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**The Influence of Using Pictionary Game on Improving  
Students' Achievement in Learning English Vocabulary**  
The Case of First Year Pupils at Bilal Ibn Rabah Middle School in  
Taher-Jijel

Dissertation submitted in Partial Fulfilment of the Requirements for the Master  
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### *Dedication*

*In The Name of Allah, the Most Merciful, the Most Compassionate*

*Praise is to Allah, the almighty for always being there for me and blessing me with health, strength and peace.*

*It is an immense pleasure for me to dedicate my dissertation to the most warm-hearted parents in the world: “Abd Elmadjid BOUTABOUNA” and “Fatihha REMOUCHE”. I’m deeply grateful to them for their love, encouragement, and continued support and faith in me.*

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*My dear mother whose prayers and love helped me to make my dream reality,*

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*Everyone who has encouraged me and made me stronger.*

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### Abstract

The purpose of this research is to evaluate middle school pupils' vocabulary achievement after being taught by using Pictionary Game, so as to determine whether this strategy is effective and can be implemented in the language classroom to enhance the pupils' vocabulary development. To reach the underlined objectives, the researchers used the qualitative-quantitative method. The population comprised of all first year pupils(182) in Bilal Ibn Rabbah Middle School, Taher-Jijel from which a sample of 58 pupils (24 male pupils and 34 female pupils) was randomly selected. The study relied on three research instruments: an experiment, classroom observation, and a teachers' questionnaire. First, an experimental study was adopted using the traditional model that consisted of two groups; experimental group and control group. Both groups were pre-tested and post-tested. The experimental group was subject to treatment for five sessions using Pictionary game to teach vocabulary. Second, the teachers' questionnaire was administered to Thirty (30) teachers from different middle schools in Jijel. Third, classroom observation was conducted with both control and experimental group for the sake of obtaining more data about teaching vocabulary. The final results indicated that middle school teachers of English are aware that vocabulary should be taught by using different strategies and techniques. As far as the results of the experiment are concerned, there was a significant difference in the performance of pupils in the experimental group ( $M= 13.12, SD=2.98$ ) and the control group ( $M= 9.86, SD=3.64$ ). That is, there is positive and significant improvement in the pupils' vocabulary achievement. Thus, Pictionary game proves to be effective in learning and developing English vocabulary and also to sustain the learners' motivation and interest.

### List of Abbreviations and Symbols

**(d):** Difference

**EFL:** English as a Foreign Language

**FL:** Foreign language

**L1:** First Language

**L2:** Second Language

**M:** Mean

**(n):** Participants

**Q:** Question

**S D:** Standard Deviation

**SPSS:** Statistical Package for Social Sciences

**VLS:** Vocabulary Learning Strategies

**&:** And

**%:** Percentage

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## 1. Background of the Study

Language has an important role to play in people's daily life, since it is a means which they use to communicate and interact with each other. Therefore, mastering one or several languages is considerably necessary for that purpose. In fact, vocabulary plays an important role in mastering any language because it is one of the language components. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). Additionally, to make language learners able to grasp spoken and written language, one of the main components that they need to learn is vocabulary. Language learners cannot share their ideas or thoughts through oral and written forms unless they have various vocabularies. In this sense, the way teachers teach vocabulary will help students to enhance the learners' ability in listening speaking, reading, and writing. However, teaching English vocabulary at an early age, especially for beginners is not an easy task to do since it is quite different from teaching vocabulary to adults. In this line of thought, Thornbury (2002, p. 16) stated, "word knowledge is incremental and takes time".

Back and forth in the literature, it could be said that one factor behind the learners' lack of vocabulary is the teaching strategies. Berne & Blachowicz (2008) asserted that "some teachers are not really sure about the best practice in the teaching and sometimes they are not really aware how to start forming an instructional emphasis on the vocabulary learning (p. 315). That is to say, teachers are teaching monotonously and they bring no innovation or creativity to their classes. Therefore, they fail to increase their learners' interest in developing English vocabulary. In contrast, the use of a variety of teaching techniques or materials will help learners feel motivated while learning. According to Napa (1991), there are many ways that can be used to develop students' vocabulary achievement, such as games, pictures ...etc.

Recently, teaching vocabulary through language games has become prominent. Dobson et al (1981, p. 109) stated that “a game is a wonderful way to break the routine of classroom drill by providing relaxation while remaining within the framework”. Games are highly motivating since they are amusing and challenging at the same time. They can be considered as useful and effective tools that may be applied to vocabulary teaching. One of those games is Pictionary game. According to Hinebaugh (2009), Pictionary game can be used as brilliant teaching tool for developing communication and creative thinking skills. Thus, the use of Pictionary game in teaching vocabulary can make the lessons more interesting, enjoyable and effective. More importantly, it can lead to better results in the retention and the development of learners’ vocabulary store.

## **2. Statement of the Problem**

Vocabulary plays a pivotal role in the contexts of learning and teaching English as a foreign language. Thus, learners are urged to master it in order to decipher spoken and written language as well as to communicate effectively in the target language .

However, it has been observed that learners of English, especially at the middle school level in Algeria, encounter serious problems in learning its vocabulary. Teachers have been accused for that in different occasions because of the techniques they use to teach vocabulary. Therefore, bringing innovation to language classes becomes priority as new and effective methods and materials are introduced by experts. For instance, language games in general and Pictionary game in particular can serve that aim as they are no more used as time fillers. This study, then, seeks to check whether Pictionary game is an influential technique that may have positive effects on the achievement of first year middle school pupils when learning vocabulary.

### 3. Aims of the Study

The aim of this study is to evaluate middle school pupils' vocabulary achievement after being taught by using Pictionary Game, so as to determine whether this strategy is effective and can be implemented in the language classroom to enhance the pupils' vocabulary development.

### 4. Research Questions

The researchers seek to answer the following main question:

- How does Pictionary game influence middle school pupils to improve their English vocabulary?

Being somehow broad, additional sub-questions were also addressed:

- Do middle school teachers use Pictionary game in teaching English vocabulary?
- How is the students' achievement in English vocabulary before using Pictionary game?
- Is there any significant difference in the pupils' vocabulary achievement after implementing Pictionary game?
- Are there any positive and significant effects of using Pictionary game that lead to better achievement in learning English vocabulary?

### 5. Hypothesis

On the basis of what has been stated earlier, it is hypothesized that:

- If middle school teachers of first year use Pictionary game in teaching, then pupils' achievement in English vocabulary will improve.



## **6. Methodology of Research**

In order to test the hypothesis, obtain information required from the subjects and to meet the objectives of the current study, three research instruments were adopted; an experimental study, a formal questionnaire and classroom observation. Thus, the methodology used in this research work is both quantitative and qualitative. First, an experimental study was adopted using the traditional model that consisted of two groups of first year pupils (58) in Bilal Ibn Rabbah Middle School, Taher-Jijel; an experimental group and a control group. Second, a teachers' questionnaire was administered to Thirty (30) teachers of English from different middle schools in Jijel. Third, classroom observation is used with both control and experimental group for the sake of collecting more reliable information.

## **7. Structure of the Study**

The present dissertation consists of three main chapters. Chapter one is entitled "Vocabulary Development", and it presents the definition of vocabulary, its aspects and types, its importance in the field of language learning, techniques for teaching vocabulary, and some strategies for learning it. Chapter Two is devoted to discuss the concept of Pictionary game in language teaching. The main points to be addressed by this chapter are: The definition of game, the use of game in learning vocabulary, types of games used in the English classroom, advantages and disadvantages of using them and the steps of applying Pictionary game to name a few. Chapter Three, which aims at exploring the effect of using Pictionary game on enhancing the pupils' vocabulary achievement, provides the analysis and interpretation of data obtained by means of the experiment, the teachers' questionnaire and the classroom observation. The results are discussed comparatively to afford some answers and corrections concerning teaching vocabulary to middle school pupils. Some research limitations were also highlighted in this chapter.

## Chapter One

### Vocabulary Development

#### Introduction

- 1.1. Definition of Vocabulary
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## **Introduction**

Vocabulary is essential in learning and teaching a foreign language, it would be impossible to learn any language without its lexis. Teaching vocabulary becomes the task of most teachers to help language learners to expand their vocabulary. Therefore, it has an crucial importance in EFL classes. Additionally, the success of communication is dependent on the accurate vocabulary understanding. Thus this chapter exposes the importance of vocabulary in teaching and learning. Then, different definitions of vocabulary are introduced as suggested by various experts. Moreover, some light is shed on incidental and intentional vocabulary learning as being distinguished types of vocabulary teaching, and on the difference between active and passive vocabulary. Finally, some techniques and strategies which help learners to develop and retain vocabulary are discussed with scrutiny.

### **1.1. Definition of Vocabulary**

Many language components need to be developed if one wants to master any language. Vocabulary is one of these components which are important in learning English. According to The Greenwood Dictionary of Education (2011), vocabulary is “The words used in a language or particular book or branch of science, or the like, or by a particular author. The range of words known to an individual” (p. 490).

Additionally, Hanson & Padua (2011) stated that vocabulary is “the words that are used by people as communication both in oral and written forms” (p. 5). Similarly, Ur (1994) defined vocabulary as “the words we teach in the foreign language” (p. 60); which means information about the meaning and the use of all the words in a language. Wilkins (1972) assumed that “without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (quoted in Thornbury, 2002, p. 13). This suggests that vocabulary helps people to express what they want to say, although their grammar in not

good. Without vocabulary, people cannot express their ideas or feelings and this is why vocabulary is important. In this respect, Richards & Renandya (2002) defined vocabulary as “the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255).

Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words with their meanings that comes from a certain language. So it would be impossible to learn any language in general and foreign language in particular, without words or vocabulary support.

## **1.2. Aspects of Vocabulary**

Vocabulary is one of the language components which should be learnt in order for the students to be able to speak, write, and listen. According to Ur (1996, pp. 60-62), vocabulary consists of several aspects, these are pronunciation, spelling, grammar and meaning.

### **1.2.1. Spelling**

Spelling is the writing of a word or words with the necessary letters and diacritics presented in an accepted standard order and an arrangement of letters that form a word or part of a word. “It is the process of forming words by putting letters together” as defined by Ur (1996, p. 60).

In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening thus, have a common relation with language proficiency. According to Ur (1996), there is an important point that should be considered when teaching vocabulary; which is the form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

### 1.2.2. Pronunciation

Pronunciation is the way in which a language is spoken. Pronunciation of a language comprises of the main components of speech. These components “range from the individual’s sounds that make up speech, to the way pitch varies (the rise and fall of the voice is used to convey meaning)” (Hewings 2004, p. 3). Learners all over the world are now eager to speak English well and to master its pronunciation so that they can communicate with others without difficulty. In this regard, Harmer (2001, p. 183) stated, “concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed, all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility”. Therefore, pronouncing the words correctly also enables students to remember it longer and identify it more readily when it is heard or read.

### 1.2.3. Grammar

According to Thornbury (2002), grammar is not only the study of what forms (sounds, words, sentence, texts...) are possible in a language, but also the study of the meanings these forms convey. According to Bowen & Hilferty (1985), grammar plays a significant role in language since every single change in any grammatical structure causes a change in meaning. Hence, if there were no clear grammatical rules, the language would not play its role as far as communicating ideas is concerned. For example:

When teaching a verb, the teacher may also give its past form, whatever it is regular or irregular (think, thought), similarly, when teaching a noun; the teacher may wish to present its plural form, if irregular (mouse, mice). So he or she has to include the grammatical concepts of the words during the course (Bowen & Hilferty (1985, pp. 1-3).

#### 1.2.4. Meaning

The meaning of English words has two distinct components. The meaning of a certain word as it refers to in the real world, is called denotation, conceptual or cognitive meaning. A less obvious component of the meaning of an item is connotation which is the association, or the positive or negative feeling it evokes. Connotative meaning cannot be indicated in dictionary definition. It is, then, the teacher's role to explain the meaning of words in the classroom by using different ways; using objects, gestures, pictures or drawing on the board, performing action, etc.

#### 1.2.5. Word Class

Each language has word classes that the learners of language should be aware of. Knowing how words are classified plays a different role in constructing meaning. Kinds or classes of the words are also called 'parts of speech'. Harmer (2007) wrote that there are "eight parts of speech in the English language" (p. 66). They are shown in the table one below:

Table 1  
*Classification of English Language (Harmer, 2007, p. 66)*

part of speech	Description	Examples
<b>Noun</b>	A word or (group of words) that is the name of person, a place, a thing or activity or quality or idea, nouns can be used as the subject or object of a verb	<ul style="list-style-type: none"> <li>- I love <u>New York</u></li> <li>- <u>Rachel</u> arrives tomorrow</li> <li>- I recommend this <u>book</u></li> </ul>
<b>Pronoun</b>	A word that is used in place of a noun or noun phrase.	<ul style="list-style-type: none"> <li>- <u>She</u> is a famous dancer</li> <li>- <u>He</u> met <u>her</u> on the internet</li> <li>- <u>They</u> do not talk much</li> </ul>

<b>Adjective</b>	A word that are used to describe a specific person, animal, place or thing.	<ul style="list-style-type: none"> <li>- We all want a <u>better</u> life</li> <li>- Messi is the <u>best</u> player in the world</li> <li>- The sunset was <u>beautiful</u></li> </ul>
<b>Verb</b>	A word (or group of words) which is used in describing an action, experience or state.	<ul style="list-style-type: none"> <li>- She <u>walks</u> slowly</li> <li>- I like <u>watch</u> TV</li> <li>- He <u>resembles</u> his father</li> </ul>
<b>Adverb</b>	A word (or group of words) that describes or adds to the meaning of a verb, adjective, or other adverb or a whole sentence.	<ul style="list-style-type: none"> <li>- The boy works <u>quickly</u></li> <li>- She speaks <u>kindly</u></li> <li>- It is raining <u>very hard</u></li> </ul>
<b>Preposition</b>	A word or group of words which used before a noun or pronoun.	<ul style="list-style-type: none"> <li>- A plan <u>for</u> life</li> <li>- Bring me two bottles <u>of</u> juice</li> </ul>
<b>Determiner</b>	Is a word that qualifies a noun, a determiner can be An article, definite article, Indefinite article, Demonstrative, Possessives, Quantifiers	” the “ “A/AN” this/that, these/those my, your, etc some, few, many, etc
<b>Conjunction</b>	A word that connects sentences, phrases or clauses	<ul style="list-style-type: none"> <li>- It’s great <u>but</u> I cannot afford it</li> <li>- Full of energy <u>and</u> ready to go</li> <li>- They announced <u>that</u> the storm was heavy</li> </ul>

### 1.3. Types of Vocabulary

Some language experts (e.g., Harmer (1991) divided vocabulary into two types: active and passive vocabulary. However, another distinction was made by Palmer (1921); namely receptive and productive vocabulary. All four types are explained below.

#### 1.3.1. Active Vocabulary

According to Harmer (1991, p. 159), active vocabulary refers to vocabulary that students have been taught or have learnt and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which students will recognize when they meet them, but which they will not be able to produce. Active vocabulary consists of

those words which one can use in his speech and writing since he already knows their accurate meaning. That is to say, active vocabulary refers to the productive side of language, i.e., words or expressions that learners use in their speaking and writing, it consists of the words one uses confidently because he understands their meanings and usage. In order to develop proficiency in spoken and written language, words must continuously be added to the active vocabulary of the students. Bite (2015, p. 5) argued that active vocabulary of a language calls for:

- The use of the right word in the right place.
- The spontaneous recall of words.
- Grammatical accuracy i.e., use of correct tenses, inflections and word order.
- In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm etc.

### **1.3.2. Passive Vocabulary**

Passive vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but which one cannot use in his/her own speech and writing because s/he is not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context. In order to increase the students' passive vocabulary, the teacher must present new lexical items in a way that they are understood so to be remembered when heard or read again. Bite (2015, p. 5) added that passive vocabulary calls for:

- Recognition of vocabulary in speech or writing.
- An acquaintance with major grammatical items or forms.



- The skill of stimulating rapidly the sense of large word groups.

### **1.3.3. Receptive Vocabulary**

Receptive vocabulary is those words which are recognized and understood when they are used in context, but the learners cannot produce them. In this line of thought, Palmer (1921) stated, “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it” (p, 118). In other words, it is the vocabulary that learners recognize when they see or encounter in a reading text but do not use it in speaking and writing; knowing the spoken form of a word means to be able to understand it when hearing it.

### **1.3.4 Productive Vocabulary**

Productive vocabulary means the words that the learners understand and can pronounce correctly and use constructively in speaking and writing, which means being able to pronounce the word correctly and clearly, so to be understood by others. As Palmer (1921) explained; “productive [means] we produce language forms by speaking and writing to convey messages to others” (p. 118). It involves what is needed for receptive vocabulary plus the ability to speak or write in the appropriate time. Therefore, productive vocabulary can be seen as an active process, because the learners can produce the words to express their thoughts to others.

## **1.4. Vocabulary Learning Approaches**

Teaching language vocabulary is a complex process since the teacher must handle as well as select the adequate input for students that fulfil their needs carefully. Teachers must adopt some strategies to be used in classroom activities to help students develop the ability to identify, perceive, remember and utilize new words. Hence, vocabulary is generally

taught through a number of strategies and techniques, which are embraced to manage new words. This includes incidental vocabulary and intentional vocabulary.

#### **1.4.1. Incidental Vocabulary Learning**

A great deal of attention was paid to what is known as incidental vocabulary learning. Incidental learning was defined differently by scholars in the field. For example, Nagy (1997) stated that “incidental vocabulary acquisition occurs when learners, engaged in reading, acquire vocabulary as a by-product” (pp. 64-83). Hulstijn (2001) further defined incidental vocabulary acquisition in terms of experimental research as: “When participants are not aware they will receive an assessment on vocabulary knowledge, any words acquired during the reading are acquired incidentally; expecting a future assessment would increase the likelihood of intentional vocabulary learning” (pp. 258-286).

Additionally Schmitt (2010) stated that:

Incidental learning is learning which accrues as a by-product of language usage without the intended purpose of learning a particular linguistic feature. An example is any vocabulary learned while reading a novel simply for pleasure; with no stated goal of learning a new lexical item” (p. 38).

This definition explains the method of incidental learning by comparing it with intentional learning. The former is accidental in the sense that the learner acquires new items without intent, whereas the latter requires more anticipation and intention from the learner. Consequently, incidental vocabulary learning is considered to occur through reading and listening and requires meaning-focused input. That is, learning incidentally through listening and reading accounts for most vocabulary language learning. In addition, incidental vocabulary learning is said to be ‘cumulative’ in the sense that vocabulary needs

to be met a number of times to allow the learning of each word to become stronger and to complement the information of every word.

Moreover, Schmitt (2000) used the term incidental learning, explaining that it occurs when the learners are exposed to the target language and their attention is on language use and not on the learning itself; it happens naturally, mostly while using language for communication purposes.

According to Nation (2000), incidental vocabulary learning is only one of the diverse kinds of learning that can occur when learners read. He argued that through incidental learning, not students only learn new words and improve known ones, but “they can also enrich grammatical knowledge, become more associated with text structure, improve reading skills, learn new information, and learn that reading can be a pleasurable activity” (pp. 49-50).

#### **1.4.2. Intentional Vocabulary Learning**

Other types of word knowledge are particularly responsive to explicit learning or intentional learning, Schmitt (2000) noted that the learners pay special attention to the specific information to be learned, establishing, thus, better chances for its ultimate acquisition. Similarly, Ellis (2005) defined intentional learning as “the declarative and sometimes abnormal knowledge of the descriptive linguistics, lexical, grammatical, pragmatic and socio-critical features of an L2 together with the metalanguage for labelling this knowledge” ( p.214).

Aitchinson, (2003) claimed that intentional vocabulary acquisition is memorizing squarely term after term with their various translations from a list. It is quick and thus usually preferred by learners, but it is also careless. Learners gather vocabulary in apart, often infinitive form and remain incapable of using it correctly in context.

Furthermore, learning from the meaning-focused output, that is learning intentionally through speaking and writing is necessary to move receptive knowledge into productive knowledge. This sweetening of vocabulary through productive skills can occur in some ways:

- Activities can be intentional, such as activities that involve the use of annotated pictures or definitions which encourage the use of new vocabulary.
- Speaking activities that include group work can provide opportunities for learners to negotiate the meaning of unknown words with each other.
- Using partly known words in speaking or writing can help strengthen and improve knowledge of the word because the learning of a particular word is a cumulative process (Shmitt, 2010, p. 39).

Sökmen (1997) suggested some basic principles of explicit learning that can be beneficial for teachers when deciding what to teach and how:

- Build a large sight of vocabulary.
- Integrate new words with old ones.
- Provide a number of encounters with a word.
- Promote a deep level of processing.
- Facilitate imagining.
- Use a variety of techniques.

Intentional vocabulary learning is based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, that is why it is not so effective. Learners stuff the meaning of the new words without undergoing the cognitive process. A very few words learned through this method get transformed into an

active process. Whereas reading new words and inferring the meaning through context will be more productive because it triggers and develops the ability of guessing.

### **1.5. Teaching Vocabulary**

Teaching vocabulary is considered as one of the most discussed part of teaching English as a foreign language. It has been defined as the process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. According to Thornbury (2002), teaching vocabulary is a crucial aspect in learning a language. As languages are based on words, it is impossible to learn a language without words; even communication based on words. Therefore, a language teacher must know the techniques of teaching vocabulary which he should apply in the classroom. Before applying the techniques of teaching vocabulary, the language teacher must know the principles of vocabulary teaching. These principles are suggested by Thornbury (2002):

- To find out the frequency of the word.
- To find out the applicability of words related to different contexts – selection of vocabulary items is very important.
- An easier word should be taught first.
- Sequencing or gradation or ordering of items is necessary.
- Improvement or enrichment of vocabulary refers to both active and passive vocabulary.
- Guessing the meaning from the context or acquaintance with the usage.

### **1.6. Techniques for Teaching Vocabulary**

There are several techniques that can be applied in teaching vocabulary. More importantly, teachers have to vary the techniques used in presenting and explaining the meanings of new vocabulary items to their learners. Harmer (2001, p. 155) named some techniques for teaching vocabulary as follows:

- **Demonstration**

The teacher demonstrates the language forms that s/he wants to teach by integrating them through the most useful “aids” in language teaching in different ways:

- Pictures; they can be wall pictures, board drawings, charts, flash cards. Those aids are used to explain the meaning of words.
- Realia; one way of presenting words is to bring the things they represent into the classroom. These objects help to make the meaning of words clear.

- **Explanation**

Explaining the meaning of vocabulary items can be very difficult. This is a technique which is assigned to be used with beginners, who already have some knowledge of English. The teacher while explaining the ‘construction’ of a language in a diagram should use the board, hands and gestures or the overhead projector, and he should use the language that is comprehensible for the students. For example: The teacher can use finger-pointing to show how contractions are made.

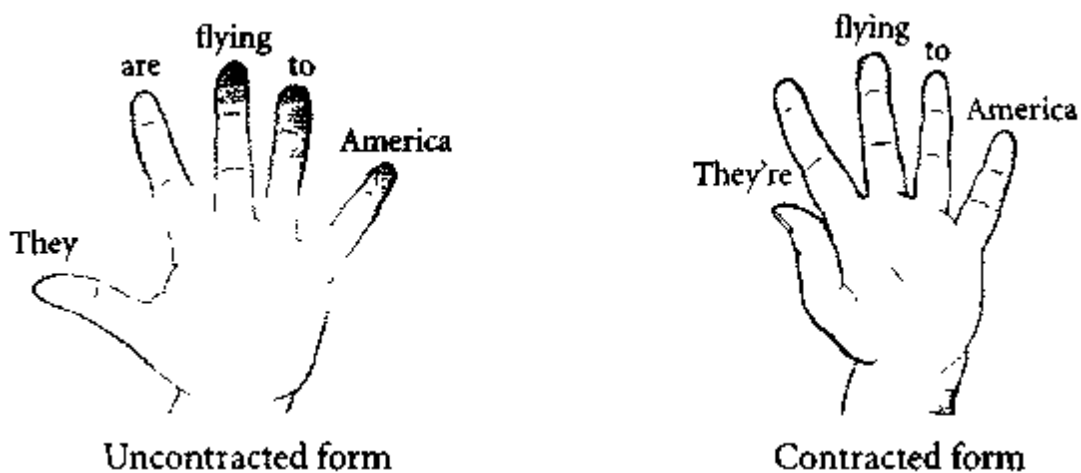


Figure 1: *Using Finger to Show How 'They are' Becomes 'they're'* (Harmer, 2001).

- **Discovery**

In order to have confidence that discovery leads to real understanding; teachers should encourage the students to understand new language forms, either by discovering them in a text, or by looking at grammatical evidence in order to work out a grammar rule.

- **Check Questions**

The teacher can ask 'check questions' to see if the students have understood meaning and can use those words in a text or a paragraph. For example, if the students are learning to use past continuous sentences such as: *at eight o'clock she was watching television* the teacher can measure their comprehension by asking them: *Did she start watching television at exactly eight o'clock or before?*

- **Immediate Creativity**

The teacher is confident that students can form the new language correctly. Using this technique, the students try to use what they have just learnt to make sentences of their own; in this stage, the teacher can see if students have really understood the meaning, the use and form of the new language. Immediate creativity can be used after any explanation, or after a discovery activity.

### **1.7. The Importance of Vocabulary Mastery**

Vocabulary is central to English language learning because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins (1972) stated:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very

little can be conveyed, without vocabulary nothing can be conveyed (p. 97).

Lewis (1993) went further to argue, “Lexis is the core or heart of language” (p. 89). Particularly, as students seek to develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” (p. 4).

Teaching vocabulary helps students understand and communicate with others in English. Yet as Voltaire purportedly said, “Language is very difficult to put into words.”; an opinion that language students generally would concur, but no one can deny how far learning vocabulary can help students master English to attain their purposes.

In addition, those students who master enough vocabulary will face fewer difficulties than those who have less vocabulary. According to Scrivener (1994, p. 75-78), there are five roles of vocabulary:

- Vocabulary is very important and needed to be dealt with systematically in its own right.
- We need to distinguish between vocabularies for productive use and those for receptive recognition.
- The learner will find it difficult to finish his task, if they have first met some new vocabularies.
- We need to deal not only with a single word as a lexical item, but also with longer, multi-word items.
- Training in the use of English-English dictionaries provides learners with a vital tool for self-study.



**Conclusion**

Mastering vocabulary is very important to learn English as second or foreign language. Therefore, by means of this chapter, many conclusions can be drawn. First, it is necessary to teach vocabulary to learners in order to provide them with sufficient repertoire of words. Second, it enables them to acquire the target language that lead to effective communication. However the process of teaching vocabulary is not such an easy task, thus it needs a successful teacher to achieve the learners' needs about enlarging their word knowledge. Additionally, teachers have to search for techniques or strategies that may create an appropriate atmosphere and motivate pupils to learn better.

## **Chapter Two**

### **Pictionary Game**

#### Introduction

#### 2.1. The Definition of Games

#### 2.2. Types of Games

#### 2.3. Advantages and Disadvantages of Using Games in Education

##### 2.3.1. Advantages of Using Games

##### 2.3.2. Disadvantage of Using Games

#### 2.4. The Use of Games in Learning Vocabulary

#### 2.5. The Definition of Pictionary Game

##### 2.5.1. Pictionary Game and Vocabulary Development

##### 2.5.2. The steps of Plying Pictionary Game

##### 2.5.3. Advantages and Disadvantages of Pictionary Game

###### 2.5.3.1. Advantages of Pictionary Game

###### 2.5.3.2. Disadvantages of Pictionary Game

#### Conclusion

## **Introduction**

Games have a great educational value and they can be used in the classroom to make learners practice the language. They encourage learners to interact, cooperate and to be creative and spontaneous in using the language in a meaningful way. This chapter begins with the definition of game, its types, advantages and disadvantages of educational games. In addition, the use of games in learning vocabulary is explored. More importantly, as far as the topic of the current research is concerned, this chapter presents the second research variable “Pictionary game”; providing its definition, explaining how to use it in the language classroom according to students’ level and class size, etc. At the end, both advantages and disadvantages of using Pictionary game to teach vocabulary are discussed.

### **2.1. Definition of Game**

In teaching vocabulary, teachers usually prepare teaching materials for their students to enrich their vocabulary by using drills or exercises, but if they keep using monotonous methods in their teaching, students will get bored and lose interest. Teachers have to plan some activities that motivate students and make them comfortable and interested in learning vocabulary. This enjoyable situation will be realized when the teacher uses fun activities such as games. As Wright (1984) said “.....it is generally accepted that young learners and adults are very willing to play game” (p. 02).

The meaning of game was interpreted in many different ways. One definition is suggested by the Random House Dictionary; it defines a game as “a competitive activity involving skills, chance, or endurance played according to rules” (p.07). Similarly, Hadfield (1996) defined “a game [as] an activity with rules, a goal and an element of fun” (p.03). Therefore, games involve many factors, rules, competition, relaxation, and learning; the main focus of using game in class is to help students learn and have fun.

Moreover, Wright, et al, (2006) stated that “[A] game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others” (p.1). That is to say, games are interesting, because they might make students enthusiastic to play them, sometimes they are challenging because when students are playing games, there must be a winner in the end, and it is also entertaining because students have fun and enjoy when playing and interacting with each other.

Maroney (2001) defined a game as a type of play with goals and structure. In every game, there should be a goal which will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game. According to him, these structures consist of: Defining the actions that the players take, methods for resolving, the consequences of each action, and usually the sequence and timing of actions. It means that every game is created with different purposes and ways to achieve it. In the same perspective, Simpson (2011) stated that the teacher should be encouraged to use games to help practice a new language in the classroom. He also stated that games can indeed teach the students, and they offer a way to practice new structures and add genuine enjoyment to a lesson.

According to Michael & Chen (2006), a game is a voluntary activity, played out within a specific time and place, also according to established rules, and creates social groups out of their players. Abt (1970) added that “games are effective teaching and training devices for students of all ages and in many situations because they are highly motivating, and because they communicate very efficiently the concepts and facts of many subjects”(p. 07).

## 2.2. Types of Game

Classifying games into categories can be difficult because categories often overlap. Hadfield (1984) explained two ways of classifying language games. First, she divided language games into two types: **linguistic games** and **communicative games**.

- **Linguistic games:** focus on accuracy, such as supplying the correct antonym.
- **Communicative games:** focus on the successful exchange of information and ideas, such as two people identifying the differences between their two pictures, which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal (p.03).

The second taxonomy that Hadfield (1984, pp.4-5) used to classify language games includes many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- **Sorting, ordering, or arranging games:** For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
- **Information gap games:** In such games, one or more people have information that others need in order to complete a task. For instance, one person might have a drawing and his partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.
- **Guessing games:** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of

a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

- **Search games:** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. For examples in Finding someone who is a well known , students are given a grid, the task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.
- **Matching games:** As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.
- **Labelling games:** These are a form of matching where participants match labels and pictures.
- **Exchanging games:** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.
- **Role play games:** The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Rinvoluceri & Davis (2005) stated that there are even many more other kinds of language games:

- **Competitive games:** These games usually use formats taken from radio and television games. It makes sense to borrow happy contexts from the students' world of entertainment. Competitive activities that pit pairs against pairs and three against three are excellent for fostering collaboration and mutual help each team.
- **Cognitive games:** this is collaborative sentence making game. It exercises mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.
- **Meaning and translation:** This game allows the intermediate until the advance students to decide whether the sentences given are meaningful or rubbish.
- **Problem solving:** In this game students have to find multiple solutions to technical human and cultural problems. They also express themselves with a given set of vocabulary and structures (pp. X-XIV).

### 2.3. Advantages and Disadvantages of Using Games

Teaching by using games is more effective than many other teaching strategies. They do not serve only as 'amusing activities' or 'time fillers' anymore, but also as teaching techniques to complete numerous pedagogical tasks. Games can bring both advantages and disadvantages to language classes.

#### 2.3.1. Advantages of Using Games

Harmer (1991) argued that teaching language through the employment of games has become crucially necessary for English language learners as they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner (p. 101). According to Gardner (1985), using games in learning foreign languages plays an important role in motivating learners and it can both negatively and positively affect the

learning process. Lewis & Bedson (1999) stated that there are many advantages of using games in the EFL classroom:

- Games are fun and children like to play.
- Playing is a vital and natural part of increasing the learning process.
- Games incorporate learners in the EFL classroom.
- Through the use of games, children experiment, discover, and interact with their environment.
- Games increase learning motivation.

Students' motivation is a necessary step toward identifying the factors that affect their behaviours and emotions in language learning. That is why educational games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability. Wright, et al (1986, p. 1-2) also stated that there are four major advantages of using games in language learning:

- Games help and encourage many learners to sustain their interest and work on learning a language.
- Games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. These patterns can be taught meaningfully through games.
- Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
- Games can give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.



### 2.3. 2. Disadvantages of Using Games

Using games do not always bring benefits for teachers and learners. Although games are great tools in improving learners' language skills, they may also have some shortcomings. Wright et al. (2006) claimed that if using games is a part of curriculum, this may make teachers over use games and therefore mislay sight for to the objectives that they are intended to meet at the end of every session. Also, an overuse of games may take away the time students can use to be working individually.

In addition, language classes often consist of students with different levels so when playing a game and if the teacher mixed the weak students with the strong ones in one group, the weak students may have negative self- evaluation that may even increase their anxiety. Moreover, if learners are familiar with the game, they may feel bored and this will decrease their will to engage in the game and in the learning process in general.

Moreover, one more common problem that teachers face when using games in their teaching is the class size. The large number of students in each class makes controlling them while playing the game almost an impossible task for teachers. Even worst, the use of games can create an overall class atmosphere which does not provide real learning, making it more difficult to concentrate on studying for serious purposes. Thus, some learners, especially teenagers, may find games unnecessary and childish.

Although many educators think that language games are nothing more than a waste of teaching time and that they do not have educational value, language games are still of a great help for teachers as instructional tools as they serve different purposes in many different ways. They can also help students feel comfortable and therefore more confident in the process of acquiring a new language.

#### **2.4. The Use of Games in Learning Vocabulary**

The use of games in the process of language teaching and learning is not restricted for any language level. Using games in language learning gives much contribution to the acquisition of new language. Lewis and Bedson (1999) stated that "Through games children experiment, discover and interact with their environment." (p. 5), this means that the game can be a great solution for the teacher who wants to make the students become more active in the classroom. Games make learning new words easy and using them later interesting and fun. Even the repetition of words becomes interesting and ensures personal involvement of the learners.

The function of vocabulary games is giving many inputs of vocabulary to the students through learning by playing. They do not need to work hard to memorize some vocabulary without any strategy. The students are able to comprehend many vocabularies in the time of a game and in an enjoyable atmosphere without being forced. However, this technique is much more applicable and beneficent with beginners when students have to learn many English words and remember them in a limited time; consequently, they may feel great pressure. Richards (2006) acknowledged the use of vocabulary games as a technique that can make learners able to manage their vocabulary meaning and develop their communicative skills at the same time.

Using vocabulary games not only enhances the students' motivation but also provides an encouragement to use the language. In fact, these games can provide EFL learners with more than that. They have a great educational value as they can make learners use the language instead of just thinking about learning the right forms and structures.

Moreover, when using games to teach vocabulary, the pressure which the students feel may decrease during the learning process. Games are especially good for introvert learners

and learners with low confidence, and that applies more when playing takes place in smaller groups because they get a chance to speak in front of fewer classmates instead of expressing themselves in front of the whole class and feel embarrassed about it. Also it is sometimes easier to forget the shyness when playing a game because the atmosphere is not that serious and more emphasis is put on fluency rather than grammatical correctness.

## 2.5. Definition of Pictionary Game

Pictionary game is a picture-based guessing game on board. It is a combination of picture and dictionary. "Pictionary game is a game of drawing and guessing pictures", Talak and Kiryk (2010, p. 25) said. According to Imamura (2012), Pictionary game is the picture-based word game. It is an excellent way for students to display their knowledge while the rules must be altered slightly to figure within the schoolroom.

Thornbury (2002, p.104) stated that Pictionary game is a game that involves students guessing words or phrases from drawings. The students work in teams, each member of the team takes turns to be the artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly gets a point and the new artists or other students have a turn with another word. According to Zeiger (2006), Pictionary game is considered as an enjoyable family game because it can be played anywhere with nearly any set of words. She considered that excelling at Pictionary game is not concerning inventive talent, however, it is concerning thinking outside the box. That is to say, in playing Pictionary game, the player who is chosen as an artist does not have to be someone who likes drawing or a master in the art. It is free for the artists to imagine the word into a picture by using their own creativity.

Hinebaugh (2009) claimed that Pictionary game can be used as a brilliant teaching tool for developing communication and creative thinking skills; it is suitable to reinforce ideas in other subject matters for those students who are visual learners; it can develop and

reinforce any number of facts, figures, or concepts; Pictionary rules will focus on the development of creativity. He further added, “Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team, and it is well suited for developing specific grammar and vocabulary skills” (pp. 188-193).

### **2.5.1. Pictionary Game and Vocabulary Acquisition**

Teaching vocabulary is part of English teaching. Vocabulary power will facilitate speaking, listening, writing and reading skills. Moreover, vocabulary has a crucial role in the teaching and learning process because students have to master vocabulary in order to communicate in English. However, learning vocabulary is somehow challenging and requires effort to be successful. That is why many researchers’ assumed that it should be a fun activity to prevent students’ passiveness in the classroom and help them to memorize, maintain, and understand the vocabulary which they have learned. Nation (1990) stated that if teachers can get students interested in playing with words and language, then they are at least halfway to the goal of creating the sort of word conscious and students will make words a lifetime interest. This means that it is very important for the teacher to make the students eager to learn new vocabularies by using enjoyable teaching materials and techniques.

Playing a game is an innovative way to engage students in learning vocabulary which is the case of Pictionary. It can be implemented to make the students interested and motivated. It is also adapted and applied in the classroom so as to allow students to be active in recalling English vocabulary by describing the vocabulary through their own drawings. Kaprowski (2006) in his journal stated that Pictionary game is able to help students to recycle their existing vocabulary as well as to acquiring new one. He further

added that by applying Pictionary game students will retain vocabulary better and can remember words longer.

### 2.5.2. Steps of Playing Pictionary Game

Pictionary game has several rules and steps, which should be obey during its implementation. According to Verstegen (2007) Pictionary game rules are explained as follows:

- The teacher divides the students into teams.
- Call one person from each team to the front of the class.
- Take the two players away from the rest of the class. Decide what s/he wants them to draw. This can be anything from any subject, if possible things they have newly studied.
- The players come to their whiteboard and draw a picture to try to get their team say the chosen word(s). The first team who guesses the word(s) receives the number of points rolled on their dice. Play again with another word or phrase and two new drawers.
- Offer extra points if the team that guesses the picture, can answer a question about it. For example, if it is a vocabulary word, they would have to tell the definition (p. 06).

Preszler's (2006) steps of playing Pictionary game to teach vocabulary were even more precise, so the teacher has to:

- Divide the class into teams with three or four or more per team.
- Explain that each team's goal is to be the first in a round correctly identify vocabulary terms.

- Designate one student on each team as the artist. This student is the only one able to see the list of words written on the board or overhead.
- Identify time limit for the first round of words.
- Explain that the artist looks at the word to be illustrated and draws a rough sketch of what the word presents. When the word is identified by the group, the artist continues to the next word.
- Explain that after identifying all the terms, team members raise their hands in declaring the end of the first round.
- Rotate the artist role around the team until all has participated as an artist.
- Play students in pairs rather than in small group if time is limited (p. 15).

### **2.5.3. Advantages and Disadvantages of Using Pictionary Game**

#### **2.5.3.1. Advantages of Using Pictionary Game**

Pictionary game is one of many interesting vocabulary games. It is great for visual learners because when playing Pictionary game, students have to make their own pictures or drawings based on the English word which is showed on card and this makes the retention of vocabulary even easier for them. In addition, Pictionary game involves students to work in teams, each member of the team takes turns to be the artist to draw a picture of a vocabulary word given by the teacher, and thus, both cooperation and competition are encouraged. Moreover, Pictionary game stimulates their competences through enjoyable activities, so that they will find learning more unforgettable, meaningful and accessible. Furthermore, Pictionary game has several rules and steps, but it can be modified based on students' needs what makes it flexible and adaptable to any teaching situation.

Hinebaugh (2009) in his turn listed a number of advantages that could be brought to the language classroom as a result of using this game:

- Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills.
- It is a motivating and challenging game.
- It is suitable to reinforce ideas in other subject matters for those students who are visual learners.
- It can develop and reinforce any number of facts, figures, or concepts.
- Pictionary rules will focus the development of creativity and affect thinking.
- It is well appropriate for developing specific grammar and vocabulary skills.
- It contributes to the development and enhancement of vocabulary and associated skills.
- Pictionary game helps the students unconsciously remember the new vocabulary that they learn because they try to produce the words orally and it helps them to remember them.
- Pictionary game also helps the students to work in team. They will not work individually because they want to get the best score to be winners.

#### **1.2.3.2. Disadvantages of Pictionary Game**

Applying an activity in teaching vocabulary has its weakness and strength. Fadhillah (2011) stated that using Pictionary game has some disadvantages, too. The implementation of Pictionary Game can make the students too noisy in the classroom, so they cannot enjoy the activity. Also, some students do not feel comfortable to work in a group whereas others who cannot draw well will find it difficult and sometimes annoying. Moreover, Pictionary game cannot describe abstract things. The students will find difficulties because abstract things cannot be drawn.

However, it is the role of the teacher to find solutions and compromises as with any teaching material. For instance, before starting to play Pictionary game, the

teacher can inform the students that the team which makes loud noises or being impolite during the game will get minus one point; this reminder will help the teacher in making the class less noisy.

### **Conclusion**

Throughout this chapter, it can be said that students need to master vocabulary in order to communicate in English. Pictionary game is one of the techniques that can be used by the teacher to bring motivation and variety to his classes. By implementing Pictionary game, the students will recycle their vocabulary easily through group or team work. Working as a team and competing with other teams make the students interested in following what comes next in the learning. In addition, the students will be motivated in learning English vocabulary because Pictionary game is amusing and challenging. It also encourages and increases the students' participation in English class to name just a few.



## **Chapter three**

### **Field Work**

#### Introduction

#### 3.1. Research Design and Methodology

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###### 3.1.2.2. Research Instruments

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###### 3.1.2.2.1.2. Description of the post-test

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#### 3.3. Discussion of the Main Results

#### 3.4. Limitation of the Study

#### Conclusion

#### General Conclusion

References

Appendices

## Introduction

This chapter is devoted to the presentation and analysis of data obtained through the implementation of the present research, which investigates the influence of using Pictionary game on improving the students' achievement in learning English vocabulary. The chapter begins with an overview of the research design and methodology used to carry out the study. Then, it switches to define the population, the sample and the fundamental research tools used to collect data. Finally, a detailed description and analysis of the results obtained by means of the experiment, classroom observation teachers' questionnaire are presented together with the discussion of the main findings.

### 3.1. Research Design and Methodology

The choice of the research method is dictated by the nature of the subject to be dealt with, i.e. the topic, the aim of the research, the sample under investigation and the collected data determine the use of a specific method. For this research is concerned, the most appropriate method is the qualitative-quantitative one, to assess the students' vocabulary achievement after the implementation of Pictionary Game. Therefore the process of gathering data will be based on the experimental study with additional data from the other two instruments. The design of the experiment can be described as follows:

Table 2

#### *Pre-test and Post-test Design*

Selected control group	Pre-test	No treatment	Post-test
Selected experimental group	Pre-test	Experimental treatment (implementation of Pictionary game)	Post-test

Two classes were used as the sample of this research; one being the experimental group and the second one was a control group. The experimental group was taught using Pictionary game as a treatment, whereas the control group was taught by its teacher using the usual method (s). In this research, pupils in both groups were given a pre-test before the treatment to evaluate their current level in vocabulary whereas the post test was given to know their vocabulary achievement after the treatment was done.

The content of pre-test and post-test was chosen from the school course book by the researchers and with the help of both classes teacher. Also, a classroom observation was carried out in order to collect the data during the process of “Pictionary game” implementation, whereas a questionnaire was used as another tool to collect data about teachers’ familiarity with the concept of Pictionary game and whether or not these teachers would use Pictionary game to teach vocabulary.

### **3.1.1. Population and Sampling**

According to Polit et al (2001),

“Sampling involves selecting a group of people, events, behaviours, or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible the entire population .This decision has a major impact on the meaning and generalisability of findings” (p. 234).

Thus, the population of this study consisted of all first year pupils in Bilal Ibn Rabbah Middle School, Taher-Jijel from which a sample of 58 pupils (24 male pupils and 34 female pupils) representing 36.86 % of the whole population estimated by 182 pupils was randomly selected. The participants belong to the same age group that is from 12 to 13

years old, in the academic year 2018/2019. Concerning the questionnaire, thirty (30) teachers from different middle schools in Jijel were asked to respond on the questionnaire to see whether they use Pictionary game in teaching vocabulary and whether or not it is effective in improving students' achievement in learning English vocabulary and this according to their teaching experience.

### 3.1.2. Data Collection Procedures

#### 3.1.2.1. Setting

The present study was carried out during the third term of the academic year **2018/2019**. It was conducted through action research following the experimental design. This study took place at Bilal Ibn Rabbah Middle school in Taher-Jijel over a period of about four (4) weeks, with an average of two sessions per week for the experimental group (Sunday from 2 to 3 p.m., and Tuesday from 3 to 4 p.m.). The control group had two ordinary sessions per week (Monday from 08 to 09 a.m. and Wednesday from 4 to 5 p.m.). Both control group and experimental group had another one hour session (TD session) taught by their teacher. The period of the experiment lasted from April 14<sup>th</sup>, 2019 to May 16<sup>th</sup>, 2019. The treatment lessons then made a total of five (05) lessons, plus the pre-test and post-test sessions (the total is 7 sessions). The schedules are described as follows:

Table 3

#### *Treatment Lessons Schedule*

<b>Activity</b>	<b>Time</b>
Administering Pre-test	April 13th, 2019
Conducting first treatment session	April 16th, 2019
Conducting second treatment session	April 21th, 2019
Conducting third treatment session	May 05th, 2019

Conducting fourth treatment session	May 12th, 2019
Conducting fifth treatment session	May 13rd, 2019
Administering Post-test session	May 16th, 2019

### 3.1.2.2. Research Instruments

#### 3.1.2.2.1. The Experiment

##### 3.1.2.2.1.1. Description of the Pre-test

The pre-test was administered before conducting the treatment to assess the pupils' vocabulary achievement before the implementation of Pictionary game. It consisted of 05 tasks about the vocabulary to be taught in the new sequence "Me, My Country and the World". In the first task, pupils in both groups were asked to match the words with their opposites. The second task requires the pupils to fill in the gaps with the appropriate word. In the third task, the pupils had to circle the correct word. The fourth task was about choosing the right answer and in the last task, pupils were asked to put in the right preposition with the help of six (06) pictures; each picture represent a preposition. The content of the tasks was taken from pupils coursebook and it was made by the researchers in cooperation with the teacher who knows well the level of her pupils, the content to be tested on and the type of tasks in official tests and exams (See Appendix A).

##### 3.1.2.2.1.2. Description of the Post-test

The post-test was administered to pupils after the treatment to assess their vocabulary achievement after the implementation of Pictionary game, the researchers kept the same questions; the pre-test and the post-test were identical. The post-test was given on May 16<sup>th</sup> ;( See Appendix A)

### 3.1.2.2.1.3. Description of the Treatment (The Lessons)

During the treatment period, the experimental group was taught through using Pictionary Game, so the lessons were designed in accordance with the new strategy. In fact, different steps were followed by the researchers in the process of teaching vocabulary using Pictionary game. Lesson 1, 3 and 5 are the lessons to be described in this part as lesson 2 and 4 were taught in the same way as lesson 1; that is to say, using the traditional way of playing Pictionary game, whereas in the third and the fifth lesson the researchers implemented Pictionary game by using other variations of it. The design of the sample lessons can be described as follows:

Table 4

#### *Design of the Sample Lessons*

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Vocabulary List</b>
<b>1</b>	- By the end of the lesson, learners will be able to perceive information about one's country and others countries.	Flags, currencies, traditional dishes, languages, monuments, capitals, celebration day ...
<b>3</b>	- By the end of the lesson, learners will be able to pronounce words correctly and acquire new vocabulary with the sounds: <i>/əʊ/ ɪ/ɔ:/ɔ/</i>	- Ring, kongo, tomato, finger, Saudi Arabia, north, south, flower, dog.....
<b>5</b>	- By the end of the lesson, learners will be able to make an attractive leaflet about Algeria using appropriate resources and vocabulary acquired.	Algeria, suspended bridge, statue of Riad el-Fath, couscous, roman ruins, Asskrem, katchawa

		mosque...
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- **Lesson One**

The first session was presented on Tuesday, April 16<sup>th</sup>, 2019. It ran in 60 minutes. During the treatment period, the researcher deal with a new sequence (Sequence five): “Me, My Country and the World”. The first lesson was “I listen and do” taught using the PDP (Pre listening-During listening-Post listening) Framework (See Appendix B). In this session, Pictionary game was implemented at the beginning of the lesson as a “warm-up”. There were some steps in implementing Pictionary Game: First the researcher prepared the words cards related to the lesson (See Appendix C), and then explained Pictionary Game to the pupils. Next, she asked the pupils to work in groups. She divided them into three groups (A, B, C), each group consisted of seven to eight pupils who sat around a table, and elect one of them to be the artist of his group. The artist of each group went to the front of the class, while the researcher was distributing cards. The artist had only five (5) seconds to look at the card and plan their drawing strategy. The one 1 minute timer started and the artist started drawing on the board. The other members of the group tried to guess the correct word. The students played in a competitive atmosphere, they were very excited and they raced to answer it. Moreover, the researcher gave the turn to the second team to guess the word by using another card. The pupils continued to play until the end of the game. Finally the researcher announced who the winner was; the group who got the highest score. The students were very



enthusiastic and they enjoyed it. At the end, the researcher wrote on the whiteboard all the words in the cards that the pupils have guessed and which express some of the basic vocabulary of the sequence, and informed them that they have to memorize and practice using them when they go home.

- **Lesson Three**

The session was done on Sunday, May 5<sup>th</sup> 2019. It ran in 60 minutes. It was the «I pronounce” rubric that the researchers taught, they focused on PDP framework. The implementation of Pictionary game in this session was kept to the end “as a practice”. The researcher informed the students that they are going to play Pictionary game by using another variation. First, the researcher prepared the word cards that carry the target vocabulary, then she divided the cards into categories, each category represents words having one of these sounds: /ɔ:/əʊ/ɪ. The new step is the use of a dice to play. Learners were grouped, sat, and an artist is chosen as in Lesson One. The artist from one group, for example, goes to the front of the class, throws the dice; the number on the face of the dice represents the number of the category which they are going to play with. Next, the teacher chooses one card from the selected category, and shows it to the artist. This latter draws it on the board, and then the group was given 1 minute to guess the name of the card being drawn (See Appendix D).The game continued until they had finished all the cards. The group who won the competition in this lesson was group “C”. The students were very enthusiastic and enjoyed playing and learning. By the end of the lesson, the researcher informed the students that they have to memorize all the words that they have studied when they go home.

- **Lesson Five**

The treatment was still applied and its last session was done on May, 13<sup>th</sup> 2019, it ran in 60 minutes. After finishing all the lessons related to sequence “five”, the researchers decided to add “consolidation and extension” to review vocabulary taught in the whole sequence. They played another variation of Pictionary game with the pupils in order to motivate them. The researchers add a “Board Game” (See appendix E) to be played with Pictionary game; she first explained how to play Pictionary board game, then she informed them that the winning team will get a gift at the end of the game. The students liked the idea and become more active and highly motivated to play. In this board game, students play in groups of five to six and use the board game as they play “Pictionary game”. The game contained categories; each category revolved around one theme namely: flags, monuments, currencies, dishes, and capitals (See appendix F) each team got a board game paper and a dice to play and move through the board.

### **3.1.2.2.2. Classroom Observation**

#### **3.3.2.2.2.1. Description of the Classroom Observation**

Classroom observation is a research tool which can help the researcher to overcome the problems which happen in the language classroom. It is considered as one of the most practical tools for gathering data and obtaining accurate results. Therefore, for the sake of obtaining more reliable data for the current research, the researchers made five classroom observations during the teaching/learning a new sequence: “Me, My Country and the World”. During the implementation of Pictionary game, the researchers observed the situation, facts, behaviours and the pupils’ progress in vocabulary mastery. The observation started on April 16<sup>th</sup>, 2019 to May 13<sup>th</sup> 2019; five sessions per group. Each group was observed twice a week. For the experimental group, the researchers carried out

the observation during the treatment through using Pictionary game (Sunday from 3 to 4 p.m. and Tuesday from 2 to 3 p.m.) while the control group was observed when taught by their teacher using the usual method (Monday from 8 to 9 a.m. and Wednesday from 4 to 5 p. m). A check list was used to help collecting data (See Appendix G).

The classroom observation had three main goals; the first one was to check the students' progress in vocabulary achievement while applying the new method of vocabulary instruction, the second was to observe the pupils' activities and reactions in the classroom while the third is to find concrete data easily and directly.

### **3.1.2.2.3. The Questionnaire**

#### **3.1.2.2.3.1. Description of the Questionnaire**

The questionnaire was submitted to teachers of English from different middle schools in Jijel, it was used to find out whether or not the teachers use Pictionary game in teaching vocabulary and how effective it could be enhancing English vocabulary achievement. The questionnaire begins by an introduction to present the topic under investigation. Then, teachers were asked to answer all the questions either by ticking (√) in the corresponding box or by providing full statements when necessary.

The questionnaire was made up of three sections with a total of twenty questions (20); close- ended and open- ended questions. (See appendix H)

The first section deals with personal information and which consisted of four questions. The second section aims at investigating the different technique that teachers use when teaching any new word in class and it comprised six questions. The third section is meant to reach the teachers view point toward the integration of Pictionary game and if they aware of its use as a teaching technique, and it consisted of seven questions. In addition, teachers in this section were asked to refer to their teaching experience to tell

whether teaching vocabulary through Pictionary game can be useful for EFL learners to enhance their vocabulary achievement.

### 3.1.2.2.3.2. Administration of the Questionnaire

The questionnaire addressed thirty teachers (30) who were teaching English at different levels in different middle schools in Jijel. Their selection was random. Thirty questionnaires were distributed hand to hand and it took the researchers 10 days to collect thirty complete questionnaires. Therefore, the researchers really appreciated all the teachers' contributions and their precise answers.

## 3.2. Data Analysis and Interpretation

### 3.2.1. The Experiment

The pre-test and post-test were analyzed by using SPSS (statistical package for social sciences) 25 for Windows to find out whether or not students' vocabulary achievement can significantly increase after being taught by using Pictionary game.

#### - Scores of the Control Group in the Pre-test and Pos-test

Table 5 below represents the scores obtained by the pupils of the control group in the pre-test and pos-test.

Table 5

*Scores of the Control Group in the Pre-test and Pos-test.*

Control Group	Scores of the pre-test(/20)	scores of the post-test(20)	Difference (d)
1	10,00	10,00	,00
2	10,00	10,75	,75
3	12,00	13,00	1,00
4	5,00	7,00	2,00
5	13,00	13,50	,50

6	4,50	4,00	-,50
7	7,50	8,00	,50
8	10,00	11,00	1,00
9	8,50	10,00	1,50
10	17,00	17,50	,50
11	12,00	12,50	,50
12	11,00	11,50	,50
13	9,00	10,00	1,00
14	13,00	13,50	,50
15	8,50	11,00	2,50
16	11,50	12,50	1,00
17	7,00	7,00	,00
18	7,00	10,00	3,00
19	11,50	10,00	-1,50
20	10,50	9,50	-1,00
21	12,00	13,00	1,00
22	4,50	4,50	,00
23	3,50	4,50	1,50
24	10,50	11,75	1,25
25	6,00	5,50	-,50
26	11,00	10,00	-1,00
27	5,50	6,00	,50
28	4,00	6,75	2,75
29	7,00	7,00	00

From table 3 above, it is noticeable that there is no significant difference in the scores pupils of the control group got in the pre-test and post-test. The table also shows that only one pupil got a high score in the test (17/20) in both the pre-test and pos-test. Since the scores were almost converging and there was no remarkable difference or improvement in the pre-test and pos-test scores, this may imply that the level of the pupils in the control group remained the same even after ordinary vocabulary instruction.

## - Scores of the Experimental Group in the Pre-test and Post-test

Table 6

*Scores of the Experimental Group in Pre-test and Pos-test*

<b>Experimental group</b>	<b>Scores of the Pre-test (/20)</b>	<b>Scores of the Post-test (/20)</b>	<b>Difference (d)</b>
1	17,50	20,00	2,50
2	13,00	14,50	1,50
3	7,50	10,50	3
4	10,00	12,50	2,50
5	13,00	16,00	3
6	5,00	7,50	2,50
7	6,50	10,00	3,50
8	7,00	10,00	3
9	14,00	14,00	00
10	4,00	6,50	2,50
11	16,00	17,00	1
12	9,00	12,00	3
13	11	13,00	2
14	15,00	16,50	1,50
15	9,00	11,50	2,50
16	8,50	11,50	3
17	9,50	12,00	2,50
18	13,00	15,00	2
19	11,50	14,00	2,50
20	8,50	12,00	3,50
21	7,00	10,00	3
22	10,00	13,75	3,75
23	10,50	12,50	2
24	11,50	14,00	2,50
25	8,50	11	2,50
26	4,50	6,50	2,00

27	11,00	14,50	3
28	13,00	15,50	2,50
29	10	13,50	3,50

Table 4 shows that the scores of the experimental group in the pre-test and post-test were totally different and are also different from those of the control group; all the pupils of the experimental group made progress and improved their scores in the post-test, except one who got the same mark (Pupil 9) . This means that their vocabulary has been improved. Therefore, it can be said the treatment which is the use of Pictionary game was successful and influential.

- **The Normality Test**

a- **Pre-Test Normality Test**

The sample of the study consists of 29 pupils which is less than 50. Thus an independent t-test is preferable to compare the mean scores of both groups (control and experimental group). Yet the independent t-test requires that the sample should be normally distributed, that is why a normality *Shapiro-Wilk test* was used to test the normality in frequent statistics. This test gives a *P value*; small values (under the threshold of 0,05) indicate that the samples are not normally distributed while values more than 0,05 indicate that the samples are normally distributed. Based on the results of pre-test score, the normality test could be tabulated as follows:

Table 7

*Tests of Normality from the Pre-Test Results of both Experimental and Controlled Group*

Normality test					
Shapiro-Wilk Test					
		Statistic	N	Sig.	P(sig)
Pret-test	Control	,96	29	,35	0.38**
	Experimental	,96	29	,34	

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data in table 7 shows that there is a normality in the distribution of the sample since there is no significant difference between the control group and the experimental group in the Pret-test (sig=0,35 and .=0,34 respectively). The P value is ( $P=0,38$ ) which is more than ( $0,05$ ) in *Shapiro-Wilk* test.

#### **b- The Independent Samples t-test**

The independent t-test also called the two-sample t-test or the Student's t-test is used to compare the means that resulted from two different samples or groups. Thus, it can be carried out to see if the means difference between the two groups is statistically significant. The result of test by using SPSS 25 could be presented as follows:



Table 8

*The Independent Samples t-test Results*

	<b>Test</b>	<b>N</b>	<b>Mean M</b>	<b>Standard Deviation (SD)</b>	<b>Standard error Mean</b>
<b>Pret-test</b>	Control	29	8,98	3,27	,61
	Experimental	29	9,86	3,64	,67
<b>Post-test</b>	Control	29	9,78	3,21	,59
	Experimental	29	13,12	2,98	,55

Table 8 above represents the results of the pre-test and the post-test scores for both experimental and control group. Each group had a similar total of students which was 29. The test was done to see if there was a difference (progress) in vocabulary achievement between students who were taught by using Pictionary game and those who were not. The two groups were given identical tests. The control group in the pre-test had a mean score of (M =8, 98) and a standard deviation of (SD =3, 27) while in the pos-test, the mean score was (M=9, 78) and the standard deviation (SD= 3, 21). Thus, the mean and the standard deviation in the pre-test and post-test were nearly the same so there is no significant difference in the results (=0, 8). Strictly speaking, there was no progress in vocabulary achievement of pupils in the control group.

In contrast, the mean score of the experimental group in the pre-test was (M=9, 86) and the standard deviation (SD =3, 64) whereas in the post-test mean score was (M=13, 12) and the standard deviation was (SD= 2, 98) with a mean difference =3, 14. That is to say, there is a significant difference between the pre-test and the pos-test mean scores what means that there was a positive progress in vocabulary achievement of pupils in the experimental group after being taught using Pictionary game.

### 3.3.2. The Classroom Observation

It was important to observe the pupils activities in the classroom during teaching both groups. The results were analysed under three main heading as follow:

#### - **Pupils' Attitudes and Behaviours**

During the observation, it was noticed that pupils' behaviours during learning were different from one group to another; it was observed from the first session that most of the pupils in the control group felt bored and they did not pay attention to the teacher. They were not actively participating in class. In contrast, pupils in the experimental group, from the first time Pictionary game was implemented, became motivated to study and paid great attention to the teacher. Also, they become active and even shy pupils try to get involved in the learning process; they listened and followed the teacher's instructions.

#### - **Effect of Using Pictionary Game**

In the learning process, pupils need to be motivated to learn a language and eventually develop their vocabulary mastery. By means of classroom observation, pupils of the control group did not exhibit high motivation and felt board. Therefore, they seem reluctant to speak even when they had the answer and many of them cannot pronounce the words correctly. In contrast, the pupils of the experimental group, as observed by the researchers, show improvement from session to session; there was a significant improvement in their pronunciation by playing Pictionary game. Also, it was noticed that all of them became motivated to study and had the braveness to speak up their opinions in the class, they tried to answer even the answer was wrong.

#### - **Students' Vocabulary Development**

At the end of each lesson, pupils were supposed to develop their vocabulary as a result of vocabulary instruction by knowing and memorizing new words. However, it was noticed that many pupils in the control group found difficulties in memorizing words and

in creating sentences in English, and they made mistakes when they wrote words on the board. In contrast, the pupils in the experimental group after implementing Pictionary game learned faster, retained new words better and they made sentences in English using new vocabulary items easier than ever before.

### 3.2.3. The Questionnaire

#### Section One: Personal Information

##### Q1. Gender

Table 9

##### *Teachers' Gender*

Options	(n)	(%)
Male	7	23.33%
Female	23	76.67%
Total	30	100%

As illustrated in table 9, among 30 participants, 23 teachers (76.67 %) were female teachers and only seven males, representing (23.33%) of the sample.

##### Q2. Which level (s) are you currently teaching?

- a. First-year     b. Second-year     c. Third year     d. Fourth -year

Table 10

##### *Levels Taught by the Target Teachers*

Level Taught	(n)	(%)
1 <sup>st</sup>	19	63.33%
2 <sup>nd</sup>	16	53.33%
3 <sup>rd</sup>	14	46.67%
4 <sup>th</sup>	11	36.67%

This table shows which levels of middle school are taught by the addressed teachers; 19 or 63.33% of the teachers teach the first year, 16(53.33%) teach second year, 14(46.67%) of them teach third year classes and 11 respondents (i.e., 36.67%) teach fourth year. Thus, the majority of the surveyed teachers teach English to beginner level pupils (first and second year) and this may affect their teaching strategies.

**Q3:** Do you feel that your students are motivated to learn English? Why?

Table 11

*Teachers' Perception of Students' Motivation in Learning English*

Options	(n)	(%)
Yes	25	83.33%
No	05	16.67%
Total	30	100%

When asking this question, the researchers intended to know the teachers' perception of students' motivation in learning English. Most of respondents (83.33%) said that their students are motivated to learn the English Language. Only 16, 67% stated that their students are not motivated to learn English.

- Participants who said "yes" claimed that learners enjoy learning English because of its status as an international language, used for communication with other people from all over the world. Some teachers affirmed that it is because some pupils already have background knowledge about English (private schools, family and peer influence...) whereas many other learners prefer to learn English for being more flexible than other foreign languages (French in their case).

- On the other hand, the 6 participants who said “no” explained that many pupils do not like to learn English and found difficulty in understanding it. They are careless and lazy. They also added that not all teachers are able to sustain motivation in their classes.

**Q4:** Do you think that it is the teachers’ job to motivate students?

Table 12  
*Teachers’ Attitudes about Motivating Students*

Options	(n)	(%)
Yes	26	86.67%
No	04	13.33%
Total	30	100%

Table 12 shows that all teachers (except four) corresponding to (86, 67%) stated that it is their job to motivate students. This implies that teachers of English in middle school are aware of the great role motivation plays in successful language learning, and that teaching should take into consideration both the linguistic and the psychological side of the learner.

## Section Two: Teaching Vocabulary

**Q5:** Do you present new vocabulary items in every lesson?

Table 13  
*Teacher’s Tendency to Present New Words in Every Lesson*

Options	(n)	(%)
Yes	22	73.33%
No	08	26.67%
Total	30	100%

As it is mentioned in the table 13, the majority of teachers corresponding to (73, 33%) affirmed that they present new words in every lesson (except eight). This may refer to the importance that teachers of English in middle school give to vocabulary teaching.

**Q6:** Do pupils have difficulties with vocabulary mastery?

Table 14

*Pupils' Difficulties with Vocabulary Mastery*

Responses	(n)	(%)
Yes	05	16.67%
No	01	3.33%
Sometimes	24	80.00 %
Total	30	100%

As indicated in table 14, 80% of the surveyed teachers stated that their students sometimes have difficulties with vocabulary development; Only five teachers (16.67%) said that their pupils face difficulties with learning vocabulary, except one teacher who claimed that his pupils do not have difficulties with vocabulary mastery.

**Q7:** There are two types of vocabulary; productive and receptive, when you are teaching vocabulary do you choose vocabulary items generated from:

Production (speaking and writing)

Reception (listening and reading)

Table 15

*Type of Vocabulary Taught by Teachers*

Options	(n)	(%)
Production (Speaking and writing)	10	33.33%
Reception (Listening and reading)	11	36.67%
Both	09	30%

From the results obtained in table 13 above, it can be noticed that 36.67% of teachers choose vocabulary items that are generated from receptive skills (i.e., listening and reading) while 33.33% choose productive vocabulary (generated from speaking and writing). However, 30% of the participants affirmed they used both type of vocabulary.

- On the one hand, teachers who chose receptive vocabulary explained that new language is usually discovered through listening and reading and learnt in different contexts.
- On the other hand, the rest of participants believed that vocabulary can be first learned using a notebook and a pen by writing down the new English words, generated from listening and reading, on the left side and their translation in the first language on the right side, or just write the new words and their synonyms or an opposites, so as to memorize as many words as possible before being able to use them in speech or writing.

**Q8:** When you teach new vocabulary, do you use:

- a. Translation
- b. Definition

- c. Synonym/opposite
- d. Word in Context
- e. Dictionary
- f. Example sentences

Table 16

*Techniques used to teach New Words*

Options	(n)	(%)
Translation	15	50%
Definition	26	86.68%
Synonym/opposite	27	90%
Word in context	20	66.67%
Dictionary	06	20%
Example sentences	23	76, 67%

It can be noticed from the table above that the most useful technique when teaching new words used by 27 teachers corresponding to (90%) was synonyms and opposites. Twenty six teachers, corresponding to (86%) chose to define new words that are going to be taught. Twenty teachers corresponding (66, 67) preferred to teach new words in context. However, 15 teachers (50%) use translation techniques whereas six only teachers use dictionary to explain new words. These results may imply that each teacher has some preferred techniques in teaching new vocabulary and this may depend on the learners' level.



**Q9:** Which material do you prefer to use during a lesson when teaching vocabulary?

- a. Pictures
- b. Realia
- c. Black board drawings
- d. Check questions
- e. Explanation

Table17

*Teachers Preferred Material in Teaching Vocabulary*

Options	(n)	(%)
Pictures	30	100%
Realia	13	43.33%
Black board drawings	20	66.67%
Check questions	06	20%
Explanation	24	80%

This question sought to find the type of material that middle school teachers prefer to use during vocabulary lesson. As shown in table 10, 30 teachers corresponding (100%) preferred pictures in teaching vocabulary; also 13 teachers corresponding (43.33%) reported that they always use Realia . Twenty of them (66, 67%), said that they use black board drawing. Twenty four teachers corresponding (80%) preferred to use explanation while six teachers corresponding (20%) use check questions during the teaching of new vocabulary items. These results show that the target teachers used a variety of materials when teaching new vocabulary.

**Q10:** Which vocabulary learning strategies do you want your pupils to develop when you clarify and explain a new word?

- a. Memorization strategy

- b. Word in context strategy
- c. Note-taking strategy
- d. Guessing strategy

Table 18

*Learning strategies to be developed in the classification and explanation of new words.*

Options	(n)	(%)
Memorization strategy	18	60%
Word in context strategy	14	46.46%
Note-taking strategies	14	46.46%
Guessing game strategies	11	36.67

By asking such question, the researchers intended to discover the strategies used by teachers when explaining new vocabulary. Table 16 above shows that 18 teachers corresponding (60%) wanted to enhance memorization strategy when explaining new words. Fourteen teachers corresponding (46.46%) chose putting words in context and note taking strategies during the explanation of vocabulary lesson whereas 11 teachers corresponding (36.67%), preferred their pupils to develop their guessing strategy. Again, these results suggested that teachers work hard to make their pupils different strategies as to cope with their needs and levels.

### **Section Three: Using Pictionary Game in the Classroom.**

**Q11:** Do you use language games in class?

- Yes
- No

Table 19

*Teachers' Use of Language Games in Class*

Options	(n)	(%)
Yes	27	90%
No	03	10%
Total	30	100%

As indicated in table 17, the majority of teachers (90%) use language games and only 10% of them do not use language games with their pupils. This implies that the teachers are aware of the benefits and the advantages of using language games in class.

- If yes, would you please mention how often do you use them?

a. Always     b. Often     c. Occasionally     d. Rarely     e.   
Never

Table 20

*Frequency of Using Language Games in Class*

Options	(n)	(%)
Always	1	3.33%
Often	8	26.67%
Occasionally	18	60%
Rarely	00	00%
Never	00	00%

This question intended to know the frequency of using language games in class. Table 18 reveals that 3.33% (one participant) always uses language games in class whereas 8 of the respondents (26.67%) often use them. Eighteen of the surveyed teachers (60%) admitted that they occasionally use language games, but none of them chose "rarely" or

“never”. These results suggested that the majority of teachers are familiar with the use of language games in class but the frequency of using them differs from one teacher to another.

**Q12:** Pictionary game is one of the educational games, have you ever heard about it?

Yes

No

- If yes could you provide a short definition?

Table 21

*Teachers Familiarity with the Concept of “Pictionary” Game*

Options	(n)	(%)
Yes	13	43.33%
No	17	56.67%
Total	30	100%

From the results demonstrated in the table 19, 56.67% of the participants (17 teachers) declared that they do not have an idea about this type of games (Pictionary game) and they never heard about it; however (43.33%) of the participants are already familiar with it.

- **Definition**

Only few teachers provided a definition of Pictionary game. Some of them agreed on the following definition: Pictionary game is a guessing game; pupils try to guess the word via drawing pictures, by another learner.

The rest see Pictionary game as drawing pictures while their classmates try to guess the hidden word.

**Q13:** How is Pictionary game presented or explained in the textbooks?

The majority of teachers; 21 (70 %) could not explain or mention how Pictionary game is presented in the textbook, only 09 teachers (30 %) explained that it is presented at the end of each sequence as a list of pictures including vocabulary items or illustrating the new vocabulary with pictures that define it . This may suggest that many teachers fail to interpret the textbook content so to make a good use of it.

**Q14:** Pictionary game is a game of drawing and guessing pictures. Do you use it in class?

Yes   
No

Table 22

*Teachers Use of Pictionary Game in Class*

Options	(n)	(%)
Yes	3	10%
No	27	90%
Total	30	100%

The great majority of the surveyed teachers of English (27 or 90%) do not use Pictionary game in class while only three of them 10% claimed that they use that game. Thus, maybe teachers do not use Pictionary game because they do not have an idea about it and how to implement in teaching vocabulary.

**Q15:** Do you consider teaching vocabulary through Pictionary game as:

An educational Strategy   
An entertaining Strategy   
Both   
A waste of time

Table 23

*Teachers' Perceptions about Teaching Vocabulary through Pictionary game*

Options	(n)	(%)
An educational Strategy	3	10%
An entertaining Strategy	3	10%
Both	24	80%
A waste of time	0	00%

Table 23 indicates that 80% of teachers considered teaching vocabulary through Pictionary game both an educational and entertaining strategy. 10% of them considered it as an educational strategy whereas, the rest 10% of participants classify it as a game which is more entertaining than educational. Interestingly, no one considered it as a waste of time. This implies that the majority of teachers see Pictionary game as both an educational and entertaining strategy so pupils can have fun while learning, and learning while having fun is so effective.

**Q16:** Do you think that using Pictionary game in the classroom will enhance the pupils' motivation to learn English vocabulary?

Yes

No

Table 24

*Teachers' perceptions about the Use of Pictionary Game in Teaching Vocabulary*

Options	(n)	(%)
Yes	30	100%
No	00	00%
Total	30	100%

As shown in table 24, all the participants (30 teachers corresponding to 100%) said that using Pictionary game in the classroom would enhance the pupils' motivation in learning English vocabulary. And hence, it is considered as an effective way of motivating learners.

**Q17:** Do you think that the use of Pictionary game can help to improve students' achievement in learning vocabulary?

Yes

No

Explain:.....  
.....

Table 25

*Teachers' Perception about the Benefits of Pictionary Game in Enhancing Students' Vocabulary.*

Options	(n)	(%)
Yes	30	100%
No	00	00%
Total	30	100%

Table (25) above shows that all of the participants (30) 100% agreed that the use of Pictionary game can help the students to improve their vocabulary achievement. Those teachers were then asked to justify their answers. They noted that:

- The majority of pupils enjoy learning through Pictionary game.
- Pictionary game attracts pupils (enjoy pictures) and prevents them from feeling bored.
- They become more interested in learning vocabulary and they can easily recall vocabulary items.
- This game helps them to visualize and it promotes positive group dynamics.

### **3.3. Discussion of the Main Results**

This section presents the finding obtained from the three research instruments employed to investigate the topic under study “The Influence of Using Pictionary Game on Enhancing Students’ Achievement in Learning English Vocabulary”. These research tools were: the experiment, classroom observation, and the teachers’ Questionnaire and the discussion of their results were done comparatively.

The results obtained concerning teaching vocabulary showed that teachers give importance to vocabulary teaching using different techniques and materials such as presentation, explanation, teaching words in context, etc. However, there was no congruity between the techniques used by the teachers on the one hand, and the students’ mastery of vocabulary on the other hand. In other words, although teachers used a variety of techniques in teaching and presenting new vocabulary, their pupils still have difficulty with vocabulary mastery, this is what the teachers themselves confirmed when answering the questionnaire and that was also seen in the scores of the control group in the post-test( no significant progress or difference between the scores of the pre-test and the post test).



Therefore, extra efficient methods are needed and should be adapted to help learners acquire and remember the new words easily.

- The results revealed that teachers of English are aware of the great role motivation plays in successful language learning, so besides improving knowledge, teaching should consider both the linguistic and the psychological side of the learner. Therefore, as the results of the questionnaire showed, the majority of teachers use language games because they are aware of their benefits. Motivation is without any doubt one of these benefits. In fact, after analyzing the classroom observation results, it was found that during the implementation of Pictionary game, pupils of the experimental group were more motivated and active and enjoyed the learning activities; they were more enthusiastic to learn. They got more experience and knowledge in learning new vocabulary, and as a result they were able to use the new words in both speech and writing. Hence, implementing Pictionary game was successful to a large extent as it generated many positive effects on learning vocabulary.

However, pupils of the control group lacked interest in learning vocabulary and eventually felt demotivated. They were afraid of making mistakes; they show hesitation to write their answers on the board. The teacher of this group did not implement Pictionary game in any session; she taught her group monotonously, the same way all the time. Thus, one can conclude that teaching strategies and the materials teachers bring to the classroom affect the way pupils learn language vocabulary and their achievement, too.

Despite the fact that the majority of the English teachers reported their unfamiliarity with Pictionary game and its use, they considered that teaching vocabulary via Pictionary game is both an educational and entertaining strategy. They believed that pupils would have fun while drawing; guessing and learning while having fun is so effective, especially

in helping pupils to improve their vocabulary achievement, and that is what the results of the experiment confirmed. Experimental results showed that there was a significance difference between vocabulary achievement exhibited by those who learnt by using Pictionary game and the achievement of those who did not. To clarify, in the experimental group, the mean of pre-test was ( $M=9.86$ ); in contrast the mean score of post-test was (13.12). Which means that the score increased by 3, 34. That is to say, there was a positive progress in the pupils' vocabulary achievement after implementing Pictionary game. Furthermore the implementation of Pictionary Game did not only boost pupils' motivation to memorize and understand the meaning of vocabulary, but also influences the students to be the problem solvers, to be active and independent learners, and helps them to be creative thinking learners. The pupils could also learn from each other, and form good interaction with classmates as shown by classroom observation and reported by teachers in the questionnaire.

### **3. 4. Limitations of the Study**

This study was conducted under the following limitations:

- The research was confined by the time limit which did not allow conducting a deeper investigation and richer treatment.
- The recent national strike due the political changes and circumstances in Algeria lead delay the experiment until the third term.
- The study was limited to teaching the English language vocabulary from the textbook entitled (My Book of English) because the programme, the teachers and the pupils schedules were not flexible at all to bring innovation.

- The researchers found difficulty in collecting back the thirty complete surveys, because most teachers finished their required lessons and only go to school at different periods.
- The lack of sources to support the second chapter (Pictionary game).
- The researchers found difficulty in gathering data and making cohesion between the three research instruments (experiment, classroom observation, teacher's questionnaire) especially when it comes to discussion of the results.

### **Conclusion**

The aim of this chapter was to investigate the influence of using Pictionary game on improving students' achievement in learning English vocabulary. To reach this aim, three research instruments were used: an experiment, classroom observation and a teachers' questionnaire. These tools helped to test the effectiveness of Pictionary game in learning new vocabularies and the students' progress in vocabulary mastery during the implementation of the new instructional tool as well as the teachers' perceptions about the use of this game. At the end of this chapter, it was confirmed that Pictionary game was an effective tool for teaching vocabulary.

### **General Conclusion**

Vocabulary is one of the very crucial competencies in the process of EFL teaching and learning. In spite of its necessity for EFL learners, this aspect is almost neglected in the language teaching curriculum. In this study, the researchers chose a specific method to teach vocabulary namely Pictionary game and applied it to first year middle school pupils as find out to how this method affects pupils' vocabulary development.

The current study empirically explored the influence of using Pictionary game on enhancing students' achievement in learning English vocabulary. Practically, it has adopted the quasi modal of the experimental design. It fundamentally aimed to evaluate middle school pupils' vocabulary achievement after being taught by using Pictionary game. By the same token, it aimed to determine whether this strategy is effective and can be implemented in the language classroom to enhance the pupils' vocabulary development.

The overall research work was divided into two main parts; the theoretical part and the practical one. The theoretical part is composed of two chapters. Through the first chapter, we presented an overview of vocabulary and vocabulary learning and teaching whereas in the second chapter Pictionary game, its definition, its steps and its advantages in vocabulary teaching were explored. As far as the third chapter is concerned, it is devoted to the methodology design and analysis. The results were later discussed comparatively in this chapter as to reach conclusive evidence about the effectiveness of Pictionary game in developing middle school pupils' vocabulary achievement.

After analyzing and interpreting the data, the findings show that after the implementation of Pictionary Game, the pupils' vocabulary achievement increased significantly. Moreover, pupils seem to be more motivated to learn vocabulary through Pictionary game. Moreover, by using Pictionary Game, the process of learning vocabulary can be even more enjoyable for the pupils. That is to say, Pictionary Game boosts the

pupils motivation to understand the meaning of new vocabulary and memorize it. Also it influences the pupils to become problem solvers, active and independent learners.

These results confirm the hypothesis of the present research which is “if middle school teachers of first year use Pictionary game in teaching, then pupils’ achievement in English vocabulary will improve”.

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## **Appendices**

## Appendix A

### The Pre and post-test

*Bilal Ibn Rabah Middle School*

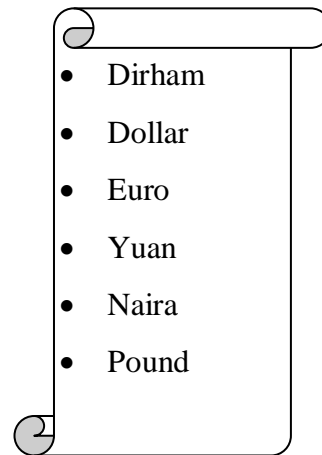
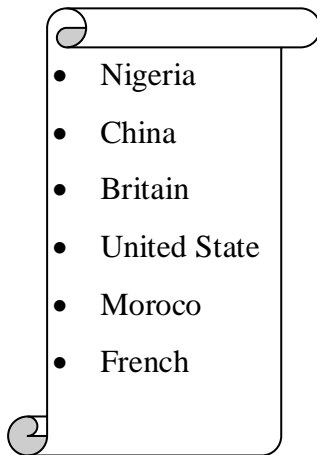
*Date: .....*

*Full name... ..*

*Class: 1AM. (Time allotted: 45 min)*

### Test

**Task 01:** I match the words:



**Task 02:** I circle the correct answer:

**Dina:** Hi Steve, can I ask you some questions about your country ?

**Steve:** yes, of course.

**Dina:** what is the national dish in United State?

rice      beans      pumpkin pie

**Steve:** our national dish is .....

**Dina:** what about the currency?

euro      dollar      pound

**Steve:** it is .....

**Dina:** what are the famous .....

Dishes      countries      monuments

**Steve:** we have the .....in San Francisco.

Tower bridge      Golden Gate Bridge

**Dina:** what is your national celebration days ?

Thanksgiving      christmas      fourth of July

**Steve:** our national celebration day is .....










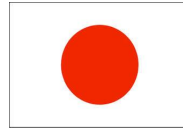
## THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

**Task 03:** I choose the right answer :

- 1. Setif it is in the..... Of Algeria.                      1: west    2: east    3: north
- 2. The Lincoln memorial is famous. there is in    1: roma    2: washington    3: London
- 3. Algeria is ... .....in the north of Africa.            1: famous    2: located    3: beautiful
- 4. our .....is dinar    1: money    2: currency    3: change
- 5. Rabat is the .....of morocco.                              1: city    2: capital    3: country
- 6. What is London .....for?    1: big    2: famous    3: wonderful

**Task 04:** I put the name of each capital city under each flag:

*Rabat, Tokyo, , Riyadh, London, Washington, Berlin, Moscow, Roma, Seoul, Madrid.*

				
.....	.....	.....	.....	.....
				
.....	.....	.....	.....	.....

**Task 05:** I fill in the gaps with the appropriate words: **dish, tikjda, wonderful, roman ruins, independence day, statue of riad el-fath, currency, assekrem, north.**

Hi,

I'm big And ....., I'm located in the ..... of Africa. In winter, my north is amazing with its snowy mountains..... and Chrea. I have great monuments :..... In Algiers, and the wonderful ..... in Tamanrast and .....in Djemila. My national ..... is dinar, the ..... is on the fifth of July. My national ..... is couscous. So my name is .....

*Best of Luck*

## Appendix B

### Lesson plan

**Lesson:** *I listen and do.*

**Learning obj:** by the end of the lesson, L will be able to locate famous monuments and places using prepositions and present simple of "be":

**Target stres:** prepositions of location, be (present simple)

**Domains:** oral and written

**Materials:** maps, flashcards, student book

**Cross curricula comp:**

**Intellectual competency:** He can interpret an oral msg.

**Meth competency:** He can use listening strategies.


**Com competency:** He can use a role play to communicate appropriately.

**Perspective and social:** He can socialize through oral exchanges.

**Core values:** Socializing/ Knowing and understanding the others / Openness to the world / Pride.

Stages / procedure:	comp	obj	time
<p><b>Warm up:</b> T greets and welcomes the learners T introduces the new sequence:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p><b>In seq five, we're going to talk about the world, countries, monuments, flags, currencies, languages and national dishes.</b></p> </div> <p><b>Pre listening: ( here we play Pictionary game )</b> T brings pictures representing ( flags, currencies, dishes,...) T divides L into Groups. T ask Each member of each group consecutively comes to the front. T flashes a picture to the representative of each group. The representative has to draw pictorial clues of the picture on the white board. The group members make guesses of the picture in English in a certain amount of time. After playing Pictionary game T ask L to do the task bellow :</p>	Inter	Introd the topic	5 min
		Identify countries Flags...	10 min

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 <p style="text-align: center;"><i>Some cards of the game used by the teacher which are part of the lesson</i></p> <p>Task one: I complete the table below with the correct cards:</p>				
Country	Capital	Flag	Currency	National Dish
.....	Algiers			
.....	London			
.....	Washington			
.....	Rome			
.....	Beijin		Yuan	



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<p><b>Step two: I look listen and repeat:</b></p> <p>Task 1 &amp; 2 p 128          Listening: I look listen and repeat:          T 3 p 130 ( as a script)          T 4 p 132 (listen and answer)</p> <p><b>Post listening: I pronounce:</b></p> <p>a)- Identifying the sounds (p 135)</p> <p>b)-Manipulating the sounds(p 136)</p> <p>c)- Using accurate pronunciation (p 136)</p>	<p>prod</p>	<p>Identify count, cur, monum</p> <p>distinguis hing</p> <p>the target sounds</p>	<p>20min</p> <p>15min</p>
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Appendix C



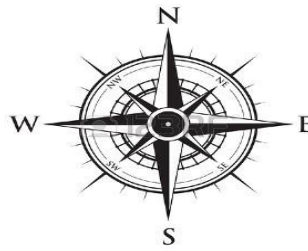
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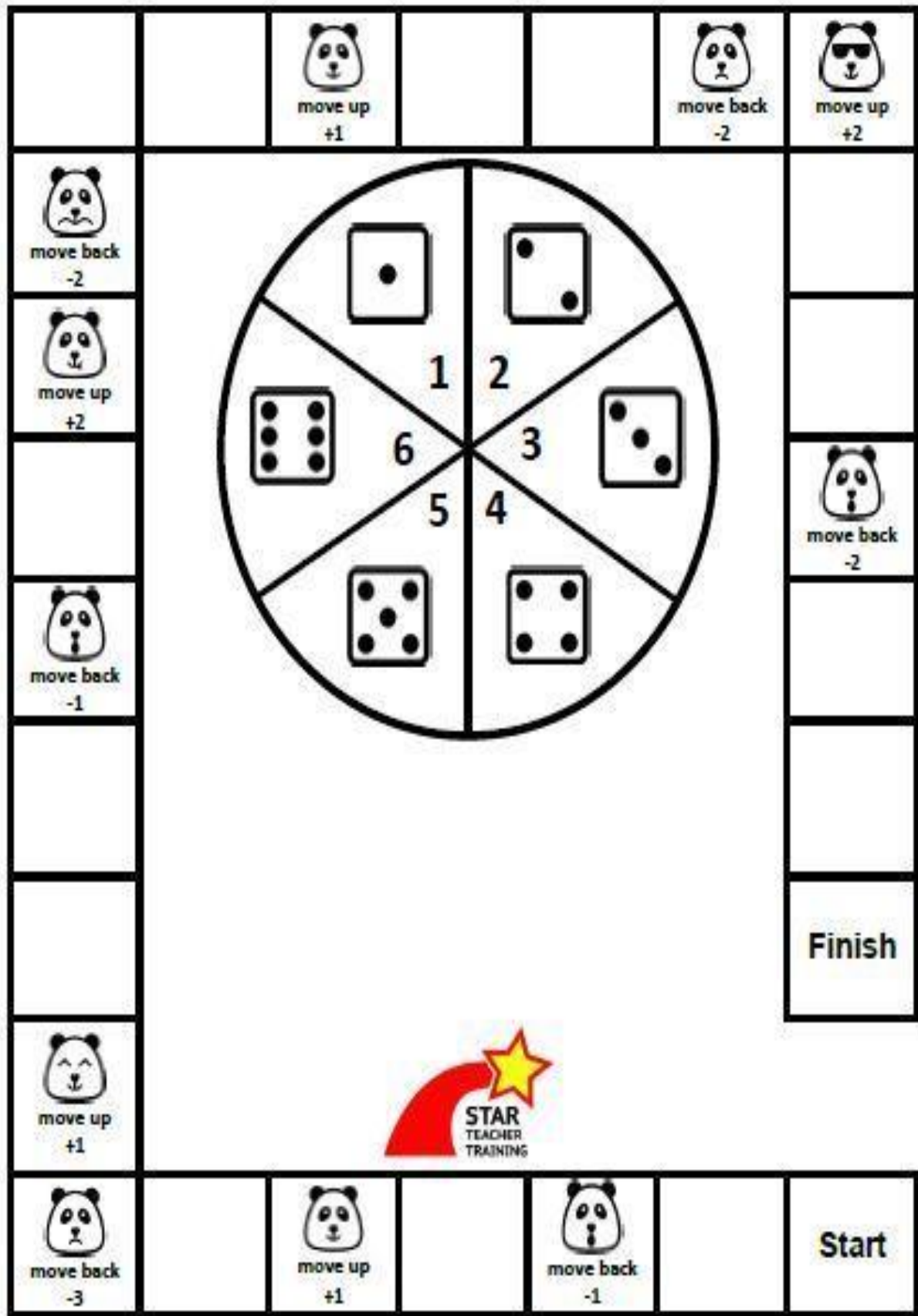
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Appendix D



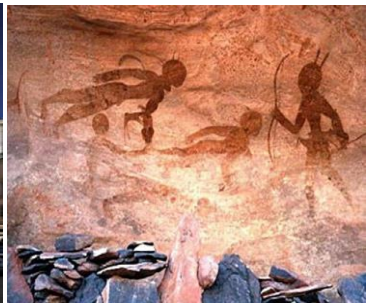
Appendix E



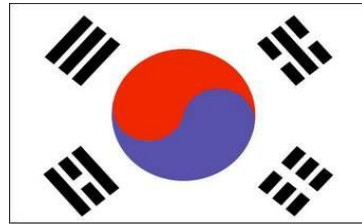
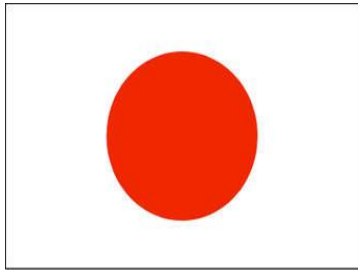


# THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

## Appendix F



# THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY



THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

**Appendix G**

**Classroom Observation Check List**

Date: .....

Bilal Ibn Rabah Middle School

Class: .....

Time:.....

Sequence five : .....

Objective : .....

	Yes	No	Comment
Show solidarity – creativity – and self-confidence			
Exhibit a positive attitude			
Students feel bored			
Paid attention			
Work and place well in a group			
Ask for help when they need it			
Higher anxiety			
Actively participate in class			
Ask for clarification			
Confidence to speak up in the class			



## THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

Listen and follows instructions			
Highly motivating and entertaining			
Give shy student more opportunity to Participate			
Student discover new vocabulary items			
Student learn fast and retain new words better			
Create a competitive atmosphere in the classroom			

## Appendix H

### Teachers' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for a master dissertation about the influence of using Pictionary game on improving the students' achievement in learning English vocabulary. We would be grateful if you could answer all the questions by ticking (√) in the corresponding box and by providing a full statement when necessary.

Thank you in advance.

#### Section One: Personal Information

**Q1:** Gender: a. Male  b. Female

**Q2:** Which level are you teaching?

a. First-year  b. Second-year  c. Third year  d. Fourth -year

**Q3:** Do you feel that your students are motivated to learn English? Why?

Yes

No

.....  
.....

**Q4:** Do you think that it is the teachers' job to motivate students?

Yes

No

#### Section Two: Teaching Vocabulary

**Q5:** Do you present new vocabulary items in every lesson?

Yes

No

## THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

**Q6:** Do students have difficulties with vocabulary mastery?

- Yes   
No   
Sometimes

**Q7:** There are two types of vocabulary; productive and receptive, when you are teaching vocabulary do you choose vocabulary items generated from:

- Production (speaking and writing)   
Reception (listening and reading)

Explain:

.....  
.....  
.....

**Q8:** When you teach new vocabulary, do you use:

- Translation   
Definition   
Synonym/opposite   
Word in Context   
Dictionary   
Example sentences

**Q9:** Which material do you prefer to use during a lesson when teaching vocabulary?

- Pictures   
Realia   
Black board drawings   
Check questions   
Explanation

THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

Q10: Which vocabulary learning strategies do you want your students to develop when you clarify and explain a new word?

- Memorization strategy
- Word in context strategy
- Note-taking strategy
- Guessing strategy

Section Three: Using Pictionary Game in the Classroom.

Q11: Do you use language games in class?

- Yes
- No

- If yes, would please mention how often do you use them?

- a. Always     b. Often     c. Occasionally     d. Rarely     e.
- Never

- So here a list of some language games, would you please rank them from the most useful (1) to the least useful (6) according to your opinion:

- Dictionary game / Odd one out / Puzzle / Word race / Pictionary / Card matching /
- ...../...../...../...../...../.....
- .....

Q12: Pictionary game is one of the educational games, have you ever heard about it?

- Yes
- No

- If yes could you provide a short

definition.....

.....  
.....

Q13: How is Pictionary game presented or explained in the textbooks ?

Explain

.....  
.....  
.....

THE INFLUENCE OF Pictionary GAME ON IMPROVING VOCABULARY

**Q14:** Do you use Pictionary game in class?

Yes   
No

**Q15:** Do you consider teaching vocabulary through Pictionary game as:

- a- An educational Strategy
- b- An entertaining Strategy
- c- Both
- d- A waste of time

**Q16.** Do you think that using Pictionary game in the classroom will enhance the pupils' motivation in learning English vocabulary?

Yes   
No

**Q17:** Do you think that the use of Pictionary game helps to improve students' achievement in learning vocabulary?

Yes   
No

Explain:.....  
.....  
.....

Thank you very much for your collaboration.

## ملخص

تهدف هذه الدراسة إلى تقييم تحصيل تلاميذ التعليم المتوسط للرصيد اللغوي بعد تدريسهم " بلعبة تخمين الكلمات بالرسم" وذلك قصد معرفة مدى فعاليتها كإستراتيجية لتعليم مفردات اللغة الانجليزية وإثرائها. و من اجل بلوغ الهدف المسطر من هذه الدراسة، تم اعتماد الطريقة الكمية النوعية، أين تم اختيار 58 تلميذا (24 من الذكور و 34 من الإناث) يدرسون بالسنة الأولى بمتوسطة بلال بن رباح بالطاهير-جيجل- عشوائيا كعينة للدراسة. وقد تم استعمال ثلاثة وسائل للبحث هي: التجربة، الملاحظة بالقسم بالإضافة إلى استبيان موجه للأساتذة. أولا، اعتمدت الدراسة التجريبية على التصميم التجريبي الكلاسيكي المتكون من مجموعة ضابطة وأخرى تجريبية خضعت للعلاج . ثانيا، تم توزيع الاستبيان على مجموعة تضم ثلاثين أستاذا للتعليم المتوسط بغرض جمع معلومات أكثر حول موضوع البحث. ثالثا و أخيرا، تمت الاستعانة بالملاحظة بالقسم من اجل معرفة استراتيجيات تدريس المفردات الجديدة من طرف الأساتذة و كيفية تفاعل التلاميذ معها. كشفت النتائج المتحصل عليها أن أساتذة التعليم المتوسط واعون بضرورة تنويع طرق تعليم المفردات كما وقد اثبتت الدراسة التجريبية بان هنالك تحسنا ملحوظا و ايجابيا في تحصيل التلاميذ للرصيد اللغوي بعد استعمال "لعبة تخمين الكلمات بالرسم"، هاته الأخيرة اثبتت فعاليتها في تعليم وإثراء مفردات اللغة الانجليزية لدى التلاميذ بالإضافة إلى تحفيزهم وتعزيز عنصر الاهتمام لديهم.

## Résumé

L'objectif de cette recherche est d'évaluer les élèves de classe moyenne en termes d'acquis vocabulaires après leur avoir prodigué des cours en utilisant le « **Jeu Pictionary** » dans le

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but de déterminer si cette stratégie est efficace et peut être mise en œuvre dans le cours de langue pour renforcer l'acquisition vocabulaire. Pour atteindre les objectifs soulignés, les chercheurs ont utilisé la méthode qualitative-quantitative. La population ciblée est celle des tous les élèves de première année de l'école moyenne **Bilal Ibn Rabah** à Taher-Jijel depuis duquel un échantillon de 58 élèves (24 garçons et 34 filles) était aléatoirement sélectionné. L'étude s'est basée sur trois instruments de recherche à savoir une expérimentation, une observation de classe et un questionnaire des enseignants. D'abord, une étude expérimentale était adoptée utilisant le modèle traditionnel qui consistait en deux groupes : un groupe expérimental et un groupe de contrôle. Les deux groupes étaient prétestés et post-testés. Le groupe expérimental faisait l'objet d'un traitement en cinq sessions utilisant **le jeu Pictionary** pour enseigner le vocabulaire. En second lieu, le questionnaire des enseignants était appliqué aux trente (30) enseignants travaillant au niveau de différentes écoles moyennes à Jijel dans le but de recueillir des données sur les techniques et les stratégies que les enseignants utilisent lors de l'enseignement de vocabulaire et leurs perceptions sur l'usage **du jeu Pictionary** dans l'enseignement du vocabulaire de la langue anglaise. Finalement, l'observation en classe était conduite avec et le groupe de contrôle et le groupe expérimental pour recueillir plus de données sur les pratiques d'enseignement du vocabulaire et les attitudes et comportements des élèves inhérents à ces pratiques. Les résultats finaux indiquaient que les enseignants de langue anglaise du cycle moyen sont conscients que le vocabulaire doit être enseigné en utilisant de multiples stratégies et techniques. En ce qui concerne les résultats de l'expérimentation, il y avait une différence considérable dans la performance des élèves dans le groupe expérimental ( $M=13.12$ ,  $SD=2.98$ ) et le groupe de contrôle ( $M=9.86$  ;  $SD=3.64$ ). Ça signifie qu'il y a une amélioration positive et considérable par rapport aux acquis vocabulaires des élèves. En conséquence, **le jeu Pictionary** s'avère efficace dans

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l'apprentissage et le développement du vocabulaire anglais et stimule l'intérêt et la motivation des apprenants.