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**Investigating Teaching and Learning Vocabulary through the Pictionary  
Game: The Case of Second Year Pupils of Amyoud Smail Middle School  
in Tizi-Ouzou**

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## **Dedications**

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

All the praise is due to Allah alone, the sustainer of the entire world.

I dedicate this work:

To my beloved parents,

To my dear sisters and brothers

To all my friends and all the people who supported me, thank you.

**Ouarda.**

To my beloved parents,

To my dear sisters

To all my friends and all the people who supported me, thank you.

**Sihem.**

## **Abstract**

The present research investigates the use of the Pictionary game (PG) as a teaching/learning tool to improve the vocabulary mastery and acquisition of second-year pupils at Amyoud Smail Middle School. More specifically, it aims to gather pupils' perceptions regarding the use of the Pictionary game as a teaching tool for learning vocabulary. Additionally, it seeks to determine whether the teachers at Amyoud Smail Middle School support the adoption of the Communicative Language Teaching Approach (CLT) to teach vocabulary through the PG. To reach these objectives, we have relied on the literature review and on Vygotsky's socio-cultural learning theory, which views language and social interaction as the cornerstone of learning. The study has adopted mixed methods research combining both quantitative and qualitative methods for data collection. For data collection, a questionnaire is administered to thirty-one (31) second-year pupils, and a semi-structured interview is conducted with three (03) teachers of Amyoud Smail Middle School. Concerning data analysis, the Descriptive Statistical Method is used to analyse the quantitative data obtained from the close-ended questions of the pupils' questionnaire, and Qualitative Content Analysis (QCA) is applied to interpret the findings obtained from the open-ended questions of the teachers' interview. The results of this study have demonstrated that second-year pupils at Amyoud Smail Middle School have positive perceptions of the use of PG as a teaching/learning tool to enhance their vocabulary learning, as it provides a relaxing and engaging environment to develop and acquire vocabulary effectively. Moreover, the outcomes have revealed that the teachers at Amyoud Smail support the adoption of the Communicative Language Teaching Approach, as it promotes collaboration, social interactions, and pupils' ability to communicate effectively in real-life situations.

**Key words:** Communicative Language Teaching (CLT), Pictionary Game, Vocabulary teaching/learning, Middle School.

## List of Abbreviations and Acronyms

- **CLT**: Communicative Language Teaching
- **EFL**: English Foreign Language
- **L1**: First Language
- **L2**: Second Language
- **MMUTO**: Mouloud Mammeri University of Tizi-Ouzou
- **PG**: Pictionary Game
- **QCA**: Quantitative Content Analysis

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# *General Introduction*

- **Statement of the Problem**

Vocabulary is a key factor in pupils' language comprehension and communication. It serves as the foundation of language learning since without sufficient vocabulary, learners cannot understand and express themselves effectively in the target language (Richards, 2001). In the field of teaching foreign and second languages, researchers have discovered that learners face challenges when it comes to learning the English language. Particularly, they encounter some difficulties in mastering and acquiring its vocabulary, and they also tend to forget it easily and in a short period (Richards & Schmidt, 2002:80). This can be explained by the difficulties that most teachers face in introducing new items or by the fact that they do not use effective and interactive techniques to keep the learners engaged and motivated. Thus, teachers must develop interesting and exciting materials and methods that help the learners grasp the vocabulary smoothly and without boredom. One such productive and effective strategy is implementing games like Pictionary, where learners guess words based on drawings. In fact, the Pictionary game is one of those games which are designed to facilitate the learning process for learners, as well as, help them to acquire and retain their vocabulary in a fun, exciting and effortless manner.

Several studies around the world have shown that the Pictionary game is an effective tool for teaching vocabulary. One of them was by Rina Dyah Iswandari (2017) titled "The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery". The aim of this research was to find out the effectiveness of the Pictionary game in improving students' vocabulary mastery of fifth-grade students of SD N 2 Ukir Rembang. The results of this study showed that the Pictionary game was effective in improving students' vocabulary mastery in the fifth-grade students of SD N 2 Ukir Rembang. Another study was directed by Mutmainah (2021) under the title "The Use of Pictionary Game in Teaching Vocabulary at Seventh-Grade Students of Smpm4 Monta". The purpose of this study was

to find out whether the use of Pictionary game has a positive effect on students' vocabulary or not. The result of this study showed that the use of the Pictionary game was effective and useful for the teaching of vocabulary.

At the Algerian level, only a limited number of studies have been conducted on this topic in middle schools. Boutabouna and Grida (2019) presented one of them at "Joel " Middle School, titled "The Influence of Using Pictionary Game on Improving Students' Achievements in Learning Vocabulary for First-Year Pupils at Bilal Inn Rabah Middle School". However, it is important to note that the technique of teaching vocabulary using the Pictionary game has not been explored in Tizi\_Ouzous' Middle Schools. As a result, our research is going to focus on this under-investigated area at the level of Tizi-Ouzou Middle School.

- **Aims and Significance of the Study**

Our research aims to investigate the use of the Pictionary game as a teaching/learning tool to enhance vocabulary mastery and acquisition among second-year pupils at Amyoud Smail's Middle School. More specifically, the study aims to gather pupils' perceptions of the effectiveness of using the Pictionary game as a teaching/learning tool to improve their vocabulary repertoire. Additionally, it seeks to determine whether teachers at Amyoud Smail Middle School support the adoption of the Communicative Language Teaching approach (CLT) to teach vocabulary through the Pictionary game.

This study is significant as it addresses a topic that has received limited attention, and it is the first of its kind at Moloud Mammeri University of Tizi-Ouzou (MMUTO). The findings from this investigation can offer valuable insights to teachers, aiding them in utilizing this tool to facilitate the vocabulary learning process.

- **Research Questions and Hypotheses**

This study seeks to address the following questions:

**Q1:** What are the perceptions of second-year pupils at "Amyoud Smail" Middle School regarding the use of the Pictionary game as a tool for learning vocabulary?

**Q2:** Do the teachers at "Amyoud Smail" Middle School support the adoption of the Communicative Language Teaching approach (CLT) to teach vocabulary through the Pictionary game?

In order to answer our research questions, we suggest the following hypotheses:

**H1:** Second-year pupils at "Amyoud Smail" have positive perceptions of the use of the Pictionary game as a tool for learning vocabulary, as it provides a relaxing and engaging environment to acquire and develop vocabulary effectively.

**H2:** The teachers at "Amyoud Smail" Middle School support the adoption of the Communicative Language Teaching approach to teach vocabulary through the Pictionary game, as it promotes collaboration, social interactions, and pupils' ability to communicate effectively in real-life situations.

- **Research Techniques and Methodology**

To conduct our research, we have relied on the mixed method approach which combines both qualitative and quantitative methods for data collection. The data is collected by using two research instruments: a questionnaire and an interview. The questionnaire is addressed to second-year pupils of "Amyoud Smail", and an interview is addressed to the teachers of this middle school. Concerning the quantitative part, we have adopted the descriptive statistical method to analyse the data obtained from the questionnaires. For the

qualitative part, we have used the qualitative content analysis method to interpret the data obtained from the interview.

- **Structure of The Dissertation**

The present study follows the simple traditional model. It consists of a general introduction, four chapters, and a general conclusion. The purpose of the general introduction is to present the research problem, make claims, highlight the significance of the research, and identify the gap in previous studies. The first chapter, entitled "Literature Review" examines previous works related to the subject of investigation and provides definitions and further elaboration on the theoretical framework. The second chapter, "Research Design", explains the methodology and data collection tools used in the study. The third chapter, "Presentation of the Findings", presents the results of the research. The fourth chapter, "Discussion of the Findings" seeks to evaluate the obtained data, answering the research questions as well as confirming or denying the suggested hypothesis. Finally, this present study ends with a "General Conclusion", it restates the main findings and conclusions that have been reached throughout this study. It also includes the limitations faced; as well as possible suggestions for further research on the topic.

*Chapter One:*  
*Review of the Literature*

## **Introduction**

This chapter is an attempt to collect the necessary information and discuss what has been written in the existing literature about vocabulary teaching and the methods used to teach it. The chapter is divided into three sections. Section one discusses what researchers said about the nature of vocabulary, its importance, difficulties faced by EFL learners when learning new words, vocabulary aspects, and vocabulary learning and teaching methods. On the other hand, section two explores the definition of the Pictionary game, its rules, importance, and role in foreign language learning. As for the last section, it describes the analytical framework of the study.

### **1.1. Vocabulary in Foreign Language Learning and Teaching**

In foreign language teaching, vocabulary is regarded as the basis of language acquisition and development. Thus, without it, knowledge cannot be exchanged or acquired. In this section, vocabulary is generously explored with much attention given to its aspects, forms, types, and role in foreign language teaching/learning.

#### **1.1.2 Definition of Vocabulary**

Vocabulary is one of the most important aspects of language that has been generously researched by scholars. According to Hubbard (1983), vocabulary is defined as a strong tool for conveying meaning. Additionally, Diamond and Gutlon (2006) state that vocabulary is the recognition of words and their connotations. This means that it is important to establish a strong vocabulary to achieve better comprehension and use of a language.

Moreover, vocabulary is defined by Neuman & Dwyer (2009) as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening

(receptive vocabulary)" (p.385). To clarify, vocabulary establishes the link between an individual's language expression and application. For Hornby (1995), vocabulary includes three senses:

- The entirety of words that cover a language.
- The words that an individual is familiar with or uses within specific contexts.
- A list of words and their connotations.

In other words, vocabulary covers the full range of words in a language, the list of words that an individual knows or uses and their definition.

### **1.1.3. Importance of Vocabulary**

Vocabulary learning is significantly important for people who learn English as a foreign language. Schmitt (2000, p.55) stresses that "lexical knowledge is central to communicative competence and to the acquisition of a second language". In this regard, Nation (2001) finds that vocabulary knowledge and language usage are interdependent: a strong vocabulary enhances language use and, conversely, using language promotes an expansion of vocabulary.

Acquiring new words is crucial for developing our language skills including listening, speaking, reading, and writing (Nation, 2001). In earlier works, Wilkins (1972) emphasised the importance of vocabulary, stating that the ability to produce grammatically accurate sentences is of little value without the necessary vocabulary to convey the intended meaning. Conversely, grammar alone is inadequate for meaningful communication; a rich vocabulary is essential, as without it, conveying any message is not possible (Nation, 2001). Additionally, Renandya and Richards (2002) suggest that vocabulary is a major factor in language competence, shaping how well learners perform in speaking, listening and other language-related skills. They further declared that with extensive vocabulary and strategies for acquiring new vocabulary items,

learners will reach their highest potential and be inspired to make use of language learning opportunities around them.

#### **1.1.4. Types of Vocabulary**

The process of learning vocabulary is closely connected to understanding its various types and distinctions. In this regard, researchers like Kamil and Hiebert (2005) propose that a word has two forms; oral and printed vocabulary. Oral vocabulary refers to the set of words for which we know the meanings when we speak or read orally. However, printed vocabulary includes those words for which the meaning is known when we write or read silently. On this basis, they came to classify the knowledge of words into two major forms; productive and receptive vocabulary.

##### **1.1.4.1. Productive Vocabulary**

Firstly, productive vocabulary is the collection of words that a person can employ in both written and spoken language. They are words that are typically common, familiar and used frequently. This implies that productive vocabulary is the set of words that individuals can actively use when they speak or write in any language, including those that are widely used and known by the learners.

##### **1.1.4.2. Receptive Vocabulary**

Secondly, receptive vocabulary is a collection of words that a person can comprehend when listening or reading. Receptive vocabulary is often less common to students and less frequently used. This means that receptive vocabulary is the set of words that learners can grasp when they expose to the written language, focusing on understanding rather than active usage. Also, it reflects the ability to comprehend and interpret words in various contexts.

On the other hand, Laufer and Goldstein (2004) state that productive knowledge is usually associated with speaking and writing, while receptive knowledge is associated with listening and reading. Therefore, it can be deduced that vocabulary can be presented in four units: reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.

### **1.1.5. Vocabulary Development Correlated with Other Language Skills**

Vocabulary is linked to all areas of learning, and to develop students' skills, students need to know a certain number of words. Research indicates that developing students' vocabulary skills correlate with success in all areas of the curriculum (Edger, 1999). This assumption is based on the principle that students who show excellent abilities in listening, reading, speaking or writing are those who possess larger vocabulary knowledge, and students with little or less vocabulary knowledge improve their listening, writing, reading or speaking ability after being exposed to vocabulary instruction (Anderson & Nagy, 1992). Therefore, vocabulary instruction facilitates better listening, speaking, reading, and writing skills.

#### **1.1.5.1. Listening and Speaking Related to Vocabulary**

Listening and speaking are two major skills that Edger (1999) finds related to vocabulary. He claimed that these skills may not develop throughout lessons and activities unless students are familiar with keywords throughout the text. Hence, teachers must think about words that students already know and those that they will probably encounter and not know before engaging them in any listening or speaking activities. Additionally, students may also not know how to incorporate unfamiliar words into class activities. Here, the teacher should emphasise teaching certain words to help students understand the most important words, which in their understanding, are essential for students to get the main ideas in the reading selection or in any class activity.

### **1.1.5.2. Writing and Spelling Related to Vocabulary**

Writing in any language depends on having a strong backup that enables the learner to write accurately and effectively. Anderson and Nagy (1992) argued that students with low vocabulary knowledge experience major difficulties in the process of writing and spelling, while students who have been exposed to vocabulary instructions frequently show improvement in their writing skills. This means that students with poor and low vocabulary repertoire may show unsatisfactory performance across all academic subjects. Therefore, acquiring much vocabulary is all that a learner needs to develop their language skills.

### **1.1.6. Vocabulary Difficulties Encountered by EFL Students**

Vocabulary plays a fundamental role in the process of learning and teaching any language, as Decarrico (2001) argued that, "vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign" (p.285). Vocabulary is considered the initial point and the essential one for learning and using a foreign or a second language. To support this, Thornbury (2004) declared that without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. This is to say that even if learners do not master the grammar of the target language and make mistakes, their message will be apprehensible and transmitted. However, if they do not have the necessary background of vocabulary, they cannot communicate and convey a message. At this point, it is necessary to mention the factors that prevent the process of vocabulary learning, as Thornbury (2004) claims. They are displayed as follows:

#### **1.1.6.1. Pronunciation**

Pronunciation plays a major role in language learning facilitating effective communication by ensuring clarity and accuracy in spoken language. However, when it comes to learning words, recent research showed that words that are difficult to pronounce are more

difficult to learn. For example, the words that contain long vowels and consonant clusters are considered really challenging for learners. In fact the complexity lies in coordinating speech organs for consonant clusters and understanding the various details of vowel pronunciation (Thornbury, 2004).

#### **1.1.6.2. Spelling**

Most English spellings are usually considered challenging for learners. For instance, words that contain silent letters are problematic, as they do not follow the usual patterns of being pronounced. This inconsistency between spelling and pronunciation can confuse learners, making it challenging to remember when to include certain letters and when to keep them silent. According to Thornbury (2004), sound-spelling mismatches are likely to cause errors, either in pronunciation or in spelling, and can contribute to a word's difficulty.

#### **1.1.6.3. Length and Complexity**

In English language learning, long words are no longer challenging than short ones. However, it is important to mention that shorter words are frequently used in the English language. Therefore, learners are more likely to meet these short words, which can in turn help them in their learning (Thornbury, 2004).

#### **1.1.6.4. Grammar**

In any language, grammar is crucial for effective communication, as it provides the structural rules that help convey ideas accurately. However, having poor grammar can hinder effective communication, leading to misunderstandings and a lack of clarity which prevents the process of learning. For instance, remembering if verbs such as: enjoy, love, and hope are followed by an infinitive (to swim), or – ing (swimming), increases its difficulty (Thornbury, 2004).

#### **1.1.6.5. Meaning**

In any foreign or second languages, having clear and accurate meaning is essential for effective communication, whether in written or spoken form, as it serves as the essence that conveys ideas, emotion and information. However, when two words in a language have overlapping meanings, learners are more likely to dispose to confusion. For instance, 'make' and 'do' are cases in point: you make a study plan, but you do the research and do experiments (Thornbury, 2004).

#### **1.1.6.6. Range, Connotation and Idiomaticity**

Mastering vocabulary is no longer a simple task, as learners are becoming less motivated to build and expand their verbal repertoire along with the mastery of the four skills. This resulted in preventing language use and production. One of the major factors that caused vocabulary difficulties is called by Thornbury (2004): 'range, connotation, and idiomaticity'. It makes those words difficult to learn because in idioms, two words will have a meaning. Besides that, every word has a synonym and antonym, which makes the process of vocabulary acquisition difficult for many students, especially those with poor language backup.

#### **1.1.7. Aspects of Vocabulary Knowledge**

In order to learn vocabulary effectively, a learner needs to be aware of and focus on defining the concept of a 'word'. According to Nation (2001), vocabulary knowledge or the knowledge of the word is defined in various ways, but three significant aspects must be considered; form, meaning, and use.

##### **1.1.7.1. Form**

In any language learning, form is one of the vital aspects of vocabulary that facilitates the learning process. Nation (2001) mentioned that the term 'form' with regard to a word includes its spoken and written form and any individual elements that compose these particular items

such as (prefixes, roots, and suffixes). This means that an exploration of form involves not only how a word sound or looks but also a deeper analysis of its internal components and construction.

### **1.1.7.2. Meaning**

Meaning is another significant aspect of vocabulary that we should we consider, as it is the basis of successful communication. According to Nation (2001), the term 'meaning' refers to the way form and meaning work together and to the mental connections that individuals make when reflecting on a specific word or expression. So, when we say 'meaning', we are not just talking about what a work looks like or sounds like; we are exploring the ideas and images that come to mind when we hear or read that word.

### **1.1.7.3. Use**

Nation (2001) highlights that the term 'use' involves understanding the grammatical roles of a word, collocations that go with it, and any restrictions regarding how often and in what contexts it can be employed.

Moreover, Nation (2001) emphasises the existence of both receptive and productive dimensions, resulting in eighteen distinct types of lexical knowledge when considering these aspects for each word or phrase, as summarized in Table 1:

<b>Aspect</b>	<b>Component</b>	<b>Receptive Knowledge</b>	<b>Productive Knowledge</b>
<b>Form</b>	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelt?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
<b>Meaning</b>	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
<b>Use</b>	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?  Where, when, and how often would people expect to meet this word?	What words or types of words must people use with this one?
	Constraints on use (register, frequency . . .)		Where, when, and how often can people use this word?

**Table 01: What is Involved in Knowing a Word? (Nation, 2001, p27)**

To summarise, building students' knowledge of words plays an important role in helping them learn any or all of these different components to assist them in enhancing their English vocabulary knowledge and use.

### **1.1.8. Vocabulary Learning Strategies**

Vocabulary learning is a pivotal aspect of language acquisition. Numerous studies have discussed the significance of learning vocabulary on EFL students' performance and ability to use their verbal repertoire in real-life communication. These studies have highlighted various effective techniques and tips to help EFL students in enhancing their vocabulary credit. The techniques are as follows:

#### **1.1.8.1. Guessing Meaning from the Context**

Guessing meaning from the context is a highly regarded vocabulary learning strategy that has a greater prestige than any other vocabulary learning strategy, as Decarrico (2001) says. He went further in setting some basic steps to guess meaning from the context, including:

- Decoding the part of the speech of the unknown word (noun, verb, adverb, adjective...etc.).
- Breaking down the word into its constituent parts (prefix, root, and suffix) to make comprehension easier.
- Seeking out transition signals within the paragraphs to gain clarity on the meaning of sentences containing unfamiliar words. Additionally, paying attention to punctuation marks can be a helpful aid in this process.

#### **1.1.8.2. Mnemonic Strategies**

The mnemonic strategy is thought to include four main sub-strategies. Thornbury (2003) summarises them as follows:

#### **1.1.8.2.1. The Key Word Strategy**

This strategy involves establishing an acoustic and visual connection between an L2 word to be learned and a similar-sounding word in the learner's native language. For example, the German term "Ei" for "egg" can be learned by primarily creating a mental image of an egg with an eye in the middle of it. (Thornbury, 2003).

#### **1.1.8.2.2. The Loci Technique**

To use this technique, one should imagine a familiar location, like a room, and then mentally assign the first item to be remembered in the first location, the second item in the second location, and so on. when recalling these items, learners take an imaginary walk through the landmarks in the room and retrieve the items they have placed there (Thornbury, 2003).

#### **1.1.8.2.3. Visualization**

Instead of rote repetition, this technique encourages learners to visualise the word that they want to remember, which can be more effective for retention (Thornbury, 2003).

#### **1.1.8.2.4. The Peg Technique**

This technique facilitates the recollection of unrelated items, like words on a list, by connecting them to a pre-memorised set of "pegs" or "hooks. The peg or hook is a word already known to the learner, making it less likely to be forgotten due to its frequent appearance in everyday texts and the solid foundation it has in the memory of the learner (Thornbury, 2003).

All in all, teachers should attract their learners' interests by integrating these techniques into teaching vocabulary skills, thus, vocabulary learning does not seem ambiguous.

### 1.1.9. Vocabulary Teaching Methods

It is clearly very important to emphasise the value of teaching vocabulary to EFL learners. In this regard, Nation (2001) stated that teachers should prepare for vocabulary learning in a similar manner to how they plan for other elements of curriculum design. However, Richards, Hull, and Proctor (1996) suggest these tips in which vocabulary can be taught and adopted through effective teaching methods. They are as follows:

**Tip One.** Ask students to look at the context in which a word is used and then try to find any clues to its meaning. As a result, students become encouraged to guess the meaning of unfamiliar words.

**Tip Two.** Discouraging the use of dictionaries during class time, except if it is suggested within an exercise.

**Tip Three.** Ask the students at the end of a unit to review the summary of it in order to check the number of words they can remember.

**Tip Four.** Encouraging the students to keep a vocabulary notebook to write down new words they encounter during learning.

Taking forward the aforementioned tips by Richards et al. (1996), the following lines are devoted to mentioning the methods to be used by teachers to teach vocabulary. Calderwood (2023) in her scholarly article about vocabulary teaching methods, asserted the same as her other colleagues previously asserted that foreign language learners have both receptive and productive vocabulary. This variety in vocabulary led the researchers to suggest some methods that allow teachers to teach vocabulary, increasing students' engagement and meeting each individual's learning style. The following are the suggested methods:

### **1.1.9.1. Morphemic Analysis**

The morphemic analysis is a successful method for teaching vocabulary. It seeks to study the word's constituent pieces, such as roots, prefixes, and suffixes. Here, students can find terms for each word part after studying the meanings of common roots, prefixes, and suffixes (Calderwood, 2023). Once students are familiar with word parts, they can learn how to use the pieces of an unfamiliar vocabulary word to deduce the meaning of the word. In addition, knowing the origins and affixes of a word might help you remember its meaning. This method proved to be successful in teaching morphology related to vocabulary knowledge.

### **1.1.9.2. Vocabulary Journals**

Vocabulary diaries can be set up in a variety of ways. Here are a few instances. Each day or week, the teacher assigns a new word, and the student writes a statement and image. As Calderwood (2003) explains, the learner keeps track of unknown terms discovered while reading independently. Later, the student searches for the word and writes it down in his or her notebook. Students may also keep a record of the book in which they discovered the term or create an image connected to the word. Vocabulary notebooks enable learners to easily reference and follow their vocabulary learning progress throughout the year.

### **1.1.9.3. Word Walls**

A word wall, at its fundamental level, consists of words placed in a classroom, often on a wall or on a board. The words on the wall can be organised alphabetically or based on a specific topic. Calderwood (2023) points out that word walls can be employed in diverse manners within the classroom. This teaching method aids learners in acquiring new vocabulary relevant to their writing skills and, consequently, enriches their written vocabulary.

#### 1.1.9.4. Vocabulary Games

In the field of vocabulary instruction, teachers often rely on traditional methods like vocabulary lists, word definitions, and dictionaries to help learners expand their vocabulary efficiently. However, if teachers keep relying only on these methods, learners may become bored and lose interest. Nguyen and Khuat (2003) confirm that students favour learning a language in a comfortable setting, such as through engaging in vocabulary games. The informal and interactive setting provided by vocabulary games not only increases and maintains learners' motivation, but also assists them in retaining and employing their vocabulary knowledge effectively. In this regard, Turuta (2021) emphasises the significance of teaching vocabulary through games and discusses four main games that suit the goals of both teachers and learners. They are mentioned as follows:

a) **Memory Challenge.** In this game, pupils collaborate in small teams. Each team is given three minutes to recall the words that have been previously studied. For example, the topic could be fruits. The team that keeps as many words as possible will be declared the winner (Turuta, 2021).

b) **Bingo.** In a vocabulary bingo game, each player is given a bingo card with words or pictures on it. The teacher calls out words or shows flashcards, and the players mark off the corresponding word or picture on their cards. The first player to get a line or a full card shouts 'bingo' and wins the game (Turuta, 2021).

c) **The Last One Standing.** This game is another way to practise vocabulary with learners. The teacher gives a topic, such as 'animals', and the players take turns saying a word related to the topic. If a player cannot come up with a new word or repeats a word, they have to sit down. The last player standing wins (Turuta, 2021).

**d) Pictionary.** This game is highly recommended for teaching and reinforcing vocabulary. In this game, the teacher divides the class into two groups. One member from each group comes to the board and draws a picture shown on a card, while their teammates have to guess what the drawing represents (Turuta, 2021).

After dedicating the previous section to discussing vocabulary, its aspects, importance, strategies, and methods of teaching and learning, it is worth devoting the following section to deal with one of the before-mentioned vocabulary teaching techniques, which is vocabulary games, or more precisely 'the Pictionary game'.

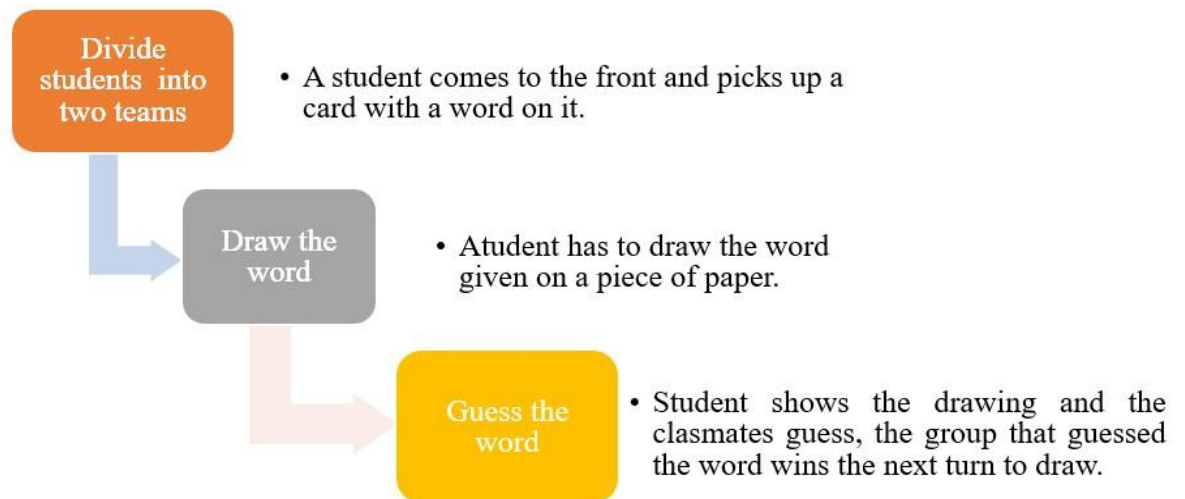
## **1.2. Pictionary Game in EFL Classrooms**

### **1.2.1. Definition of the Pictionary Game**

Games stand as crucial elements in education, for that reason it is important to provide a clear definition of this educational tool to gain clear insights about them. In language teaching, the term 'game' refers to "an organised activity that usually has a particular task or objective, a set of rules, competition between players and communication between players by spoken or written language". Additionally, in the communicative language teaching approach, games are frequently employed to enhance fluency as part of language activities (Richards & Schmidt, 2010). However, it is defined within computer-assisted language learning, as "A rule-based competitive activities usually involving a time limit and/or visual display features in which the player must gain and/or manipulate knowledge in order to succeed" (p.239). In this regard, the Pictionary game is thought to be the best example of English teaching games.

In the broadest sense, the Pictionary game is one of the most popular board games designed for teaching the four skills in general and vocabulary in particular. This game was invented by Robert Angel in the 1980s.

According to Townsend (2009), the Pictionary game is used as an educational tool for all levels of students. It is a simple game that supports the student with academic words. In fact, the Pictionary game can be defined as a game where players guess the content of a drawing. In practice, the players collaborate in groups to deduce the drawing which is made by the other players.



**Figure 01: Steps of Pictionary Game (Chipantiza Masabanda, 2023)**

As appeared in the figure above, the Pictionary game depends on the guessing strategy. It has been observed to be helpful in teaching English vocabulary, as vocabulary can create a link between an individual's expression and their own language output. Here, the Pictionary game fosters creative thinking skills, reinforces ideas, stimulates imagination and contributes to grammar development. Additionally, it aids students in memorisation, sentence structure and pronouncing new words properly. This later makes students become enthusiastic and active students (Hinebaugh, 2009). Furthermore, the Pictionary game is incredibly an easy game which necessitates only a board, chalk or markers, and flashcards. This game is among the most suitable games that bring about a positive impact on the player's language repertoire.

### **1.2.2. Rules of the Pictionary Game**

Pictionary game has several rules and guidelines that must be adhered to by the players during the playing process. Rising (2023) recommends certain guidelines for playing the Pictionary game, which are both funny and motivational. They are mentioned as follows:

- Getting the players to guess the word being drawn within 60 seconds maximum.
- Dividing the players into four teams that have more people to keep the game fair.
- Making chats with the players to clarify the answer.

Considering these guidelines, it is expected that the players will competently follow these regulations. Nevertheless, it is necessary to note that if any player violates or breaks one of these rules, they may be excluded from the game, and their team could lose points. As Triandini (2017) states, "if there are any students who do not obey the rules, their points should be decreased or even disqualified from the group" (p. 13). This claim was further confirmed by Hamer and Lely (2019) who maintain that the educational outcomes of the Pictionary game can reach a satisfactory level when the rules are taken into account.

### **1.2.3. Teaching English Vocabulary through the Pictionary Game: Previous Studies**

Due to the importance of English vocabulary for foreign language learners, researchers went further in investigating the techniques, methods, and approaches that allow foreign language teachers to teach vocabulary according to the learner's learning style and preference. In this context, games have been found to be the most appropriate teaching tools, and the Pictionary game is among the best choices.

The first study was conducted by Ayu (2018) about the effect of using Pictionary game on students' English vocabulary. The paper discusses the effectiveness Pictionary game in increasing students' English vocabulary at the seventh-grade students of SMP Kemala Bhayangkari Pontianak. The researcher aims to know whether teaching vocabulary by using a

Pictionary game is effective for seventh-grade students. Therefore, pre-experimental research was conducted, with one group pretest-posttest design. The results showed that the Pictionary game affects significantly students' English vocabulary achievement. This conclusion pointed out the effectiveness of the Pictionary game in teaching vocabulary. On this basis, Ayu (2018) suggests that using the Pictionary game as a technique in teaching vocabulary can enhance the learning process much better than a textbox or teacher's explanation does, as it helps the learners to learn what we call collaborative work. Also, the Pictionary game is quite useful in meeting the students' needs and interests, notwithstanding the teacher's role in facilitating the process of learning English vocabulary by applying this learning technique.

The second important study was conducted by Hamer and Lely (2019) entitled "Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. The researchers aimed to share the information on how Pictionary game is used to increase the learners' vocabulary acquisition in the process of teaching and learning. To reach the aim of the study, the researchers used a second data analysis method and obtained data from conceptual theories to confirm the research findings. According to Hamer and Lely (2019), the results of this study showed that Pictionary game helps the learners to get involved in classroom activities. This study concluded that Pictionary game provides fun language practice in the various language skills.

In a study conducted by Kartini and Kareviati (2021) entitled "The Students' Responses Toward the Implementation of Pictionary Game in Teaching Vocabulary to The Seventh-Grade Students in One of Junior High School in Cimahi", the researchers aimed to find out the seventh-grade students' perceptions towards implementing the Pictionary game in teaching the English vocabulary. To reach the aim of the study, the researchers used a descriptive qualitative method applied through classroom observation and an interview. According to Kartini and Kareviati (2021), the results of the interview revealed that the students' responses were almost positive,

as the researchers noticed positive attitudes of excitement and joy during the game play. They believed that the students were very excited to play the Pictionary game and were motivated enough to get their vocabulary boosted. Therefore, the Pictionary game may be considered one of the most useful games in this context, and the good application of this game will raise the learner's motivation towards learning, as the vocabulary presented in the cards was easy to memorise and guess.

Another significant study was conducted by Chipantiza Masabanda (2022) about Pictionary game and vocabulary acquisition. This research aimed to identify how the use of Pictionary game helps in the acquisition of vocabulary in sixth-grade students of BGE in the Unidad Educativa Basica Patate. The researcher used a descriptive and a qualitative research as a method of this study. The results of the study showed that Pictionary game helps to improve vocabulary acquisition, as it allows the students to be exposed to the language while playing and unconsciously acquiring vocabulary.

#### **1.2.4. The Pictionary Game Applied through the Communicative Language Teaching Approach**

As seen previously, games are one of the top-rated techniques to teach and enhance pupils' vocabulary, since they provide an enjoyable and relaxed atmosphere that facilitates learners' vocabulary acquisition and communication. Following this, researchers suggested that applying the communicative language teaching approach can fit perfectly in this context. According to Richards (2006), communicative language teaching is applied in classroom instruction according to the teaching situation, learners' level and learning objectives. Since various language teaching approaches exist, communicative language teaching (CLT) has unique features that distinguish it from other language teaching approaches. Scholars, including

Guistiani (2011), have identified three key characteristics of CLT, which are summarised as follows:

#### **1.2.4.1. Classroom Activities**

Many communication-related activities can be used in communicative language teaching, but in particular, including communication group discussions and games. These activities help language learners communicate with one another in the classroom through:

- First, discussions might take place in groups, pairs, or as a class. The activities that include working in pairs, groups, or as a class will improve students' ability to collaborate and communicate.
- Second, by simulating real-life situations in classroom instruction, teachers can provide their learners with some practices that enable them to use the target language in authentic contexts.

#### **1.2.4.2. Tasks and Materials**

According to Richards and Rogers (1986), communicative tasks allow target language learners to express themselves and use the target language efficiently. Thus, the learners are immersed in the environment when language is employed according to the context, time, and situation of real life by using communicative materials such as:

- Authentic materials serve to bring to the classroom what the learners may not encounter outside the classroom instruction, exposing them to natural language usage across different situations, including games-based instructions.
- Tasks involving deducing meaning enable learners of the target language to use the language within particular contexts.

### **1.2.4.3. Interactive Exercises and Games**

In communicative language teaching, Brown (2007) distinguishes five characteristics of CLT, as seen below:

- It focuses on fluency rather than accuracy.
- It gives students the proper feedback when they make mistakes.
- It provides learners with the tools they need to communicate in everyday situations, such as guessing from meaning and role-play activities.
- It encourages them to create meaning through their interactions with others.
- It involves them in the learning process through learner-centred, cooperative, and collaborative activities are all ways that teachers can help their students improve their language skills.

As a conclusion, the implementation of communicative language teaching, which involves the pairing or grouping of students, proves to be an effective method for using the Pictionary game as a tool for teaching vocabulary, as it allows students to collaborate, communicate, and practice using the vocabulary words in a real-world context.

## **1.3. The Analytical Framework**

This work is based on Vygotsky's socio-cultural learning theory (1978) which states that learning is fundamentally a social process. According to this theory, children acquire knowledge through engaging in activities within a social environment with the support of mediating tools like physical materials, signs and interactions (cited in Kuzulin, 2003). This implies that learning is influenced by the social interaction and cultural context in which it takes place. Besides, these interactions play a significant role in learners' cognitive development.

As we can deduce from the above description, Vygotsky's socio-cultural learning theory (1978) fits well with the Pictionary game due to the fact that this later promotes social

interaction among the players, as they engage actively in the guessing process which in turn helps them to develop their cognitive skills.

### **1.3.1. The Socio-Cultural Learning Theory**

The socio-cultural learning theory was primarily developed by the Russian psychologist Lev Vygotsky. This theory is widely recognized as a psychological and educational framework which explains the influence of such social and cultural factors on human development and learning. Within this theory, Vygotsky considers language and social interaction as the basis and the foundation of learning (cited in Allahyar & Nazari, 2012, p.88).

This means that learners acquire and develop their language abilities through interactions with others in their social environment. Furthermore, the zone of proximal development (ZPD) is a key concept and principle in Vygotsky's socio-cultural learning theory, which represents an active environment where learners can achieve their best cognitive progress and development.

According Vygotsky, ZPD is:

The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Quoted in Walqui, 2022).

The above definition signifies the area between what learners can do alone or independently and what they can achieve with the guidance of more knowledgeable others (MKO) who can be a teacher or more skilled peers. To simplify it, it is the difference between whether learners can solve problems like doing an activity or task by themselves or with the help of someone else like more knowledgeable colleagues or teachers. This shows that ZPD helps children or learners to acquire new skills and to develop themselves cognitively.

### **1.3.2. Pictionary Game and the Socio-Cultural Learning Theory**

From a socio-cultural standpoint, classroom activities are connected to cognitive development due to the fact that they are based on the idea that learning is primarily a social process. Classroom activities are in fact related to the tasks that promote discussions and social interactions between the teacher and the students or among the students (cited in Allahyar & Nazari, 2012, p.96). In the context of learning through classroom activities, the Pictionary game is considered one of these tasks that encourages collaborative learning and social interactions as it engages learners to convey ideas and guess what the drawings represent in a social and meaningful context. In fact, games like Pictionary aim to be within a players' zone of proximal development, as novice players may learn how to convey meanings through drawings with the guidance of more experienced players. Moreover, Vygotsky (1978) considers play as a "leading factor" in learners' cognitive development. This view strengthens the power of implementing games like Pictionary in classroom instructions.

### **Conclusion**

This chapter has put focus on the important notions related to our research. It contains three sections: each one brings a new insight into vocabulary teaching/learning. The first section investigates the important concepts related to vocabulary teaching/learning. It includes definitions of vocabulary instruction, its types, importance, difficulties faced by EFL learners when learning new words, aspects, and vocabulary learning and teaching methods. The second section is named "Pictionary Game in EFL classrooms". It explores the definition of the Pictionary game, its rules, importance, and role in foreign language learning. The last section describes the theoretical framework used in the study. The subsequent chapter has to overview the research methodology chosen to investigate what has been tackled in the theoretical part.

***Chapter Two:***  
***The Research Design***

## **Introduction**

In the previous chapter, we have presented a review of related literature to vocabulary and Pictionary games. This chapter presents the practical part of the study, which aims to analyse and discuss the influence of the Pictionary game on vocabulary acquisition. It is designed to describe and present the methods and materials through which data are both collected and analysed. This methodological chapter provides information about the research method and population sample used in the study and describes the two research instruments: the questionnaire and the interview. Furthermore, this chapter is devoted to the tools through which the collected data are analysed. We have adopted mixed-method research that includes both qualitative and quantitative methods in order to analyse the data gathered from the questionnaire and the interview.

### **2.1. Research Method**

For the sake of our investigation, a mixed method has been adopted. According to Tashakkoui and Creswell (2007), mixed-method research involves collecting and analysing data by combining both qualitative and quantitative methods within a single study. Simply, mixed-method research encompasses the gathering and analysis of both qualitative and quantitative data in one study. The quantitative method involves gathering numerical data from close-ended questionnaire items, which are presented using tables, pie charts, and bar charts and analyzed using descriptive statistical analysis. On the other hand, the qualitative method is employed to analyse the open-ended items from interviews, requiring interpretation through qualitative content analysis (QCA). By employing mixed-method research, we can gain a deep understanding of our research topic.

## **2.2. Context and Participants of the study**

The present research is carried out at Amyoud Smail Middle School in Tizi-Ouzou during the academic year 2022/2023. The participants are the second-year pupils of Amyoud Smail and their teachers. We opted for random sampling after presenting and applying the Pictionary game in the classroom in two different sessions to gain a clear understanding of the game.

## **2.3. Procedures of Data Collection**

To gain valuable insights regarding teaching and learning vocabulary through the Pictionary game, two main instruments are used. A questionnaire is distributed to thirty-one (31) second-year pupils of Amyoud Smail Middle School and a face-to-face interview is conducted with three teachers of this middle school.

### **2.3.1. Questionnaire**

The questionnaire plays a crucial role as a valuable and supportive research instrument for effectively gathering both quantitative and qualitative data. The Longman Dictionary of Language and Applied Linguistics (2010: 478) defines the questionnaire as a “set of questions on a topic or group of topics designed to be answered by a respondent”. Simply, a questionnaire is a list of structured questions to be answered by individuals to gather information about a particular topic. Additionally, this research tool can serve as a means of collecting a considerable amount of information in a short period of time.

#### **2.3.1.1. Pupils' Questionnaire**

For the sake of gathering enough data, a questionnaire was distributed to second-year pupils of Amyoud Smail Middle School with a guarantee of anonymity for their responses. The purpose of the questionnaire was to gather the pupils' views on using the Pictionary game as a learning tool for vocabulary acquisition. Thirty-one (31) questionnaires were

distributed to second-year pupils of Amyoud Smail Middle School. The questionnaire consists of sixteen (16) closed-ended questions that ask pupils to provide accurate responses by ticking the appropriate box. It is divided into three main sections. The first section is titled 'Background Information'. The second section is titled ' Pupils' Perceptions of Vocabulary Learning. The third and last section is about 'Pupils' Perceptions of Learning Vocabulary through the Pictionary Game.

### **2.3.1.2. Piloting the Questionnaire**

During the piloting technique, the questionnaire was distributed to four pupils to evaluate the clarity and practicality of the questions. Based on the feedback received, some questions were not clear and easy enough to answer. For That reason, an Arabic version of the questionnaire was distributed. Additionally, we told the pupils to ask us in case they did not understand something in the questionnaire.

### **2.3.2. Interview**

An interview is another data collection instrument used to gather relevant data, insights, and perspectives of the participants about a particular topic. It is defined by Kvale (1996:14) as “an interchange of views between two or more people on a topic of mutual interest”. In other words, it is a dialogue between two or more persons where they discuss a particular theme and share their thoughts and opinions.

#### **2.3.2.1. Teachers' Interview**

The interview is the second instrument used in our study. It was conducted with three teachers from Amyoud Smail Middle School. It contains eight (08) open-ended questions that aim at gathering the teachers' views regarding the adoption of CLT to teach vocabulary through the Pictionary game. The interview was audio recorded after we asked for their permission.

## **2.4. Procedures of Data Analysis**

This section is concerned with the method employed for analysing and interpreting the obtained data which is the mixed method approach. The quantitative data is interpreted through the descriptive statistical method; whereas, the qualitative data is analysed through the qualitative content analysis (QCA). The data is analysed according to the review of literature and Vygotsky's sociocultural learning theory (1978).

### **2.4.1. Descriptive Statistical Method**

The descriptive statistical method is a quantitative data analysis procedure used to summarise, organise, and present data in a manner that provides a coherent and meaningful overview. The current study is based on "The rule of three" to investigate and analyse the quantitative data collected from the close-ended questions in the pupils' questionnaire. The latter aims to gather pupils' perceptions regarding the use of the Pictionary game as a teaching tool for learning vocabulary. The percentages are determined using the formula  $X = Y \times 100 / Z$ , where X stands for the resulting percentage, Y signifies the collected answers and Z represents the overall student quantity. The data is presented in the format of tables, pie charts, and bar charts.

### **2.4.2. Qualitative content analysis (QCA)**

Elo and Kyngäs (2008) stated that qualitative content analysis is "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns". That is to say, QCA aims to analyse and interpret texts, identify, and uncover deeper meanings. The QCA is employed for the analysis and interpretation of the data gathered from the interview, which aims to collect data from EFL teachers regarding the adoption of the Communicative

Language Teaching Approach to teach vocabulary through the Pictionary game. We present and interpret the data through textual exposition.

## **Conclusion**

This particular chapter has covered the research design of our study which drew attention to four (04) sections. Initially, it has introduced the research method adopted by this investigation which is the mixed-method research. Then, it has described the context and the participants of the study. Moreover, it has provided detailed information regarding the data collection tools used, which are the questionnaire addressed to the second-year pupils of Amyoud Smail Middle School in Tizi-Ouzou, and the interview addressed to three teachers of this middle school. Besides, it has elaborated the data analysis procedures that have contributed to the presentation and the interpretation of the collected data: The descriptive statistical method used to interpret the quantitative data and the qualitative content analysis (QCA) used to interpret the qualitative data. In the upcoming chapter, we present the findings of our research.

***Chapter Three:  
Presentation of the Findings***

## Introduction

This chapter is devoted to the findings of the study. It deals with the presentation of the results obtained from the questionnaires distributed to (31) second-year pupils of Amyoud Smail Middle School in Tizi-Ouzou. Additionally, insights from semi-structured interview with the teachers of Amyoud Smail are presented. The chapter is organised into two primary sections: the first section presents the questionnaire findings analysed using the descriptive statistical method; the second section demonstrates the outcomes of the semi-structured interview analysed through Quantitative Content Analysis (QCA).

### 3.1. Presentation of the Results of Pupils' Questionnaire

In this phase, we explore the results obtained from the questionnaires and examine them using descriptive statistical analysis.

#### 3.1.1. Section One: Background Information

##### Item 01: Gender

	Answers	Percentages %
<b>Males</b>	<b>12</b>	<b>38,70%</b>
<b>Females</b>	<b>19</b>	<b>61,29%</b>

**Table 02: Identifying Gender.**

In the presented table, the number of females is nineteen (19), which accounts for (61, 29%), while the number of males is twelve (12), which accounts for (38, 70%). This result highlights a clear dominance of females as the major gender group in this research.

**3.1.2. Section Two: Pupils’ Perceptions of Vocabulary Learning**

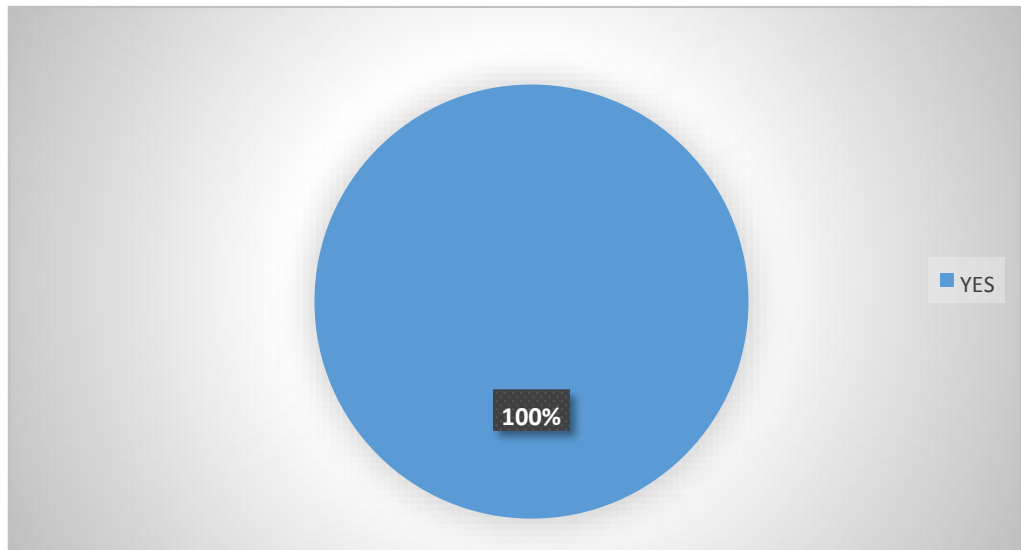
**Item 02: vocabulary is correlated with all language skills (reading, writing, listening and speaking).**

	Answers	Percentages
Yes	31	100%

**Table 03: The Correlation of Vocabulary with All Language Skills.**

Table (03) indicates that all the respondents that participated in this study (100%) believed that vocabulary is correlated with all language skills.

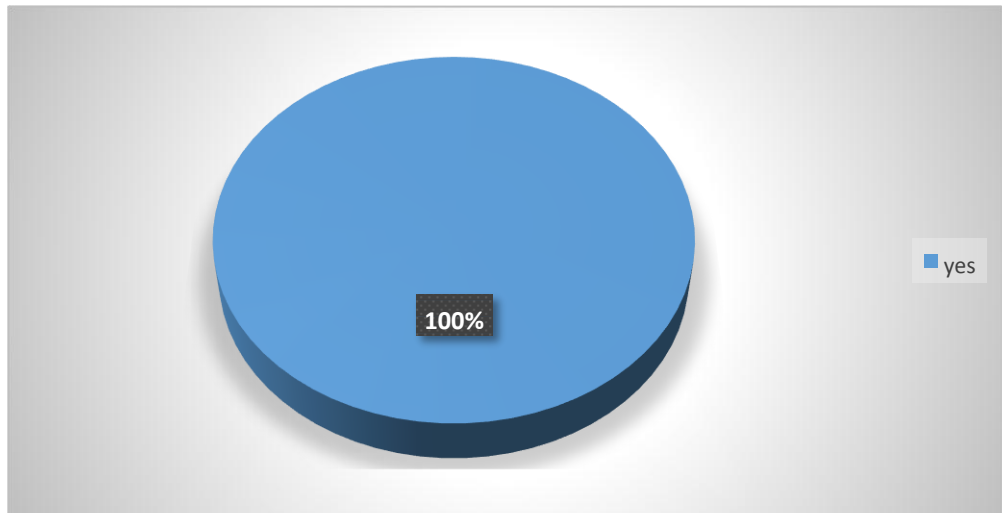
**Item 03: Vocabulary is important for foreign language learning and communication**



**Figure 02: The Importance of Vocabulary for Foreign Language Learning and Communication.**

As shown in this figure (02), all of the target population claims that vocabulary is important for foreign language learning and communication. From the results, it can be deduced that all the participants of this study are aware of the fundamental role that vocabulary plays in all aspects of language learning and use.

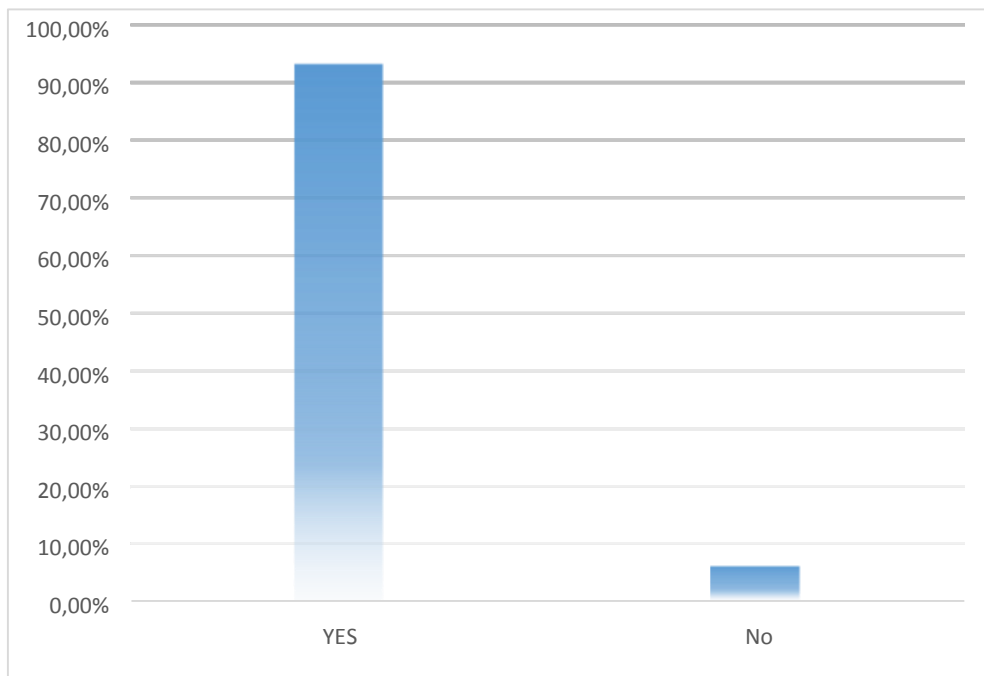
**Item 04: Learning vocabulary demands a wide range of methods and techniques**



**Figure 03: Learning Vocabulary**

It is clear from this figure (03) that the entire target population share the same view that learning vocabulary demands a wide range of methods and techniques.

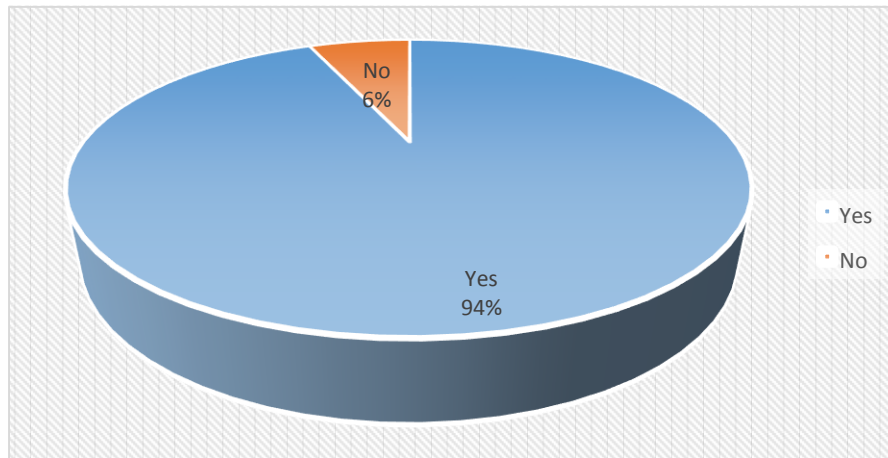
**Item 05: Assigning interactive games provides an excellent model for learning vocabulary effectively.**



**Figure 04: The Effectiveness of Assigning Interactive Games.**

As figure (04) above indicates, the majority of the target population (93, 54%) stated that assigning interactive games provides an excellent model for learning vocabulary effectively, while (6, 45%) of them hold a differing opinion.

**Item 06: I see evidence of increased vocabulary when the teacher assigns communicative games, such as board games**

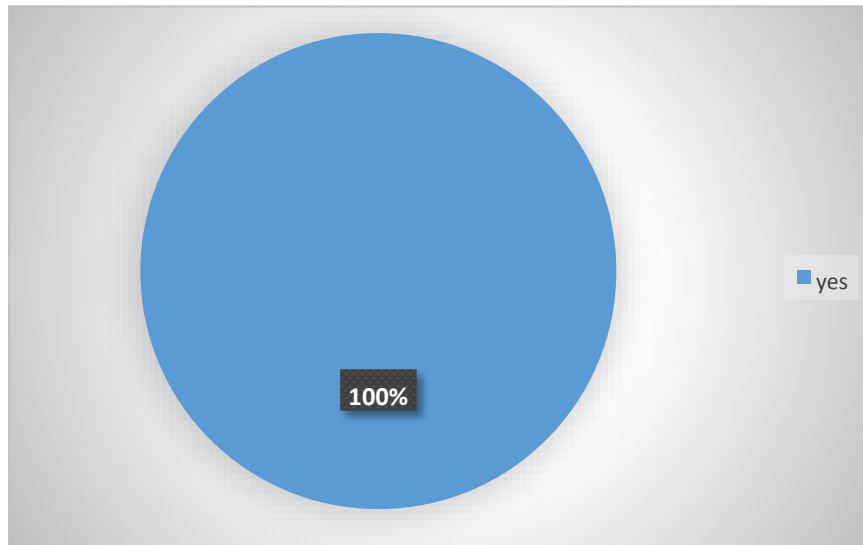


**Figure 05: Evidence of Vocabulary Expansion through Communicative Board Games.**

From the results obtained from the figure (05), it was observed that almost all the participants (94%) believed that assigning communicative games by the teacher enhances vocabulary mastery. Whereas only (6%) of them have a contrasting viewpoint. From the results, it can be deduced that the pupils support the adoption of this technique; it appears that it is important to teach vocabulary through communicative games.

### 3.1.3. Section 03: Pupils Perceptions of Learning Vocabulary through the Pictionary Game.

**Item 07: Pictionary is an educational game that requires only a board, chalk or markers and flashcards.**



**Figure 06: The Pictionary Game Components.**

The figure above displays a collective agreement among the participants, affirming that the Pictionary game requires only a board, chalk or markers and flashcards. Therefore, it can be deduced from their answers that the Pictionary game components are simple and accessible to everyone

**Item 08: I find the Pictionary game useful in learning English vocabulary**

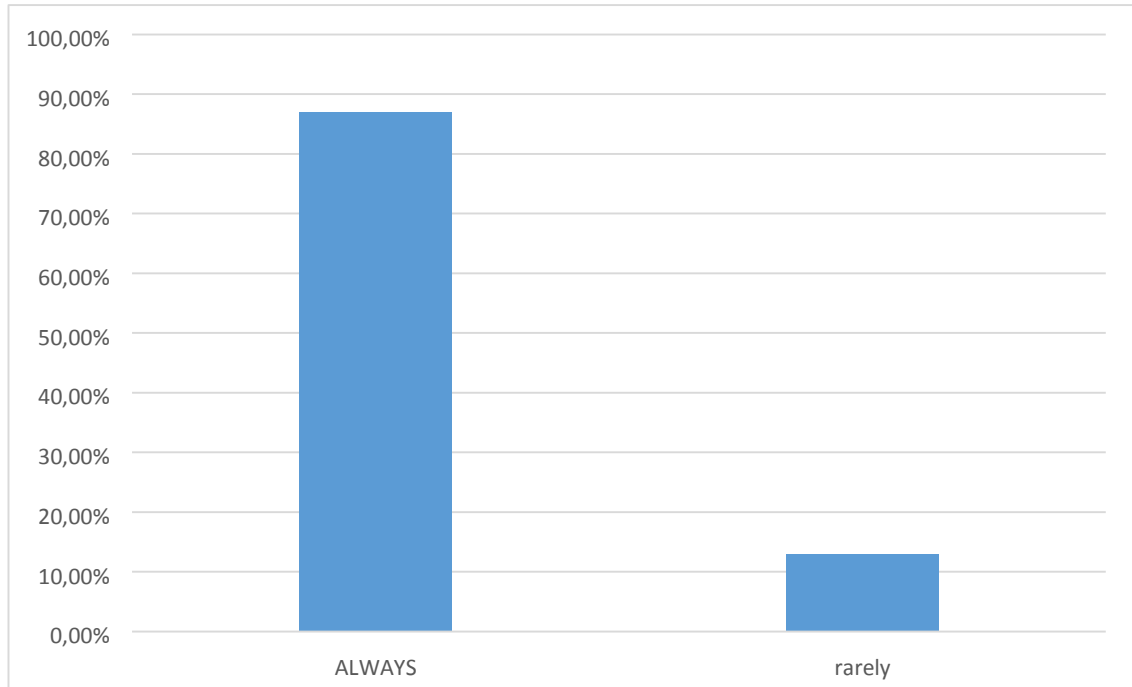
	Answers	Percentages %
Yes	26	38,87%
No	5	16,12%

**Table 04: The Usefulness of Pictionary Game for Vocabulary Learning.**

The outcomes, considering the data in table (04), demonstrate that the vast majority of the respondents (38, 87%) consider learning vocabulary through the Pictionary game to be helpful

and effective. However, a small minority (16, 12%) of the respondents have a contrasting viewpoint.

**Item 09: During the Pictionary game play, I engage in interactions with my teammates**



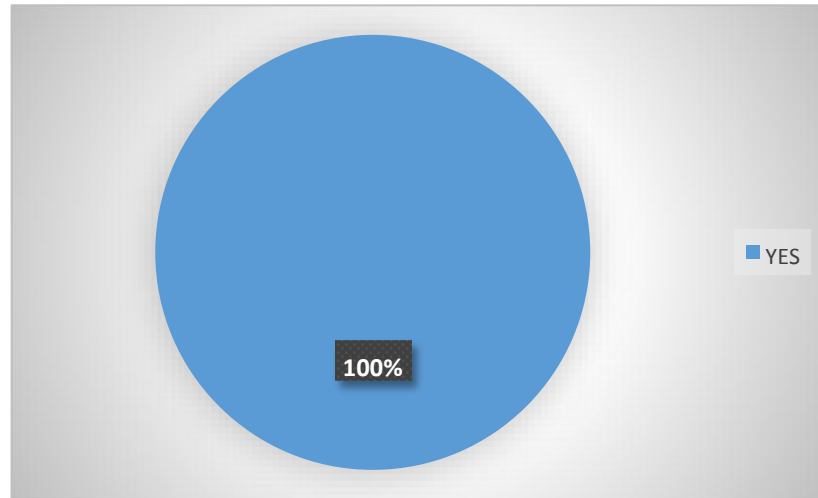
**Figure 07: Pupils' Interaction**

Based on the collected data demonstrated in figure (07), we notice that the vast majority of pupils who participated in this study (87, 09) always engage in interactions with their teammates. However, a small number of the respondents (12, 90%) believed that interacting with teammates is not necessary in this context.

**Item 10: When the teacher uses the Pictionary game to teach vocabulary, I become an enthusiast and active learner**

The results indicate that the whole (100%) participants became enthusiastic and active when the teacher uses the Pictionary game for vocabulary instruction.

**Item 11: When engaging in the guessing process in Pictionary, I often receive guidance and support from my teammates**



**Figure 08: Respondents View about Receiving Guidance**

The above figure demonstrates that all the target population (100%) who had answered this question said that they often receive guidance and support from their teammates when engaging in the Pictionary game guessing process.

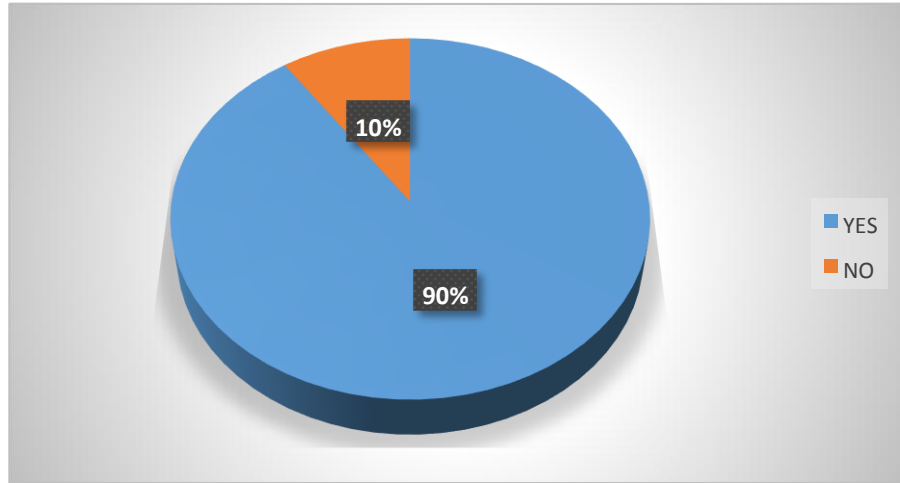
**Item 12: Through the Pictionary game, I can effectively...**

	<b>Answers</b>	<b>Percentages %</b>
<b>Memorize unfamiliar words</b>	<b>17</b>	<b>54,83%</b>
<b>Arrange sentences</b>	<b>6</b>	<b>19,35%</b>
<b>Pronounce new words properly</b>	<b>8</b>	<b>25,80%</b>

**Table 05: The Effectiveness of the Pictionary Game.**

As shown in table (05), seventeen (17) pupils representing (54, 83%) can effectively memorise unfamiliar words when the teacher uses a Pictionary game. Whereas, eight (8) representing (25, 80%) can pronounce new words properly. In contrast, only six (6) of them which is (19, 35%) can arrange sentences.

**Item 13: The meaning of a word is better conveyed through visual representations.**



**Figure 09: The Power of Visual Representations in Conveying Word Meanings.**

This figure (09) denotes that the majority of the respondents (90%) have answered this question with ‘Yes’, the meaning of a word is better conveyed through visual representations. Conversely, a small minority of the respondents (10%) disagree with this idea.

**Item 14: Integrating games like Pictionary is an outstanding step towards vocabulary enhancement**

	Answers	Percentages %
<b>Yes</b>	<b>31</b>	<b>100%</b>

**Table 06: The Impact of Integrating Interactive Games like Pictionary on**

**Vocabulary Enhancement.**

From table (06), we notice that the entire target population stated that integrating games like Pictionary is an outstanding step towards vocabulary enhancement.

**Item 15: Implementing mediating tools like Pictionary facilitates the acquisition of vocabulary**

	Answers	Percentages %
<b>Yes</b>	<b>29</b>	<b>93,54%</b>
<b>No</b>	<b>2</b>	<b>6,45%</b>

**Table 07: The Implementation of Mediation Tools**

The outcomes of question (15) demonstrate that almost all the participants (93, 54) agreed that the implementation of such mediating tools like those of Pictionary, facilitate the acquisition of vocabulary. Whereas, (6, 54%) of the respondents who represent the small minority disagreed with this idea.

### **3.2. Presentation of the Results of the Interview**

In this following section, we present the outcomes derived from conducting semistructured interviews with three teachers from Amyoud Smail Middle School. The interview was audio-recorded and analysed using qualitative content analysis (QCA) for a comprehensive examination of the data.

- **Question 01: How long have you been teaching English?**

This question is constructed to determine the teachers' experience in teaching the English language. The responses to this question demonstrate that each of the three teachers has over ten (10) years of teaching experience.

- **Question 02: Are you familiar with vocabulary teaching methods or techniques? If yes, please name some.**

The purpose of this question is to determine teachers' awareness and proficiency in vocabulary teaching methods or techniques by asking them to confirm their familiarity regarding this issue and to provide specific examples. The results of this question indicate that the interviewees are very familiar with vocabulary teaching techniques. Concerning the methods or techniques employed by the teachers, they mentioned implementing games as a technique to teach vocabulary. Furthermore, one teacher mentioned, "I consistently implement word walls and flashcards in my classroom to strengthen my learners' vocabulary and writing skills".

- **Question 03: Do you use games to teach vocabulary in your classroom? Would you please name some of them?**

In reference to this question, the three respondents answered this question with 'yes, I do' and 'absolutely'. They stated that they consistently use games to teach vocabulary to their learners, emphasising that it makes the acquisition of vocabulary easier for the learners. Regarding the games they use, the first teacher mentioned incorporating 'search games, Pictionary and role play'. The second teacher said that she uses 'Memory games and Pictionary'. Whereas the last teacher opted for 'Puzzles and run to the board games'.

- **Question 04: Have you used a Pictionary game in your class before?**

In response to this question, two teachers confirmed using the Pictionary game in their classes, but when it is necessary they try to incorporate other games to break the routine of using just one teaching technique. Conversely, the third teacher mentioned that she had never used this technique before.

- **Question 05: According to you, what do we mean by the Communicative Language**

**Teaching approach ? Is it applicable to all vocabulary lessons?**

Concerning the definition of CLT, the participants stated that this later is an approach to language teaching that emphasises the use of language in real-life contexts. As for the applicability of this approach to all vocabulary lessons, the respondents stated that all the language teaching approaches are applied depending on the teaching and learning objectives.

- **Question 06: Do you think that the Communicative Language Teaching approach allows the learners to use the target language effectively**

For this question, the interviewees share the same view that the Communicative Language Teaching approach allows the learners to use the target language effectively. They believed that incorporating materials and tasks such as games, pictures, and flashcards, leads to a better grasp and use of the target language.

- **Question 07: Do you support the adoption of the communicative teaching approach to teach vocabulary through the Pictionary game?**

For the sake of answering this question, the results show that all the teachers who participated in this interview are in favour of implementing CLT to teach vocabulary through the Pictionary game, since it provides the use of language in real-life situations according to them.

- **Question 08: How can this approach be employed to teach vocabulary through the Pictionary game?**

When it comes to the way CLT is applied to teach vocabulary through the Pictionary game, the respondents said that a key step is to divide the students into two groups to encourage collaborative work and communicative interactions in the guessing process. Furthermore, having the learners draw pictures to represent vocabulary words helps learners to develop their vocabulary in real-world situations.

## **Conclusion**

This chapter has presented the findings obtained throughout this study, and it is divided into two sections. The first section of this chapter has reported the results obtained from the questionnaire that was answered by thirty-one second-year pupils. The second section has displayed the results of the semi-structured interview that was conducted face-to-face with three teachers of Amyoud Smail Middle School. From the results, we could potentially deduce that the majority of pupils consider learning vocabulary through the Pictionary game as a significant move in improving their vocabulary skills. The obtained findings are to be interpreted in detail in the following chapter.

***Chapter Four:***  
***Discussion of the Findings***

## **Introduction**

The present chapter intends to critically discuss the findings presented in the preceding section. This chapter is structured into two sections: the initial part interprets the results of the analysis of the pupils' questionnaire, while the second section discusses the results of the teachers' interview. This chapter aims to answer the research questions and confirm or deny the hypotheses presented in the general introduction by relying on the literature review and on Vygotsky's social-cultural learning theory (1978).

### **4.1. Students' Perceptions towards the Pictionary Game**

#### **4.1.1. Pupils' Profile**

The results of the pupils' questionnaire show that the females are the most dominant gender group (61.29%) who have accepted to answer our questionnaire compared to males (38.70%). This result could suggest that females are more interested in the subject matter more than males. Thus, the only possible interpretation for this finding is that there are distinct preferences between males and females.

#### **4.1.2. Students' Perceptions towards Vocabulary Learning**

The above findings imply that one hundred percent (100%) of the target population shares the view that vocabulary is correlated with all language skills. This indicates that a well-developed vocabulary is integral to speaking, listening, and other language-related skills. Also, enhancing our own vocabulary positively influences the overall language skills enabling efficient and successful communication. To support this, Edger (1999) mentioned that developing students' vocabulary skills correlates with success in all areas of the curriculum. Therefore, without a strong vocabulary, learners may not address those skills.

Vocabulary is an important aspect of language learning and communication. This idea is confirmed by all the pupils when they are asked if vocabulary is important for foreign language

learning and communication in the third (03) question. This finding demonstrates how vocabulary serves as a key ingredient for improving learners' foreign language proficiency in terms of speaking, listening, reading, and writing. This is in accordance with Nation (2001) who claimed that learning vocabulary has a vital role in all language skills. It also goes hand in hand with Schmitt (2000) who noted that "Lexical knowledge is central to communicative competence and to the acquisition of a second language" (p.9). Thus, having a good understanding of words and their meanings is what a learner needs in order to communicate well in the target language

The findings reported from the fourth (04) question reveal that all the individuals within the target population agree on the necessity of implementing a wide range of methods and techniques for vocabulary acquisition. This indicates that the participants are aware of the essentiality of implementing such powerful and aiding techniques for vocabulary instruction to enhance and improve their language skills. This view aligns with Rendaya and Richards (2001) who highlighted the significance of incorporating various vocabulary strategies to enhance and promote learners' language use in different contexts. Therefore, these shared views may contribute to the development of new vocabulary teaching methods and techniques, which can be advantageous for both teachers and learners, as they may successfully enhance the teaching/learning experience.

The data presented in the previous chapter clearly illustrates that the vast majority of the target population (93.54%) believed that implementing interactive games offers an excellent model for learning vocabulary efficiently (see figure 04). This suggests that incorporating interactive games into the learning process helps learners apply their vocabulary knowledge successfully, as games create a relaxed atmosphere for learning. This resonates with Nguyen and Khuat's (2003) assertion that students prefer to learn a foreign language in a comfortable setting. However, a small minority (6.45%) of the respondents indicated the opposite. Their

answers imply that each learner has his/ her own preferences, interests, and learning styles. Therefore, researchers should suggest effective methods for teachers to accommodate diverse learning styles (Calderwood, 2023).

In the sixth (06) question, the pupils are asked if they see evidence of increased vocabulary when the teacher assigns communicative games, such as board games. It appears that the majority of the pupils (94%) believed that implementing communicative games like board games enhances their vocabulary. This indicates that the implementation of those games is perceived as an effective and enjoyable technique for vocabulary enhancement and mastery, as they offer an interactive environment for language use and acquisition. When considering communicative games like board games, Pictionary is often regarded as one of the most efficient board games for teaching English vocabulary (see Chapter 01).

From the collected data, it appears that all the participants agree that Pictionary is an educational game that requires only board, chalk or markers, and flashcards. As stated before in the literature review, this shared perspective shows Pictionary's potential for making the learning process more effective, since it is easy to play and its components are accessible to everyone (see Chapter 01).

#### **4.1.3. Pupils' Perception towards Learning Vocabulary through the Pictionary Game**

From the results displayed in the previous chapter, it appears that the majority of the respondents find the Pictionary game useful in learning English vocabulary. These observed positive outcomes can be explained and attributed to the social and interactive nature that the game of Pictionary provides for the learning process. In fact, this viewpoint aligns with Vygotsky's socio-cultural learning theory, which has discussed the influence of social interactions in improving the quality of learning experiences. Additionally, the observation outlined in the literature review (see Chapter 01), where Pictionary is acknowledged for its effectiveness in teaching English vocabulary is also consistent with the pupils' perspectives, as

this later creates a comfort zone that helps the learners to grasp and acquire their vocabulary easily and in a short period.

Furthermore, the findings derived from the ninth question (09) reveal that the majority of the participants in this study consistently interact with their peers and teammates when involved in stimulating activities such as Pictionary. This perspective suggests that Pictionary is not only an enjoyable game but also an interactive learning game. Moreover, these outcomes are in accordance with Vygotsky's social-cultural learning theory (1978) which proposes that understanding occurs when individuals participate in meaningful interactions with more capable peers. Regarding the respondent (12, 90%) who hold a different viewpoint, their answer may be attributed to a preference for isolation or their natural shyness when engaging in the gameplay.

Next to this, the findings of question ten (10) indicate a notable increase in participants' enthusiasm when the teacher employs the PG during lessons. This result corresponds to the importance of incorporating those interactive games in classroom instructions to promote learners' enthusiasm and involvement. This is consistent with Hinebaugh's (2009) assertion that interactive games like Pictionary can effectively captivate students, and make them eager participants in the learning process. This highlights the value of PG in enhancing pupils' engagement, thanks to its competitive and fun aspects that aid in fostering excitement and motivation among learners.

From the responses gathered from the eleventh question (11), all the respondents of the questionnaire (100%) mentioned that when their teachers implement the Pictionary game in the classroom, they frequently obtain assistance from their teammates while participating in the guessing process. This result highlights the learners' awareness of how supporting their teammates contributes to enhancing their educational development. This perspective resonates with Vygotsky's sociocultural learning theory (1978), which introduced the concept of the zone

of proximal development and its importance in fostering learners' cognitive skills under the guidance of more experienced mates. To go deeper in this analysis, Vygotsky stated that ZPD is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86 quoted in Walqui, 2022). Thus, games like Pictionary aim to be within the players' zone of proximal development, as novice players may learn how to convey meanings under the guidance of more experienced players.

As far as question (12) is concerned, the vast majority of the second-year pupils (54.38%) stated that they are able to memorise unfamiliar words effectively, indicating the game's efficiency in facilitating vocabulary retention by associating vocabulary with visual representations. Furthermore, ten (10) of them representing (25.80%) stated that through the PG, they can properly pronounce new words, as this later encourages students to engage in verbal communication while guessing the depicted words, reinforcing proper pronunciation through active participation and practice. However, (19.35%) of the respondents of this study stated that they could arrange sentences when Pictionary is implemented. These specific results support Hinebaugh's (2009) view that the PG is beneficial for students in terms of memorising vocabulary items, constructing sentences, and correctly pronouncing new words.

In addition, the findings of question thirteenth (13) demonstrate that a high number (90%) of the respondents (see figure 08), agreed that the meaning of a word is better conveyed through visual representations. This perspective shows the role of visuals in language learning, indicating its potential to facilitate deeper understanding and retention of vocabulary. This resonates with Thompson's (2003) viewpoint that visualising a word that we need to remember is more effective for retention.

From the gathered data, all the respondents of the questionnaire, one hundred percent (100%) agree that integrating games like Pictionary is an outstanding step towards vocabulary enhancement. This emphasises the game's significance as a powerful educational tool for improving how students understand and use vocabulary, stressing their strength well to enhance their word skills. This is in correspondence with Ayu's (2018) suggestion that integrating Pictionary into classroom instruction can enhance the learning process much better than traditional textbook-based learning and traditional teaching methods.

Regarding the outcomes derived from question (15), a great number of pupils (93, 54%) expressed their agreement with the idea that using mediating tools such as Pictionary tools aids in vocabulary acquisition. These findings point out the crucial role of mediating tools such as those of Pictionary and the advantages they can bring to the field of education. This view supports Vygotsky's claim that children acquire knowledge through engaging in activities within a social environment with the support of mediating tools like physical materials (cited in Kuzulin, 2003).

From the above-discussed results of the questionnaire, it appears that the pupils evaluate their vocabulary learning achievement through the Pictionary game in a positive way, since it provides a relaxing and engaging environment to acquire and develop vocabulary mastery. In fact, these findings answer the first research question and confirm the proposed hypothesis of the general introduction, which is "The pupils at Amyoud Smail Middle School have positive perceptions regarding the use of PG as a tool for learning vocabulary".

## **4.2. Discussion of the Teachers' Interview**

To enrich our research and gain more information concerning the teachers' view on the adoption of CLT as a method to teach vocabulary through the Pictionary game, a semistructured interview was conducted with three teachers of Amyoud Smail Middle School in Tizi-Ouzou.

Building upon the semi-structured interview with three teachers, the insights gained from question one (01) illustrate that all the interviewed teachers have more than ten years of experience in teaching English. This rich reservoir of knowledge and experience highlights their capacity to employ effective teaching techniques to enrich the learning experience of their students.

The results of question two (02) indicate that the teachers are familiar with various vocabulary teaching techniques. This implies that the teachers recognise the importance of these tools in enhancing the learning outcomes, especially in the context of teaching vocabulary. This observed view aligns with Nation's (2001) assertion that teachers should plan for vocabulary learning just as they plan for other aspects of curriculum design. Regarding the vocabulary teaching techniques that they usually use in their classrooms, the respondents mentioned the implementation of games as the best tool for teaching vocabulary. Moreover, one of the interviewed teachers mentioned the use of word walls as an additional technique for improving her learners' vocabulary and writing skills. In this respect, Calderwood's (2003) scholarly article about vocabulary teaching techniques proves the effectiveness of this tool in improving the learners' written vocabulary.

As observed in the preceding chapter, the findings of question three (03) show that all the teachers incorporate games in their classrooms for the purpose of boosting their learners' vocabulary. They argue that instructing vocabulary through games stands out as an excellent choice, making it easier for learners to grasp English vocabulary. This perspective underlines the positive effect of employing such supporting and motivational techniques like games in this particular context. This confirms Turta's (2021) point of view that games have a significant role in teaching vocabulary. As for the games that they usually use to present vocabulary, the interviewees mentioned the use of search games, Pictionary, puzzles, run to the board, and memory games. These findings show that the teachers use a diverse range of games to facilitate

vocabulary acquisition among their learners. Furthermore, it indicates how these strategies are useful in meeting the objectives of both learners and teachers. This correlation is consistent with Turta's (2021) study, where the roles of games such as Pictionary and memory games in teaching vocabulary were explored.

Next to this, the outcomes of question four (04) reveal that two interviewees confirmed their use of the Pictionary game as an instructional tool in their classrooms. This suggests a positive view of implementing such interactive and engaging activities like Pictionary for vocabulary instruction. This perspective is in accordance with Ayu's (2018) claim about the usefulness of this game in meeting the students' needs and interests. Conversely, the third teacher stated that she has not used this technique before, since she opted for other strategies that meet her teaching style and objectives. This result indicates that each teacher uses a strategy that aligns with their specific objectives and preferences. Overall, the variety of teaching techniques presented by the teachers are beneficial for the students as they are chosen according to their specific needs and interests.

The results displayed for question five (05) show that all the participants in this interview define CLT as an approach to language teaching that emphasises the use of language in real-life contexts. This finding is supported by Muhabbat (2002) who promotes language teaching and learning through interactive activities that reflect real-life communication. In fact, Muhabbat's view is in accordance with the notion of social interaction provided by Vygotsky's social-cultural learning theory (1978). As for the applicability of CLT to all vocabulary lessons, the three teachers share the same view that the application of CLT depends on the teaching and learning objectives. One of the respondents stated that 'it is up to the teacher to select the appropriate approach that suits his/her learner's needs. These findings support Richard's (2006) claim that communicative language teaching is applied depending on the teaching situation, the learners' age, level, and learning objectives.

The results obtained from question six (06) reveal a notable agreement among all respondents that the communicative language teaching approach allows learners to use the target language effectively. The teachers emphasised the importance of incorporating effective and supportive tasks and materials in classroom instruction like games, pictures, and flashcards, which in their opinion are the key elements in efficiently aiding learners to use the target language by providing opportunities for authentic communication and self-expression. This view goes hand in hand with Rogers' (1986) view that underlines the value of communicative tasks in language learning, asserting that these tasks enable learners to express themselves effectively in the target language.

When the interviewed teachers were asked whether they support the adoption of the communicative language teaching approach to teach vocabulary through the Pictionary game, the respondents all indicated their support for this method to teach vocabulary especially when implementing the PG. The teachers' perspective emphasises that this approach allows the use of language in real-life situations, which is a key aspect of the communicative approach as well as for the PG, which offers an active and social environment that reflects real-life language use. This view is in accordance with Richards and Rogers (1986) who stated that learners are immersed in the environment when language is employed according to the context, time, and real-life situations.

The outcomes reached from the last question reveal that CLT is adopted to teach vocabulary through the Pictionary by engaging the students to work collaboratively in groups to discuss and guess what their teammates have drawn on the board after presenting the vocabulary words on cards. According to the interviewees, such communicative interactions are vital for vocabulary acquisition as they require learners to actively use the target language in a meaningful context. These findings are in accordance with one of the characteristics of the CLT framework summarized by Brown (2007) (See Chapter One). Moreover, it goes hand in

hand with Vygotsky's social-cultural learning theory (1987), which views social interactions as the primary source for communication and constructing meaning. Therefore, communicative interactions are the leading factor in determining how effectively CLT can be applied to teach vocabulary through the Pictionary game.

From the above-discussed results of the interview, we may answer the second research question and confirm the second hypothesis that teachers at Amyoud Smail Middle School support the adoption of the communicative language teaching approach to teach vocabulary through the PG, as it promotes collaboration, social interaction and pupils' ability to communicate effectively in real-life situations.

## **Conclusion**

The present chapter has discussed the outcomes obtained from the preceding section. This chapter is structured into two main sections: the initial section has interpreted the findings of the pupils' questionnaire; it has answered the first research question and confirmed the first hypothesis. Moreover, the second section has interpreted the results of the teachers' interview; it has answered the second research question and confirmed the second hypothesis. The results reveal that the majority of students regard learning vocabulary through the Pictionary game as a substantial progression in enriching and enhancing their language proficiency as it helps them in terms of memorizing new words, constructing sentences, and pronouncing new words correctly. The results also reveal that all the teachers of Amyoud Smail Middle School support the adoption of the communicative language teaching approach to teach vocabulary through the Pictionary game as it promotes applying language skills in everyday real-life contexts.

# *General Conclusion*

## **General Conclusion**

The present study has investigated the use of the Pictionary game as a teaching/learning tool to enhance second-year pupils' vocabulary mastery and acquisition at Amyoud Smail Middle School. The investigation in this area is important because this subject is new, especially at the Mouloud Mammeri University of Tizi-Ouzou.

This work has sought to reach two main objectives: the first objective is to gather the pupils' perceptions of the use of the Pictionary game as a teaching/learning tool to enhance their vocabulary repertoire. The second objective is to determine whether the teachers of Amyoud Smail Middle School support the adoption of the communicative language teaching approach to teach vocabulary through the Pictionary game. To fulfil these two objectives, we have relied on the literature review and Vygotsky's socio-cultural learning theory (1978), which is widely recognised as psychological and educational framework that explains the influence of such social and cultural factors on human development and learning. Within this theory, Vygotsky considers language and social interactions as the cornerstone of learning.

In order to conduct the study, we have opted for mixed-method research that combines both quantitative and qualitative methods for data collection and data analysis. Two main instruments are involved in the study: a questionnaire was designed for thirty-one (31) secondyear pupils of Amyoud Smail Middle School, and a semi-structured interview was conducted face-to-face with three teachers of this middle school. For data analysis, the Descriptive Statistical Method is used to analyse the quantitative data gathered from the closed-ended questions of the questionnaire, and the qualitative content analysis (QCA) is applied to interpret the qualitative data obtained from the open-ended questions of the semi-structured interview.

The results of the pupils' questionnaire have revealed that the majority of second-year pupils consider learning vocabulary through the PG as an outstanding step towards vocabulary enhancement, as it boosts their enthusiasm and involvement and make them eager participants in the learning process thanks to the relaxed and engaging environment it provides. It has also demonstrated the Pictionary potential for making the learning process more effective, since it is easy to play and its components are accessible to everyone. Additionally, it has showed that the Pictionary game is not only an enjoyable technique but also a beneficial for pupils in terms of memorizing vocabulary items, constructing sentences and correctly pronouncing new words. Besides, it has been concluded that the Pictionary game aims to be within the players zone of proximal development, as novice players may learn how to convey meanings under the guidance of more experienced players.

Furthermore, the results of the teachers' interview have revealed that all the teachers of Amyoud Smail Middle School support the adoption of the communicative language teaching approach to teach vocabulary through the PG, as it allows to use the target language effectively due to the aid of supportive tools and techniques like Pictionary game which serves as a key element in efficiently aiding learners to use the target language by providing authentic communication and self-expression. They further claim that communicative language teaching (CLT) aligns well with the Pictionary game, as it encourages the practical application of language in real-life contexts. Additionally, it has been concluded that communicative interactions are the leading factor in determining how effectively CLT can be applied to teach vocabulary through the Pictionary game.

To conclude, the study has provided answers to the two research questions and has confirmed the two suggested hypotheses of the general introduction. It has shown that the second-year pupils at Amyoud Smail Middle School have positive perceptions regarding the

use of the Pictionary game as a tool for learning vocabulary, as it provides a relaxing and engaging environment to develop vocabulary effectively. Furthermore, it has been demonstrated that the teachers at Amyoud Smail support the adoption of communicative language teaching (CLT) to teach vocabulary through the Pictionary game, as it promotes collaboration, social interactions and pupils' ability to communicate effectively in real-life situations.

Similar to all research, the present study has a few limitations as well. The major limitation of this study is the lack of sources to support the second section in chapter one (Pictionary game), which has made the research challenging. Another limitation is the lack of access to a wide range of books and articles. Additionally, the study has investigated a group of thirty-one (31) second-year pupils, which is relatively a small sample. Thus, the findings cannot be applied to all the second-year pupils. Regarding pedagogical recommendations, teachers are recommended to use the Pictionary game to teach vocabulary because it is more enjoyable for learners who can master vocabulary without any stress. Also, teachers can use Pictionary game with any level (beginners, intermediate...). Learners need to pay more attention to vocabulary, because it is a high priority when it comes to language learning. Future researchers are advised to conduct research using an experimental method. We also suggest the use of the Pictionary game in teaching other language aspects such as writing and speaking.

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# *Appendices*

## Appendices

### Appendix 01: The Pupils' Questionnaire

*Dear pupil,*

This questionnaire is part of a Master's dissertation about teaching and learning vocabulary through the Pictionary game. It aims to investigate your perceptions towards learning English vocabulary through the Pictionary game. Your most appreciated contribution is expected to be honest and straightforward. Please read the questions carefully and then answer by ticking the appropriate box.

#### Section I: Background Information

**Item 1:** Gender

A) Male

B)Female

#### Section II: Pupils' Perceptions towards Vocabulary Learning

**Item 2:** Vocabulary is correlated with all language skills (reading, writing, listening and speaking).

A) Yes

B) No

**Item 3:** Vocabulary is important for foreign language learning and communication.

A) Yes

B) No

**Item 4:** Learning vocabulary demands a wide range of methods and techniques.

A) Yes

B) No

**Item 5:** Assigning interactive games provides an excellent model for learning vocabulary effectively.

A) Yes

B) No

**Item 6:** I see evidence of increased vocabulary when the teacher assigns communicative games, such as board games.

A) Yes

B) No

### **Section III: Pupils' Perceptions towards Learning Vocabulary Through Pictionary Game**

**Item 7:** Pictionary is an educational game that requires a board, chalk or markers, and flashcards.

A) Yes

B) No

**Item 8:** I find the Pictionary game useful in learning English vocabulary.

A) Yes

B) No

**Item 9:** During the Pictionary game play, I engage in interactions with my teammates.

A) Always

B) Rarely

**Item 10:** When the teacher uses the Pictionary game to teach vocabulary, I become an enthusiast and active learner.

A) Yes

B) No

**Item 11:** When engaging in the guessing process in Pictionary, I often receive guidance and support from my teammates.

A) Yes

B) No

**Item 12:** Through the Pictionary game, I can effectively:

- A) Memorize unfamiliar words
- B) Arrange sentences
- C) Pronounce new words properly

**Item 13:** The meaning of a word is better conveyed through visual representations.

- A) Yes
- B) No

**Item 14:** Integrating games like the Pictionary game is an outstanding step towards vocabulary enhancement.

- A) Yes
- B) No

**Item 15:** Implementing mediating tools like those of Pictionary facilitate the acquisition of vocabulary.

- A) Yes
- B) No

Thank you for your contribution.

## استبيان التلاميذ

عزيري التلميذ ،

هذا الاستبيان هو جزء من بحثنا الجار □ اللذ □ يتمحور حول تدريس المفردات الإنجليزية من خلال لعبة تخمين الكلمات. ويهدف إلى التحقيق في التصورات الخاصة بك حول تأثير تدريس المفردات الإنجليزية من خلال لعب تخمين الكلمات. من المتوقع أن تكون مساهمتك صادقة ومباشرة. يرجى قراءة الأسئلة بعناية ثم الإجابة عن طريق وضع علامة على المربع المناسب .

## الفرع الأول: معلومات أساسية

س 1: نوع الجنس

أ) ذكر ب) أنثى 

## القسم الثاني: تصورات الطلاب حول تعلم المفردات

س 2: المفردات مرتبطة بجميع مهارات اللغة (القراءة، الكتابة، الاستماع والتحدث)

أ) نعم ب) لا 

س 3: المفردات مهمة لتعلم اللغات الأجنبية والتواصل .

### XIII

أ) نعم

ب) لا

س 4: يتطلب تعلم المفردات مجموعة واسعة من الطرق والأساليب .

أ) نعم

ب) لا

س 5: تعيين الألعاب التفاعلية يوفر نموذجا ممتازا لتعلم المفردات بشكل فعال .

أ) نعم

ب) لا

س 6: أرى دليلا على زيادة المفردات عندما يعين المعلم ألعاب التواصل، مثل ألعاب السبورة

أ) نعم

ب) لا

القسم الثالث: تصورات التلاميذ حول تعلم المفردات من خلال لعبة تخمين الكلمات

س 7: لعبة تخمين الكلمات، هي لعبة تعليمية تتطلب سبورة، طباشير وبطاقات تعليمية.

أ) نعم

ب) لا

س 8: أجد لعبة تخمين الكلمات مفيدة لتعلم المفردات الإنجليزية .

أ) نعم

ب) لا

س9: افاعل مع زملائي في القسم اثناء اللعب بلعبة تخمين الكلمات.

ا دائما ( نادرا )

س10: عندما يستخدم المعلم لعبة تخمين الكلمات لتعليم المفردات، أصبح متحمسا وتلميذا نشطا .

أ) نعم

ب) لا

س11: عندما أشارك في تخمين الكلمات اثناء لعب لعبة تخمين الكلمات، غالبا ما اتلقى التوجيه والدعم من زملائي.

أ) نعم

ب) لا

س12: من خلال لعبة تخمين الكلمات، يمكنني بشكل فعال:

أ) تذكر الكلمات غير المألوفة

ب) ترتيب الجمل

ج) نطق كلمات جديدة بشكل صحيح

س13: يتم نقل معنى الكلمة بشكل أفضل من خلال التمثيلات البصرية.

أ) نعم

ب) لا

س14: دمج الألعاب مثل لعبة تخمين الكلمات خطوة بارزة نحو تعزيز المفردات .

أ) نعم

ب) لا

استخدام أدوات الوساطة مثل تلك المستخدمة في لعبة تخمين الكلمات، تساهم (تسهل) في المفردات. ا نعم

س15:  
اكتساب

) لا

شكرا لك على المساهمة .

**Appendix 02: Teachers' Interview****Teachers' Interview**

This interview is a component of our research focused on teaching vocabulary through Pictionary games. It aims to collect data from EFL teachers regarding the adoption of the Communicative Language Teaching Approach to teach vocabulary through the Pictionary game.

The teachers' most appreciated contribution is expected to be honest and

**Q1:** How long have you been teaching English?

**Q2:** Are you familiar with vocabulary teaching methods? If yes, please name some.

**Q3:** Do you use games to teach vocabulary in your classroom? Would you please name some of them?

**Q4:** Have you used a Pictionary game in your class before?

**Q5:** According to you, what is CLT? Is it applicable for all vocabulary lessons?

**Q6:** Do you think that the communicative language teaching approach allows the learners to use the target language effectively?

**Q7:** Do you support the adoption of the communicative language teaching method to teach vocabulary to young learners?

**Q8:** How can this method be employed to teach vocabulary in the context of playing Pictionary?

Thank you for your contribution.