correct.

A third reason is that experts in education as well as directors of education demand grammar in Language teaching. They believe that children in the schools speak and write ungrammatically, and therefore, teachers should focus on teaching them more grammar.

The debate around what the focus of a Language should be wasn't risen until the nineteen seventies. It was suggested that functions of the language like (requests- introduction apologies) should be taught first, then teaching grammar, like (verb to be, present perfect, present continuous), comes later, but soon it was found that the teaching of functions raised many problems that grammatical teaching hadn't previously done, for students need to be taught functions. But they also need to learn grammar around which functional items can hang on a syllabus.

Then recently the idea of concentrating on vocabulary as one of the best ways of organizing the syllabus rather than grammatical structures or functions was raised with the advantage of giving student's words in an organized and sequenced way, (Harmer, 1991).

Vocabulary as an organizing feature of a syllabus, rather than as an after thought, need to be connected with grammatical syllabuses, so many attempts have been made to find a way for such connection, but the connection could be made is not yet clearly established, (Harmer, 1991). And in his report. Harmer (1991), tries to confirm the relationship between vocabulary and structure as important elements of Language by saying:

"If language structure make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" p.153.

So, students need to learn the structures of a language in order to be able to generate sentences, but at the same time, in order to generate meaningful sentences. A student needs to have a store of words from which he/she can select, to reflect the idea he/she wishes to express in his/her structural sentences.

On the other hand, Bergman and Senn (1988) emphasize the importance of vocabulary in teaching English in specific and in other subjects in general by the following commentary:

"The study of English is the study of the words, whether you are doing grammar exercise, writing a composition, reading Shakespeare's Macbeth, or carrying on a conversation ,you are dealing with words, the more words You

know, the more likely you're to be well in English, and In other subjects as well" p.304

From the previous view of Bergman and Senn, we can notice that vocabulary is central to language and of critical importance to language teaching.

Teaching vocabulary, however, occurs through teaching the other different skills of language which are listening, speaking, reading, and writing, and none of the four skills can be taught without using the essential vocabulary needed to teach it. And while trying to form a relationship between the different skills of language, we can find that the student first needs to speak well in order to be able to do oral reading well. That's because a student cannot read correctly unless he first speaks correctly, and he can't speak correctly unless he first hears correctly; but the most important element in this relationship is understanding what a student hears or reads and how to connect words together according to the meaning of what he speaks. So the first thing the teacher should do before teaching, reading a passage or listening to it is to make his/her students familiar with the new vocabulary included in it, (Nasr, 1972).

The important role of vocabulary also appears clearly in teaching writing. So, according to Spencer (1965), when the teacher gives a composition, for example, he/she should prepare paragraphs which may change meaning according to the words chosen. And in Spencer's point of view, the teacher gives a list of words for each incomplete paragraph and tries to teach the new vocabulary to students in order to help them with a minimum number of mistakes and to keep their attention from flagging. On the other hand, Harmer (1991), suggests that in writing a piece of composition, one has to

select the specific words which can express his thoughts clearly. So if the words chosen by the writer can reflect the exact meaning he holds in mind, it will help the reader's imagination picture the scene drawn through these words. Therefore, choosing meaningful words that create strong image brings one's writing to life.

Finally, in teaching dictation, vocabulary also rises as an important element. And according to cartledge (1972), planning for a dictation passage should be based on structures and vocabulary studied. On the other hand, a student cannot write a word he/she hears without being able to understand the specific meaning of this word, for there are many words in English which have same sounds but differ in meaning.

In light of what preceded, we can notice the importance of vocabulary in teaching all aspects of Language. In addition, vocabulary can play an important role in organizing the syllabus in which students can learn words in an organized way according to their different levels and needs.

The importance of the study

Recent studies of foreign Language Teaching revealed the inadequateness of the traditional method of teaching. In This method eighty percent of the Lesson's time consisted of the teacher talking to the students. Which made the learner hardly got a chance to practice Language .

Therefore, this method of teaching became taboo and other methods were devised to stamp it out and give the student a chance to actually perform in the Language he/she was learning. For it's generally agreed today that Language Learning has got different methods and techniques, it's also generally accepted

that effective lessons need a change in teaching techniques to maintain the concentration of Learners, (Rinrolucrici, 1997).

One of these techniques is using games in Language teaching which through research proved its efficiency in helping students to interact with the context in an organized and free way which enables them to grasp its ideas and meanings in a suitable way, (Kim, 1995).

In spite of the importance of games which was assured by previous research studies. It's obvious that there is a need to conduct more research in using games for teaching the different aspects of Language in our English classes especially that there is a lack for such studies in Palestine. Hence, the exigent concern of this study was to explore the effect of Language games on seventh grade students' achievement in the vocabulary of English as a foreign language.

The reason why grade seven in particular was chosen by this study is that this grade is considered as a transitional stage from elementary to preparatory in which students start to concentrate on concepts and meanings of words and expressions from the different contexts that they read, apart from just listening to words and repeating them in a mechanic way.

The results of this study can be used as a reference for educators who look for new methods in teaching Languages, especially teaching the English Language. It may also help teachers in carrying out their lesson plans and making the process of teaching and learning easier, especially in teaching the English vocabulary for students in the higher basic stage in Palestine.

Finally, teachers may benefit from this study in teaching other aspects of the English language like grammar and reading.

The statement of the problem

For many years vocabulary was not a main focus for learning a language, on the contrary, it was incidental to the main purpose of language teaching, and was only used to teach words needed for structure, (Harmer, 1991). Recently, however, it became clear that the question of vocabulary is just as important as the question of grammar. So methodologists and linguists have been turning their attention to vocabulary, highlighting its importance in language teaching and emphasizing the necessity of having the same rate of expertise by teachers in the teaching of vocabulary as they have in the teaching of structure, (Harmer, 1991).

There are many problems which may arise by teaching vocabulary. These problems can be mentioned briefly in the following two questions.

What words should the teacher choose to teach?

And what meanings of a word should students look up in the dictionary?

(Harmer, 1991).

Depending on the previous point of view of Harmer, we can notice that in the context of Learning English as a foreign Language, teachers cannot rely on their students picking up lexical items because of the great effort a learner is forced to do while learning the vocabulary of a foreign Language, especially when it is limited in class. So it's essential for the teacher to select the items needed to teach his/her particular students, then to consider what his/her students need to know about these items, and finally to choose the most appropriate method for teaching them. This can be applied on students of the basic stage of education in Palestine. For most Palestinian students who learn English as a foreign language face the problem of retaining the new items of

vocabulary they learn and of applying them in different situations when they are needed.

So in order to aid students' memory, and help them to build their vocabulary, it was essential to highlight the importance of looking for new ways and techniques by teachers who shouldn't be so restricted to the traditional method in English Language classes any more, but instead, they should vary their methods of teaching depending upon their students' needs.

Thus, Language games can be introduced to the EFL repertoire to come to grips with the problem of teaching vocabulary in the Palestinian schools.

So, as a result of the lack of the Arab studies in general and the Palestinian studies in specific, this study aimed at inquiring the effect of implementing language games in teaching the vocabulary of English as a foreign language on the achievement of Seventh grade students in the schools of Jerusalem.

In specific, this study attempted to answer the following major question:

Is there an effect of using Language games in teaching vocabulary of English Language on the achievement of seventh grade students in the District of Jerusalem?

From this major question the following sub-questions were derived:

1. Is there a statistically significant effect of teaching vocabulary by using games on seventh grade students' general ability in English as a foreign Language?
2. Is there a statistically significant effect of teaching vocabulary by using games on seventh grade students due to their group?
3. Is there a statistically significant effect of teaching vocabulary by using games on seventh grade student's due to gender?

4. is there a statistically significant effect of teaching vocabulary by using games on seventh grade students due to their level of ability in the achievement test?

The previous questions were answered by testing the following hypotheses:

1. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary by using the method of games and those who were taught by using the traditional method due to their general ability in EFL.
2. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who were taught by using the traditional method due to their group.
3. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who were taught by the traditional method due to gender.
4. there is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the traditional method and those who were taught by using Language games due to the level of their achievement in the vocabulary test.

Assumptions

Going through the procedures of the study, the researcher assumes the following:

1. The sample involved in the study is a representative of the population.
2. The vocabulary test designed for the purpose of the study is valid.
3. The subjects will follow the directions of the test and perform to the best of their ability.
4. The six units chosen by the researcher are sufficient for the main aim of the study.
5. The games developed by the researcher are employed appropriately in the lessons for which they were designed.
6. The method used to get students' general ability in English is valid.
7. Both teachers in male and female schools followed the same method of teaching .

Definition of Terms

Here are some procedural definitions of the terms used in the study:

- 1) **language Games**: are educational means used in language (Rixon,1983) within certain directions and rules which students practice to achieve different educational aims in order to increase their language growth (Qattami,1990).
- 2) **The traditional method in teaching vocabulary**: there are many ways which can be used to teach new words. Some of them are presented in Teachers Book3 as follows:

- A- Using the pictures of the book, wall pictures or drawing pictures of different objects on chalkboard.
 - B- Using known words to teach unknown words.
 - C- Explaining actions in particular by mime or gesture.
 - D- Giving a quick translation to some words, especially abstract words which cannot be shown easily. (Teacher's Book3; 1984)
- 3) **Achievement:** according to the study, students' achievement is related to the total average of students' scores in the different skills of the English Language.
- 4) **High proficient student:** is a student of high achievement whose total score lies among the highest 25% of other students' scores.
- 5) **Low proficient student:** is a student of low achievement whose total score lies among the lowest 25% of other students' scores.
- 6) **Med. Level student:** is a student whose total score lies between the lowest and the highest scores of other students.
- 7) **General ability in English:** the students' average of the last three years.

Limitations of the study

The possibility of generalizing the results of this study may be reduced by the following limitations:

First: this study is limited by male and female seventh graders in the

(UNRWA) school and the Palestinian authority schools which follow the Palestinian curriculum in the district of Jerusalem for the school year 2001-2002. So generalizing the results is potential within the sample of the study which represents the whole population of the study.

Second: the Language games are confined by six units of students' Book3 for the second semester of the year 2001-2002.

Third: the study was limited to twelve language games used by the researcher to teach the vocabulary included in the chosen units. In addition to the games, the study was also limited to a vocabulary test which was designed by the researcher.

Finally, the sample of the study was chosen purposively, so the results can be generalized on similar samples.

Summary

This chapter attempted to define the activity of play in general, and to present some theories that encouraged this activity. It also attempted to present the importance of games in teaching in general, and in language teaching in particular.

In this chapter, however it was pointed out that vocabulary is one of the best ways of organizing the syllabus, and has an important role in teaching the different aspects of language.

The statement of the problem assured the necessity of using a variety of new techniques by teachers in English classes, especially in teaching vocabulary which is considered as an essential element in language teaching.

The main question of the study concerning the effect of using games in teaching vocabulary on students' achievement was also raised in this chapter and the hypotheses which might answer this question were put to be tested.

Finally, chapter one included the definitions of some terms that were used in the study, in addition to the assumptions and the limitations of the study.

Chapter Two

REVIEW OF RELEVANT LITERATURE

Introduction

Nowadays, schools in the Arab world in general, and in Palestine in particular face many important challenges as a result of the knowledge explosion which makes it necessary to pass this knowledge to the new generations, and the population explosion which is producing big numbers of graduates every year. But at the head of these challenges are those arising from the contemporary political, educational and cultural, invasion of the English world to the Arab world, So in order to be able to face all these challenges new methods of teaching should be developed and new educational techniques should be used as best as possible .

The importance of teaching EFL at schools of the Arab world was confirmed by Nasr (1972,p.23) in the following commentary:

"The English language is more widely used around the world than ever before. More and more people are using it in business, industry, politics, education, and the various professions. The more widely English is used, the greater is the need to teach it as a foreign language; and the greater the need to teach it, the greater is the need to train teachers to teach it".

As a result of the dire need for new techniques relevant to the profession of teaching, a number of researchers who were interested in this profession, especially, the English language teaching, made several research studies to

reveal the effect of using "Play" technique on students' achievement and their attitudes towards language and other subjects.

This chapter dealt with some of the previous studies, which were conducted to know the effect of using games on students' achievement in subjects in general, and on their achievement in English in particular. These studies were presented under three main titles:

The first title dealt with the relevant literature concerned with the English language teaching.

The second title described the relevant literature concerned with languages other than English.

The third title introduced the relevant literature concerned with other subjects and activities.

First: Relevant studies concerning the English language teaching

Going beyond the traditional method of teaching by using games, Bernaus(1987) tried to motivate students by teaching them reading texts which were acted on school stage.

The sample of the study consisted of a number of Spanish students aged between "14" and "15". These students studied English as a second language in a secondary school in Spain. Students were given questionnaires to fill at the beginning of the school year which may reveal their attitudes towards the learning of the English language. The results of the questionnaire showed that 75% of the students chose the English language because of the lack of other choices. While 50% of the students didn't like learning English.

Communication Games were also used by Gardner (1987), to enable students to practice language through communication from different aspects.

The study used the game which was called “describe and arrange” which was applied on a sample of ‘64’ university students from both sexes. They were divided into ‘23’ couples. In this game, one of the students describes a group of scattered pictures, while the other arranges them in a suitable form which encourages communication between students not only by finding the suitable pictures, but also by fixing them each in its right place.

The descriptive results showed that the game encouraged students to practice language. It also had a positive effect on the way it was carried out by students.

That was connected to the vocabulary used and to the self correction of classmates. In addition, it has got clarifications from which students gained their enjoyment.

On the other hand, in his study, Miskill (1990), tried to investigate the effect of games on the motivation of students who spoke English as a second language. The sample of his study consisted of ‘14’ students who learned English as a second language; two of them were from the Middle East, two from Europe and the rest were from Asia, Africa, and South and Middle America. All of them spoke English as a second language.

This game included many movements in perusing a thief and catching him. The geography of the world, flags and coins were considered as the most important giving’s which were used by students during their search. Through this process, students communicated using idioms related to the game. This

game aimed at concentrating on the meaning included in the text of the game, and at dealing with it as if it was real.

The results of the study showed the positive effect of the game on students' ability in getting information and dealing with it in English Especially when they were asked to compare between the information they have learned and then to talk about it.

To investigate the effect of using group games in teaching colors, shapes , places on learners of English as a second language by promoting oral acquiring of the language in general, Wruke and Ann(1992), chose a sample of "38" Spanish kindergarten children who aged five, and had a limited skill in English which they learned as a second language in Texas.

The sample was divided into a controlled group of '22' kindergarten children '9' female and '13' male. A syllabus of double language was used to teach this group by a teacher who spoke several languages fluently. On the other hand, the experimental group which consisted of '16' children '9' female and '7' male, students were taught the same syllabus by using group games – directed by a teacher who also spoke several languages. At the end of using the game technique , data was collected by using the language evaluation scales to evaluate pupils' proficiency levels.

In trying to reveal the effect of language games on supporting the oral communicative skills (receptive and productive) in English as a foreign language, Abdo (1993),took a sample from the students of the first basic grade at one of the private schools in Amman. Pupils of the study sample were randomly sorted into two groups. The first group was trained for the oral

communicative skills in a traditional manner, while the other group was trained for the oral communicative skills by using the language games technique.

Finally games were used to train the members of the experimental group for the oral communicative skills. Both groups underwent a test for measuring the communicative skills (Productive and receptive).

The assumptions were tested using the two-way analysis of variance (2x2) to compare the means at ($\alpha = 0.05$) level.

The results of the study showed that there was an effect of using games on supporting the oral communicative skills on students of both sexes.

When analyzing the data, the researcher reached the following conclusions:-

She recommended the necessity of providing Basic schools with appropriate educational games that are designed to supplement and complement the school curriculum.

She also recommended the importance of using language games by teachers of English at the Basic stage of Education.

Then in an attempt to confirm the effect of using games and play situations on students' efficiency in English as a second language, Angelova and Lekova (1995), applied a study on a sample of '183' students aged between 4 and 6 years in Paris the capital of France.

The study used a form with information about 'Play' aimed at promoting students' ability in achieving the second language, and in remembering new words and using them easily.

The results showed that ‘Play’ situations improve students’ skills in applying knowledge in different situations. They also showed that ‘Play’ situations developed students’ education through competitions and other different movements.

On the other hand , to investigate the effect of using language games on the English Language syllabus “Petra” on vocabulary achievement of tenth grade students in Amman, Al-Nimrat (1995) chose a sample of “200” male and female students who were placed in two groups, an experimental and a controlled group. Both groups were given a pre-test and a post-test for the purpose of testing for the effect of the language games.

The experimental group students were taught the English vocabulary using various language games, while the controlled group were taught the same vocabulary using the ordinary method of Petra syllabus. Means, standard deviations, analysis of covariance at ($\alpha = 0.05$) level were used in the research.

As a result of the previous analysis, the study showed that there were significant statistical differences on the achievement of the study sample members on the posttest on spelling and meaning which could be attributed to the use language games.

There were also significant statistical differences on the achievement of the study sample members “female” students on the whole part of the posttest spelling and meaning which could be attributed to language games.

In conclusion the researcher recommended the necessity of using more games in the English language “Petra” syllabus. She also suggested that games

should be used in the other parts of the English language such as structures, conversation, and pronunciation and in other subjects of teaching.

Finally, she assured the necessity of training the English language teachers to be able to develop special games to their students.

Then by using a game which was called (The word Market Game), Sullivan (1995), tried to investigate the effect of games on the ability of students in producing complete sentences by linking words to each other or by re-arranging them.

The study was applied on a group of sixth grade students in a preparatory school in Texas city. The game was carried out during three periods.

In the first period, the teacher explained the aim of the game for students as follows:-

Each one who bought the biggest amount of speech parts which were (Noun, adjective, and verb) from the word (Word Auction), and who was able to form meaningful sentences for money, (Play money) which was prepared for the purpose of the game can get an additional score to his group.

In the second period, students applied the game inside the classroom. Students worked in groups. Each group chose one of its members to go to the market in order to buy and sell words.

As soon as the game started, students of each group started calling each for a noun, a verb or an adjective. At the end of the buying process, students started constructing sentences out of the words which were bought. At the end of the whole process, the teacher collected students' papers.

Then, in the third period, students were given back their papers and were given a chance to see their results and talk about the game.

By mentioning what they have already learned from the game, students pointed to the positive effect of practicing it on their production of language, especially on producing simple and compound sentences. They also talked about the effect of the game on their ability of pronouncing words correctly.

Furthermore, to investigate the effect of using games on students' ability of making conversations, Densmore (1997), applied his case study on a girl and a boy from grade 1 in Boston city in the U.S.A. . Both were from a high class and from different nationalities. The two pupils had to make a dialogue in which they talked about three situations:

First: They talked about the language test they had at school.

Second: They talked about the length of time each participated inside the classroom.

Third: They talked about playing 'Monopoly' at home.

Each of the previous three situations was a language game, and in each situation the two pupils had two different habits and different behaviors.

For example, the girl was less competitive and less efficient than the boy in the classroom test situation.

On the other hand, the boy was more cooperative with his teacher in an ordered sequence during his participation inside the classroom, while the girl used a lot of rhymes, repetitions and incorrect vowels to express her experiences which made it difficult for her teacher to support her as long as she was talking.

In regard to family situations; the aim of the girls' family was meeting and enjoyment. But the boys' family aim was sharing, competing, and winning. The results of the study showed that 'Play' situations are affected by students' background and sex.

Finally, the effect of using games in English language teaching was assured by Al Madanat (2000), who tried to investigate the effect of using games in English language curriculum "Petra3" in the post reading stage on seventh grade students' achievement in the conceptual reading.

The researcher chose a purposive sample consisted of "98" male and female students who were randomly distributed into an experimental and controlled groups.

The experimental group was taught lesson 2 using language games whereas, the controlled group was taught the same lesson using the traditional method.

An achievement test of "50" items was constructed and validated. The study revealed the differences between the experimental and the controlled groups attributed to the teaching method in favor of language games. The study also showed that there is no statistical differences due to gender, and the interaction between the teaching method and gender.

As a result, the researcher recommended the necessity of conducting more studies in using the language games and their effect in enhancing language skills and other different subjects.

Second: Relevant studies concerning languages other than English

Apart from the English language, French and Arabic were considered as another field of study on which investigators can apply their games and test the effect of their use.

As an example, the study of lefkowitz (1987), tried to inquire the effect of using a French language game called 'verlan' or 'vowels' on the ability of communication of students within different social situations and language situations.

This language game aimed at changing the positions of letters, or adding letters at the beginning or at the end of the word.

The researcher made a survey on a sample chosen from the French society which consisted of '450' schoolgirls and schoolboys aged between eleven and twenty. These students were chosen from the grades 6,7,9,13, and 16, in Paris. These boys and girls reflected different social and economical standards of living.

The researcher didn't try to make any official procedure to assure the random observation to his study on different schools, shops and districts from different parts of France.

Socially, the descriptive results of the study showed that French students in elite schools did not communicate by using the game for they believed that it kills the French language.

The other members of the sample pointed to the idea that such a game is mostly used secretly as a street language, to talk about illegal things, like using it by robbers and teenagers. Especially that this game creates an ideal

way of speaking which can be used by one group of people and not used by other groups.

Linguistically, the analysis of data didn't show any clear effect of using the game on distinguishing between the weak and strong parts of the language system, but it showed a clear effect on the elements of language vocally and grammatically.

Another example of acquiring the effect of using games on students' assimilation and achievement in French language, was the study of Breen and White (1996) which purpose was to reveal the effect of these games on students' assimilation and achievement in French. The researchers used a language game called "Fenetics", which was an inventive game used for teaching the introduction to the French language to the gifted students.

The main element of the game was a word which in the study was called "Logo". On the other hand, the teacher prepared a list of '20' French sentences to be used in the game.

The sample of the study consisted of '20' French' gifted students who had previous academic training in language. These students were randomly divided into two groups. One student in each group was appointed to be a timekeeper.

Each student in both groups was given a sentence by the teacher, and was asked to look at it secretly. Then to decide which (logos) he should use to represent the sentence which is similar to his sentence.

When the game started, the first student of the first group went towards the chalkboard, and drew the words assimilated his own sentence as soon as

students responded in right French, the timekeeper announced the time given for the answers. Thus the process continued until all students assimilated their sentences by giving drawings.

Cardboard cards were used to present essential concepts to understand and learn pronouns and verbs.

In addition to their rapid understanding of drawings, students enjoyed using them to assimilate the words aimed to be taught during the process.

This helped them to form correct sentences and express them in right French.

At the end of the game, the winner team was the team which finished the process earlier than the others.

The answers of the students were registered and a descriptive analysis were made to it, and the results indicated the positive effect of using 'Funitics' game on the deep rapid learning of vocabulary and grammar.

Another game which was called (The reception game) was used by Kaplan (1997) to investigate the effect of language games on promoting self confidence while talking the French language.

The sample of the study consisted of eight to ten students who spoke English as a second language in Washington.

The students were exposed to a situation in which they had to talk to French guests in a post office. The study used the "experimental model" which demanded writing about previous experiences as well as writing about events which students may face in the post office, and which also demanded doing contrary behaviors and evaluating them.

The study lasted from three to four days through which students were given questionnaires by which they can evaluate their performance. And in addition to the videotape recordings for different situations, oral feedback was given by the students' and the guests.

The results of the descriptive analysis to the data showed that there was a positive effect of the language games on promoting students' self confidence and performance.

Finally, in his attempt to reveal the efficiency of using educational games on the Arabic language grammar, Hassan (1999) chose a teaching unit to teach the "present verb" in Arabic language with its vowel points for fourth graders in the government schools in the district of Asyute in Egypt.

An achievement test was built on the unit chosen by the researcher, and was applied on an experimental group and two controlled groups after teaching the whole unit. The aim of the test was to reveal the effect of using the previous way on the students achievement and on their ability of keeping information they have already learned about language.

Results were analyzed by using t-test, and showed a clear effect of games on the achievement of the experimental group which members were able to keep the structures they have learned in their minds.

As a result, the study recommended the necessity of designing games for the rest of grammatical subjects for fourth grade pupils.

Third: Relevant studies concerning other subjects and activities

In order to be able to inquire the effect of using educational games on students' understanding of mathematical concepts, Mustafa and Sulyman (1986) chose a sample which consisted of (31) students from both sexes who were being trained at the methods of teaching mathematics in Bahrain. College” in the year 1985/1986.

The students were chosen randomly and were divided into two groups, the controlled group which consisted of “23” boys and girls, and the experimental group which consisted of “9” students.

Different games were used to teach the experimental group through “13” weeks of study. Then a test of Concepts and a (Wilcoxon rate sum test) were applied to classify students in both groups also to analyze the post results of students.

The results of the study showed that educational games affected the trends of students towards mathematics positively, Moreover, there were no statistical differences between both groups in understanding mathematical concepts due to the method used.

At the end, the study recommended the necessity of using games to investigate their effect on students' achievement and trends in different subjects.

Another study was conducted by Abu Rayya (1993) to reveal the effect of using the strategy of teaching by using computerized games to get different mathematical skills by sixth grade students in private schools in Amman.

The sample of the study included “101” sixth grade schoolgirls and schoolboys in one of the private schools in Amman.

This sample was randomly divided into two groups, controlled and experimental. The experimental group was taught by using different educational games, which were carried out on the computer screen.

At the end of the teaching process, both groups were given an achievement test, and by applying (Ancova), the results showed that the experimental group was better in achievement than the controlled group. They also showed that there was no statistically significant effect in students’ achievement due to sex.

Finally, they showed that there was a statistically significant effect due to the interaction between the method and sex.

The study recommended the necessity of applying more research studies on different subjects in the different learning stages.

Then Middleton and Murray (1999) conducted a study which tried to investigate the effect of using different levels of technology on students’ achievement in mathematics and on the rate of applying those different levels in the classroom.

The sample of this study consisted of (107) Female and male teachers in addition to (1466) fourth grade schoolboys and schoolgirls, and (1108) fifth grade schoolboys and schoolgirls distributed in fifteen schools in south California.

The element of the study was a questionnaire which was repaired to enable the researchers to know the levels of technology used by teachers in the classroom.

The fourteenth question was related to the degree of employing games in reading and mathematics by using the computer.

The one-way analysis of variance was used to compare the effect of this technique.

The results showed a significant effect of using games on fifth grade students in reading and mathematics. Also they showed that there was no significant effect on the achievement of fourth graders in these two aspects.

In general, the study assured that students' achievement is affected by the level of technique used in the classroom, especially carrying out games displayed on the computer's screen.

The study recommended using what is familiar of techniques and is ready to be used inside the classroom.

Furthermore, De Jean; Upitis; Kock; Young (1999) tried to reveal the effect of using the game called "Phonex Quest" on students' learning and assimilation of language and mathematics: This study meant to pursue two paths:

The first path was a case study which was applied on 'six' girls aged between twelve and thirteen years, from the city of 'Ontario'. These girls had different academic levels and different interests in the syllabus. This case study aimed at reporting the behaviors of girls which appeared during 'Play'. The girls were given several months as a chance during which they can know the game and be acquainted with it. After this period of time, many observations were made by the researchers, many reports were given about the girls, and many

meetings were held with them to talk about the game from different sides, like presenting the story in a non-linear format, and appreciating the elements of problem solving in the game, in addition to defining the main characters in the story, and realizing the mathematics included in the game.

The results of the observations and meetings showed that the girls liked the game, especially that the hero of the story was about the same age and from the same sex. On the other hand, some other aspects of the study were less successful. For example, the Non-linear format was frustrating to all students except one girl. Also one girl only was able to recognize the mathematics included in the game.

The problem solving element interested all of the girls, especially that they all liked making research studies and puzzles, The other side of the study was the supplementary large scale study which was applied on a sample of students aged between eight and twelve in the city of “Ontario”.

The students were distributed in four classrooms from fourth to sixth grades. This study lasted for six months and aimed at revealing students’ reactions towards the same game, in addition to deciding what they like or prefer in the game for the aim of comparative analysis. The data which was collected showed that the girls used one aspect of the game which was writing postcards more than the boys.

This may be due to the reason that the hero of the game was a girl. Girls, also showed interest in perusing the hero’s adventures. But boys showed more interest in giving advices, watching others playing, and discussing the game in their spare time.

Moreover, boys were better than girls in distinguishing the mathematics in the game.

At the end, the results of the study showed that there was an effect of sex on mathematics included in the game, in addition to the writing skill represented in writing post-office cards.

In general, the results of this study agreed with those of Densmore in the difference of 'Play' results between the two sexes which may be attributed to the differences in study societies and cultural backgrounds.

By trying to observe Play activities of Jordanian children and to classify them according to sex and age Jebrin (1980) aimed at knowing the different types and names of "Play" in addition to the period of time a child needs to play everyday.

The sample of his study consisted of (111) children aged between two and twelve years in the city of Amman and its suburbs.

To achieve the aims of the study, the researcher used the direct observation method to watch all child's activities during his/her awakening as long as possible.

The children's activities were observed in their social environment, then recorded in a special form step by step, followed by meetings and visits were made by the observer. The study lasted for twelve weeks, then reports were emptied and "Play" activities were classified in four groups.

The results of the descriptive study revealed the differences between both sexes. They showed that girls liked quiet games, which represented family life and social situations more than boys.

On the other hand, boys liked disordered and fast games.

According to the study we can find that linking a specific type of games differentiates according to the child's sex and is due to the factors of home and environment.

Also the results confirmed the effect of games on the children's behaviors.

Finally, the study recommended the necessity of conducting more objective games and of enriching them in quantity and quality to achieve the educational aims.

Einarsdottir (1996), on the other hand, tried to investigate the effect of games on increasing students' interest in reading, and on developing their literary behaviour by introducing reading texts through play situations.

The sample consisted of (12) children from the pre-school stage. These children were exposed to dramatic play situations and they were compared other school children group in order to reveal the efficiency of dramatic play while being applied on reading texts.

The descriptive results showed that pupils involved in the mission efficiently, which lead them to a more, modern and effective behavior as a result of dealing with games.

The study recommended the necessity of strengthening dramatic play in reading. It also recommended using play completely with the reading text which shows the positive effect of play on comprehending the reading text.

Then the study of Adbis (1997) tried to find out the effect of delusive play on the growth of social skills for superior children in the kindergarten stage. Also the study aimed at showing the efficiency of using a special teaching program

that included delusive play situations and its effect on teaching superior children some social skills like talking, sharing others, cooperating, and being responsible.

An experimental method was used on a sample of “16” kindergarten children at “Thurayya School” in Kuwait; these children who aged from five to six were mentally gifted, but were not so adapted socially.

To sort the mentally gifted children, different tools were used such as, “A thinking test”, a drawing test. Moreover, an evaluation tool, and an accumulation card were used to sort children who suffered weaknesses in certain skills.

The results showed a clear distinction between both groups in social skills. They also showed that the experimental group results in the posttest were better than those of the controlled group.

Finally, they showed that the efficiency of the program went on even after it has experimentally ended.

In light of what preceded of the previous studies we can notice the following:-

- 1- There was a statistically significant effect in teaching the different skills of the English language and the trends towards it. Like promoting the reading and narrating skill, and the ability of making a dialogue, and gaining of the vocabulary of language and the easiness of remembering and assimilating it, (Wruke and Anne, 1992; Miskil, 1990; Angelova and Likova, 1995; Sullivan, 1995).
- 2- There was a statically significant effect in using games for teaching French as a second language in its different skills. Such as assimilating

- its vocabulary by students and being able to make dialogues in addition to having the knowledge of its structures and formation, and is promoting to social skill of students through the interaction among themselves,(Kaplan, 1997; Brean and White, 1996; Lifkowitz, 1987).
- 3- There was a statistically significant effect of games in students' achievement in Arabic language grammar, (Hassan, 1999).
 - 4- There was a statistically significant effect of using games in teaching the mathematics and its different operations,(Middleton and Murray, 1999; De Jean, Upities, Kock, Young, 1999).
 - 5- Some studies indicated the point that play situations are usually affected by the sex of students, (Densmore, 1997; De Jean, Upilis, Kock Young, 1999).
 - 6- There was no statistically significant effect of using games on students' achievement due to sex (Abu Rayyah, 1993; Abdo, 1993).
 - 7- There was a statistically significant effect of using games and play situations on students' social skills, (Gibrin, 1980; Adbis, 1997).

Summary

This chapter presented Arab and foreign studies which dealt with games from different aspects.

These studies were classified under three titles. The first title presented relevant studies concerned with the English language teaching. The second dealt with relevant studies concerned with other languages, and the third title

introduced some relevant studies concerned with teaching other subjects and activities.

Chapter one, on the other hand , revealed that in spite of having many Arab studies that dealt with teaching games in general and with language teaching games in particular, we can find that there were insufficient Arab studies which tried to investigate the effect of using games on teaching the different skills of language such as teaching the vocabulary for seventh graders which the researcher tried to investigate in this study.

Experimental studies were limited to the study of Alnimrat (1995) which pointed to the effect of teaching vocabulary on tenth grade students. Also the study of Abdo (1993) which explored the oral communicative skills for the first grade students.

The same can be said about the foreign studies some of which were descriptive and others dealt with the reading skill but not in an experimental frame.

From what preceded, we can notice the necessity of conducting more experimental studies in teaching language, especially teaching the vocabulary of language which may enrich the educational literature in this field.

The previous Arab and foreign studies indicated the effect of games on students' achievement in different school subjects in general, and in the English language in particular.

Those studies were limited to inquiring about the effect of using games in teaching the skills of oral communication and oral gaining of vocabulary,

structure, and other different language skills. Also, the previous studies were limited to inquiring the effect of developing the reading skill in general and the narrative skill in particular. So this study is considered as an extension to the previous studies for the fact that language skills do all have the same importance.

CHAPTER THREE

METHODOLOGY

Introduction

This study aimed at investigating the effect of using language games on vocabulary achievement of seventh graders in the district of Jerusalem.

This chapter dealt with the methodology of this study and its procedures related to the subjects of the study, the sample, the instrumentation, the pilot study, procedures which were used to apply it, a description of the twelve games used to achieve the aim of the study each including the new words it aimed to teach, and finally the statistical analysis used for analyzing its results.

Population and Sample

The population of the study consisted of all seventh graders (male and female) students who learned “Students' Book3” in the district of Jerusalem.

According to the records and registers of the Ministry of Education, the total number of students who learned “Students Book3” in the year (2001-2002) was about “945”. (352) schoolboys, and (593) schoolgirls in the Palestinian authority schools and (UNRWA) schools in Jerusalem area.

In this study , a purposive sample of (154) boys and girls of seventh graders were chosen. They made up 14.6 percent of the population of the study.

The researcher selected two schools out of seventeen schools in the district of Jerusalem in which taught “Petra” for seventh graders. These two schools were “Al Aytam Islamic School (D) for Boys” in Jerusalem and “Sur-Baher

Basic 'UNRWA' School for Girls" in Sur-Baher village in the south of the old city of Jerusalem for the school year 2001-2002. "80" seventh graders were distributed in two classes in the Boys' school "39" in grade 7A, and "41" in grade 7B . On the other hand, "73" girls were distributed in two classes, "37" in seventh grade "A" and "36" students in seventh grade "B". So the number of seventh graders included in the study was four out of (29), "19" male classes and "10" female classes in Jerusalem.

The experimental groups and controlled groups in both schools were chosen randomly by drawing lots.

The experimental groups were taught by using the language games method. But the controlled groups were taught by the traditional method.

The study design

This study included the following variables:-

- The independent variable, which included the teaching method which has two levels.
- The first one: The method of using the language games in teaching vocabulary .
- The second one: Using the traditional "Students Book3" method in teaching vocabulary.
- It also included sex, (male and female) students.
- Finally, it included students general ability in English.
- The dependent variable, which included Learning the vocabulary of the second semester in "Students' Boo

Procedures and Data collection

Two schools were chosen purposively to apply the procedures of the study. They were “Al Aytam Islamic School (D) for Boys” which is under the supervision of the Palestinian Directorate of Education in Jerusalem and Sur-Baher Basic School for Girls which is supervised by the “UNRWA” Directorate of Education in Hebron. Each school had got two classes of grade seven ‘A’ and ‘B’.

So, the experimental group of the boys’ school was grade 7”A” and the experimental group of the girls’ school was grade 7”B”.

The two experimental groups were taught by using the language games. On the other hand, the controlled groups were taught by using the traditional method of "Students' Book3".

Five boys and one girl were excluded randomly from the controlled group.

Three boys were also excluded from the experimental group, for the reason of having an equivalent number of students of all study groups, which means to have “36” students in each of the four groups.

The study was applied during ten weeks. Each game was presented in one period at a maximum time of “35” minutes under the supervision of the researcher in the girls' school, and the English teacher in the boys' school.

The two English teachers from both schools cooperated to teach English vocabulary to seventh grade students by using two methods, the method of language games which was applied on the two experimental groups in both schools, and the traditional method of teaching vocabulary which was applied on the two controlled groups in both schools for the second semester of the school year 2001/2002.

The games and the achievement test were discussed, being commented on and adjusted before starting the teaching process.

The test-retest was applied on the pilot study which consisted of fifteen schoolgirls and fifteen schoolboys chosen randomly by their teachers in both schools.

Both teachers agreed on a specific period of time in which they can start applying the two methods of teaching inside their classrooms.

At the end of the process, each teacher estimated the general average of his/her students for the last three years, and corrected the achievement test to find out students' achievement in vocabulary for both groups in each school.

Finally, the scores of all groups from both sexes were gathered and computed and their results were discussed by the researcher.

The pilot study

The pilot study consisted of thirty students (fifteen male) and (fifteen female) students chosen by the two English teachers at both schools, boys and girls were informed that a test would be applied on them for the purpose of experimental research. The students underwent a vocabulary test which lasted for sixty minutes, then they were asked to answer each statement of the test carefully and honestly .

Then at the end of the test, papers were collected then mixed together in order to be corrected . the papers were sorted and the scores of students were listed according to their names in their school registers.

Two weeks later, the same test was applied again on the same sample.

Finally, the test was validated according to the scores of the pilot sample before applying the games.

Instrumentation

To achieve the aims of the study the following tools were used:

1. The language games .
2. The vocabulary achievement test .
3. The total average of each student for the last three years of learning English as a foreign language.

The language games

In this study , twelve language games were developed by the researcher from different resources. The aim of these games was to present ninety four vocabulary included in fifteen lessons of the first part units of seventh grade “Students' Book3” for the second semester of the year 2001-2002. The first part units were six units from unit thirteen to unit eighteen of the textbook. And the second part units were also six from unit nineteen to unit twenty four of “Petra3” textbook.

Developing games for the units of the first part of the second semester based on the following reasons:

First: The researcher expected students to be more acquainted with the lessons, pictures, and titles of seventh grade textbook, so she expected them to be more cooperative and active while dealing with the process.

Second: The researcher intended to let students be used to the new method of teaching from the beginning of the semester and not to be confused with the new method at the end of the semester.

Third: The final units of Students Book3 mostly included revisions of familiar vocabulary included in the units of the whole book.

Finally, the researcher aimed at having enough time to apply the developed games and test their efficiency apart from being restricted to time.

The language games were developed for the first half of the second semester to be carried out by seventh graders inside the classrooms by working usually in groups, and sometimes in pairs.

Before developing the games many steps were taken into account by the researcher as follows

1. Defining the main aim of the study which was teaching new vocabulary in an efficient and enjoyable way by using games.
2. Choosing new words from the list of second semester “Students' Book3” vocabulary which were (94) words to be taught in the above way .
3. The new words were taken from the rectangle at the top of each new lesson within the twelve chosen units.
4. The meanings of words were taken from, (Longman New Junior English Dictionary).

Developing the games

While developing the games the following aspects were taken into consideration:

1. The aim of each language game.
2. The directions of each game.
3. The time needed to carry out each game.

4. The number of students who should cooperate to carry out the game in each group.
5. The vocabulary used in each game.
6. The worksheets and drawings used to teach the new words.
7. The sheets of answers given to students at the end of each activity.
8. The rules of each game.

Validation of the games

To test games validation, the first design was submitted to English supervisors in the directorates of Jerusalem and Hebron to be judged and criticized. Finally, it underwent adjustments depending on previous judgments

After developing the games and adjusting them in their final form. Twelve vocabulary lessons were taught by using the following games:

- 1) Solve the Puzzle Game:** aimed to teach six words from lesson 1 of unit thirteen which were (out of doors-shepherd-hard-auctioneer-life-become)
In each word there was a letter which can occur at the beginning in the middle or at the end of another word which made it easier for students to expect the rest of the word in which they can guess the missed letter.
The aim of this game was to express one's job or jobs by using the main important key words which were the new vocabulary of the lesson.
The reason why the researcher used this specific game is that all words of it, each has one letter at least to share with another, Moreover, students are used to such a game, for they had many games in their "Petra2" workbook which are similar to it, so they can cooperate easily with such a game.

In this game, students were divided into groups of six. Each group was divided into three pairs and each pair competed the other two pairs within the same group.

At the end of the game the winner pair of each group solved one word in the puzzle in front of the class. (Appendix B).

2) The Hinged Sentences Game:

This game was used to teach four words from lesson two, unit thirteen which were (pots-well-electricity-unhappy). These words in the game were considered as hinged words. A hinged word as it was described in the game was a word which lies between two separated sentences and could be used in either of them. A hinged sentence, on the other hand, was a sentence which could be completed by a word taken from a previous sentence or a following one.

In the game , one of the two sentences was considered as the meaning of the hinged word. So students worked in pairs, to read the sentences with the hinged words, separated each sentence alone, then wrote the hinged word in its right way, and finally decided which sentence gave the meaning of the hinged word.

The reason why the researcher chose this particular game was that the number of words in this lesson was small, and nearly no word of the four words is related to the other. So each word lied in a different context. This game helped students to learn words in their contexts. It also helped them to scan for the right meaning of a word in its suitable context and to search a sentence for an obvious meaning. (Appendix C).

3) Impersonating Members of a Set Game:-

In this game students had to talk about different kinds of fruit and vegetables by impersonating each one of them. The names of fruits used in the game as they were mentioned in the context were as follows, (Lemon-olive-melon-orange-apricot-grape),and the names of the vegetables were(tomato-aubergine-potato-lettuce-carrot-cucumber)This game can be used to talk about places, different characters of people, insects germs and other living things or non-living things. In this game students do different activities. They brainstorm the information they know about the different fruit and vegetables. They work in groups to write suitable information each about a kind of fruit or vegetable they choose secretly. Then they exchange places with other groups to read the information which other give and write the name of the suitable fruit or vegetable.

Finally, each group impersonates one kind of fruit or vegetable and talks about it.

This way is an efficient one in confirming information about the thing needed to learn not only in the mind of the speaker but also in the mind of the hearer. It also helps the student to be participant, competitive, and cooperative at the same time. (Appendix D).

4) Meaning Monopoly Game:-

This game tried to find out the most important words which described a traffic police job which were (Traffic police-direct-get on with-a few-centre-quiet-hate-love-unhappy).

The design of the game suited the nature of this job. It contained stations, directions people won and others lost, people got money from other people, some felt satisfied and others felt unhappy ... etc.

In this game students were divided into groups of four. Each student in each group tried to bankrupt other students in his group by knowing as much meanings in the stations he/she passed through as possible. So each student participated independently to compete other students in this game. (Appendix E).

5) The Hidden Words Game:-

This game included words which described a winter day. These words were(crossroads-crowd-coat-cloudy-round-scarve-barrow-warmup) hidden horizontally or vertically in squares.

Pictures, sentences, and the number of letters of each word were used as clues to help students find the words easily.

Students worked in groups of six, each group was divided into three teams of two, each team competed against the other two teams within the same group. Each group got two sheets of paper on which squares and clues were shown, and each group got a die with which they can play while carrying out the game.

The aim of this game was to help students form meaningful words from a set of letters. On the other hand, the game aimed at helping students to pick out what is meaningful and useful of the language and to leave what is not useful. (Appendix. F).

6) The Triangle Game:

The aim of this game was to describe a job from three dimensions.

The names of nine jobs were written on chalk board as follows (nurse - reporter - shepherd - traffic police - clerk - presenter - secretary - teacher auctioneer). Students were arranged in four groups of nine, each group sat around a table.

Each group of students wrote (instruments place, job) each on a strip of paper and fixed it to one of the triangles of their table. Next, three students of each group sat near the "Job" angle. Three near the place and three near the " Instruments" angle. Each three form one team.

The instruments' team chose one job secretly wrote the instruments necessary for it, then passed a sheet of paper to the group of " Place " who should guess the place of the job according to the tools used in it, then, the final stage is the group of "Job" which should guess the job according to tools and place.

In this game students expressed different jobs in an easy language that went along with their level. (Appendix G).

7) The Scattered Letters Game:

In this game students tried to form words whether verbs, nouns, or adjectives which give similar meanings to the sentences written above each circle of scattered letters. The words are as follows(Light-earth-space-collection-astronaut-satellite-worth-under-water-predict-cloud).

The number of letters of each word is given in the squares included in the circles.

This game urged students' thinking towards forming nouns-adjectives- and verbs in a logical way according to their meanings.

The researcher chose this game for teaching a big number of words which have got a number of letters which is not small, five and above.

In this game some difficulties arose in arranging the letters of some meanings, especially the meanings which have got a number of letters which may occur more than one time in a word.

To overcome this difficulty teacher gave students ten minutes of time to read the text in which words occur silently then to close the book and start the game. (Appendix H)

8) Dominos:

This game was similar to the game of jigsaw which the students were acquainted with in grade six. But instead of having parts of people or things drawn on cardboard the researcher used the idea of drawing domino pieces on cardboard with a letter on each piece. The dots around each letter on each square indicated the letters which proceeded and came after this particular letter on each piece of cardboard. The names of the new words in this game were (throw away-keep-swap-valuable-look-postage stamp-pay for-deliver-label).

In this game students had to do a lot of things. They had to work together in groups to cut pieces of cardboard into small squares, then to mix the squares together each group on its desk. Next, groups had to mill around and each group had to take a desk of another group. Finally they had to arrange the letters on each desk to form meaningful words.

The main aim of this game was to teach students new words about stamps and things related to them in an active and enjoyable way.

There were many other benefits which students gained by learning in this way. Some of these benefits were learning by doing, learning how to be cooperative and competitive, practicing how to look up words by arranging their letters in a right way, and finally learning how to arrange things correctly in a short period of time. (Appendix I).

9) The “E” Puzzle Game:

The main aim of this game was to teach students new words about life in the desert. All the words in this lesson had something in common which was the letter “E”. These words were the following (easily-rest-guest-dozen-carpet-divide-survive) Students were acquainted with such a game for they had many games which assimilated it in their workbook.

To carry out the game, students had to cooperate in groups and compete between each other. Each team of each group tried to make as much meaningful words as it could correctly. (Appendix J).

10) The Vowel Search Game:

This game aimed at teaching students new words related to the most important animal of the desert which is the camel. The new words were (wide feet-cloth-hump-pommel-saddle-eyelashes)

This game concentrated on the importance of vowel in English language in giving meaningful words, for the vowels of each word can give a different meaning from other words in language. Especially that there are so many

words in English which have same sounds and different spelling. The only way we can differentiate between their meanings is by knowing their vowels. Examples of these words (week, weak), (son, sun), (piece, peace).

The reason why the researcher chose this game for this particular lesson that the stress in each new word in the lesson the stress was on vowels. The vowels, used in this game were (u , a , o , e).

In addition to the main aim of the game students were benefited by confirming the concept of vowels in their minds, and by using vowels to form meaningful words in an active and enjoyable way. (Appendix K).

11) The Mime Game:

Miming is considered as a mean of communication between people, for sometimes one can tell something or ask for something by acting it out without uttering any word. Moreover, people usually express their happiness by laughing and express their sadness by crying. So the aim of this game was to help students practice this way of communication by noticing and comprehending the mimes that others make, then by expressing them in meaningful words.

The reason why the researcher chose this particular game was that the vocabulary of the lesson consisted of words which expressed actions.

Especially that the lesson talked about the steps of making coffee. The words used in this game were (beans-roast-grind-boil-pour). (Appendix L).

12) Snakes and Ladders Game:

The aim of this game was to teach new words about a Bedouin wedding. The new words were as follows : (bride and bride groom-prepare-henna-dress-jewellery-seat-lead-inter-feast).

The information introduced to teach the new words was presented in a form of steps, started at the beginning of the wedding, and finished at the end of it. So this game aimed at helping students to organize the new information they learned in their minds according to a certain order.

Students worked in six groups which were divided into teams of two students. Each team in a group competed against the other teams in the same group. The winner team was the team which score took it beyond finish. (Appendix M).

The previous games were carried out inside the classroom by taking into account the following steps:

1. During the games , students cooperated and competed in groups.
2. The differences in abilities between students were taken into account while distributing them in groups.
3. Students were asked to finish the game in a maximum time of 35 minutes.
4. In some games, the teacher wrote needed words and expressions on chalkboard, so students were not allowed to use the text book to get fast answers.
5. At the end of each game students were given sheets of right answers to correct their errors.

6. Each group was given the essential sheets of paper and cards needed for the game before starting the game.
7. the steps of each game were explained to students at the beginning of the period, in order to be carried out correctly a part from wasting the time of the game.

The vocabulary achievement test

This test was developed as follows:

1. Forty words of the vocabulary used in the language games were chosen to build the achievement test.
2. The forty new words were used in three questions. The first question was a multiple choice question. It consisted of ten sentences, in each sentence a new word is underlined, and four choices were given under the sentence in which one choice is correct.

The second question consisted of twenty incomplete sentences, and the student had to complete each sentence with one of the words listed above them.

Finally, the third question consisted of ten new words in column 'A' and their meanings in column 'B' arranged in a random way. Students had to put the number of each word in the bracket next to its suitable meaning.

3. The new words which were chosen from the set of vocabulary were taught to students in the second semester; each word was put in one sentence and was given a mark. So the total score given to evaluate the test was out of forty.

This test was applied after ten weeks of applying the two methods of teaching, The language games method and the traditional method. The statements of the achievement test were the same as the statements of the pilot study test with some adjustments.

The students who were absent in the achievement test were excluded when the results of the study were discussed. These students were one girl from the controlled group, and four boys, one from the experimental group and three from the controlled group.

As a result, five students out of “144” were excluded, so, the total number of students became “138”.As it clarified in table No.(1) below .

Table No.(1)
Distribution of schools, groups and sections of classes.

School name	Al Aytam Islamic School (D) for Boys		Sur-Baher Basic School for Girls	
Teaching Method	The traditional method	Language games	The traditional method	Language games
Class Section	B	A	A	B
Students number	34	35	33	36

Table No.(1) showed the names of schools, the section of each class, the methods of teaching used for each class , and the number of students in each section.

Tables (2) and (3), however, showed how the sample of the study was distributed by sex and by group.

Table No.(2)

Sample Distribution By gender

Sex	N	Percent
Male	69	50.0
Female	69	50.0
Total	138	100

Table No.(3)

Sample Distribution By Group

Group	N	Percent
Controlled	67	48.6
Experimental	71	51.4
Total	138	100

Test Validity

The vocabulary achievement test was judged by a committee of English supervisors in the Directorates of Education in the areas of Jerusalem, Bethlehem, Ramallah and Hebron, it was also submitted to some English teachers who taught the Petra series for different classes.

Test reliability

One group test and retest was applied on '30' schoolboys and schoolgirls who were chosen as a "pilot study" from the subjects of the study. After correcting the test which was applied two times within a period of two weeks. The results were analyzed by using spearman correlation. The reliability of the test reached about (0.82).

Finally the general ability of students in the last three years of learning English was found out by using (t-test) and students of the sample of the study were divided according to their level as follows :

Table No.(4)

Sample Distribution By General Ability In English

General Ability In English	N	Percent
Low proficient students (under 54)	34	24.6
Med. proficient students (54- 82)	70	50.7
High proficient students (82+)	34	24.6
Total	138	100

The method of teaching

The aims of the study were achieved by using two different ways of teaching which were:-

1. Using Language Games in teaching vocabulary for seventh graders.
2. Using the “Students Book3” traditional method.

The statistical analysis

The data was collected and computed by using the Statistical Package for Social Science (SPSS).To test the hypotheses of the study , the test reliability was found out by using Spearman correlation . On the other hand, (t-test) was used to test whether the controlled and experimental groups were equal before starting the study .It was also used to find out the differences in the means between the controlled and the experimental groups according to their level of ability in the English language. Moreover, It was used to test the difference in the means of students achievement in English as a foreign language in the vocabulary achievement test due to their group.

Finally, it was used to test the difference in students' achievement due to their gender .

On the other hand , the (one-way analysis of variance was used to test the differences in the means between the controlled and experimental groups due to their ability in the vocabulary achievement test .

Summary

Chapter three presented a description of the population and sample of the study. It also presented a description of the procedures of the study , the data collection, and the pilot of the study . Moreover, the twelve language games, and the steps followed in carrying them out, in addition to the achievement test were explained briefly, followed by the statistical analysis of data which were used to test the four hypotheses of the study.

Finally , this chapter included the different tables which showed the sample distribution by sex , the sample distribution by group , and the general ability of students in the last three years of learning English as a foreign language .

Chapter Four

DATA ANALYSIS

Introduction

In this chapter , the essential data such as the total average of each student in the sample of the study in the last three years (fifth , sixth , and seventh grades) were gathered and given special coding in order to be analyzed statistically by using the (SPSS) program . The (t – tests) and the (one-way analysis of variance) in addition to the means and standard deviations were used for the purpose of testing the following four hypotheses of the study :

1. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary by using the method of games and those who were taught by using the traditional method due to their general ability in EFL.
2. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who were taught by using the traditional method due to their group.
3. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who learned by the traditional method due to gender.
4. there is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by

using the traditional method and those who were taught by using Language games due to the level of their ability in the vocabulary test.

The first Hypothesis

To investigate the first hypothesis of the study , a (t-test) was applied to find out the differences in the level of student’s ability in the English language in the last three years of learning according to the group variable which is clarified in Table No.(5) as follows:

Table No. (5)

(t- test) results for the differences in the level of student’s ability in English in the last three years according to the group variable.

Group	N	Mean	Std Deviation	df	T-value	(p)
Controlled	67	69.30	16.12	136	0.933	0.352
Experimental	71	66.64	17.24			

The results of t-test analysis indicated that there was no significant difference. (p = 0.352) bigger than (0.05); so the hypothesis was accepted.

The second Hypothesis

(t-test) was used to test the second hypothesis. The results were indicated and the differences in the effect of using the method of games on student’s achievement of English vocabulary in the achievement test were clarified in table No.(6) as follows:

Table N0. (6)

The results of (t – test) for the differences in the effect of using games on the student’s vocabulary achievement in English as a foreign language in the vocabulary achievement test due to the group

Source of variation	N	Mean	Std . Deviation	df.	t-value	Sig.
Controlled group	67	57.94	21.72	136	-2.658	0.009
Experimental group	71	67.78	21.71			

The results of (t-test) analysis indicated that there was a significant difference. ($p=0.009$) less than (0.05); so the hypothesis was rejected.

The third Hypothesis

The (t-test) was used to investigate the effect of using games on the achievement of students who learned the vocabulary of English as a foreign language in the vocabulary achievement test according to gender as it clarified in table N0.(7).

Table No. (7)

(t-test) results which show the effect of using games on student’s vocabulary achievement in EFL in the vocabulary achievement test due to gender .

Sex	N	Mean	Std Deviation	df.	t-value	Sig. of t
Male	69	64.02	24.30	136	0.536	0.593
Female	69	61.99	19.99			

Table (7), indicated that the significant level of ($P = 0.593$) which is bigger than ($\alpha = 0.05$), This showed that there was no significant difference due to gender. So the hypothesis was accepted.

The fourth Hypothesis

(one – way analysis of variance)was used to test the fourth hypothesis. The results of the analysis indicated in table eight below as follows.

Table No. (8)

The results of (one-way analysis of variance) for the differences in the means between students who were taught by using the method of language games and those who were taught by using the traditional method due to student’s ability in the language.

Source of variation	df	Sum of squares	Mean of squares	F-value	P
Between groups	2	39290.501	19645.251	94.050	0.000
Within groups	135	28198.992	208.881		
Total	137	67489.493	-		

One-way Anova was used to test the fourth hypothesis. The result of the analysis indicated that there was a significant difference. ($P = 0.000$) less than ($\alpha = 0.05$); so the hypothesis was rejected.

Table No. (9)

(numbers, means, and standard deviations) for the effect of using games on student’s vocabulary achievement in EFL in the vocabulary test according to their level of ability in the vocabulary achievement test .

General Ability in English	N	df	Mean	Std Deviation
High proficient	34	2	40.66	16.52
Med	70	135	61.46	14.94
Low proficient	34	137	88.52	10.67

Summary

Chapter four dealt with the data analysis and their results.

The results of each hypothesis were clarified statistically by using the different tables that indicated them.

The results of the first hypothesis showed that there was no significant difference at ($\alpha = 0.05$) between the experimental and the controlled groups in the level of their ability in English as a foreign language. The results of the second hypothesis, on the other hand, indicated that there were differences in the means between the experimental and the controlled groups in the vocabulary achievement test in favor of the experimental group; while the results of the third hypothesis showed that there were no statistical differences in the means between both groups due to gender.

Finally, the (one- way analysis of variance) indicated the differences in the means between both groups due to their level of ability in the achievement test in favor of the high proficient students.

Chapter five

Discussions, Conclusions and Recommendations

Introduction

This chapter dealt with the results related to the four following hypotheses of the study :

1. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary by using the method of games and those who were taught by using the traditional method due to their general ability in EFL.
2. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who learned by using the traditional method due to their group.
3. There is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the method of games and the means of those who were taught by the traditional method due to gender.
4. there is no difference of statistical significance at ($\alpha = 0.05$) in the means between seventh grade students who were taught vocabulary of EFL by using the traditional method and those who were taught by using Language games due to the level of their ability in the vocabulary test .

The results of the previous hypotheses were presented as follows :

1- Results of the first hypothesis:

The general ability of students was found out by calculating the total average of students' scores for the last three years of learning English.

The (t-test) revealed that there were no differences of statistical significance at ($\alpha = 0.05$) in the level of students' achievement ability due to the group variable. This shows that the experimental and controlled groups of the study from both sexes were equivalent before starting the study.

The equal results of the groups before starting the procedures of the study due to the fact that all groups were exposed to the same method of teaching English as a foreign language which was the traditional method .

2- Results of the second hypothesis:

The results of (t-test) proved that there were differences of statistical significance at ($\alpha = 0.05$) in the effect of using games on students' achievement in English vocabulary due to the group in favor of the experimental group . These results agreed with the results of most of the previous experimental studies such as the study of Abdo (1993) , Abu Rayyah (1993), Al Nimrat (1995), Hassan (1999) and Al – Madanat (2000). They also agreed with other foreign studies, such as the study of Bernaus (1987), the study of Meskill (1990), the study of wruke and Ann (1992), the study of Solivan (1995), the study of Breen and white (1996), and finally, the study of Densmore (1997), which all indicated the positive effect of the method of games on students` achievement .

On the other hand, the results of the this hypothesis were in contrast with the results of Mustafa and Sulyman's study which didn't show any significant effect of games on students' achievement in mathematics, although they had positive trends towards learning it. This may be due to the nature of the subject itself which made students being interested in the content more than being interested in achievement.

The previous results of the second hypothesis indicated the positive influence of games which is often far-reaching , and which has an important role in motivating students and in stimulating their thinking, for games can afford opportunities for students to get personally involved in the class work and experience the excitement and responsibility with a more direct contact with the foreign language . So the method of games provided learners with reinforcement by competition and independent practice instead of the direct instruction of their teacher who by this method served only as a guide and mentor and who at the end provided feedback for his students and helped them to develop their abilities in understanding foreign lexical items and using them in different contexts. So the second hypothesis proved the superiority of the method of using games in teaching the vocabulary of EFL over the traditional method .

3- Results of the third hypothesis :

There were no differences of statistical significance at ($\alpha = 0.05$) in the effect of using games on students achievement in English vocabulary due to gender.

The (t-test) results showed that there was no significant difference in the means between male and female students in the experimental group . This may be due to the fact that both girls and boys were exposed to similar social and educational environments .

The results of the third hypothesis , however , focused on the importance of how students learned as much as what is learned , and have shown that the method of games played an important role in increasing both girls' and boys' learning , and in helping them to become more responsible. This results from enhancing their memories and trusting their own minds.

Finally, by learning more than one right way to do things through the method of games , both girls' and boys' performance was clearly improved. So this method proved to be as a successful one for both sexes, especially that it could present a more attractive face to the student than does a book or a chalkboard .

The above results agreed with the results of the following:

Abdo (1993), Abu Rayya (1993), Madanat (2000).

But, on the other hand , were in contrast with the results of other studies such as the results of Jebrin (1980) which showed that the girls liked quiet games which represented family life and social situations while boys liked disordered and fast games .

The results of Alnimart (1995) which were in favor of the girls in the study.

The results of Densmore (1997) which showed that play situations are affected by students` background and sex . Finally , the results of De

Jean; Upitis; Kock; Young (1999) which proved that there were differences in play results between two sexes .

The differences between the results of both sexes in the above studies may be due to the differences in the societies of the study , the teaching phase , the nature of the subject and the games used to teach it .

The similarities between the results of both sexes, on the other hand, due to the atmosphere that of competition created between both sexes as a result of games which encouraged students to achieve higher scores at the end of the process. Moreover, having same background of both sexes may explain the proximity in their results.

4- Results of the fourth thypothesis :

The (one way analysis of variance) showed that there are defferences of statistical significance at ($\alpha = 0.05$) in the level of students achievement in English vocabulary due to the level of students' ability in favor of high proficient students. This may be attributed to the fact that high proficient students have got great impulse towards learning in general, and they have also got good mental abilities which can help them to obtain knowledge. While low proficient students in general have got different learning difficulties which might be referring to social behavior difficulties such as trouble interacting with others, difficulty understanding expressions or gestures , tendency to misinterpret behavior of peers , in addition to the fact that they are easily frustrated, Foss (2001).

Moreover, low proficient students may also have attention difficulties such as inability to follow multiple directions , rejections of new concepts or changes in routine , or focusing on a task or finishing work on time, Foss (2001).

Finally , low proficient students may had some language difficulties , such as slow learning of the correspondence of sound or letter , and consistent errors in reading or spelling , Foss (2001).

So these problems should be taken into account by teachers and specialists who should cooperate to help students to overcome their difficulties as much as possible during the teaching – learning process. For such students have special needs and should receive services in a resource room or a special classroom in a regular school .

Conclusions

Going through chapter five, we can notice the following conclusions of the four hypotheses:-

- 1- There were no differences of statistical significance in students' EFL general ability.
- 2- There were differences of statistical significance due to the group in favor of the experimental group.
- 3- There were no differences of statistical significance due to gender.
- 4- There were differences of statistical significance in the level of students' ability in the vocabulary achievement test in favor of high proficient students.

Recommendations

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

Educational authorities were advised:

- To increase the weekly English classes, for using games in language teaching demands more than five English classes per week.
- To provide schools with special classrooms for teaching English to the low proficient students .

Palestinian material writers were recommended:

- To provide Basic stage schools with appropriate educational games which are designed to supplement and complement the school curriculum.
- To enrich the new Palestinian syllabus with different kinds of games and for different parts of the language.
- To concentrate more on quality than on quantity of the context.

Supervisors were recommended:

- To conduct training courses which encourage teachers of English to develop special games to their students.
- To hold workshops which increase teachers awareness of the different English materials they teach , especially the vocabulary included in them.

Teachers of EFL were encouraged:

- To be aware of the importance of using different types of games in the English language syllabuses they teach, especially in teaching vocabulary.

- To be trained to provide real-life situations for communicative purposes in their classes.
- To cooperate with specialists in order to help low proficient students overcome their weaknesses in English and other subjects to be able to solve their learning difficulties.

Other investigators were recommended:

- To conduct further similar studies which should focus on using language games in vocabulary and in other different parts of the English language such as structures, conversation, pronunciations.
- To develop more games concerned with the English vocabulary teaching.

Summary

Chapter five presented the results of the four hypotheses of the study depending on the (one – way analysis of variance) and the (t – test) results.

The results of the first hypothesis showed that the experimental and the controlled groups of both sexes were equal before starting the study; while the results of the second hypothesis indicated that the method of games had affected students' achievement positively more than had had the traditional method .The results of the third hypothesis, on the other hand, proved that both girls and boys were benefited by the method of games. Finally, the results of the fourth hypothesis showed that high proficient students were benefited by the method of games more than low proficient students.

In light of the previous results, the teacher recommended the necessity of increasing the weekly English classes, and to enrich the new Palestinian syllabus with different kinds of games, especially in teaching vocabulary. Finally, to conduct further similar studies which should focus on using language games in teaching vocabulary and other aspects of language.

Appendix A

General rules of the games

1. In most games , class is divided into six groups of six students .
2. Each group is divided into teams of two students , one is high proficient, the other is less proficient.

3. Each team in each group competes against the other teams of its group .
4. When one team starts playing the other teams work as a jury. Teacher may help as one of the jury but doesn't give answers.
5. When a team gave a right answer it gets a score , when it fails from the first time the next team tries to give the answer , if its right , the next team takes a score from the first one .
6. The team which doesn't get any scores and loses ones , gets minus score .
7. The team which gets the most number of scores is the winner .
8. At the end of the game the winners of each group reads the right meanings in front of the class.
9. Teacher gives out one answer sheet to each group and students write the words and their meanings in their notebooks.
10. All the words of each game are related to one subject like jobs – hobbies – fruit and vegetables – comparison between past time and present time .. etc.

Appendix B

Unit 13

Solve the Puzzle Game

L.1

Time : 30 – 35 minutes

Material : sheets of paper on which the puzzle drawn .

In class .

1. Teacher divides class into six groups of six students .
2. Each group is divided into 3 pairs in each pair a low proficient and a high proficient student. All pairs compete against each other in each group.
3. Teacher gives out a sheet of paper consists of a puzzle and other directions .
4. Teacher explains the game and asks students to start .
5. Each group chooses the pair which should start playing according to its turn

the pair which doesn't know the correct meaning of the sentence which they should solve.

The pair which should start next tries to solve it and if it solves the meaning correctly it gets a score and the first pair get nothing. Each time a pair is not able to solve a meaning it loses one score, and each time it solves a sentence correctly it gets a score. The other pairs work as a jury.

6. Teacher watches each group but doesn't interfere .
7. When the time is over ,each winner team read one sentence and solve it in front of class.
8. Each group get a sheet with right answers .
9. Students write the words and their definitions in their notebooks .

unit 13
L.1

Solve the Puzzle Game

Fill in squares with suitable words :

1.										2.

Clues across :

- 1. not being indoors .
- 2. the opposite of easy .
- 3. the opposite of death .
- 4. to come to be .

Clues across :

2. one who looks after sheep .
3. one who sells goods at auction .

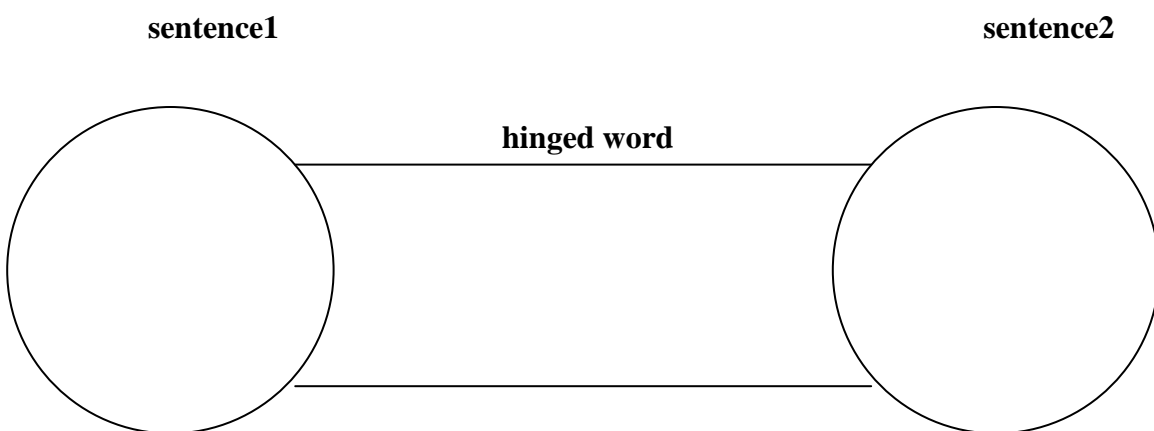
Appendix C

Unit
1.2

Hinged Sentences Game

Each sentence of the following consists of two sentences with a word which can be put in each of them called a hinged word . one of the two sentences gives the meaning of the hinged word . Read the sentences carefully , then fill in the shapes.

1. People nowadays don't carry water in pots are containers in which water used to be carried.

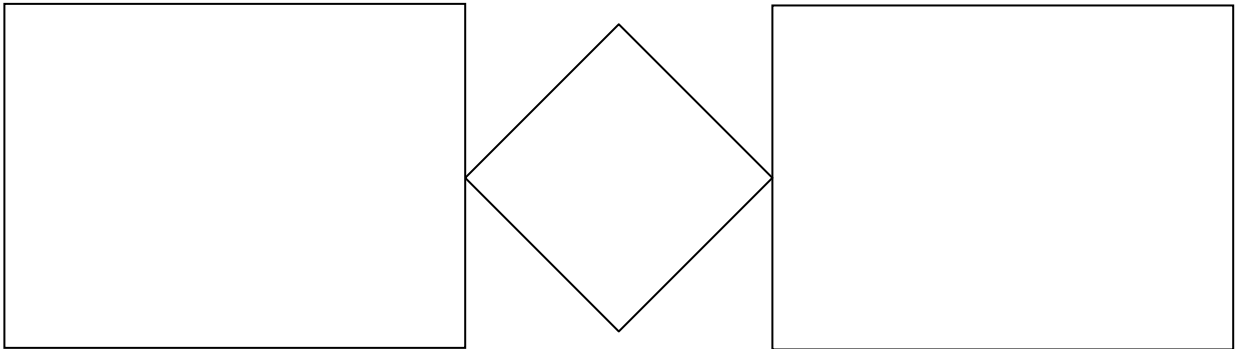


The sentence carries the meaning of the hinged word is sentence _ _ _ _ _ .

2. Nowadays water is not stored in a well is a place in the ground full of water .

sentense1
sentence2

hinged word



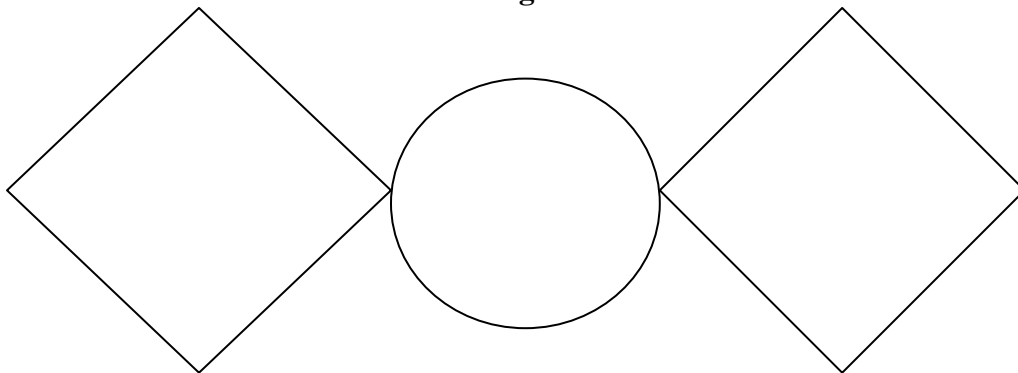
2. The sentence which carries the meaning of the hinged word is sentence _ _ _ .

3. In the past, houses weren't lit by electricity is a power which makes light and machines work .

sentence1

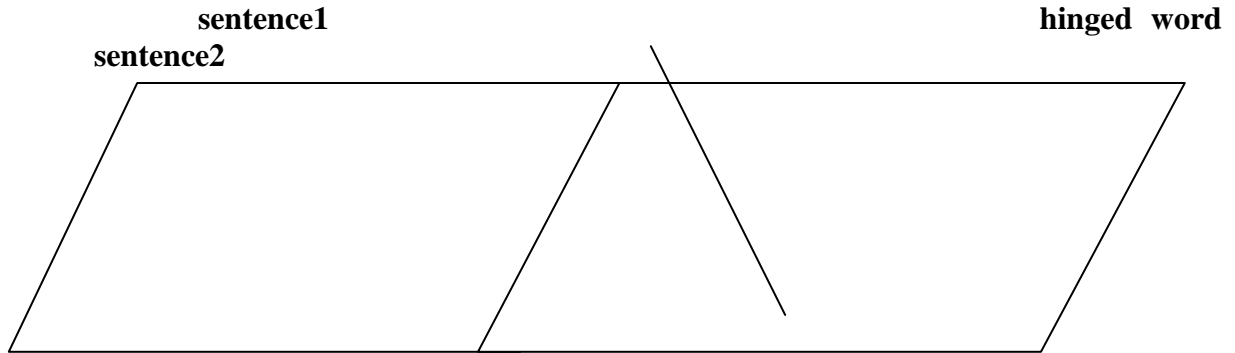
hinged word

sentence 2



The sentence which carries the meaning of the hinged word is sentence _ _ _ _ _ .

4. People who usually smile don't like to seem unhappy is the act of being sad



The sentence which carries the meaning of the hinged word is sentence _ _ _ _

Hinged sentences game sheet of answers

1. A. people now don't carry water in pots
 - B. pots are containers in which water used to be carried. The hinged word is "pots" sentence 2 is the meaning.

2. A. Nowadays water is not stored in a well
B. A well is a place in the ground full of water .The hinged word is “well”
sentence 2 is the meaning of “well” .
3. A. In the past houses weren't lit by electricity .
B. Electricity is a power which makes light and machines work . The
hinged work is “electricity” . Sentence 2 is the meaning of the word .
4. A. People who usually smile don't like to seem unhappy .
B. To seem unhappy is the act of being sad . the hinged word is
“unhappy” . sentence carries the meaning of the word .

Appendix D

Unit 13

Impersonating Members of a set Game

L.5

Time: 35 minutes

Material: Names of six kinds of fruit and six kinds of vegetables each written on a small piece of paper . Sheets of paper on which basic information is given .

Aim : To talk about different kinds of fruit and vegetables .

In class :

1. Teacher divides class into two parts. One talks about fruit, the other talks about vegetable .
2. Each part consists of six groups of three students .

3. Teacher asks students to brainstorm all the things they can think of different fruit and vegetables then writes them on chalkboard .

Example :

colors : red – green – yellow – black – orange – purple – brown .

skin : soft – hard – is peeled – can be eaten without peeling .

taste : sweet – bitter – sour .

shape : large – round – long – thin – fat .

eaten : after cooking – without cooking .

found : under ground – on ground – on a tree .

other characteristics : produces oil – juice – dried – fresh .

4. Teacher writes six names of fruit which are “orange – apricot – grapes – olive – lemon – melon” . also he/she writes six names of vegetables which are “tomatoes – aubergines – potatoes – carrots – lettuces – cucumbers” . Each on a small piece of paper and folds them .
5. Teacher throws the small pieces of paper on which the names of fruit are written on her table and asks one student of each fruit group to choose a piece of paper randomly . Then she/he does the same thing with the names of vegetables .
6. After students choose each a name of fruit or vegetable to his/her group , teacher hands out a sheet of paper on which the following information is written .

I'm a _____ .

My colour is _____ .

My skin is _____ .

My taste is usually is _____ .

I can be eaten _____ cooking .

I grow _____ .

My shape is _____ .

Who I'm /? I'm a /an _____ .

7. Each group has to fill the information it thinks is right about the fruit or vegetable it has chosen . The information is written in general on chalkboard .
8. After twenty minutes teacher asks all groups to exchange their seats with the opposite groups and to leave the information they have filled on their own desks without giving the name of the fruit or vegetable .
9. Each group has to read the information on the desk it takes and to write the name of fruit or vegetable they think the information talks about .
10. Each group was given ten minutes to read the given information, think about it , and then give a name to fruit or vegetable according to their desk .
11. Teacher asks one of each group to read the information in front of him / her and give the right name to the fruit or vegetable . the asks students to correct the wrong information given on each fruit or vegetable or the wrong name given to a certain information .
12. Each group has to draw a picture round the information of a fruit or vegetable which resembles the name of the fruit or vegetable it gives .

1. I'm a fruit
my color is yellow or green
my skin is hard
my taste is sour
I can be eaten without cooking
I can't be eaten without peeling
My shape is round
I grow on a tree
I'm a juicy fruit
I'm a lemon
2. I'm a fruit
My colour is green or black
My skin is soft
My taste is bitter so they put me in water and salt to ripe
My shape is round and small
I grow on a tree
I can produce oil for cooking
I'm an olive
3. I'm a fruit my
My colour is green from outside and red inside
My skin is soft
My taste is sweet
My shape is very big and round
I grow on ground
I can't be eaten without peeling
I'm a melon
4. I'm a fruit
my colour is orange
my skin is hard
my taste is sweet and sometimes sour

I grow on a tree
I can't be eaten without peeling
My shape is round but not so big
I'm a juicy fruit and can be cooked
I'm an orange

5. I'm a fruit
my colour is green or yellow
my skin is soft
my taste is sour or sweet
I grow on a tree
I can be eaten without peeling
My shape is round and small
I can be cooked on fire
I'm an apricot

6. I'm a fruit
My colour is green , black , or yellow
My skin is very soft
My taste is sweet
I grow on a tree
I can be eaten with or without cooking
My shape is very small and round
I'm a grape

1. I'm a vegetable
My colour is usually red or green
My skin is very soft
My taste is nearly sour
I can be eaten with or without cooking
I grow on ground
My shape is round
I'm a juicy vegetable
I'm a tomato

2. I'm a vegetable
My colour is purple
My skin is soft and smooth
I can't be eaten without cooking or peeling
I grow on ground
My shape is not round or long
I'm an aubergine

3. I'm a vegetable

my colour is brown
my skin is soft and should be peeled
I can't be eaten without cooking
I grow under ground
My shape is nearly round
I'm a potato

4. I'm a vegetable
My colour is green
My skin is soft
My taste is not sour or sweet
I can be eaten without cooking
I grow as a big leave on ground
My shape is broad
I'm a lettuce

5. I'm a vegetable
My colour is orange
My skin is soft
My taste is not so sweet
I can be eaten with or without cooking
I grow under ground
I'm a juicy plant
My shape is round and tall
I'm a carrot

6. I'm a vegetable

My colour is green

My skin is soft
My taste is not sweet or sour
I can be eaten with or without cooking
I grow on ground
My shape is somehow with and tall
I'm a cucumber

Appendix E

Unit 14

Manning Monopoly Game

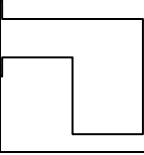
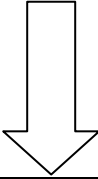
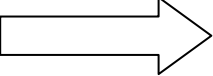

L.1

Time : 35 minutes

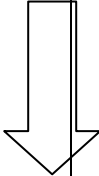
Materials : one die per four students one station owner meaning sheet
per student

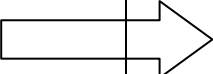
In class :

1. Teacher divides class into fours and gives each student a sheet , and each group a die.
2. On each sheet each student has two stations .
3. Each student in each group has to choose a coin and place it on start
4. Each station owner starts off with JD 10,000 marked in his /her accounts box.
5. If a player goes lower than JD 5000 he / she is bankrupt and must leave the game.
6. The aim of the game is to get as much money as possible by knowing most of the meanings and bankrupt the other players.
7. To start the game player x throws the die and moves his / her coin from START to the square indicated.
8. If x lands on a blank , nothing happens and the next player throws the die.if player x lands on one of his / her stations and dosen't know the right meaning nothing happens but the next player takes the die .
9. If x lands on someone else's station then the station owner has to read the sentence on his station and x has to tell the correct meaning to the underlined words .
10. The other members of the group works as a jury. if x is right he or she can stay at the station free of charge . If he or she was wrong , he or she must pay the station owner the amount shown on the square .
11. Every time a player passes'' START'' he or she receives JD 500 .
12. Players should put the appropriate meanings on the spaces given under the definitions in squares .
13. Teacher asks the winner of each group to read one definition of each square and the meaning it indicates .
14. Teacher distributes sheets of paper to each group on which meaning are written each in its appropriate square .

<p>Go to "START" Passing "START"</p>	<p>STATION 7 There is a little number of women in my job but enough . (JD 2000)</p>	<p>STATION 6 Now I work in the middle of the town (JD 2000)</p>	
			
	<p>D C</p>		<p>A</p>
<p>STATION 8 In my job I have deal with people ----- JD (2000)</p>	<p>B</p>	<p>I sh .</p>	
<p>Lose JD 1500</p>			<p>B</p> <p>I dis office</p>
<p>STATION 9 My job is A ----- -----</p>	<p>D</p> <p>A</p>	<p>C</p> <p>S Someti who -</p>	
<p>START </p>	<p>STATION 1 I like my job very much ----- JD (500)</p>	<p>STATION 2 I show drivers where to go ----- JD (1000)</p>	<p>V C</p> 

Answers to the meaning monopoly game

Go to "START" Passing "START"	STATION 7 A few	STATION 6 center		
			STATION 5 Quiet	
			STATION 8 Get on with	STATION 4 hate
			Lose JD 1500	STATION 3 unhappy
			STATION 9 Traffic police	Win a prize Of (JD 3000)
START	STATION 1 love	STATION 2 direct		



Appendix F

Unit 14

The Hidden Words

Game

L.2

Time : 35 minutes

Materials : sheets of paper two per six on which drawn squares with different letters . pictures and clues are drawn under the squares .

Aim : to describe a salesman in the street .

In class :

1. Teacher divides class into six groups of six .
2. Each group is divided into three teams of two , each competes the others .
3. Each group uses a die starting the game with horizontal direction , then with vertical one .

4. The team which give a right answer gets a mark . on the other hands , if a team gives a wrong answer looses a mark . the other teams work as a jurey .
5. Teacher mills around , helps with marks but doesn't give any answers .
6. At the end of the game , the winner teams of all groups , each rends one sentence and its right meaning in front of class .
7. Teacher hands out a sheet of answers to each group , then students write the words and their meanings in their notebooks .

Unit 14
L.2

The Hidden Words Game

Find the eight hidden words in the squares below .
they may be horizontal or vertical the picture and the number
of letters of each vocabulary are given in the clues below .

Horizontal	↓	1	2	3	4	5	6	7	8	9	10
→	1	b	d	u	n	o	h	c	b	l	a
	2	c	r	o	s	s	r	o	a	d	s
	3	l	o	c	m	c	i	f	r	m	b
	4	o	u	d	t	a	j	g	r	q	o
	5	u	n	o	u	r	c	r	o	w	d
	6	d	d	p	f	f	n	u	w	a	c
	7	y	q	c	o	a	t	l	s	r	e
	8	u	s	t	r	p	k	m	t	m	g

9	v	x	w	k	r	m	i	w	u	f
10	m	l	z	n	f	l	a	v	p	n



Clues horizontal

2. A road that crosses main roads . (10) _ _ _ _ _

5. People gathering _ _ _ _ _ .

7. A jacket worn in winter () _ _ _ _ _



clues vertical

1. full of clouds () _ _ _ _ _

9. to give a degree of heat () _ _ _ _ _

5. a head covering () _ _ _ _ _

8. A cart pulled by hands () _ _ _ _ _

2. to be in a position of a circle () _ _ _ _ _

Unit 14

Answers to the “Hidden Words Game”

L2

Answers horizontal →

- 2. crossroads .
- 5. crowd .
- 7. coat .

answers vertical ↓

- 1. cloudy .
- 2. round .
- 5. scarve .

8. barrow .

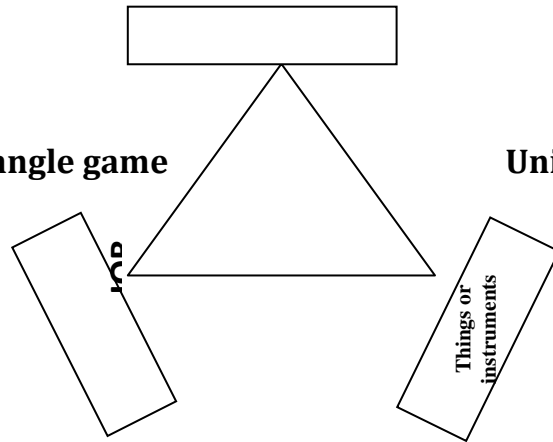
9. warm up .

Appendix G

L.4

the triangle game

Unit 14



Subject : jobs
Time : 35 minutes

Materials : one large card triangle and three strips of paper per six students .

Aim : to be able to describe the jobs mentioned
(in the lesson .

Teacher cuts out one large card triangle and three strips of paper for each group of six students.

In class

1. Teacher – secretary – clerk – presenter – reporter – nurse – sheherd – auctioneer – policewoman .
2. Teacher arranges the students into 4 groups (A , B , C , D) of nine people round tables and gives each group one of the card triangles to write these words on the strips of paper and place them in the angles of the triangle (things or instruments , place . job) .
3. Within each group.three sit near the job angle, three near the instruments angle and three near the place. Each three of students form one team .
4. The (instruments) team chooses one of the jobs on the board randomly without telling about it and writes the instruments which should be used by the person who has it , then pass the sheet of paper to the next team of place which should guess the job and try to write the right place of the job. equally. the sheet is passed to the lost team of the group which has to write .
5. Teacher shouldn't give any information but may help with the language.
6. The language which students introduce should be simple and abbreviated . for example for instruments students could use chalkboard and chalk . typewriter - files- pen and paper ...etc . And for place they could say office hospital – studio – classroom...etc.
7. At last teacher draws a chart divided into three parts (things or instruments – place – job) . then writes the given letters to the groups next to it .
8. Teacher chooses one job – writes – its name under the part of name on the chalkboard and asks each group to choose one students to hold the sheet which carries the name of the job and the given information about

it then each student has to read the information his /her group wrote about it . each time one girl or boy of each group holds a sheet and read

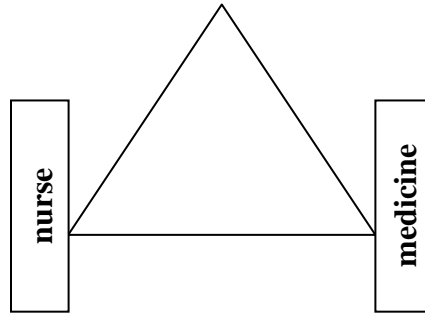
it which gives chance to all students to read .

9. The best definition is given a mark the wrong ones are given a minus mark.

Unit 14
L.4

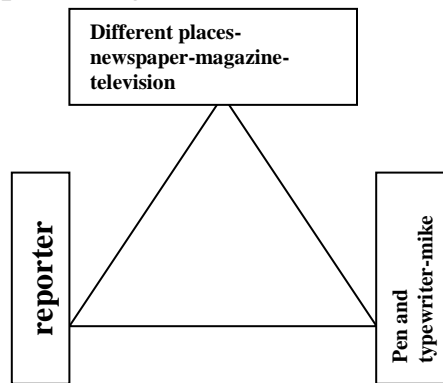
Answers to the “Triangle Game”

1. Nurse : one who works in a hospital and users medicine to take care of sick people .

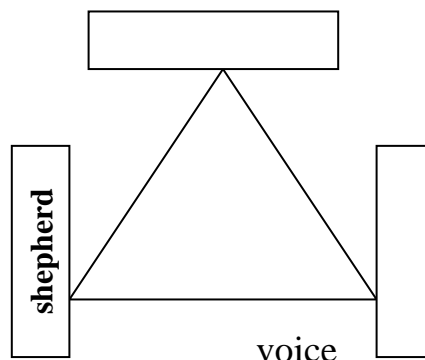


2. Reporter : one who gathers news from different places . uses a pen and

paper – a typewriter or a mike . And sends news to a Newspaper . Magazine . or Television .

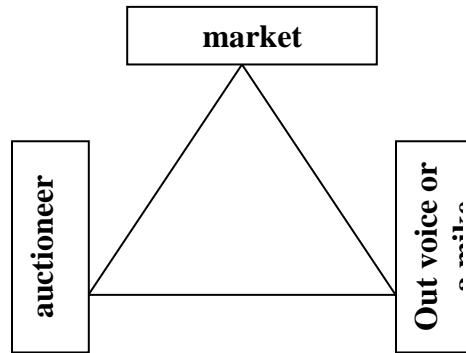


3. Shepherd : one who uses a stick . works out of doors to take care of goats and sheep .

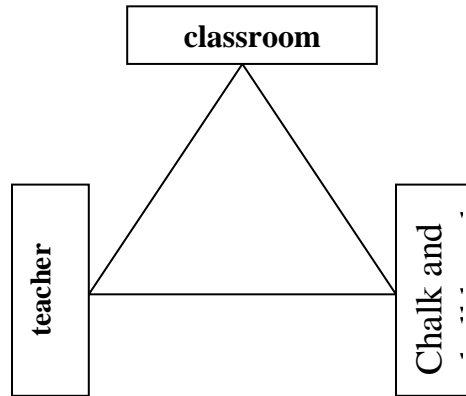


4. Auctioneer : uses his own to sell things in a market .

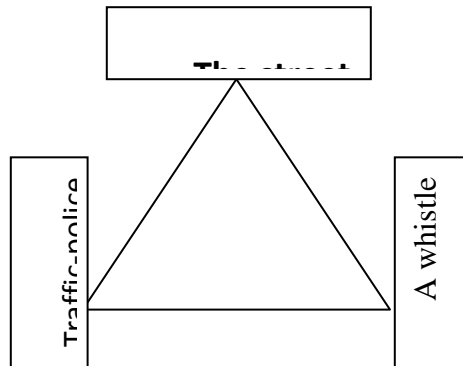
one who or a mike



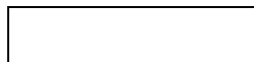
5. Teacher : one who uses a piece of chalk and a chalkboard and teaches in a classroom .

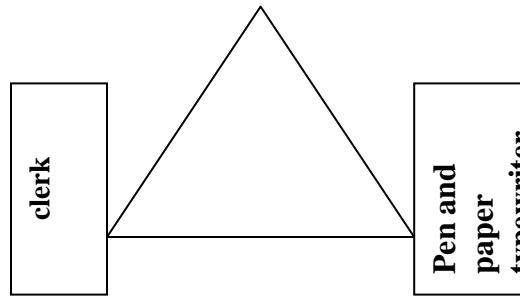


6. Traffic police : one who uses a whistle and his /her hands to direct traffic in the street .

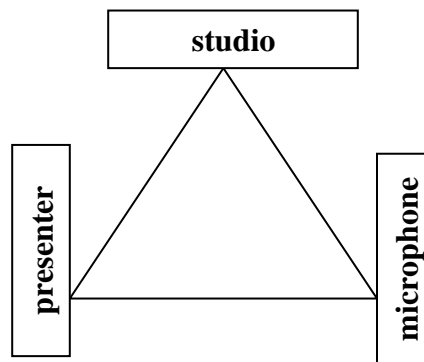


7. Clerk : one who uses a pen and paper a computer or a typewriter , and keeps files of people in a clinic or an office .

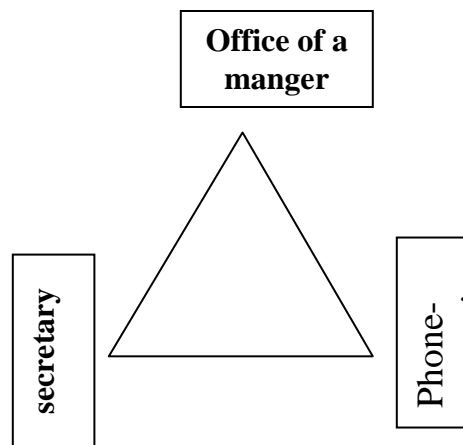




8. Presenter : one who uses a microphone and presents programs in a studio .



9. Secretary : one who works for a manager , mainly a typewriter and the phone and arranges dates with people in an office .



Appendix H

Unit 15
L.2

The Scattered Letters Game

Time: 35 minutes.

Materials: sheets of paper on which letters are written randomly inside circles above which written clues that indicate the words they form. A die and a sheet of answers for each group.

Aim: talking about photography.

In class

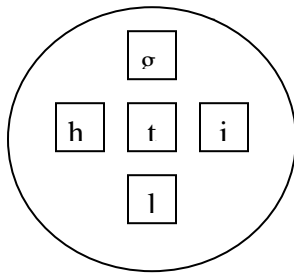
- 1- Teacher divides students into groups of six.
- 2- Each two in each group form a team
- 3- Each team plays in its turn and competes against the other teams in its group.
- 4- Each team has only two minutes to form the right word they should do, other teams work as a jury.
- 5- If a team fails to form the right meaning and the next team forms it, it takes a mark from the first team.
- 6- Teacher helps with the rules of the game and as one of a jury. But doesn't give answers.
- 7- At the end of the game. The winners each, writes a right word on chalkboard.

Teacher distributes sheets of answers for each group, and students write the words and their meanings in their notebooks.

Read the sentences below carefully, then form one word from the circles under each sentence which can give a meaning related to it .
each word might be a verb – a noun – or an adjective .
(please cut the letters and fix them next to each other)

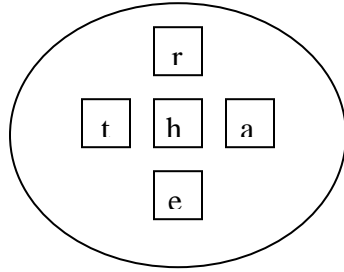
1- Bright

(adj)



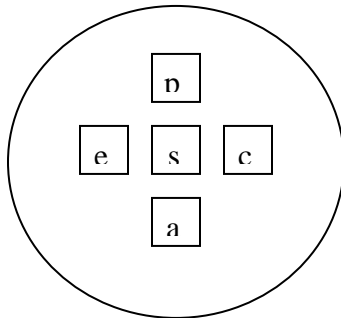
2- The plant we live on

(n)



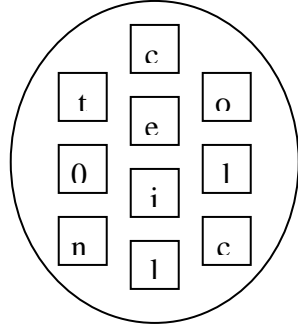
3- The area surrounds the earth

(n)



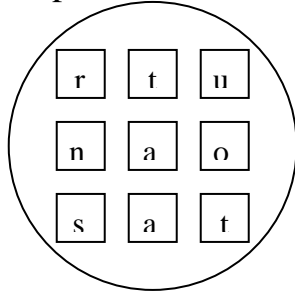
4- Something collected

(n)



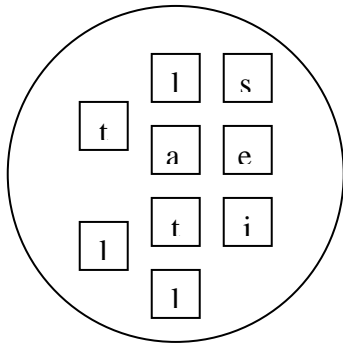
5- Spaceman

(n)



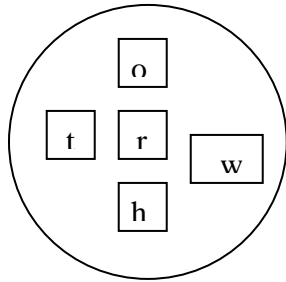
6- A machine moves around the earth

(n)



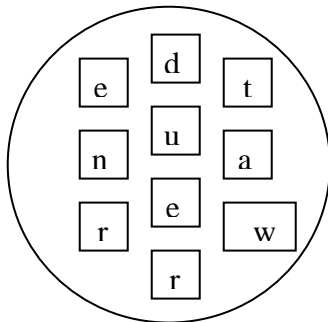
7- Having specific value

(adj)



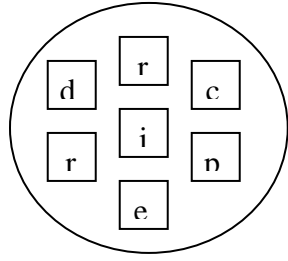
8- Below the surface of water

(adj)

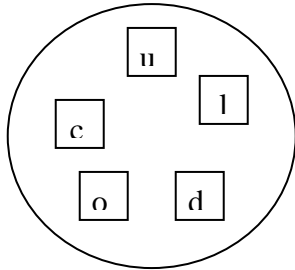


9- To expect something to happen

(v)



10- A gathering of water in the sky (n)



Answers to the Scattered Letters Game

- 1- Light
- 2- Earth
- 3- Space
- 4- Collection
- 5- Astronaut
- 6- Worth
- 7- Worth
- 8- Underwater
- 9- Predict
- 10-Cloud

Appendix I

Unit 16

Dominos

L1+L2

Subject : stamps

Time : 35 minutes .

Materials : pieces of cardboard on which dominos are drawn sheets of paper on which sentences that define the words in domino pieces are written .

Aim : to talk about stamps .

In class :

1. Teacher divides students into groups of four people .
2. Teacher distributes pieces of cardboard . one for each group .
3. Each piece of cardboard is divided into squares which look like pieces of domino .
4. Each piece of domino has got a letter with dots behind it and in front of it . some letters have got dots behind them only , which means that they are the final letters in their words . other letters have got dots in front of them only . which means that each is the first letter in its word or set of words .

5. Teacher explains the game to students .
6. Teacher distributes nine pieces of cardboard one to each group .
7. Each group of students cut each piece of card board into separated pieces of domino mix up the pieces , and places them on table .

If one group feel that they cut letters of a very short word , they can add some letters which are not related to the real word , and other students have to discover it .

Students who get long ones can do the same thing . so each group get extra pieces of cardboard .

Students of all groups then mill around, choose a table , and try to reconstruct a correct meaning of a word on it .

Teacher distributes sheets of paper on each table on which sentences that refer to right words ate placed .

Each group have to put (write) the word they have already contracted under its right sentence as fast as they can .

The first group arranges the letters of its word . correctly . and places the word under its right definition its more marks and is considered as the winner of the game , then follows the second group _ _ _ .

unit 16

Dominos

Cut the following pieces of cardboard into smaller ones to form separated letters, mix them, then arrange the letters to give meaningful words. From each set of letters .

1.

t:	:h::	::r:	:o::	::w:	:a:	:w::	::a:	:y
----	------	------	------	------	-----	------	------	----

2.

K::	::e:	:e.	.p
-----	------	-----	----

3.

S:	:w:	:a::	::p
----	-----	------	-----

4.

V:	:a:	:l::	::u::	::a:	:b.	.l:	:e
----	-----	------	-------	------	-----	-----	----

5.

L::	::o:	:o:	:k
-----	------	-----	----

6.

P:	:o.	.s:	:t::	::a:	:g::	::e::	::s:	:t::	::a:	:m.	.p
----	-----	-----	------	------	------	-------	------	------	------	-----	----

7.

p:	:a:	:y::	::f::	::o:	:r
----	-----	------	-------	------	----

8.

d:	:e.	.l:	:l::	:v:	:e:	:r.
----	-----	-----	------	-----	-----	-----

9.

L::	::a:	:b:	:e::	::L
-----	------	-----	------	-----

Unit 16

....Dominos....

Lessons 1+2

Arrange the letters of dominos correctly to form meaningful words, then put each word in the space under the sentence which gives its definition.

1. To get rid of something . (v)

2. To put something in a certain place . (v)

3. To exchange something with somebody . (v)

4. Worth a good price . (adj)

5. To have a certain appearance . (v)

6. A little paper with a picture stuck on a letter and to be send in the
post office .

7. A paper fixed to something to describe it . (n)

8. To give by hand . (v)

9. To give money for getting something . (v)

Appendix J

Unit 17
L.1

The 'E' Puzzle Game

Subject : a desert family

Time : 20 minutes

Materials : sheets of paper on which drawn squares . in one of each set
of
squares a letter 'E' is written to be part of a word .

Aim : to give the right meaning which includes one of the 'E' meanings
mentioned in the squares by reading the sentence that defines it .

In class :

1. Teacher divides class into six groups of six students .
2. She /he hands out one sheet of paper to each group .
3. Teacher explains the game to students .
4. In each group students play in teams to solve the game by using a die .
5. The team which solve more words correctly is the winner .
6. Any team helps any other team in the same group gets a mark and the second team loses a mark .
7. After solving the game by all groups , teacher distributes a sheet of solutions to each group .
8. Student have to read it , and each team has to correct the wrong words it has done .
9. Teacher asks individuals , one of each group to read sentence , then solve it correctly .
10. Teacher writes the marks of each team on chalkboard .

Unit 17

The 'E' Puzzle Game

Lesson 1

Fill in the squares with suitable letters to give the correct meanings of the expressions below .

→

1.	<i>E</i>						
2.		<i>E</i>					
3.			<i>E</i>				
4.				<i>E</i>			
5.					<i>E</i>		
6.						<i>E</i>	
7.							<i>E</i>

1. In an easy way _ _ _ _ _
2. To sit for a while after work _ _ _ _ _
3. A visitor _ _ _ _ _
4. Twelve of something _ _ _ _ _
5. A floor covering _ _ _ _ _
6. To separate into two parts _ _ _ _ _
7. To stay alive in bad conditions _ _ _ _ _

Sheet of answers to the 'E' puzzle game

1. EASILY .
2. REST .

3. CUEST .
4. DOZEN .
5. CARPET .
6. DIVIDE .
7. SURVIVE .

Appendix K

Unit 17
L.2

The Vowel Search Game

Subject : things belong to a camel

Time : 30 – 35 minutes .

Materials: separated pieces of cardboard each holds a vowel. each vowel is repeated according to the number of times it occurs in the different words on the sheet of paper .

A sheet of paper on which geometrical figures are drawn for each set of figures . there are a number of consonants written in some figures , which the empty figures which numbered from 1 – 13 belong to vowels

Aim : to be able to use vowels to give meaningful words .

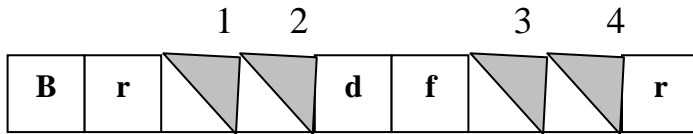
Purpose of using this game : the stress on the words used in the game is mainly on vowels

In class :

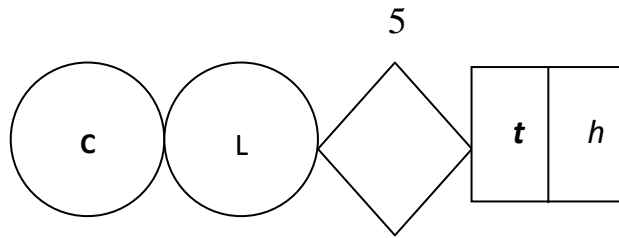
1. Teacher divides the class into six groups of six students .
2. He/she hands over the pieces of cardboard with the mended vowels on them and the sheets of paper with the figures , and definitions the words in them .
3. Teacher explains the game to students .
4. In each group students work in teams of two .
5. Students use a die in each group , and each team plays in its turn .one of the students of each team throws the die and both try to guess the right vowel according to the number given on the die ,and the figure they have already reached
6. Each team have only one minute to write the right vowel , and they are not given any chance to change it .
7. Each team of each group should know the number of vowels they make .
8. Teacher gives students 15 minutes to finish the game .
9. Teacher delivers sheets of answers one to each group .
10. Teams count the number of correct answers they have already made . each correct vowel gets a mark .
11. The team which gets more marks than the other teams in the group is the winner .
12. Teacher asks individuals each to read the whole word and its definition .
13. Students correct their errors and write words and their definitions in their notebooks .

Fill in the figures with right vowels (u,o,a,e) to give a meaningful word under each description of the following :

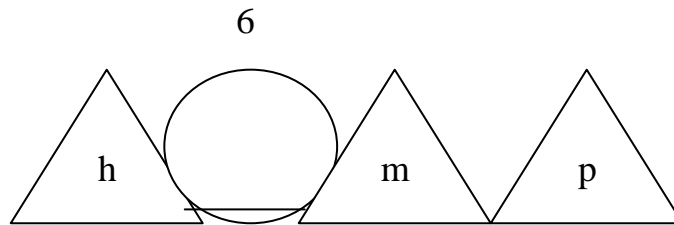
1. Wide feet .



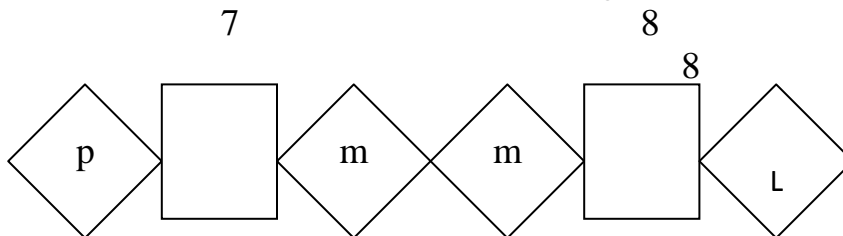
2. A piece of martial made by weaving .



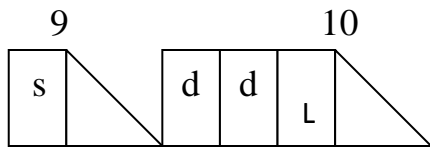
3. A high point on a camel's back .



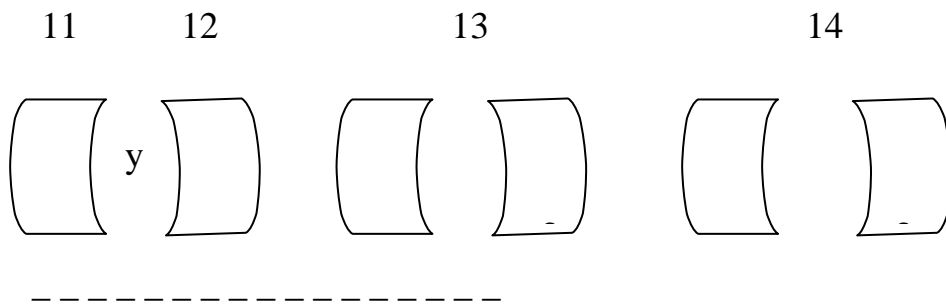
4. A round wooden hand on something .



5. A seat for a rider put on a back of an animal .



6. Small hairs round the eye .



Unit 17

The correct vowels according to their numbers

.

1. O
2. A
3. E
4. E
5. O
6. O
7. E
8. U
9. A
- 10.E
- 11.E
- 12.E
- 13.A
- 14.E

Appendix L

.. Mime Game ..

Time : 15- 20 minutes .

Materials : one work sheet per two students .
 one answer sheet per two students

Aim : to write the steps of making coffee .

In class :

1. Teacher divides class into pairs .
2. He/she dictates the words “beans- grind – roast – boil – pour” on chalkboard.
3. Each pair of students has to look at the words on chalkboard and put each word under its right picture on the worksheet given to it by the teacher .
4. Each pair has only ten minutes to do the activity .
5. The first pair of students writes the words correctly under their pictures wins marks .
6. Teacher distributes sheets of answers one to each pair , then asks individuals each to read one word .
7. Each pair has to write the write words under their pictures .

Mime Game

Write a suitable word under each of the following pictures

Sheet of answers .

1. beans
2. roast
3. grind
4. boil
5. pour

Appendix M

Unit 18

Snakes and Ladders Game

Aim : to follow the steps of a Bedouin wedding by going from start to finish .

Materials : one board per four students one die per four students .

Time : 30 – 35 minutes

In class :

Teacher writes a number of words on chalkboard .

1. Teacher divides the class into fours and gives each group a board and a die . she/he asks the students to sit round each desk so they can all see the board properly .
2. Each student has to choose a coin to represent him or her and to place the coin on START .
3. Teacher explains that the aim of the game is to get from START to FINISH and write the right word which indicates to each sentence to the board .
4. The first player throws the die and advances to the square indicated . (she/he may throw the die two or three times in order to get a number which suits all the squares.
5. The other three students act as jury and have to decide if the player is right or wrong in his/her judgment . if all three or two out of three agree with the player , then she or he goes for word three squares , if they disagree with the player , the player moves back three squares . if the player lands on an empty square then none of the above happens , and he /she stays there . it is then the next person's turn .
6. A player who lands on a square at the foot of a ladder must go up it . a player who lands on the mouth of a snake must go down it .
7. If a player lands on a sentence that has already been discussed . he or she auto magically goes on the next unworked on sentence

8. the winner is the first person whose score takes him or her to or beyond FINISH .
9. When most groups have finished, teacher stops every body and asks if there are disagreements over any of the sentences. she/he doesn't give any answer, but refers the problem to the other groups. In this way the students teach each other – teacher only gives the answer as a last resort.
10. Students read the sentences and give the meanings that fit then, from the word which teacher had already written on chalkboard at the beginning of the game . there are many words which don't fit the sentences.

unit 18

Snakes and Ladders Game

17	18 the bride comes into the wedding tent to meet her husband	19 sheep or goats are killed and a greet amount of food is prepared	20 FINISH
16	15	14 the bride is taken to the wedding tent	
9 to help a bride to sit on a camel ()	10	11	12
8 something is put on the bride's	7 what a bride puts on in her	6 expensive necklaces – rings	5

hands to paint them ()	wedding ()	– earrings ()	
1 START	2	3 a woman and man getting married ()	4 to help the bride be ready ()

Answers to Snakes and Ladders Game

17	18 inter	19 feast	20
16	15	14 lead	
9 to seat	10	11	12
8	7	6	5

henna	dress	jewelry	
1 START	2	3 bride and bridegroom	4 prepare

Appendix N

Time: 60 minutes

School name:

Name: ()
Section: (A,B)

Directions to the student

Dear student:

- 1- Make sure that you are having three sheets of questions.
- 2- Please read the question carefully before answering them.
- 3- In the multiple-choice question you have to put a circle around one choice only (a,b,c or d), please don't circle more than one.
- 4- In question No. II, choose only one word from above to put in its suitable space.
- 5- In question No. III put the number of each word next to its suitable meaning.
- 6- Please, don't leave any question unanswered.
- 7- Make your answers clear and tidy.
- 8- Use a blue pen in writing.
- 9- Don't forget to write your schools' name-your name- and the section of your class on the answer sheet.
- 10- You have only "60" minutes to answer the whole test.

Vocabulary achievement test

- I. Chose the suitable meaning for each underlined word by drawing a circle around either (a,b,c,d).

1. It is **hard** for some people to drive cars.
a. difficult b. easy c. bad d. exciting.
2. In the past, people had to carry **pots** of water on their heads.
a. glasses b. boxes c. containers d. bags.
3. Waleed planted a lot of **apricot** trees in his field.
a. very high trees b. a round green or yellow fruit c. a green vegetable d. a long yellow fruit.
4. Ahmad **hates** writing with a blue pen, he writes with a black one instead.
a. likes very much b. feels tired c. dislikes d. loves.
5. In some countries men wear **scarves**:
a. long dresses b. T. shirts c. special jackets. d. head coverings
6. The **guests** who came to our school yesterday were Americans.
a. visitors b. friends c. teachers d. students.
7. This dress is too beautiful to **throw away**.
a. get rid of b. tear c. sell d. change.
8. The policeman **directs** traffic in the city.
a. lights b. controls c. stops d. repairs.
9. One should be **quiet** in the library.
a. quick b. good c. sad d. calm.
10. People **crowded** around the injured man.
a. cried b. gathered c. sat d. shouted.

II. Use one of the following words to complete each of the sentences below. There are more words than you need.

Shepherd- well- lemon- a few- crossroads- secretary- space- swap- divided- hump- feast- survive- grind- eyelashes- bride- pommel- carpet- enter- tent- hobby- underwater- prepare- boil.

1. Our class is ----- into three groups.
2. Zeinab prefers living in a ----- than living in a house.
3. ----- cameras can take pictures of fish and plants under sea.
4. When you make tea, you have to ----- the water well.
5. The camel's long ----- can keep sand out of his eyes.
6. In yesterday's wedding, the ----- ran away.
7. Few plants only can ----- in the desert.
8. Amal's ----- is watching birds.
9. we should ----- ourselves for the party.
10. Some camels have got more than one ----- .
11. I'm now standing at the -----, but I don't know which road leads to your house.
12. We usually drink ----- juice or we put it on food.
13. The stamp collectors meet every week to ----- stamps.
14. You should take off your shoes before you ----- the mosque.
15. In winter people use ----- to walk on at homes.
16. Laila is a ----- shop has got a computer and two telephones in her office.
17. Before the party, ten goats were killed to make a big -----.
18. Abu Ali is a ----- . He takes care of his sheep and goats.
19. You should ----- the coffee beans before you boil them.
20. Many people like to make a journey to ----- .

III. Put the number of each word in column "A" next to its suitable meaning in column "B".

to sit for a while after work. () 1. auctioneer

to make one quiet. () 2. electricity

to hand something to someone. () 3. olive

to expect something to happen. () 4. prepare

a green round fruit that produces oil. () 5. warm up

one who calls for selling something. () 6. calm down

a group of something. () 7. rest

to make ready. () 8. collection

to make hot. () 9. predict

10. deliver () The power which makes machines work.

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