وزارة التعليم العالي والبحث العلمي

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

جامعة-مولود معمري تيزي وزو

UNIVERSITÉ MOULOUD MAMMERI TIZI- OUZOU

كلية الآداب و اللغات

FACULTÉ DES LETTRES ET DES LANGUES

قسم اللغة الانجليزية

DEPARTEMENT D'ANGLAIS

Domaine : Lettres et Langues Étrangères

Filière : Langue Anglaise

Spécialité : Didactiques des Langues Étrangères

Dissertation Submitted in Partial Fulfillment of the Requirements

For the Degree of Master in English

Title:

The Use of Crossword Puzzles as a Teaching Technique to Enhance Learners'English Vocabulary Learning: The case of First Year Private Middle School Pupils

Presented by:

Ms.ImoulaSamia

Ms.Ould Braham Tounsia

Supervised by:

Mrs Aimeur Roza

Board of Examiners:

PrHamidAmeziane,M.C.AMouloudMammeri University of Tizi-Ouzou. Chair

MrsAimeurRoza, MAA, MouloudMammeri University of Tizi-Ouzou. Supervisor

MrsAmmour Kamila, MAA, MouloudMammeri University of Tizi-Ouzou. Examiner

Promotion: 2018

N° de série N° d'order :

Laboratoire de domiciliation du Master : Etude des Langues et Cultures Etrangères.

Dedication

First, I want to dedicate this work to my dear parents ***Abderrahmane****and****Dehbia*** *who always dreamed of seeing me graduated. Thank you for your limitless encouragement, great support and prayers.*

To my best friend ***Sonia***

To all my friends and classmates

Thank you...

Tounsia

To my Dear Family

To my two Best Friends Lydia and Kahina

To all my Beloved Ones.

Thank you……

Samia

Acknowledgments

First and foremost, we would like to thank our supervisor Mrs. Aimeur Roza for her guidance, meticulous corrections and pertinent comments.We extend our gratitude to the members of the panel of examiners for having accepted to read and examine our dissertation.

We would also like to express our special thanks to the teachers of Djurdjura and Ithri schools.

We are indebted to Mr. LacebNassimfor his immense help and support.

We also wish to express our most sincere gratitude and thankfulness to Mr. AouineAkli who has accepted to answer our questions.

Abstract

The present work investigates the use of Crossword puzzles as a teaching strategy to enhance learners' vocabulary learning in two private schools "Djurdjura and Ithri" situated in Tizi-Ouzou town. In order to reach the three objectives of the study, two theories: Piaget's Individual Constructivism (1950) and Vygotsky's sociocultural learning theory (1978)have been applied.To conduct this study, a mixed research method was adopted. It combines both qualitative and quantitative techniques in relation to data collection and Descriptive Statistical Method and Qualitative Content Analysis in relation to data analysis.For collecting data, Twelve (12) classroom observation sessions were conducted in the two private schools, forty eight (48) questionnaires were handed to the first year learners and a semi- structured interview was conducted with the two (02) teachers of the English language who work in these schools.The results of the study reveal all teachers use crossword puzzles to teach English vocabulary. The obtained findings indicate that learners have a positive attitude toward this strategy since it helps them to understand English vocabulary. Moreover, The findings reveal that teachers use this strategy because they believe it makes the learning environment rich and attractive. On the basis of the findings, it is concluded that crossword puzzles is an effective strategy to teach English vocabulary.

Key words: Crossword Puzzles, English Vocabulary , Teaching Strategy , vocabulary learning

List of Figures

Figure 1:English Language Teachers' Use of Crossword Puzzles for Teaching English Vocabulary ……27

Figure 2:The Impact of Crossword Puzzles on Learning English Vocabulary …….28

Figure 3:The Pupils' Need of theirTeachers for Solving the Crossword Puzzles……28

Figure4:Learners Preference Way for Accomplishing the Activity……29

Figure5:Learners' favorite means for English Vocabulary Learning……30

Figure6:Crossword puzzles as a means for learning a large amount of vocabulary in the English language ……31

Figure 07: The Use of Crossword Puzzles to Construct Pupil's Knowledge ……32

Figure 8: Teaching English Vocabulary through Crossword Puzzle……..37

Figure 9: The Use of Crossword Puzzle as a Technique in the Process of Teaching……38

Figure 10: Crossword Puzzle as a Motivational Technique for Learning English Vocabulary…38

Figure 11: Teachers' use of Crossword Puzzle in practicing words for each lesson……39

Figure 12:The help of Crossword Puzzle in Acquiring English Vocabulary……39

Figure 13: Teachers' Role in the Classroom while Learners Solve the Puzzle……..40

Figure 14: Learners Involvement in the Classroom……40

Figure 15: Learners' Interaction while using Crossword Puzzle……41

List of Tables

Table1: Frequency of the Difficulties Found when Solving the Crossword Puzzles……29

Tables 2: Types of Crossword Puzzles that Learners prefer ……30

Table 3: The Role of Crossword Puzzles in understanding English Vocabulary……31

Table 4: The Reason of Adopting Crossword Puzzles by Teachers ……32

Table 5: The Impact of Crossword Puzzle on Pupils' Memory……33

Table 6: The Impact of Crossword Puzzle on Pupils' Motivation……34

List of Abbreviations

- **CP** : Crossword Puzzles
- **MS**:Middle School
- **EFL:** English as a Foreign Language
- **SPSS** : Statistical Package for Social Sciences
- **QCA**: Qualitative Content Analysis

Contents

Dedications..... I

Acknowledgments..... II

Abstract.....III

List of Figures.....IV

List of Tables.....V

List of Abbreviations VI

General Introduction

- Statement of the Problem.....1
- Aims and Significance of the Study.....2
- Research Questions and Hypotheses.....3
- Research Techniques and Methodology.....4
- Structure of the Dissertation.....4

Chapter One: Review of the Literature

Introduction.....5

I.Vocabulary…….....5

I.1.Definitions of Vocabulary…….....5

I.2. Types of Vocabulary …….....6

I.3. The Importance of Vocabulary in EFL Teaching and Learning……6

I.4.Steps of Learning Vocabulary……...……..7

I.4.1. Encountering New Words……...…..7

I.4.2.Getting the Word Form……..……8

I.4.3.Getting the Word Meaning……...……...8

I.4.4.Consolidating Word Form and Meaning in Memory……...……...8

I.4.5.Using the Word……...….8

I.5. Strategies for Teaching Vocabulary ……...…8

I.5.1. Unplanned Vocabulary Teaching……...…..8

I.5.2.Planned Vocabulary Teaching……...…9

I.5.2.1.Dictionaries…….….9

I.5.2.2. Glossary……..…10

I.5.2.3. Translation……..……10

II. Crossword Puzzles in EFL Classrooms……..10

II. 1.Games in Instruction…….…10

1-Bingo……...…11

2- Memory challenge…….....11

3-Crossword Puzzle……...…….12

II.2. Language Games…….12

II.3.Types of Language Games…….…..13

II.4.History of Crossword Puzzle …….…….13

II.5.Types of Crossword Puzzles ……..…..14

1-Classical Crossword Puzzles…….…..14

2-Fill in Crossword Puzzle…….14

3-Number Crossword puzzles……..……..15

II. 6.Using Crossword Puzzles in Teaching……....15

II.7.The Educational Value of Crossword Puzzles……...……..16

II.7.1.Motivation……...…....16

II.7.2.Exact Spelling……..…...17

II.7.3.Memory and Recall……...…..17

III.Theoretical Framework ……..……...17

III.1.Individual Constructivism……..……..18

III.2. Social Constructivism……..19

Conclusion.....20

Chapter Two: Research Design

Introduction.....21

I. Procedures of Data Collection…….…21

I.1.Research Method …….……21
I.2.Context of Investigation and Sample Population …….……22
I.3.Data Gathering Tools……...…….22
I.3.1. Questionnaire ……...……22
I.3.1.2. Pupils' Questionnaire……..……...23
I.3.1.3. Piloting the Questionnaire Addressed to Pupils ……..……...23
I.3.2. Interview ……...….23
I.3.2.1. Description of Teachers' Interview…….….....24
I.3.3. Classroom observation……..…...24
II. Procedures of Data Analysis ……..……25
II.1.Statistical Analysis ……..…25
II.2.Qualitative Content Analysis ……..….25
Conclusion.....25

Chapter Three: Presentation of the Findings

Introduction.....26
I . Presentation of the Results of the Pupils' Questionnaire……26
I.1.Section One: Learners' Views about Crossword Puzzles as a Strategy for Teaching and Learning English Vocabulary…….…….26
I.2.Section Two: The Impact of Crossword Puzzles on Learners' Vocabulary Learning...…30
II. Presentation of the Results of the Teachers' Interview……..……34
III.Presentation of the Results of the Classroom Observation …….……..37
Conclusion.....41

Chapter Four: Discussion of the Findings

Introduction.....42
I. Discussion of the Questionnaires' Results…….…..42
I.1.1.Learners' Views about Crosswords Puzzles as a Strategy for Learning English Vocabulary……..42

I.2.3. The Impact of Crossword Puzzles on Learners ‘Vocabulary Learning……..45

II. Discussion of the Results of Teachers’Interview……...47

III.Discussion of the Results of the Classroom Observation……..…...52

Conclusion.....54

General Conclusion.....55

Bibliography.....58

Appendices

General Introduction

Statement of the problem

Learning a foreign or second language for beginners involves the acquisition of thousands of words. Therefore, one indispensable element in learning any foreign language is the mastery of its vocabulary. In fact, vocabulary is important in foreign language learning because without sufficient vocabulary, learners cannot use the target language to communicate effectively (Richards 2001).

Researchers in the field of foreign and second language teaching and learning have observed that learners face big difficulties in the acquisition and retention of the vocabulary of the target language (Richard and Schmidt,2002:80).In addition to , some pupils can master vocabulary easily, some others cannot. Thus, teachers are required to find ways in order to help the pupils to learn vocabulary easily, and one of the ways is by applying games in instruction. Among these games, crossword puzzle (CP) which is considered as a suitable game used to foster vocabulary learning and afford opportunities for pupils to memorize as much as possible items(Weisskrich 2006).

An extensive amount of researches have been conducted in relation to the use of games in teaching. The first one is conducted by Alsanabadi and Rasouli (2013) entitled “The Effect of Games on Improvement of Iranian English Foreign Language Vocabulary in Kindergatens”. The aim of this study was to find a way to help young English Language Learners to memorize the new vocabulary in their minds .The results of the study revealed that games not only bring fun for learners but also motivate them to improve their writing skill. The second is conducted by Awad Soliman Keshta and Fikry Kamel Al- Faleet (2013) entitled “The Effectiveness of using Puzzles in developing Palestinian High School Learners’ vocabulary achievement and retention”. This study aimed to examine the long effect of puzzles on learners’ retention of the vocabulary from Abdul Kareem Al- Aklook High School

in Dair Al Balah Palestine. The results of the experimental research revealed that using crossword puzzles are very effective in the achievement of high school learners' vocabulary.

Several studies have been conducted in all over the world about this topic. However, it does not receive much attention in Algeria. First year pupils face difficulties to memorize English vocabulary while learning through traditional method(Martin 2013). Thus, we want to show the usefulness of crossword puzzles as an instructional technique to be implemented in the process of teaching English vocabulary which is used in the learners centred approach. The fundamental aim of this study is to shed light on the effectiveness of crossword puzzlesas a teaching strategy to enhance first year private middle school learners' vocabulary acquisition and highlight its importance to motivate learners to learn English vocabulary.

Aims and Significance of the Study

This dissertation attempts to investigate the first year English language teachers' use of Crossword Puzzles (CP) and the effectiveness of this strategy in enhancing pupils' vocabulary learning in two private middle schools namely Djurdjura and Ithri in Tizi – Ouzou. The work is centered around three objectives. For a start, it seeks to find whether applying this type of games in the teaching process is helpful in enhancing pupils' vocabulary learning. The second objective consists in describing the process of teaching vocabulary through entertainment , that is to say, drawing a relation between crossword puzzles as type of games to provide fun and as a means of instruction to enlarge learners' vocabulary repertoire . As for the third one, it is to check the efficiency of crossword puzzleto motivate pupils to learn English vocabulary. To reach our objectives, we shall rely on the individual constructivist theory of Piaget (1950) and Vygotsky's social constructivism (1978). The former is based on the discovery of a learning environment where pupils are allowed to construct knowledge that is meaningful for them. The latter considers that learning and development are collaborative

activities, in addition to this, it is through social interaction that learners learn from each other.

It is important to deal with this research topic of using crossword puzzles with first year private middle school classrooms of English. We believe that through crossword puzzles, learners can foster the acquisition of the vocabulary of the target language. Therefore, more research is still needed in the area of vocabulary learning since the use of crossword puzzles mark a shift from traditional language teaching, where the teacher plays the central role in the classroom, to learner centred instruction where the learner is responsible for the learning process and the teacher is merely a guide or facilitator.

Research Questions and Hypotheses

In the light of this study, the following questions are suggested:

1-Do EFL teachers in the Algerian PrivateMiddle School use Educational crossword puzzles in the classroom to teach English vocabulary for first year pupils?

2-Do first year pupils in the Algerian private middle school have positive attitude towards the implementation of crossword puzzles to teach English vocabulary?

To answer these questions, two working hypotheses are advanced:

H1: Teachers in the Algerian Private Middle School use crossword puzzles in the classroom to teach English vocabulary for first year pupils.

H2: first year pupils in the Algerian private middle shcool have positive attitude towards the implementation of crossword puzzles to teach English vocabulary?

Research Techniques and Methodology

In this dissertation, we adopt the Mixed Method Approach. It combines both qualitative and quantitative methods for data collection and data analysis,the data are gathered using three main instruments: a questionnaire, an interview and a classroom observation

.Thequestionnaire handed to the pupils' attempts to investigate pupils' opinions about the use of crossword puzzles and whether it helps them to learn lexical items. The interview conducted with their teachers aims at investigating whether they believe that crossword puzzlesis an effective strategy for teaching English vocabulary. In addition to theseresearch tools, a classroom observation isconducted to obtain reliable data and gain abetter understanding of the present issue.

Structure of the Dissertation

Following the traditional complex model of writing an academic research work ,thedissertation consists of four chapters .It begins with a General Introduction in which we introduce the topic of our investigation and we present the research questions , hypotheses and objectives. It is followed by the Review oftheLiterature which provides the theoretical background of the study and it is divided into two parts .The first part is about definitions, types, and importance of vocabulary in EFL teaching and learning. The second part is about crossword puzzles in EFL classrooms .Then, Research Design provides a detailed description of the participants and the context of the investigation as well as the procedures of data collection and analysis. As regards the next chapter which is called Presentation of the Findings, it describes the results obtained from the investigation. Regarding the last chapter called Discussion of the Findings,it discusses and interprets the results of the study. Our work ends with a General Conclusion which summarizes the main research findings.

Chapter One :

Review of the Literature

Introduction

This chapter attempts to shed light on the different concepts related to our investigation. It is divided into three sections .The first one deals with vocabulary and its types .Then, it deals with the importance of vocabulary in EFL teaching and learning, steps of learning vocabulary as well as strategies for teaching vocabulary . The second section comprises the definition of both games in education and Crossword Puzzles. After that, it accounts for the history of Crossword Puzzle and its types. Finally, it highlights the use of Crossword Puzzles in teaching as well as its educational values. As for the third section, it describes the theoretical framework used in the study.

I. Vocabulary

I.1. Definitions of Vocabulary

Vocabulary is essential in the field of language teaching and learning. Therefore, several definitions have been propounded to stress its significance and complexity in the educational process. Diamond and Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that, without establishing a strong vocabulary base, comprehension and use of language will not be achieved. Besides, Procter (1996: 628) defines vocabulary as '*All the words used by a particular person or all the words that exist in a particular language'*. That is to say, vocabulary is the knowledge of words; these words exist in a specific language.

According to Carter (1998), a word can be defined from the orthographic perspective and the semantic perspective. The former represents a series of letters; the latter deals with the meaning of words. It means that a word is composed of sounds in a linear way to transmit certain messages. Additionally, Henriksan (1996) states that vocabulary knowledge is often defined as a precise comprehension which is operationalized as the ability to translate the items to the target language, the ability to find the right definitions in a multiple choice task, or the ability to give a target language paraphrase. The knowledge of words meaning plays an important role in

language comprehension. This entails that vocabulary knowledge is determined by the exact comprehension of words in the target language.Meantime, establishing a strong vocabulary base requires not only the knowledge of the lexical items but also the ability to use them in the appropriate context.

I.2.Types of Vocabulary

It is indispensable when defining vocabulary to know its types. Stuart Webb (2005) states that vocabulary can be presented in two different types: receptive and productive vocabulary. Receptive vocabulary refers to the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or come across in reading texts but do not use it in speaking and writing.Whereas, productive vocabulary consist of t words that the learners understand and canpronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. Additionally, vocabulary has two different forms; it can be oral or print. The former refers to something spoken (non- print). The latter denotes something written (Stuart Webb 2005) .

I.3. The Importance of Vocabulary in Foreign Language Teaching and Learning

Vocabulary is central to language learning. Therefore, foreign language learners are always in need to learn and enlarge their vocabulary. In this context, Lewis(1993:89) went furthermore to argue “ Lexis is the core or heart of language”.This means that learners develop great fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own vocabulary learning strategy.

Furthermore, teaching vocabulary helps learners to understand and communicate with others in English.

Eventually, Alderson and Bachman (2002:2) say that "*vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the pupil's progress in vocabulary learning and to assess how to adequate the vocabulary knowledge*". In other words, vocabulary is an important element in language teaching; tests are required to assess learners' vocabulary knowledge.

I.4.Steps of Learning Vocabulary

Brown and Payne (1994, cited in Hatch and Brown, 1995:267) suggest five steps that are essential for leaners in their vocabulary learning.

I.4.1. Encountering New Words

The first step for vocabulary learning is encountering new words, which means finding sources such as reading books and stories, listening to radio, songs and practising crossword puzzles which is the interest of the present research.

There are some factors which control the learners' acquisition of words namely learners' interest and motivation such as names of vehicles for boys and items about jewelry for girls .In addition to interest , learners' needs may make a difference in learning new words which satisfy their needs .Words are acquired in two different ways . Accidental learning refers to the way where the vocabulary is learnt unintentionally. The learners try to guess the meaning of new words through the clues available in the text. According to Schmidt (2000), incidental vocabulary learning is learning through exposure when one's attention is focused on the use of language rather than on learning itself. However, learning vocabulary through crossword puzzles in an intentional learning in which the attention of the learner is directly stressed on the acquisition of new words.

I.4.2.Getting the Word Form

The second essential step for vocabulary learning is getting a clear image about the words' form – spelling and pronunciation. It is estimated as a significant part especially when learners are asked to define words.

I.4.3.Getting the Word Meaning

The third main step for vocabulary learning is getting the word meaning .It is based on some strategies such as relating new words with already made pictures in mind, using dictionaries, relying on someone's clarification or putting words in context to have their meaning.

I.4.4.Consolidating Word Form and Meaning in Memory

The fourth necessary step involves learning items through their appropriate context. Thus, learners will acquire the words meaning and form at the same time.

I.4.5.Using the Word

The final step in learning vocabulary is using the words. It is essential since it checks the learners' productive knowledge of collocation, syntactic restriction and register appropriateness.

I.5. Strategies for Teaching Vocabulary

Language teachers adopt strategies in order to teach succefully lexical items to the learners .This includes unplanned and planned vocabulary teaching. (Seal 1991)

I.5.1. Unplanned Vocabulary Teaching

Seal (1991:298) defines unplanned vocabulary teaching as the "*teaching of problem vocabulary that comes 'up without warning in the course of a lesson"*. During the process of learning, learners search for the meaning of vocabulary items. Hence, teachers are asked to improvise an explanation.

Seal (1991) suggests three stages in the unplanned vocabulary teaching .The first stage consists in conveying meaning; the teacher uses different ways such as miming, giving synonyms ,and translation.The second stage is checking the meaning .In this case , teachers check whether the unknown words are understandable for learners . This may be done through asking questions or doing some activities to test their understanding .The final stage aims to consolidate the information .In this type of vocabulary teaching, the teachers urge their pupils to use the words in other contexts.

I.5.2.Planned Vocabulary Teaching

Hatch and Brown (1995:415) refer to this technique as '*intentional vocabulary instruction'*. Seal (1991:298) defines planned vocabulary teaching as "*when the teacher goes into the classroom with an item or a set of vocabulary items that she/he has decided before hand will bring during the course"*. He mentions two types of this kind of vocabulary teaching .In the first step, the teacher predicts that some vocabulary items will cause problems for learners' comprehension. So, he or she prepares how to teach them. Through his experience, he or she is able to provide learners with what suits them.

The second type of vocabulary teaching can be described as the vocabulary lesson. It can be taught as a separate module to develop the FL learners' stock of vocabulary , or it can be taught as a follow up to other activities such as reading stories , listening (songs) , discussions , dialogues or solving crossword puzzles .Moreover, there are several teaching techniques to be followed in teaching the vocabulary of a foreign language .We can use the dictionary , the glossary or translation (Seal , 1991) .

I.5.2.1.Dictionaries

Bouchard (1979, cited in Boulmerka, 2000:131) contends that "*The dictionary permits readers to obtain the meaning of a word as cannot be separated from the context or word form; as such it is an aid to vocabulary development*". In other words, the dictionary is a source to improve vocabulary knowledge, it provides readers with the significance of given words with their exact context and form.

I.5.2.2. Glossary

A glossary is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms. Traditionally, a glossary appears at the end of a book and includes terms within that book which are either newly introduced or at least uncommon. (Fadel 2005)

I.5.2.3. Translation

Foreign language learners find different difficulties while learning a foreign language and they see that the use of the native language can be a facilitating factor. In order to familiarize learners with the words of the foreign language, the teacher can use translation when presenting a new item meaning. Thornbury (2002) sees that it is useful in the sense that it is a direct link between the word and its meaning.

II. Crossword Puzzle in EFL Classrooms

II. 1.Language Games

Language games are a great benefit to both language teachers and learners. Besides motivating learners to learn the target language, language games also help learners to learn and practise the target language in a meaningful way. According to Shepherd (1993), "*Language games are generally experiential, inviting learners to take part in or to witness, language behavior*". That is to say, language games promote active learning or learners centred learning, and they give opportunities for learners to explore language by themselves.

II.2.Types of Language Games

Language Games are classified into categories. A good teacher has to possess several games on hands all the times. In this concern, Hadfield (1984) explained two ways of classifying language games; linguistic games thatfocus on accuracy and communicative games that emphasise exchanging information. Furthermore, language games are classified into more detailed forms composed of both linguistic and communicative games Hadfield (1984).

- Information gap games: the learners having information have to exchange it with those who do not have it to complete a task.
- Guessing games: Learners with a flash card must just mime it to guess the words.

Matching games: Participants need to find a match for a word, picture or card.

II.3.The Implementation of Games in Instruction

Games have a long and rich history. They are divided into two main periods; before and after the 19th century. According to EL Shamy (2001), in the beginning, games were mainly based on physical activities; they were related to special occasions such as religious rituals, celebration and festivals .However, after the 19th century, the European people tried to modify some of their games principles to fit the American tastes because they perceived them as a waste of time. From that time, games started to construct their "*Educational Instruction*". In 1843, the first educational game was the "*Mansion of Happiness"* which is a broad game released in the United States of America that aimed to teach children the difference between 'good' and 'bad' to gain the seat of happiness (Cited in Digital Arts and Entertainment: Concepts, Methodologies, Tools and Application, 2014:261).

Game has been defined by several scholars among them El Shamy (2001:15) who states that it is "*a competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win*". That is to say, games comprise many factors

such as rules, competition and learning in particular. They are designed to learners of different levels and deal with topics that suit their level in order to gain the best results. There are several types of games which are used by teachers among them; Bingo, Memory challenge, and Crossword Puzzles(CP).

1-Bingo

According to Pavicic (2008:23), Bingo is a game that encourages "*the productive use of words*" where learners use words in the appropriate context. This means that Bingo helps learners to use words, to produce sentences and to be involved in the discussion. For instance, the teacher writes ten words on the board and every learner chooses five words and writes them down, after that the teacher selects one word randomly without saying it and gives to the learners its definition or synonym. If the learners guess the right word, he or she should shout "BINGO" and wins the round.

2- Memory Challenge

It is another game that could be used to teach vocabulary for young learners. They have to sit in pairs or in small groups, each group is given three minutes to write down as many words as they can to remember from their previous lesson such as animals .The group that recalls most words will win the game(Sahar Ameer Bakhsh 2016).

3-**Crossword Puzzle**

Utami (2014) defines Crossword Puzzles(cp) as the puzzle with sets of squares to be filled in with words/ numbers in each square. Synonyms or definitions of words are given with numbers corresponding to numbers in each square. Words are fitted into a pattern of numbered squares in answer to clues.

According to Wahyuningsih (2009), Crossword Puzzle is game in which words guessed from their definitions, are fitted into diagram of white and black squares. The crossword has words

written horizontally (across clues) and words written vertically (down clues) .The pattern of black squares serves to separate each word from adjacent words.

Furthermore, Jean VA Beau (2007:15) states that "Crossword *Puzzle is an interesting strategy and I think that the most striking educational aspect of crossword puzzles is how you must think using several parts of the brain at once: definitions, spelling, and synonyms"*. In other words, this type of instructional game is regarded as an important technique because it aims to squeeze learners mind in order to overcome the challenges set in the game. Thus, helping to memorize the English vocabulary.

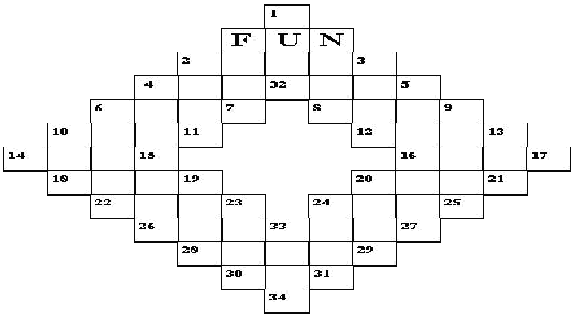
II.4.History of Crossword Puzzle

The first puzzle was created by Arthur Wynne and appeared in the 'Sunday Supplement' of the New York world on December 21, 1913. It was shaped like a diamond without any 'Black' squares and was called 'word-cross. Wynne (1913) called the puzzle 'word –cross' because he had positioned the words in the form of a cross (which also resembles a diamond) .It had the word 'FUN' written in it. In 1920, people noticed the phenomenon of crossword puzzle .A year later, the New York library declared that "*the latest craze to strike libraries is the crossword puzzle"*. The square shape was changed by the time it arrived Britain in 1924 it became like the one we are now familiar with.Soon after, crossword puzzlesbecame a regular feature in newspapers(Anthony, M.2007:59) .

In the 19thcentury, people of England were aimed at a juvenile audience and adults were less interested in them, until Simon and Shuster printed the first book of them in 1924. The Crossword Puzzles' popularity continued to build throughout the 20th century. In France, this new word game appeared for the first time in DimancheIllustréonon November 9, 1924 with the name of "Mosaique Mystérieuse". Moreover, the term crossword puzzlesdid not appear in the dictionary until 1930. The New York Times was not to publish a crossword puzzles until 1942(Anthony, M.2007:59).The New York Times declared that'' *Crossword puzzle is not a*

game at all , and it hardly can be sport , get nothing out it except a primitive form of mental exercise, and success or failure in any given attempt is equally irrelevant to mental development'. However, today , most daily newspapers and many magazines such as The lexis French-English Crossword Magazine , Washington Times include a crossword puzzlesand the New York Times crossword puzzles are the most prestigious and the most difficult to solve .They had the word 'FUN' written in it because it appeared in the 'Fun' page of the newspaper (Anthony, M. 2007:59).

The following figure represents the world's first crossword puzzles(CP) by Wynne that appeared in the New York World:



.

14-15 -Opposed to less. 23-30 -A river in Russia.

18-19- what this puzzle is. 19-28- A pigeon

22-23- an animal of prey.8-9 -To cultivate

(http://www.crosswordtournament.com/more/wynne.html)

II.5.Types of Crossword Puzzles

Neugebauer (2014) propounds several types of crossword puzzle among them:Classical Crossword Puzzles,Fill in Crossword Puzzles and Number Crossword Puzzles.

1-Classical Crossword Puzzles

The classical type of crossword puzzle is marked with numbers and each word is accompanied with clues which should help the reader.

2-Fill in Crossword Puzzle

The fill in puzzle consists of a frame containing only black and white boxes. Additionally, a list of words is given which have to be put into the frame.

3-Number Crossword Puzzles

The number crossword puzzle variant contains only numbers instead of letters. Different numbers denote different letters. There are no clues. In addition to this, the reader is assumed to find a complete list of letters by filling appropriate words into the grid.

In addition to these types proposed by Neugebauer, Karim and Hasbullah (1986:237) have suggested two types of crossword puzzle. The first one is crossword puzzle using pictures as clues around the crossword puzzle.The second one is without a picture .This crossword puzzle uses a phrase or sentence for the clues.

II. 6.Using Crossword Puzzle in Teaching

"Tell me and I forget, show me and I remember, involve me and I learn". As this Chinese saying indicates, people learn when being actively involved in constructing meaning. In other terms, successful learning requires individuals' active participation and involvement. ESL and EFL specialists often justify the use of games in general and crossword puzzlesin particular with reference to the motivation they can provide for the learners (Celce, Murcia and Macintosh, 1979). In this respect, Allen (1983:10) claims that *"a well –chosen game can help the students acquire words correctly and feel that certain words are important and necessary because without those words, the objective of the game cannot be achieved"*. Moreover, the main reason behind most students' enthusiasm for puzzle-based learning is that crossword puzzlesare educational and they illustrate useful and powerful problem-solving rules in a very entertaining way (Michalewicz and Michalewicz, 2008).That is to say, this

type of games allows learners not only to think about the solution to the arised problem but also to construct their knowledge in an enjoyable and pleasant way of learning.

Furthermore, studies indicate that Crossword Puzzles arean effective tool for helping learners to develop skills necessary to read, write, and problem solve. They can also grap learners attention and help them to develop it. By an effective selection and implementation of instructional strategies based on crossword puzzles, teachers can better support learners on their learning process (Celce-Murcia and Macintosh, 1979).

II.7.The Educational Value of Crossword Puzzles

According to Jones (2007), there are many benefits of crossword puzzles(cp) in EFL classes.

II.7.1.Motivation

Learners' motivation is one of the most important factors that influence their success in EFL learning, (Salvin: 2003:328). In other terms, it drives thelearning operation for success. He also considers motivation as "one *of the most ingredients of effective instruction"*. It has been found that motivation has a great effect on enhancing students' performance in the target language (Garder; 1980,Oxford and Ehrman, 1993;Slavin,1990, cited in Woolfolk, 2004) .In fact, "*the will to learn appears to be essential for developing the skill to the learner"* (Paris, 1988, cited in O'Malley and Chamot, 1990:184) .So, it is generally agreed that if some learners do well and others poorly in language learning, this fact is much related to motivation.In this connection, the role of the teacher is to vary his materials to avoid boredom .Slavin (2003:329) claims that *"It is the educator's job to sustain students motivation and to engage them in activities that lead to learning*". Thus, to acquire new vocabulary items, crossword puzzles can serve this goal. Moreover, crossword puzzles (CP)can provide the necessary stimulus to invite the learners to make more efforts to learn a language (Fadel, 2005).

II.4.2.Exact Spelling

A learner trying to solve crossword puzzles(CP) must first understand the clues that lead to the answers. If the learner is unable to answer a particular puzzle question, he can then consult the dictionary to get the right answer and use the exact spelling .Obviously,this will lead to effective results in improving the learners' large skill or proficiency. This is so because the learner will be able to practise spelling, word identification and even pronunciation.

II.4.3.Memory and Recall

Vocabulary retention is an essential factor in learning English vocabulary. Thornbury (2002) indicates that learning is remembering, the learner needs not only to learn a lot of words, but to remember them. Bahrick (1984) states that how well people remember something depends on how deeply they process it .Therefore, various procedures have been recommended to facilitate retention. According to Brown (2007), when solving crossword puzzles(CP), memory and recall come into play, they help learners to remember and rehearse the new words.

III.Theoretical Framework

This work is based on Piaget's Individual constructivist theory (1950) and vygotsky's social cultural learning theory (1978), which aresignificant and have several implications for both instruction and learning. Constructivism is a learning theory that offers an explanation of the nature of knowledge and the way individuals learn. In the constructivist point of view, individuals construct their own understanding by actively taking knowledge, connecting it to previously assimilated one and constructing their own interpretation (Cheek, 1992 cited in Aimeur, 2010:28).That is ,individuals construct their knowledge when they are actively engaged in the learning process. In additionto , Fox (2001:24) summarizes the claims which are held to define the constructivist views of learning as follows:

1-Learning is an active process;

2-Knowledge is constructed, rather than innate or passively received;

3-Effective learning requires meaningful, challenging problems for the learners to solve.

As we could deduce from the above description, the principles of constructivism fit the use ofCrossword puzzles. Thus, the crossword puzzlesstrategyconsiders learning as an active process in which learners, work actively with the help of their teachers, in order to complete their puzzles.

III.1.Individual Constructivism

Piaget (1950) theorized that learning is a quest for knowledge, and learners build their own learning through participation. This view leads us to understand that learners are active agents when they construct their own knowledge .Similarly, the Piagetian perspective regards learning as the active participation of learners in different activities. Piaget considers learning to be essentially an individual process in which the interaction of learners with the content to be taught is of the utmost relevance (Coyle el .al cited in Faber el.al, 2002:15). Individual Constructivists believe that learning is successful, meaningful, and lasting when humans create meaning, rather than acquire it from interpretation of life experiences.Woo (2014:293) explains that "*Students use games to explore and ultimately construct concepts and relationships in authentic contexts. The concept of learning–by- doing comprises core constructivist principles that underline game- based learning*".In the same token, Piaget (1973) claims that the basis of learning is discovery. "*Understanding is the process of discovery or re-construction by re-discovery.In this regard, training as an individual and future individual creativity is important in the construction of knowledge*". According to him, knowledge is achieved through an effective discovery of ideas through individual activities which catch their attention.

Various terms have been used to label the process of learning from experience. John Dewey (1995) discussed ‘learning by doing” while, Wolfe and Byrne (1975) used the term “experience based learning”.

Experiential learning involves observing the phenomenon and doing something meaningful with it through an active participation .It emphasizes learning in which the learner is directly in touch with the phenomenon being studied , rather than just watching , reading hearing or thinking about it (Kolb ,1984; Kohnen, 2001). According to Wolfe (1992:1), experiential learning consists of the following four components:

The learners are aware of the processes which are taking place, and which are enabling learning to occur, they are involved in a reflective experience which enables them to relate current learning to past, present and future. Moreover, the experience and content are personally significant; what is being learned and how it is learned. Eventually , there is an involvement of the whole self; body, thoughts, feelings and actions, not just of the mind. In other words, the learners are engaged as a whole.

Indeed, simulation and gaming such as Crossword Puzzles(CP) within instruction also involve direct experience .Within game interactions ,there are often several cycles presented to the participants .These cycles generally consists of participation by the user, decision making and a period of analysis. Crossword Puzzles(CP) allow for appropriate reflection as effective as proper if it occurs .Thus, it is apparent that the reflective observation and that the reflective conceptualization portions of crossword puzzles(CP) are vital to learning (Ulrich, 1997).

III.2. Social Constructivism

Vygotsky’s sociocultural learning theory (1978) explains that learning is inherently social in nature and children can learn through activities in social context with the use of mediating tools such as materials or psychological tools such language , signs , and other human beings (Kuzulin, 2003).

Vygotsky (1978:102) says, *"Play creates a zone of proximal development for the child"*. The zone of proximal development refers tothe difference between the learners' capacities to solve problems on his own, and his capacity to solve them with assistance. Vygotsky's defines it as:

> 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 adults guidance or in collaboration with more capable peers. (Vygostky , 1978:86 quoted in Faber et al , 2002:18).

The above definition means that learners sometimes need the guidance of their teachers to solve problems such as Crossword Puzzles (CP).This reflects Vygotsky's proposition that effective learning is achieved when instruction is received in the Zone of Proximal Development.

III.3.Crossword Puzzle and the Theory of Constructivism

Psychologists have long acknowledge the importance of play in cognitive development and learning. Piaget (1962) described play as being integral to, and evolving with learners' stages of cognitive development .According to Piaget play is seen as contributing to learners' cognitive development is by activating their schemas in ways that allow learners to transcend their immediate reality. In the context of learning , games such as crossword puzzles aim to be within a players' zone of proximal development , this notion comes from Vygotsky(1978) who also characterize play as being a " leading factor" in learners development. Moreover, he argued that genuine play is always a symbolic and a social activity (Nicolapoulou 1993).

Conclusion

This chapter is concerned with the literature review. It is divided into three main parts. The first part deals with “vocabulary” definitions, types, its importance in EFL classrooms as well as steps and strategies for learning and teaching vocabulary .The second part is named “Crossword Puzzles in EFL classrooms”. It highlights some points such as Game in Instruction, the definition, types, and history of crossword puzzles(CP). In addition to this, the use of crossword puzzles (CP) in teaching as well as its educational value have been reviewed in this chapter. As for the third section, it is devoted to the theoretical framework. In the next chapter, we present the methods and methodology used in this work.

Chapter Two :

Research Design

Introduction

This chapter describes the techniques and the procedures of data collection and data analysis. It is divided into two sections. The first section is entitled '**Procedures of Data Collection'**. It includes the research method, the context of investigation and sample population. Moreover, it depicts the three research techniques (questionnaire, interview, classroom observation) used to carry out our research. The second section is entitled '**Procedures of Data Analysis'**. It is devoted to the description of the means through which the collected data is analysed.

I. Procedures of Data Collection

I.1.Research Method

To conduct our investigation, the mixed method has been adopted. It incorporates quantitative and qualitative research instruments for both data collection and analysis. Kottari (2004) states that quantitative data are concerned with statistical and numerical data; while qualitative data are concerned with interpretation and explanation of data.

As it is stated above, multiple procedures are used for data collection .Thus, the quantitative data are gathered from the close- ended questions of the questionnaire which seek for Statistical Analysis that should be presented statistically using tables and diagrams; however, the qualitative data which are collected through semistructured interview and a classroom observation is analysed and interpreted through Qualitative Content Analysis (QCA).

I.2.Context of Investigation and Sample Population

Our investigation is conducted in two Algerian Private Middle Schools(MS) situated in Tizi-Ouzou namely Djurdjura and Ithri. This work has been investigated in two private schools instead of public ones because games in general and Crossword Puzzles(CP) in particular are more used in private schools rather than public ones. Accordingly, two middle schools (MS)

:Djurdjura and Ithri were chosen as a sample to be the focus of this study. In addition to this, a questionnaire has been distributed to the MS pupils of the two private schools.

According to the information gained form Djurdjura school, there are two first year classes. As regards Ithri School, there is only oneclass . And the total number of first year pupils in both private schools is 48 pupils: 32 in Djurdjura and 16 in Ithri. The purpose behind choosing first year pupils is because at this level they learn English for the first time.Indeed, learners donnot possess any background information about English language , at this stage they are beginners Furthermore, two teachers (one male, one female) took part in this study. They have been observed during classroom observation period and an interview is conducted with them as well.

I.3.Data Gathering Tools

I.3.1. Questionnaire

One of the instruments that we have used in collecting data is the questionnaire. The latter is a valuable research tool for gathering both quantitative and qualitative data. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010: 478), *'a questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent'*. This research instrument can serve as a means of collecting a considerable amount of information in a short period of time. In this regard, Brown (1988:3) states:*'The advantage of [the questionnaire] is that substantial amounts of information can be collected in a relatively short time'*.

I.3.1.2. Pupils' Questionnaire

The pupils' questionnaire seeks to gather information about the pupils' views about Crossword Puzzles. Forty eight questionnaires have been handed to pupils from Djurdjura and Ithri MS, and have been presented in English and then in French so that the learners understand what is intended from them and that they can respond as appropriately as possible because of

their level of proficiency in English. The pupils were requested to answer the questionnaire by ticking the appropriate box. The questionnaire consists of 13 questions divided into 2 sections.

I.3.1.3. Piloting the Questionnaire Addressed to Pupils

The pilot work has been done in 6th May in order to pretest our questionnaire .We have conducted this action in order to check if pupils can understand the terms used in the questionnaire and to ensure that the questions can be answered . Also, it aims to check if there is a wrong interpretation on the part of pupils. Our pilot study was in a form of questionnaire .We told the pupils to ask us if they do not understand something in the questionnaire .After altering some vocabulary items, such as ludic activities, traditional method and lexical items,we have obtained the main questionnaire which is composed of thirteen questions .Therefore, the piloting stage allowed us to make an understandable questionnaire and easy to answer by the first year pupils.

I.3.2. Interview

The second instrument that is used in our study is the interview. It has been defined as a conversation between an interviewer and an interviewee with a purpose (Dexter, 1970; Moser and Kalton, 1972). Moreover, Cohen (1976) points out that an interview requires careful preparation, much patience, and a considerable practice as it constitutes a type of fishing to enter the interviewee' s world or understand his/her construction of reality , which cannot be observed directly.

I.3.2.1. Description of Teachers' Interview

In this study, we have adopted a semi- structured interview. As stated by Dawson (2007 : 29-30) , the semi- structured interview is the one in which ' *the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews'*. The interview was conducted with two teachers of first year classes from Djurdjura and Ithri private middle schools. To record the interview data, we used an audio

recorder (mobile phone).The use of this apparatus helped us to remember the details reported by teachers. Also it helped us to be organized and get the answers from the teachers as they were reported. Through this interview which consists of twelve (12) questions, we aim to know whether Crossword Puzzles(CP) are an effective strategy for teaching English vocabulary.

I.3.3. Classroom observation

In the present study, we also adopted a classroom observation as a third research tool through which data is gathered. Classroom observation is conducted using a checklist which contains eight (08) items based on to the principles of both Individual and Social Constructivism Theoriesand the research objectives of our investigation.Bell (1987:88) defines this data collection instrument as 'a *technique that can often reveal characteristics of groups of individuals which would have been impossible to discover by other means'*. It provides accurate data since the researcher attends more than one session. It allows us to discover if teachers use crossword puzzles (CP)when they introduce new English lexical items to their pupils. Moreover, the observation helps us to know the effectiveness of crossword puzzles(CP) as strategy of teaching and learning English vocabulary. It has been conducted in two private middle schools: first, Djurdjura and second, Ithri . The classroom observation has started from May 3th, 2018 until May 24th, 2018. We have attended 12sessions. Six(6) sessions in Djurdjura and six (06) in Ithri. The observationspend over eighteen hours.

II. Procedures of Data Analysis

Data analysis stands as a process in which the researcher transforms the raw data into useful information that allow him or her to reach the objectives of the research. For this reason, two different techniques are used for the analysis of our results: statistical and qualitative content analysis. We have chosen these two procedures because of the fact that our research findings are both qualitative and quantitative.

II.1.Statistical Analysis

The analysis of the results of the checklist and the questionnaire which include the close-ended questions which provide numerical data. These data are calculated with the help of a computer program named Statistical Package for Social Sciences version 20 (SPSS).This computer program is mainly used in social sciences helping in the description of statistical analysis and the presentation of quantitative data (Landau and Everitt, 2004). Our results are presented in tables and diagrams.

This first step is the design of the questionnaire .The questions of the questionnaire are codified into variables in the variable viewer window. Each variable is labeled according to the data it is designed to collect. The second step is Data input. The data obtained from the questionnaires are converted into numbers that are entered to the SPSS data viewer window. After the entering of all the data of all the questionnaires, we move to the third step which is transforming Data. Here, we could easily transform the input data into visible and statistical data (ibid).

II.2.Qualitative Content Analysis

Qualitative Content Analysis (QCA) as a data analysis procedure is used to analyze and the qualitative data collected from the semi- structured interview.Hsieh and Shannon (2005:1278) define QCA as *'a research method for the subjective interpretation of the content of the text through systematic classification process of coding and identifying themes or patterns'*. This means that QCA is intended to analyze texts and interpret the meaning of texts. Moreover, Down-Wamboldt (1992:314, quoted in Hsieh and Shannon, 2005:1278) says that the main goal of this tool is *' to provide knowledge and understanding of the phenomenon under study'*. That is, it is useful for a better understanding of the issue.

Conclusion

This chapter shows the way through which our data will be collected and analyzed .We have selected a questionnaire as a research tool for first year pupils in two private middle schools(SPSS) in Tizi –Ouzou, a semi- structured interview as a second tool for English language teachers in the same middle schools and a classroom observation as a third research instrument.We have used two techniques for data analysis: statistical and qualitative content analysis. In the next chapter, we present the results of our investigation.

Chapter Three:

Presentation of the Findings

Introduction

This chapter deals with the presentation of the findings obtained from the questionnaire administrated to pupils from both Djurdjura and Ithri private schools in Tizi- Ouzou . It also presents the findings achieved from the semi- structured interview conducted with the two teachers working in the two schoolsand the outcomes reached from the classroom observation in which reliability and visibility of research tools are estimated.It is organized into three sections .The first one is devoted to the presentation of the results of the pupils' questionnaire .The second one covers the results gained from the analysis of the semi- structured interview.Then,the third one displays the findings collected from the classroom observation .

I . Presentation of the Results of the Pupils' Questionnaire

I.1.Section One: Learners' Views about Crossword Puzzles as a Strategy for Teaching and Learning English Vocabulary

Q1: Does your teacher use Crossword puzzles when teaching English vocabulary?

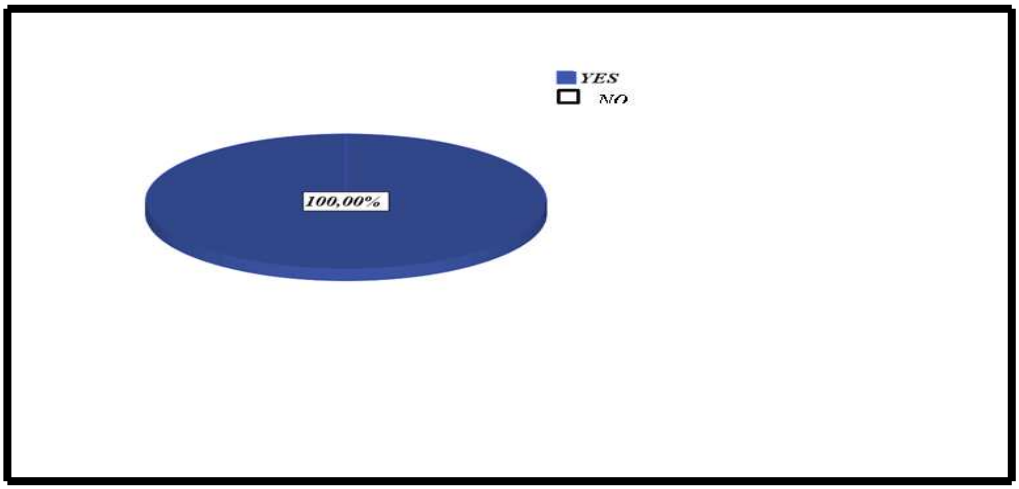


Figure 1: English Language Teachers' Use of Crossword Puzzles for Teaching English Vocabulary

As figure one shows, all of the target pupils claim that their teachers use crossword puzzleswhen teaching English vocabulary.

Q2: Do you enjoy learning vocabulary through Crossword Puzzles?

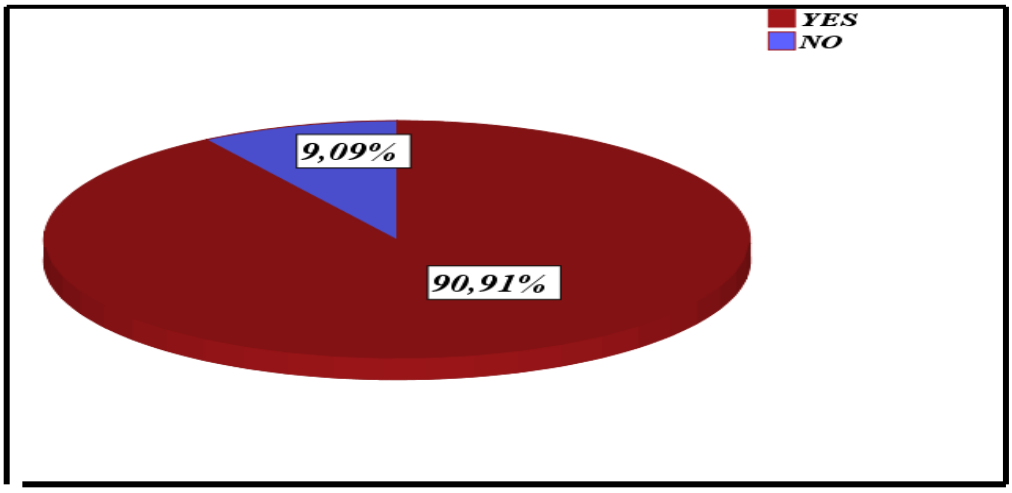


Figure 2: The Impact of Crossword Puzzles on Learning English Vocabulary

As the pie-chart demonstrates that a great number of the target pupils (90, 91%) enjoy learning English vocabulary through Crossword puzzle. However, 9, 09% of them claim that they donnot appreciate learning English vocabulary through Crossword Puzzle.

Q3: Do you need the help of you teacher when solving the crossword ?

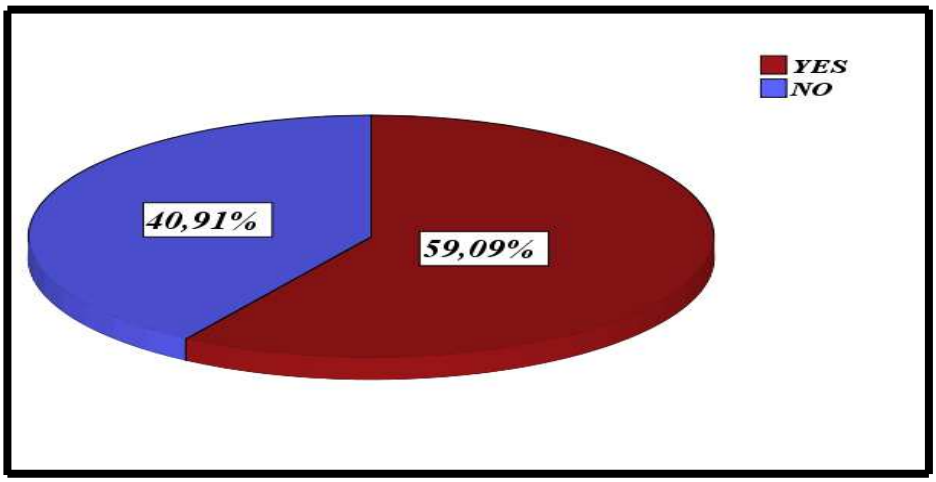


Figure 3: The Pupils' Need of their Teachers for Solving the Crossword Puzzles

As the diagram above indicates, the majority of pupils (59, 09%) need the guidance of their teachers in order to solve the crossword puzzle. Whereas, 18 pupils which correspond to (40, 91%) prefer to solve it without the assistance of their teachers.

Q4: How often do you find difficulties when solving the Crossword puzzle?

	Frequency	Percentage	Valid percent	Cumulative percent
-Sometimes	**11**	**25,0**	**25,0**	**25,0**
-Often	**21**	**47,7**	**47,7**	**72,7**
-Rarely	**12**	**27,3**	**27,3**	**100,0**
-Always	**0**	**0**	**0.0**	**0.00**
Total	**44**	**100,0**	**100,0**	

Table1: Frequency of the Difficulties Found when Solving the Crossword Puzzles

From the data gathered, we notice that 47.7% of pupils claim that they' *often*' find difficulties when solving the crossword puzzle. Few of them (27, 3%) say they find difficulties '*rarely*'. 11pupils which correspond to (25%) answer by 'sometimes'. No one has mentioned the first proposition, which is "*always*".

Q5: Is it better to do this activity?

Individually ☐

Pair work ☐

Group work ☐

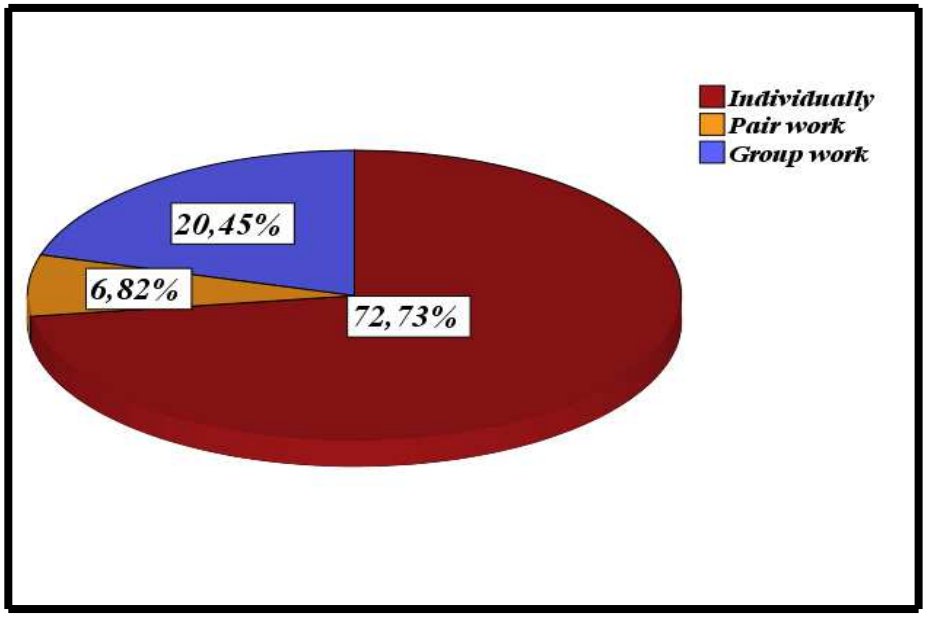


Figure4: Learners Preference Way for Accomplishing the Activity

As the diagram above illustrates, the majority of first year pupils (72, 73%) prefer to do the activity individually. However, (20, 45%) of the respondents choose the group work and only (6, 82%) of pupils answer that it is better to do it in pair work.

Q6: There are several types of Puzzles. According to you, what kind of Crossword puzzle do you prefer?

	Frequency	Percentage	Valid Percent	Cumulative Percent
Pictures as clues	41	93,2	93,2	93,2
Withoutpictures	3	6,8	6,8	100,0
Total	44	100,0	100,0	

Tables 2: Types of Crossword Puzzlesthat Learners Prefer.

Table 2 shows that the majority of first year pupils (93, 2%) prefer crossword puzzles which include pictures. In contrast, (6, 9%) prefer the crossword puzzle without pictures.

Q7: Do you prefer to learn English vocabulary through Crossword puzzles or other means such as:

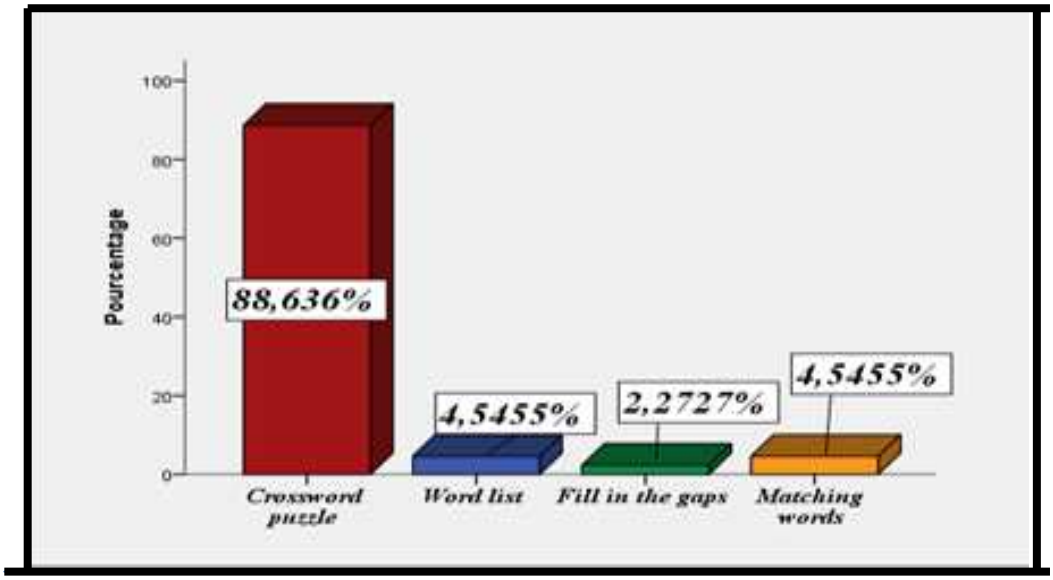


Figure 5: Learners' favorite means for English Vocabulary Learning

From the data gathered, we can see that the majority of pupils (88,636%) prefer to learn English vocabulary through Crossword Puzzle. Two pupils (4. 54%) favour the word list. The same number (4. 45%) answers that they prefer fill in the gap.

I.2.Section Two: The Impact of Crossword Puzzle on Learners' Vocabulary Learning

Q8. Crossword puzzles help you to understand English Vocabulary

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Strongly agree	27	61,4	61,4	61,4
	Agree	14	31,8	31,8	93,2
	Neither agree nor disagree	3	6,8	6,8	100,0
	Total	44	100,0	100,0	

Table 3: The Role of Crossword Puzzles in understanding English Vocabulary

The findings show that the majority of the target pupils (93.2 %°) which is (61.4%+ (31.8%) agree that crossword puzzle helps them to understand English vocabulary. However, (6.8%) of the respondents neither agree nor disagree.

Q9: Does the use of Crossword Puzzles help you to learn a large amount of vocabulary in the English Language**?**

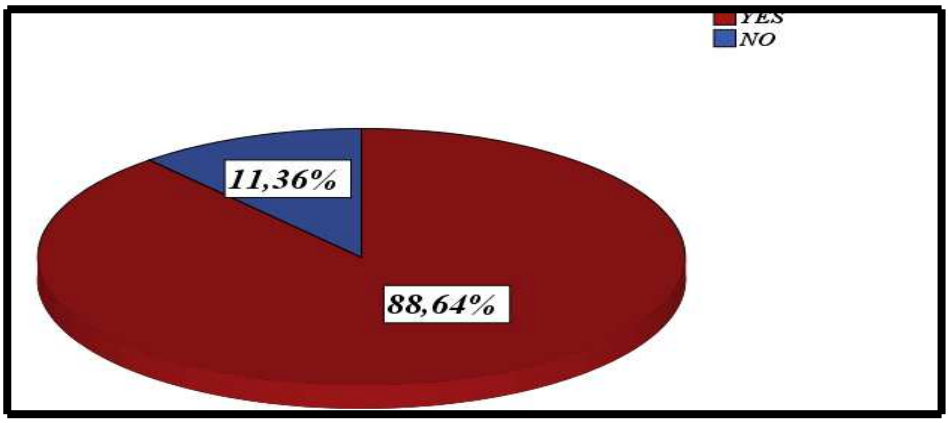


Figure 6:Crossword puzzles as a means for learning a large amount of vocabulary in the English language

Figure 6 denotes that the majority of the respondents (88, 64%) have answered this question by *'yes'*, crossword puzzles help them to learn a large amount of vocabulary. Few of them (11, 36%) respond by *'No'*

Q10: According to you, why do your teachers use Crossword Puzzles in the classroom?

	Frequency	Percentage	Valid Percent	Cumulative percent
-To understand new vocabulary or enhance learners' vocabulary understanding	**27**	**61.4**	**61.4**	**61.4**
-To make a good atmosphere inside the classroom	**2**	**4.5**	**4.5**	**65.9**
-To make pupils participate	**15**	**34.1**	**34.1**	**100.0**
Total	**44**	**100.0**	**100.0**	

Table 4: The Reason of Adopting Crossword Puzzles by Teachers

As presented in table 4, the majority of learners (61.4%) say that their teachers use crossword to understand new vocabulary or enhance their vocabulary understanding. Two of them (4.5%) argue that it is used to make a good atmosphere inside the classroom. Fifteen learners (34. 1%) declare that it is adopted in order to make them participate.

Q11: Teachers use this strategy because they think that it is the best way to make you construct your knowledge by yourself.

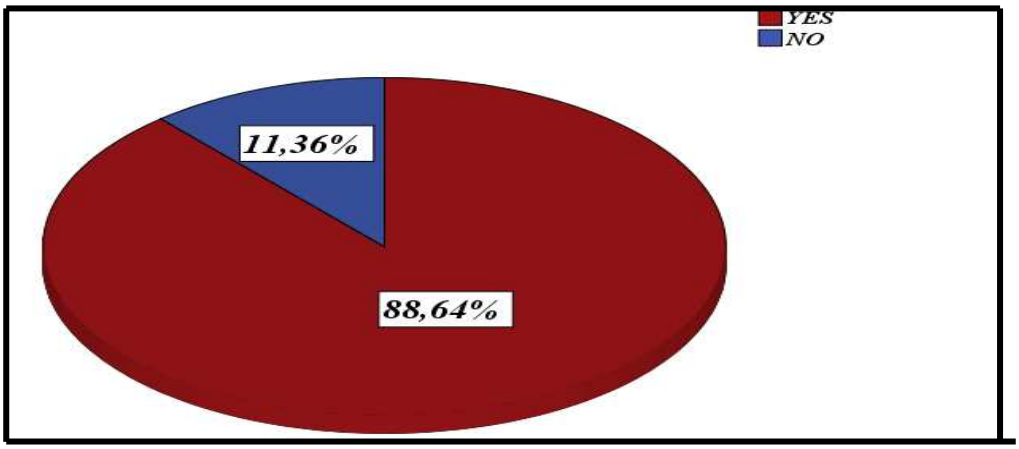


Figure 7:The Use of Crossword Puzzles to Construct Pupil's Knowledge

Figure 7 demonstrates that a great number of the target pupils (88. 64%) answer that crossword puzzle helps them to construct knowledge by themselves. However, (11. 36 %) of pupils claim that it does not help them to construct knowledge by themselves.

Q12: Does this strategy help you to memorize new words?

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	41	93.2	93.2	93.2
NO	3	6.8	6.8	100.0
Total	44	100.0	100.0	

Table 5: The Impact of Crossword Puzzle on Pupils Memory

It is clear from table 5 that the majority (93.2%) of the target respondents which means 41 pupils claim that crossword puzzle helps them to memorize new words. Whereas, (6.8%) say that it does not help them to remember English vocabulary.

Q13: Crossword puzzles motivate you to learn English vocabulary:

	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	32	72,7	72,7	72,7
Agree	10	22,7	22,7	95,5
Disagree	1	2,3	2,3	97,7
Neither agree nor disagree	1	2,3	2,3	100,0
Strongly disagree	0	0	0	0.00
Total	44	100,0	100,0	

Table 6: The Impact of Crossword Puzzle on Pupils Motivation

It becomes clear form table 6 that (72.7%) of the pupils strongly agree that Crossword Puzzles motivate them to learn English vocabulary and (22.7%) agree that it motivates them. However, (2.3%) Disagree that this strategy helps them. Finally, the same percent which is (2.3%) Neither agree nor disagree.

II. Presentation of the Results of the Teachers' Interview

1-Do you introduce new words in every lesson?

The two teachers have answered this questions by '*yes, I do*' and ' *Sure*' . They claimed that in every lesson there are new words which are introduced .The two teachers emphasized their answers by using some special expressions such as ' *it is evident , automatically*' .

2-How do you present new lexical items to your pupils?

The respondents have provided several techniques that they use when presenting new lexical items. Among them; images, fill in the gap, and crossword .The latter aims to check

learners understanding. As said by one of them, donnot expect that your learners are going to ask you that they donnot understand because they rarely ask us to repeat.

3- Do pupils have difficulties with vocabulary learning?

When analyzing the teachers' answers, we find that they state that learners face some difficulties while learning English vocabulary , since learners have different levels , backgrounds and time assimilation .One of them said ' If you have 15 pupils , you have 15 levels '. It is up to the teachers to find the appropriate technique.

4- Do you think that it is better to teach vocabulary by means of ludic activities?

The teachers agree and prefer this kind of activities because according to them, it creates an enjoyable atmosphere and learners think that they are playing, but at the same time they learn spontaneously. Both of them agree that this kind of activities motivates and attracts learners. One of them said that if he can choose among the existing techniques, 'I choose the ludic activities'.

5- Do you use crossword puzzles in the classroom?

In this question , both of the respondents said '*yes'* they use crossword puzzle , but when it is necessary they try to vary as much as possible in order to break the routine of using just one technique.

6- Do you think that your learners are more attentive when you use crossword puzzles?

Teachers said ' *of course'* they are attentive and motivated. They said that even when there are learners who are not attentive or motivated during the whole lesson, when you tell them that there is a game to do, they become motivated and smile.

7- Do you think that crossword puzzles are an effective teaching strategy?

The respondents say ' *yes'*it is an effective teaching strategy .They are a very effective and a beneficial way to gain and assimilate English vocabulary .They believe that it is up to

the teacher to choose a crossword puzzle which is appropriate to the lesson which has been already presented .For instance, if you have already presented a lesson about tourism give a crossword puzzle about tourism not another topic.

8- According to you, can crossword puzzles correlate between educational and entertaining strategy?

The two teachers agreed on this question .They said that it is the linking bridge between education and entertainment.

9- Do you guide your learners when they do the activity?

Both of them said ‘ *yes’* they guide their learners, because they may not find the words correctly. They agreed that pupils need their teachers’ assistance.

10- What kind of interaction learners adopt when acquiring vocabulary through crossword puzzle?

Teachers have different opinions about this question, one of them said group work is the best for challenge and competition,learners help each other and gain time. However, the other one said that it is an individual work.

11- Are learners active in the classroom?

Both of them said ‘ *yes* ‘ , they are very active, each one tries to show his/ her intelligence and competences.

12- What types of crossword puzzle do you use in the classroom?

The teachers have answered that they use both crossword puzzles with pictures and the one without pictures. The latter, are presented in form of horizontal and vertical grids. According to the interviewed teachers, these two types are easy to solve and fit learners’ levels.

III.Presentation of the Results of the Classroom Observation

During the observation period from 3th May to 25th May, we have attended twelve sessions because of time constraints. From the attended sessions, we have noticed that the process of vocabulary learning is of great importance because it is the first step to learn any foreign language .Before handing the direct observation we debated with the two teachers about the major points of the lesson, such as: the lesson objectives, the lists of words, the topic of vocabulary lesson, and the teaching learning techniques to be implemented in the lesson were discussed. Besides, we prepared a checklist which contains eight questions to collect the information needed (Appendix 03) .

Q1:Do teachers teach vocabulary through crossword puzzles?

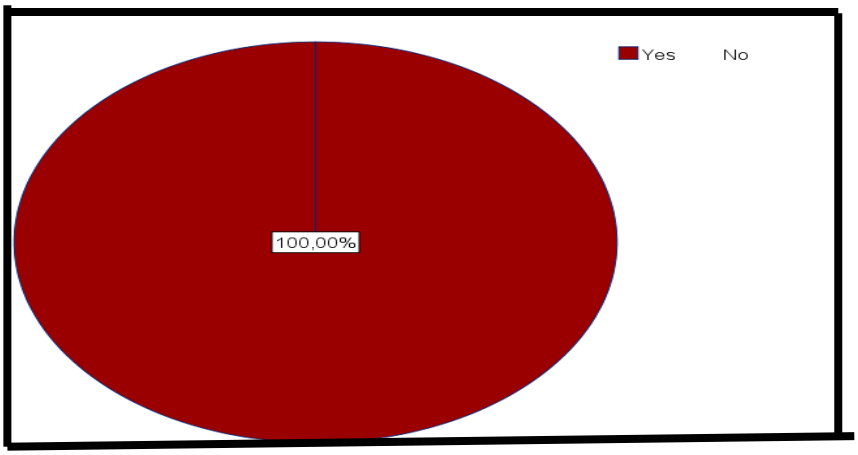


Figure 8: Teaching English Vocabulary through Crossword Puzzle

As figure 8 demonstrates that teachers use crossword puzzles to teach English vocabulary in the classroom.

Q2:Does the use of this technique to facilitate the process of teaching?

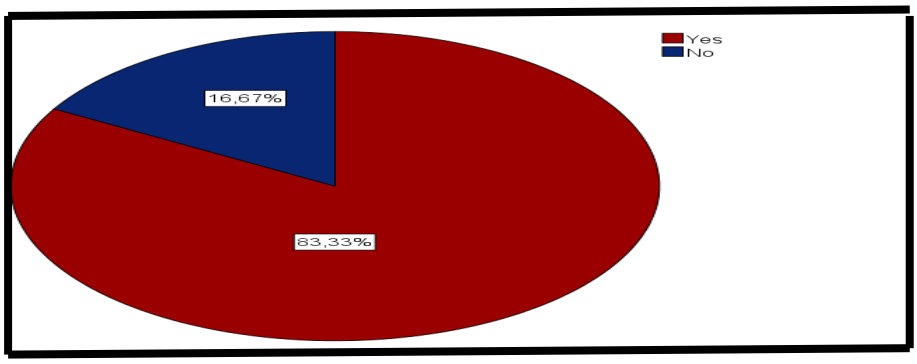


Figure 9: The Use of Crossword Puzzle as a Technique in the Process of Teaching

The pie – chart shows that (83.33%) of teachers use crossword puzzle in the classroom to facilitate the process of teaching English vocabulary. However, in some observational sessions (16.67%) crossword puzzle does not facilitate the of teaching English items.

Q3:Are EFL learners motivated to learn English vocabulary through crossword puzzles?

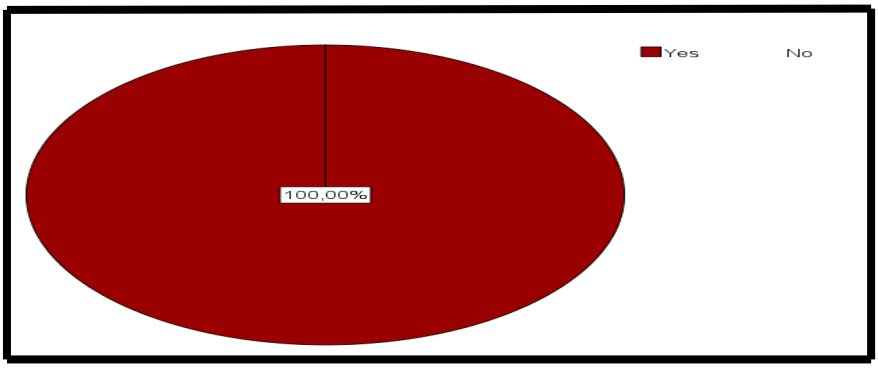


Figure 10: Crossword Puzzle as a Motivational Technique for Learning English Vocabulary

As the diagram above illustrates, (100.00%) of EFL learners are motivated to learn English vocabulary through crossword puzzle.

4. Do teachers adopt crossword puzzles to practise words for each lesson?

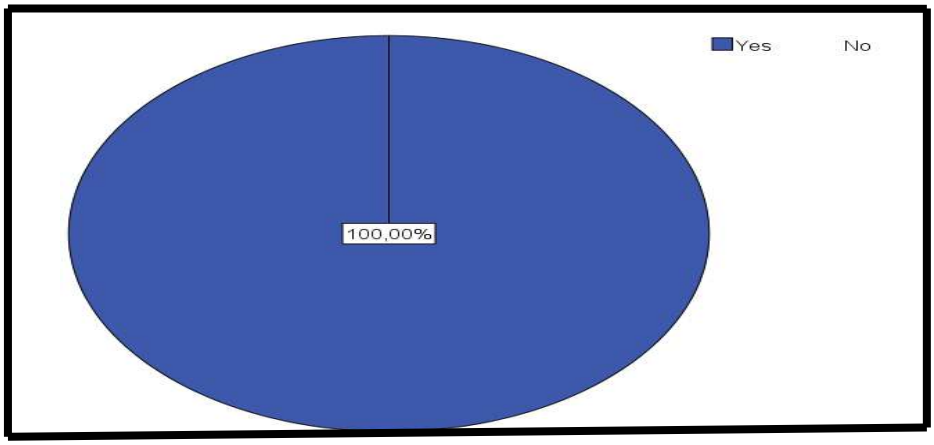


Figure 11: Teachers' use of Crossword Puzzle in practicing words for each lesson

As Figure 11 demonstrates that (100%) teachers adopt crossword puzzle in the classroom to practise the words which have been already introduced in the lecture .

5. Do crossword puzzles help learners to acquire English vocabulary?

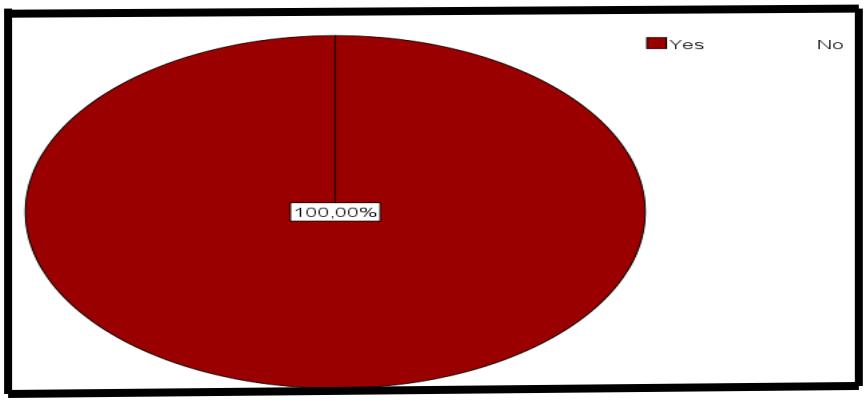


Figure 12:The Help of Crossword Puzzle in Acquiring English Vocabulary

As figure 12 shows that crossword puzzle as a teaching technique helps learners to acquire vocabulary in the sense that it allows pupils to squeeze their minds in order to find the exact spelling of words and the ones that correspond to the right grids.

6. Do teachers play the role of facilitator while learners try to solve the puzzles?

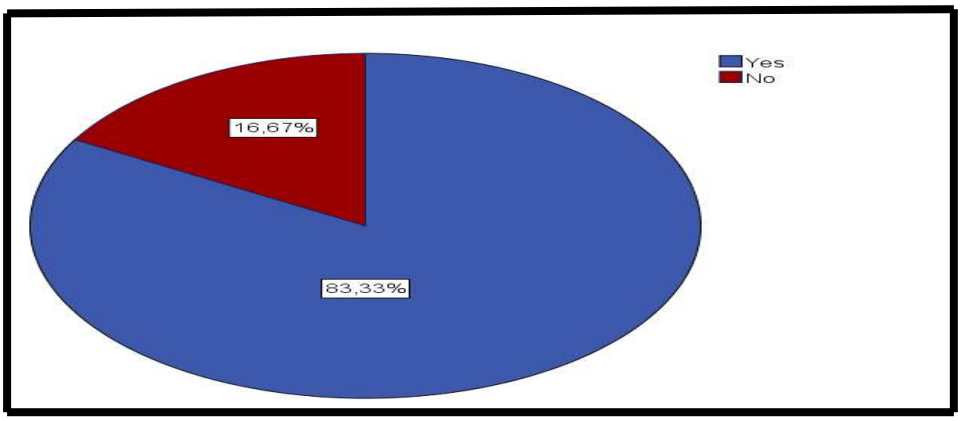


Figure 13: Teachers' Role in the Classroom while Learners Solve the Puzzle

The pie-chart displays that (83.33%)EFL teachers guide their learners while solving the crossword puzzle. Whereas,(16.67%) in some other classroom observation sessions (16.67%) do not guide their pupils.

7. Are learners active in the classroom?

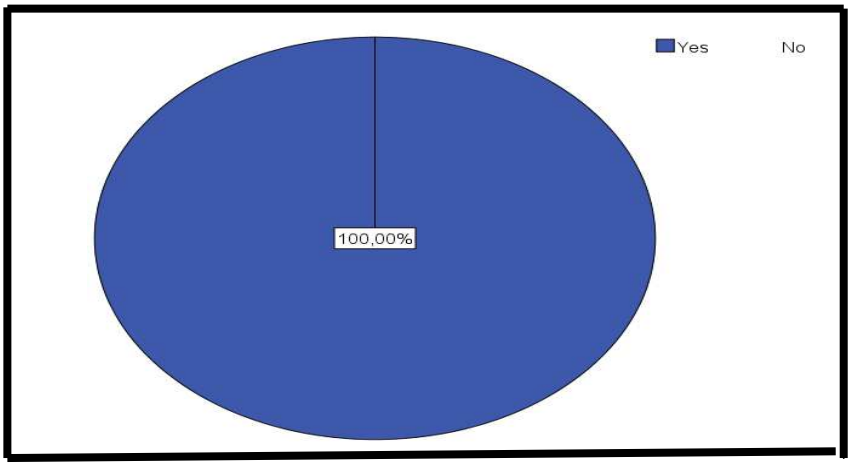


Figure 14: Learners Involvement in the Classroom

As the diagram above denotes that in all the classroom observation sessions learners are active in the classroom when their teachers implement crossword puzzles to teach English vocabulary.

8. Do learners' interaction happen when using crossword puzzles?

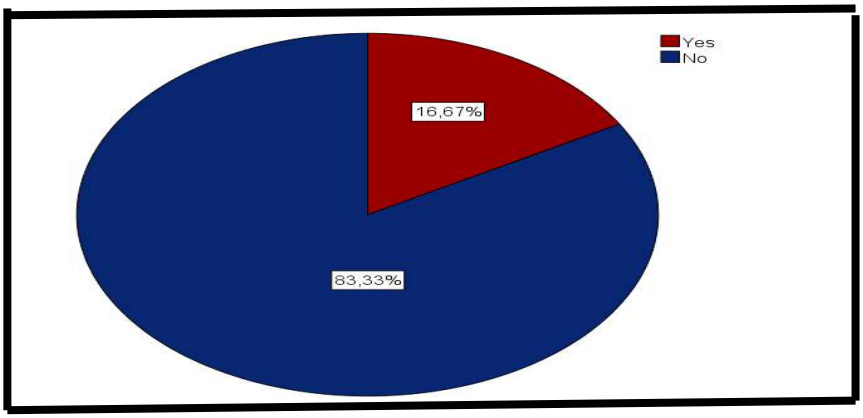


Figure 15: Learners' Interaction while using Crossword Puzzle

Figure 15 reveals that (83.33%) of learners' interaction do not happen when crossword puzzle is adopted by their teachers. However, (16.67%) of learners interaction happen when teachers use crossword puzzle.

Conclusion

This chapter has presented the results gained from the three tools; questionnaire, interview and classroom observation .The findings of the pupils' questionnaire show that crossword puzzles promote learners' understanding of English vocabulary. Besides, they help learners to enlarge their vocabulary repertoire. The data collected from the teachers' interview display that crossword puzzle is an effective strategy for teaching English vocabulary. Finally, the outcomes reached from the classroom observation reveal that learners are both active and motivated to learn English vocabulary through crossword puzzle. These results are subject to further interpretations and explanations in the following chapter named the discussion of the findings

Chapter Four :

Discussion of the Findings

Introduction

This chapter is meant to discuss the results obtained from the three research techniques: the pupils' questionnaire, the teachers' interview and the classroom observation .The findings aim at providing answers to the research questions advanced in the general introduction and check the validity of the suggested hypotheses. This chapter is divided into three sections .The first section is concerned with learners' views about Crossword puzzles as learning strategy to acquire English vocabulary and the impact of crossword puzzles on learner's vocabulary learning. It discusses the results gained from the pupils' questionnaire.Section two deals with Crossword puzzles and teaching English vocabulary. Thus, it interprets the findings gathered from the teachers' interview. Finally, the third section discusses the outcomes obtained from the classroom observation relying on concepts which have been seen in the review of literature.

I. Discussion of the Questionnaires' Results

I.1.Learners' Views about Crosswords Puzzles as a Strategy for learning English Vocabulary

The findings of this work reveal that all the participants from the two private schools affirm that their English language teachers use Crossword Puzzleswhen teaching vocabulary. This means that the two teachers adopt ludic activities such as Crossword Puzzlesin the process of teaching.Besides, 90.91% of the first year pupils enjoy learning English vocabulary through Crossword Puzzles,while the teachers hand out the papers, pupils are excited to see the crossword puzzles. Thus, pupils are seriously involved in solving them. Both entertainment and education are present,pupils enjoy learning when they find the class material as an activity that can be funny and educational at the same time.Weisskirch, (2006) claims that using crossword puzzles is a desirable learning method as they can make studying more enjoyable.

A significant number (59.09%) of pupils state that they need the assistance from their teachers when solving the crossword puzzles. Indeed, the learners require the guidance of their teachers in order to solve them .This is in accordance with Vygotsky's perspective that learners succeed in performing tasks with the guidance of their teachers (Faber et al, 2002).Whereas, 40.91% of pupils esteem that the need of their teachers is not necessary because they want to rely on themselves and test their capacities. This category of participants believe that their own intervention as well as reflection are mainly sufficient to solve thisactivity.

As far as thefourth (04) question is concerned, the majority of the first year pupils (47.72%) state that they "*often* "encounter some difficulties to solve the Crossword Puzzles while 27.27% of them respond by «*Rarely.*This means that this category of learners recognize that this educational strategy is not an easy task to solve but through following instruction, they may overcome the problem as well as reach the right responses. "*Sometimes*" is the answer which is advanced by 25% of the pupils from the two investigated middle schools. They affirm that they are unable to complete successfully the Crossword Puzzles because of their level of proficiency in English, some of them are not familiar with the vocabulary of some clues. In other words, they do not find the appropriate words to put in the grids. For instance, in Ithri school when they learn vocabulary about clothes , one pupil comes to the board to fill the grids , he does not succeed because he does not know how the word glasses is written , instead of writing it with double 'S' he writes it with one 'S'.

The results of this research show that pupils have different views about the ways in which the Crossword Puzzles can be solved. Indeed, the majority of the first year pupils (72,73%)reveal their preference to do this activity individually in the sense that they favorize solving the puzzles by their own in order to challenge their capacities. Therefore, this goes hand in hand with Piaget(1973) who argues that learning as an individual and future

individual creativity is important in the construction of knowledge. However,(20,45%) of the target pupils reply by "*group work*", *d*oing the educational Crossword Puzzles in collaborative work even though there are certain differences with learners 'abilities to solve the puzzle by their own, and the capacity to resolve it together .The latter, create a zone of proximal development. Vygotsky (1978:102) says "play creates a zone of proximal development for the child". Additionally, 6.32% of the pupils support the idea that it is better to do it in pair work. That is to say, this category of pupils claim their preference to fulfill the Crossword Puzzles in pairs rather than individually or in form of groups.

The results of the pupils' questionnaire demonstrate that different types of Crossword Puzzles influence the target pupils' .The latter, hasa tendency to favour the ones which have been selected each time by their teachers. Indeed, a great number of pupils (93 .2) affirm their concern with the Crossword Puzzles that encompasses pictures. However, (6.9%) of them see the ones that are without pictures remain their favorite .In fact, first year pupils provide certain preference to the Crossword Puzzles that have pictures .At some point, they believe that this learning technique is advantageous, since the clues in form of pictures help them easily to find the words to be written within the grids, as far as pictures are understandable. At the same time ,the pupils' responses reveal that since they are beginners ,they do not understand all English words ,therefore ,the pictures used as clues help them to make an association with their prior knowledge ;which refers to what have been learned in the courses in order to guess the meaning and the exact word. The findings further show that a minority of the groups from the two middle schools prefer the clues without pictures such as the verbal clues.According to this group,verbal clues facilitate for them the mastery of new words.

When asked about the means pupils do prefer to learn English vocabulary, the participants in this work see that English language teachers use different means when explaining lexical items.This means that the two teachers use different techniques within

middle school Classes .The above findings imply that the majority of pupils (88 .63) appreciate when their teachers use Crossword puzzles as educational techniques in the EFL classroom. Through the association of this ludic activity with a relevant and adequate content to the learners' level,the class becomes interactive and interesting. Furthermore, pupils become attentive and engaged in tasks. This goes in tune with Danesi (1979:07) who suggests: *"Puzzles may also serve as a needed change of pace to daily routine of teaching techniques and increase learners' vocabulary knowledge as a result"*. Besides (4.54%) of the target pupils choose word list and matching words as techniques that facilitate for them the vocabulary acquisition. Add to this, (2.27%) of the participants manage to favorite the Fill in the gaps techniquebecause these kinds of activities are simple and mostly everyone can do them. Furthermore, pupils are familiar with them, and they do not encompass any problem to solve.

I.2 The Impact of Crossword Puzzles on Learners' Vocabulary Learning

The present study highlights the efficiency of Crossword Puzzles as an instructional technique to increase pupils' learning of lexical items. The majority of pupils(61.36%) strongly agree that they grasp better the meaning of the words once crossword puzzles are adopted by their teachers .It entails that this strategy attracts learners' attention. Moreover, it facilitates vocabulary retention which is essential in the learning process. At the same time. (31 .8%) of them agree about the fact that crossword puzzles mainly contribute effectively to their comprehension. It has a positive influence on pupils 'understanding also recalling of the already mastered English vocabulary. While 6.82% of pupils positioned themselves in a neutral position, as they neither agree nor disagree that Crossword Puzzles help them to understand.

As far as the ninth question is concerned, (88.64%) of the target respondents answered that crossword puzzles enlarge their English vocabulary repertoire. However, (11.36%) of the

pupils indicate the opposite. Moreover, from the outcomes of this work, variant views about the implementation of these techniques are distinguished. (61.4%) state that crossword puzzles evolve pupils 'vocabulary understanding. While (34.1%) precise that this technique is integrated by their teachers in order to make a good atmosphere inside the classroom. As a result, it is the only technique that correlates between learning and entertainment. (4.5%) of the participants see that the implementation of crossword puzzles aim to shift from a passive to an active environment. Therefore, it is mainly adopted to make pupils active during the process of learning.

The above findings imply that the majority of learners (88.64%) believe that crossword puzzles enable them to construct their own knowledge, in the sense that they allow them to create meaning which helps learners to reach a successful, meaningful and lasting learning. These basic findings are directly in line with previous studies. Piaget (1958) assimilation and accommodation require an active learner not a passive one,because problem solving skill cannot be taught , they must be discovered.

From the results displayed in the previous chapter, a great number of the first year pupils (93.20%) find that Crossword Puzzles help them to memorize English vocabulary. Almost the already learned words are presented and practised through crossword puzzles, the pupils recall them easily. The findings assure that pupils' retention of the English vocabulary isprovided thanks to this type of activity, it might be to the fact that learners study English vocabulary in enjoyable learning environments ,in addition to this ,the pupils are required to spell items correctly to complete the grids of the crossword puzzles. From these two mentioned perspectives,the pupils are able to gain greater retention and memorization of vocabulary.Accordingly, it appears that using games enhances students' capability of memorizing the words as for they activate learners' minds.From the pupils' answers we conclude that crossword puzzles are efficient means to enhance the comprehension of the

English vocabulary. In addition to this, crossword puzzles make both the structure and the meaning of the English vocabulary clear and memoire. Therefore,this confirm Brown's claim (2001) when solving Crossword Puzzles memory and recall also come into play, they help learners to remember and rehearse the new words.It is clear that solving crossword puzzles helps improve one's vocabulary and spelling.

(72.7%) of the target population strongly agree that Crossword Puzzles motivate them to learn English Vocabulary. In fact, Crossword Puzzles have a positive effect on pupils' motivation. The latter is raised and strengthened as they have more opportunities to show what they know. Crossword puzzles create a pleasant and friendly atmosphere in the classroom. Thus, first year pupils develop positive attitudes towards the acquisition English vocabulary through crossword puzzles, they motivate them and encourage their participation in class. Add to this, 22.7% of them claim their entire agreement about the fact that this type of game not only motivates them but also get them involved once it is used by their teachers.

From the above discussed results, we may answer the first question and confirm the first hypothesis suggested in the general introduction which states that EFL teachers use crossword puzzles in the Algerian private middle school to teach English vocabulary for the first year pupils.

II. Discussion of the Teachers' Interview

The Interview is the second data collection that we adopted in our research study. It is conducted with two teachers of first year pupils of English from two private schools in Tizi-Ouzou.

The findings of the interview disclose important points that require further discussion. Actually, the two (02) teachers of the English language in the two investigated private schools indicate that they introduce new words in every lesson. They claim that presenting new vocabulary is an important part of English language lesson. Both of them are aware of the

importance of introducing new vocabulary in every lesson. For instance,crossword puzzles about classroom objects, camping, hobbies and leisure activities, fruits.In addition to this, the participants use some specific expressions while replying to this question such as *yes, I do'* , ' *Sure'* ,' *it is evident* and *automatically'* .The teachers' answers affirm that each lesson seeks to present new words. Therefore, to intensify this point, we rely on Alderson and Bachman (2002) who say that "*vocabulary can be seen as a priority area in language teaching…."*

The outcomes of question two (02) demonstrate that the two interviewed teachers use several techniques. Indeed, they do agree that there are a plenty of techniques through which new English items can be presented namely: images, fill in the gap, and crossword puzzles. Interestingly, the teachers agree upon the importance of integrating these techniques while introducing English vocabulary because they boost the pupils' understanding.A proper presentation can help pupils in the acquisition of new vocabulary. One of the interviewed teachers emphasises his answer by saying "do not expect that your learners are going to ask you that they do not understand because they rarely ask us to repeat". This implies, that it is up to the two instructors to choose the appropriate techniques which fit the pupils' needs which consist of learning a large amount of the English vocabulary

The results obtained from question three (03) reveal that the respondents agree that their pupils face difficulties with vocabulary learning. Also, from their comments we synthesize many factors which lead to this such as "learners' levels, backgrounds and time assimilation".In fact, in one class we can find pupils with different capacities to learn vocabulary. Thus, they do not assimilate in the same way. In other words,the smarter pupils assimilate vocabulary quickly,whereas, the reluctant ones need more time to assimilate.Through their answers, we deduce that teachers' roles consist in selecting the appropriate technique in order to overcome these kinds of obstacles. As reported by one of them 'If you have 15 pupils, you have 15 levels '.

As far as the two (02) teachers' opinions about teaching vocabulary by means of ludic activities are concerned,English language teachers answer by 'I *do agree'*. Additionally, they believe that these kinds of activities entertain and motivate their learners, meanwhile pupils assimilate and learn. Both of them have supported their views with positive responses, some utterances such as, 'I choose the ludic activities', 'even if it creates noise but it is a pedagogical noise'. Overall these results are in accordance with Allen (1983) who claims that "*a well-chosen game can help the students acquire words correctly"*. This means, that teachers' implementation of ludic activities such as crossword puzzles has a positive effect on learners' vocabulary acquisition.In fact, ludic activities allow the construction of vocabulary knowledge in a more free and spontaneous way. In other words, pupils learn new concepts in a dynamic way.

The outcomes reached from this interview,show that Crossword Puzzles are adopted in the process of teaching by the participants in the tutorial sessions. This means that,teachers are aware of the educational value of crossword puzzles in the process of teaching.This is in accordance with Bressan (1970) who argues that crossword puzzles among other things enhance vocabulary building, orthography, develop and test learners' knowledge of morphology, they also implement it to avoid their pupils to fall in routine when only one technique is integrated.

The results of the question number six (06)show that English language teachers from the two private schools answer by *'of course'*. Crossword Puzzles bring a successful atmosphere. According to them, using Crossword Puzzles to present as well as practise English vocabulary activate pupils' interest, curiosity and success that are main factors for English vocabulary mastery. In this context, the participants notice that once Crossword Puzzles are announced, the pupils become attentive and mindfully involved in the

classroom.Teachers'answers indicate while using crossword puzzles in the classroom pupils are not bored.

When the interviewed teachers are asked whether crossword Puzzles is an effective strategy ,the respondents said 'yes' the efficiency of this pedagogical game is recognizable as they say ' they are a beneficial a way to assimilate knowledge, we are simply required to select an appropriate crossword puzzle which goes hand in hand with the lesson'. The analysis of teachers' answers reveals that pupils develop a certain amount of the English vocabulary in terms of meaning and exact spelling, and keep pupils' brain active. Therefore, crossword puzzles are effective tool for helping learners to develop skills to read, write, and problem solve (Celce-Macintosh, 1979).

As we progress in this study, the results of teachers' interview denote that Crossword Puzzles afford both education and entertainment at the same time. The respondents agree that their pupils have fun simultaneously they learn. They have used special terms as 'they are fantastic'. Moreover, they qualify them as 'pleasure to discover'. Therefore, to strengthen these results we rely on Michalewicz and Michalewicz (2008) who state that Crosswords Puzzles are educational and they illustrate useful and powerful problem-solving rules in very aentertaining way.

As far as Crossword Puzzles strategies are concerned, the two teachers assert that the assistance of their pupils remains an essential parameter. In fact, the respondents' significant term such as *'yes , we are close to them'* show they are most of the time in contact with the pupils in their process of learning in general and they are present to guide them during the practice in particular. For instance, in order to fill the squares the teachers advise them to count the grids for making sure that the word fit the number of squares.

As mentioned before in pupils' questionnaire, there are a several types of interactions when learning vocabulary through Crossword Puzzles. Certainly, the interviewed

teachers provide us with two different opinions .One of them claim that group work is favored than the remaining ones. When learners work collaboratively, they help each other to solve the crossword puzzles and develop teamwork skill. This is in accordance with Vygotsky's view about how learning is constructed. He claims that; *'Every function in the child's cultural development appears twice: first, on the social level, and late, on the individual level….."*(Vygotsky, 1978:57).This kind of interaction allows them to learn a large amount of vocabulary.In the opposite side, the other teacher stresses individual work which is mostly adopted inside their classes in order to evolve pupils' personal capacities, it affords a kind of challenge and competition between them .Thus, the respondents' significant responses show that these different interactions depend on the targeted objective.In other words, this type of interaction evaluateslearners individual knowledge. Accordingly, teachers can determine the level of each pupil.

The findings of the teachers' interview indicate that first year pupils from the two private schools are active when their English language teachers use crossword puzzles in the process of vocabulary teaching. The interviewed instructors highlight some advantages of this instructional strategy. Indeed, Crossword puzzles contribute to pupils' participation, learners from passive agents to active participants. For instance, one of the interviewed teachers says that there is a girl who is passive in the classroom, but once the crossword puzzles are used she always raise her hand to solve the crossword puzzles. In this respect, the respondents assert that a learner- centred atmosphere can be noticed during the whole session.

The outcomes reached from the last question (12) reveal thattwo basic types of crossword puzzles are used by the two English language teachers namely crossword puzzles with pictures and the ones without pictures.Indeed, the two instructors provide us with further details about these two kinds of Crossword Puzzles. They agree about their smoothness to be solved, in other words, the grids present in these crossword puzzles are not difficult to fill.

From the above discussed results, we may answer the second question and confirm the second hypothesis that crossword puzzles are efficient to enhance pupils' vocabulary learning.

III. The Discussion of the Results of the Classroom Observation

From our observation, we notice that teachers under investigation use Crossword Puzzles as a technique for teaching English vocabulary. Teachers use this technique to warm up and improve learners understanding of new words and practise what is already learnt. In this respect, Thornbury (2002:102) says that useful games are those that encourage learners to recall words.

It is observed that when teachers use the crossword puzzles, it facilitates the environment of teaching.Accordingly, this process of vocabulary learning encourages active engagement, promotes motivation and autonomy, responsibility, independence and problem solving skills. The use of crossword puzzles allows teachers to add a color to their classroom and to make them lively by creating challenges between pupils and entertainments at the same time.

Moreover, the majority of the learners show their interest and desire to be involved in the learning process when their teachers bring crossword puzzles. This motivates them to acquire English vocabulary. We noticed that their behavior completely changed from passive to active learners just when the teachers show them the crossword puzzle. This means that learners enjoy taking part in their learning process. MacKenty (2006) states that, *"it is the act of problem solving that makes games so engaging"* We have noticed that crossword puzzle brings relaxation and fun to the classroom. To strengthen this view, Karim and Hasbullah (1986:36) say that one of the interesting techniques in teaching language is Crossword Puzzle. This showed that Crossword Puzzles could be used to make pupilsinterested in learning English vocabulary.The use of crossword puzzles showed a significant impact on their performance. Furthermore, Bressan (1970) claims that the crossword puzzle is a game that

makes the teaching-learning process attractive. Not only it offers a challenge that will motivate the students to try to solve the puzzle by making learning funny and relaxed, it also gives much opportunity for pupils to practise and repeat vocabulary.

Accordingly, crossword puzzles help learners to acquire, recall as well as expand their knowledge of English vocabulary. Learners' vocabulary can be expanded through playing with words because their brain will be forced to play.This activity keeps the learners' mind active, and leads them to a more lively participation and practice of the language, especially in matters of vocabulary. By doing crossword puzzles, the learners' familiarity with new words can be increased. In this respect, Uberman, (1998) agree that crossword puzzles create a funny and relaxed atmosphere where young learners could learn fast and retain words better. Furthermore, if they can answer one clue of Crossword Puzzle correctly, it will be easier for the pupils to fill other grids which connect each other. So, the learners can learn how to recognize their mistake and fix it.

The observed teachers adopt crossword puzzles. Each time the crossword puzzles have different topics in relation to what have been already presented in the lesson. For example, nationalities, clothes, body parts, animals…etc. This helps them to enhance their vocabulary understanding. In addition to this, they become familiar with the English vocabulary, it seems that the majority of the pupils benefit from this technique.

Moreover, teachers have an integral part in the classroom when implementing the crossword puzzle. They give clear explanations and instructions so that the pupils understand how to do it. For instance, they tell them to write the words in capital letters, explain, read the clues and how to proceed in order to fill the boxes. Teachers give 5 to 10 minutes to solve it then they correct it all together. This reflects Vygotsky's proposition that effective learning is achieved when instruction is received in the social context. After that, teachers check if they have understood or not.They attempt widely to control whether their pupils acquire new vocabulary

or not. Pupils show their enthusiasm and engagement while correcting the activity.According to Harmer (2001), games give learners a feelingof competition to participate in the process of learning vocabulary and motivate them to repeat them with enthusiasm. He also maintains that games are associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy participating.

The implementation of Crossword puzzles to teach English vocabulary make pupils active mentally in the classroom , they are learners-centered rather than teacher-centered, they easily grab pupils' attention, increase their interaction.In fact, when pupils solve one clue it encourages them toward completion of the puzzle

During our observation sessions, we have noticed that learners do the activity individually, this create a kind of challenge between them each one tries to show his/her capacities. In fact, when pupils solve the Crossword puzzles individually help teachers to assess the performance of a single pupil, because in a group usually, one or two learners are active and other simply don't do anything. Hence, the assessment is not much accurate for all.

Conclusion

To end up with, the discussion chapter shows that the results of the three research techniques: questionnaire for pupils, interview for teachers and classroom observation answer the research questions, and confirm the two main hypotheses set in the general introduction. It demonstrates that teachers in the Algerian Middle school use crossword puzzles in the classroom to teach English vocabulary. In addition, these obtained findings demonstrate that crossword puzzles are efficient to enhance pupils' vocabulary learning.

General Conclusion

General Conclusion

Vocabulary plays a pivotal role in language learning. This subject remains one of the issues that face middle schools pupils whether in private or public ones. The present work has investigated the Use of Crossword Puzzles as a teaching technique to enhance first year middle schools pupils' vocabulary learning in two private schools .The investigation in this area is important because this subject is new especially at MMUTO.

This work has sought to reach three main objectives. The first objective seeks to find whether applying this type of game in the teaching process is helpful in enhancing pupil's vocabulary. The second objective is to describe the process of teaching and learning vocabulary through entertainment, in other words, drawing a relation between these ludic activities as a means of instruction to enlarge learners' vocabulary storage. The third and the last objective is to assess whether Crossword puzzles is an efficient technique to motivate pupils to master English vocabulary.

The analysis was framed and informed by two theoretical frameworks .The first is Individual Constructivism by Jean Piaget (1950). It emphasises the way experiential learning involves observing the phenomenon and doing something meaningful with it through an active participation. The second is Lev Vygotsky's (1978) Social Constructivism. In the light of these theories, the study attempted to shed light on the first year English language teachers' use of the educational gamein Algerian Middle School to teach their pupils English vocabulary. It also aimed at describing itseffectiveness to enhance pupils' vocabulary learning .For this aim, we hypothesized that teachers adopt Crossword Puzzles in EFL classes to teach English vocabulary for first year pupils. Hence, teachers integrate Crossword Puzzles to assess the Comprehension and retention of new Vocabulary .We have also hypothesized that Crossword Puzzles are efficient to enhance pupils' Vocabulary learning. Indeed, the

implementation of this instructional strategy has a great impact than the mere use of traditional strategies in the field of teaching and learning a foreign Language.

To conduct the investigation, a mixed method approach is selected, combining both quantitative and qualitative methods for the sake of analyzing data.These data, indeed, are drawn from three distinctive research instruments.Forty eight (48) pupils from both Djurdjura and Ithri private Middle Schools are selected to answer the questionnaire. Likewise, two (2) teachers from both MS are interviewed, and twelve observation sessions are attended in the two middle schools (Djurdjura and Ithri).For quantitative data analysis, a computer program named Statistical Package for Social Sciences version 20is used for the analysis of statistical data of the questionnaire. In addition to this statistical method,Qualitative Content Analysis is adopted to analysethe data gathered from the semi-structured interview and Classroom Observation.

The results of pupils' questionnaire revealed that the majority of first year pupils adhere the implementation of thecrossword puzzles, they are motivated when EFL teachers adopt Crossword Puzzles to practise the new vocabulary. The outcomes demonstrate that a significant number of pupils retain the lexical items better thanks to teachers' use of crossword puzzle. Furthermore, pupils completely adhere the integration of Crossword puzzles in vocabulary learning since they afford an enjoyable learning context and enlarge their English vocabulary repertoire.

Besides, the results of learners' questionnaire showed that the implementation of Crossword Puzzles increases pupils' motivation and interest towards what they learn, they engage themselves in these activities of vocabulary learning, which assist them to master the English language meaningfully. This type of instructional game leads to efficiency of enhancing pupils' vocabulary learning as well as increase pupils' familiarity with them. It grabs the attention and the curiosity of learners since it appeals to challenges and competition.

The findings of the Classroom Observation showed that teachers regularly present new words in every lesson. The use of Crossword Puzzles benefits the learners in both sides. As they have positive effect on the learners' affective side in the sense that, they motivate, allow pupils to interact and keep them active. Besides the instructional side, they contribute to develop the degree of Comprehensibility.

The analysis of teachers 'interview demonstrated that the two participant teachers recognize the efficiency of Crossword Puzzles as a teaching strategy. That's why they adopt them in the teaching process. The interview revealed that teachers use this technique in the class for several educational purposes such as enhancing pupils' Comprehension and increase pupils' storage of vocabulary and promoting classroom interaction.

All in all, after the investigation it has been found that English Language teachers integrate ludic activities such as Crossword Puzzles to teach vocabulary. Furthermore, pupils enjoylearning through Crossword Puzzles .The analysis has provided data concerning the use and effectiveness of Crossword Puzzles in the English MS classes .We can say that the advanced hypotheses are confirmed .The results assert that Crossword Puzzles are effective and helpful techniques to teach English Vocabulary especially for beginners.

This study has examined the Use of Crossword Puzzles as an effective teaching strategy to enhance first year Pupils' English Vocabulary in the two private schools. Further studies can be conducted using Crossword Puzzles to assess their effectiveness in developing writing skill. In addition, further researches can be conducted to investigate the impact of educational puzzles on developing learners' Critical thinking. As a final suggestion, this work dealt with The Use of Crossword Puzzles as a Teaching Strategy to Enhance English Vocabulary Learning, future studies can investigate the impact of the implementation ofcrossword puzzles on teaching grammar.

Bibliography

Bibliography

Aimeur, R.(2010) Project-Based Learning in the Algerian Secondary School Syllabuses and Textbooks.Magister Dissertation.Tizi-Ouzou: MouloudMammeri University.

Alderson, J.C.(2002)*Assessing Writing.*Cambridge: Cambridge University Press**.**

Allen, V.F.(1983).*Techniques in Teaching Vocabulary*.Oxford: Oxford University press.

Alsanabadi, H. and Rasouli, G. (2013)The Effect of Game on The Improvement of Iranian EFL Vocabulary Knowledge in the Kindergartens .*International Review of Social Sciences and Humanities,*6.(1),pp.186-195.

Al-Faleet,F.K and Keshta,A.S.(2013)The Effectiveness of Using Puzzles in Developing Palestinian High School Graders' Vocabulary Achievement and Retention.*Humanities and Social Sciences,*1(1),pp. 46-57.

Bahrick, H.P. (1984)Semantic Memory Content in Permastore: Fifty Years of Spanish Learned in Schools.*Journal of Experimental Psychology,*113 (1).pp.1-29.

Bell, R. (1987).Preservice PhysicalEducation TeachersSee in an Unguided Field Experience.*Journal of Teaching in Physical Education,*7(1).p, 88.

Boulmarka,S.(2000).*The Reading Difficulties Encountered by the Students of the Institute of Sports and Physical Education: Analysis and Remediationa*.Master Dissertation.Constantine: Mentouri University.

Bressan ,D.(1970) Crossword Puzzles in Modern Language Teaching. *Audio-Visual Language Journal,*8(2),93-95.

Brown ,C., and Payne, M.E.(1994).*Five Essential Steps of Processes in Vocabulary Learning*.Paper presented at the TESOLConvention,Baltimore,M.D.

Brown, G.D. (2001).*Using Surveys in Language Programs*. Cambridge:Cambridge university press.

Brown ,J.D.(1988) Understanding Research in Language Learning: A Teachers Guide to Statistics and Research Design .Cambridge: Cambridge University Press

Brown,G.D.A(2007) ATemporal Ratio Model of Memory. *Psychological Review*,114(10),PP,539-576.

Carter,R.(1998).*Vocabulary: Applied Linguistics Perpectives*.London:Routledge.

Catherine, D .(2007). *A Practical Guide to Research Methods*.3rd ed. Newcastle: Spring Hill House.

Celce-Murcia, M.(2001).*Teaching English as a Second Foreign language*. 3rd ed. Boston,Massachusetts: Heinle Publishers.

Cohen, l. (1976).*Research Methods in Education*5th ed. London :Routledge.

Danesi, M. (1979).Puzzles in Language Teaching.*The Canadian Modern Language Review*,35(1).pp,269-277.

Dawson. C.(2007). *Practical Guide to Research Methods.* 3rd Ed.Oxford:How To Books Ltd.

Dewey, J. (1938).*Experience and Education.* New York: Collier Books.

Dexter,l .A.(1970*).Elite and Specialized Interviewing*.Evanston: Northwestern UniversityPress.

Diamond, L .and Gutlohn,L.(2006).*Vocabulary Handbook*. Berkeley: Core literacy library.

Down-Wamboldt,B.(1992). Conten Analysis. *International Journal of Nursing Studies*, 42 (1) ,p.314.

El-Shamy,S.(2001). *Training Games:Everything You Need to Know about Using Games to Reinforce Learning.*Virginia:Stylus Publishing.

Fadel, M.R. (2005). Story Telling and Vocabulary AcquisitionAt The Elementary Level. Magister Dissertation .Constantine:Mentouri University.

Faber Pamela et al., Eds, (2002) *Teaching English to Children-Interactivity and Teaching Strategiesin the Primary FL Classroom*. Oxford: Oxford University Press.

Fox ,R. (2001) Constructivism Examined. *Oxford Review of Education*, 27(1) pp. 23-35.

Hadfield, J. (1984). *Elementary Communication Games*. London: Nelson.

Hatch, E. and Brown,C.(1995).*Vocabulary, Semantics and Language Education* .Cambridge: Cambridge University press.

Henriksan, B. (1996). Three Dimensions of Vocabulary Development.*Studies in Second Language Acquisition*,21,pp, 303–317.

Hiebert,E.H., and Michael,L.(2005).*Teaching and Learning Vocabulary :Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates.

Hsieh, H.F. and Shannon, S.E. (2005) Three Approaches to Qualitative Content Analysis,*Qualitative Health Research*,15(9), pp. 1277-1288.

Jack, C.R .And Richard.S. (2010) Longman Dictionary of Language Teaching and Applied Linguistics.4th edition. London. Pearson Education.

Jones, k .(1982) *Simulations in Language Teaching*. Cambridge: Cambridge University Press.

Jones,K.(2007) *Teaching with Crossword Puzzles*. http://www.vocabulary.co.il24 February2014.

Karim, M and Hasbullah, F,A.(1986)*Language Teaching Media*. Jakarta: Universitas Terbuka.

Kolb,D.(1984).*Experiential Learning: Experience at the Source of Learning and Development*. Englewood Cliffs NJ:Pearson Prentice Hall.

Kotari, C. R. (2004).*Research Methodology: Methods and Techniques*.2nd ed. New Age:International Publisher.

Krashen, S. (1993) *The Power of Reading*. Englewood: Libraries Unlimited.

Kuzulin , A.(2003)Pychological Tools and Mediated Learning. In: Kuzulin, A,Gindis,B.Ageyev, V.S. And Miller, S.M.(eds.) *Vygotsky's Educational Theory in Cultural Context*,Cambridge:Cambridge University Press. P,15-38

Landau, S.andEveritt,B.S.(2004) *A Handbook of Statistical Analysis Using SPSS*. London: Champagn and Hall.

Lewis, M. (1993*) The lexical Approach: The State of ELT and the Way Forward*.Hove:Language Teaching Publications.

Management Association, Information,(2014).*Digital Arts and Entertainment:Concepts,Methodologies ,Tools and Application*,P261.

Michalewiczc, Z. and Michalewicz, M. (2008).*Puzzle-based learning: Introduction to Critical Thinking, Mathematics, and Problem Solving* .Melbourne: Hybrid Publisher.

Mollica, Anthony.(2007)Crossword Puzzles and Second-Language Teaching. *Italica*,84(1),pp,59-78.

Moser, C .A., and Kalton ,G.(1971).Survey Methods in Social Investigation2nd ed. London:Heinemann.

Neugebauer, G. (2014) A latex Package for Typesetting Crossword Puzzle and More.[Online]*PdfJournal*.451(7177),397-399.Availablefrom http://Crossword.net>latex>crossword>cwpuzzle.com.[Accessed On March 1st 2016].

Nikolopolou, A. (1993) *Play,Cognitive Development, and the Social World.* Cambridge: University Press.

O'Malley, J.M.andChamot, A.U.(1999).*Learning Strategies in Second Language Acquisition*. Cambridge:University Press.

Pavicic T.V.(2008).*Vocabulary learning strategies and foreign languages acquisition*.London: Cromwell Press limited.

Piaget, J.(1950).*The psychology of Intelligence*. New York:Rutlege

Piaget, J.(1958) The Growth of Logical Thinking From Childhood to Adolescence:An Essay on the Construction of Formal Operational Structures. New York: Basic Books.

Piaget, J, (1962) *Play, Dreams and Imitation in Childhood.* New York: Norton.

Piaget, J.(1973).*Le Comportment, Moteur de L'Evolution*. Paris: Gallimards.

Richards,J.C. and Schmidt,C.(2002).*Vocabulary in Language Teaching*. Cambridge:Cambridge University.

Richards, J.C.and Schmidt,R. (2010) Longman Dictionary of Language Teaching and Applied Linguistics.4thed.New York:Pearson Education Limited.

RICHARDS, J.C (2001) Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Salvin,R,E.(2003*).Educational Psychology: Theory and practice*.London:Pearson Education.

Schmitt,N.(2000).*Vocabulary in Language teaching*.Cambridge:Cambridge University Press.

Seal, B.(1991).*Vocabulary learning and teaching English as a Second Language or Foreign Language*.3rd ed.Boston.Massachusetts: Heinle and Heinle.

Shepherd, V. (1993) *Playing the Language Game.* Milton Keynes: Open University Press.

Stuart, W. (2005) Receptive and Productive Vocabulary Learning : The Effects of Reading and Writing on Word Knowledge.*Studies in Second Language Acquisition*, 27(1).Pp,33-52.

Soliman Keshta ,A. andAl-Faleet ,F ,k.(2013)The Effectiveness of Using Puzzles in Developing Palestinian High School Learners' Vocabulary Achievement and Retention. *Humanities and Social Sciences*,1(1),pp.46-57.

Thornbury,S.(2002*). How to Teach Vocabulary.*London:Pearson education limited.

Utami, S. Y.(2014). Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMP N 2 Srandakan: Yogyakarta State University.

Ulrich ,M.(1997).Links between Experiential Learning , Simulation and Gaming.InJ.GEURTS,C.Joldersma.AndE.Roelofs(eds.), Gaming/zational change , procedings of the 28th Annual International Conference of the International Simulation and Gaming Association (ISAGA).

Vygotsky, L.S.(1978).*Mind and society: The development of higher mental processes*.Cambridge:Havard University Press.

Wahyuningsih,N.(2009).A Study of the Role of Crossword Puzzle in Developing Speaking Proficiency. *Bisetek Journal Bisnidan Technology*,17(1),44-50.

Weisskirch, R. (2006). An Analysis of Instructor-Created Crossword Puzzles for Student Review.*College Teaching, 54(1),* 198-201.

Wilkins, D.A.(1972).*Linguistics and language Teaching*.London:Edward Arnold.

Wiliam, D.(2007)A Unique Review Strategy that Motivate Student Learning. *Student Motivation*, 2(1),64-69.

Wolfe,R.(1992). Experiential Learning in Workshops.In Hobbs.(ed).*Experiential Training: Practical guidelines*.London:Routdledge, pp,1-13.

Woo,J.C.(2014).Digital Game-based Learning Supports Student Motivation,Cognitive Success,and Performance Outcomes. *Journal of Educational Technology and Society*, 17(3),291-307.

Appendices

Questionnaire Addressed to Pupils

This questionnaire is part of our research work which aims to investigate English Language Teacher's use of Crossword Puzzles and its effectiveness as a strategy for teaching and learning English vocabulary. Therefore, you are kindly requested to fill in this questionnaire by putting a cross (X) in the appropriate box. All of your answers are confidential and your identity will stay anonymous.

Section one: learners' views about Crossword Puzzles as a Strategy for teaching and learning English vocabulary

1) Does your teacher use Crossword puzzles when teaching English vocabulary?

YES ☐ No: ☐

2) Do you enjoy learning vocabulary through Crossword Puzzles?

Yes ☐ No ☐

3) Do you need the help of your teacher when solving the puzzles?

Yes No ☐ ☐

4) Do you find difficulties when solving the Crossword puzzle?

Always ☐

Sometimes ☐

Often ☐

Rarely ☐

5) Is it better to do this activity Crossword Puzzles Individually

Pair work ☐

Group work ☐

6) There are several types of Puzzles. According to you what kind of Crossword puzzle do you prefer?

Pictures as clues ☐

Without pictures ☐

7) Do you prefer to learn English vocabulary through Crossword puzzles or other means such as :

Crossword puzzle :

Word list : ☐

Fill in the gaps : ☐

Matching words ☐

Section two: The Impact of Crossword Puzzles on learners' vocabulary learning

8) Crossword Puzzles help you to understand English Vocabulary

Strongly agree ☐

Agree ☐

Strongly disagree: ☐

Disagree: ☐

Neither agree nor disagree: ☐

9) Does the use of Crossword Puzzles help you to learn a large amount of vocabulary in the English Language?

Yes : ☐ No : ☐

10) According to you, why do your teachers use Crossword Puzzles in the classroom?

To understand new vocabulary or enhance learners' vocabulary understanding: ☐

To make a good atmosphere inside the classroom: ☐

To make pupils participate : ☐

11) Teachers use this strategy because they think that it is the best way to make you construct your knowledge by yourself

Yes: ☐ No : ☐

12)Does this strategy help you to memorize new words ?

Yes ☐ No ☐

13) Crossword puzzles motivate you to learn English vocabulary

Strongly agree : ☐
Agree : ☐
Strongly disagree : ☐
Disagree : ☐
Neither agree nor disagree ☐

Thank you !

Appendix.03

Interview Addressed to teachers

This Interview is part of our researchwork.You are kindly requested to answer these questions.

1- Do you introduce new words in every lesson?
2- How do you present new lexical items to your pupils?
3- Do pupils have difficulties with vocabulary learning?
4- Do you think that it is better to teach vocabulary by means of ludic activities?
5- Do you use crossword puzzles in the classroom?
6- Do you think that your learners are more attentive when you use Crossword in the classroom to teach vocabulary?
7- Do you think that Crossword puzzles are an effective teaching strategy to assimilate new vocabulary?
8- According to you, could Crossword puzzles correlate between educational and entertaining strategy? Why
9- Do you guide your learners when they do the activity? why
10- What kind of interaction learners proceed when acquiring items through crossword?

Individual work

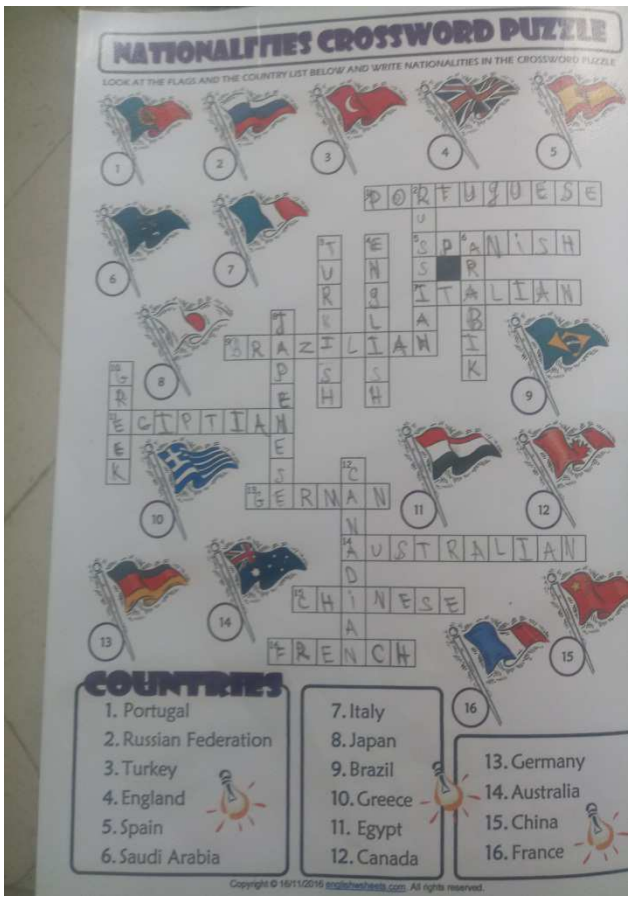
Pair work

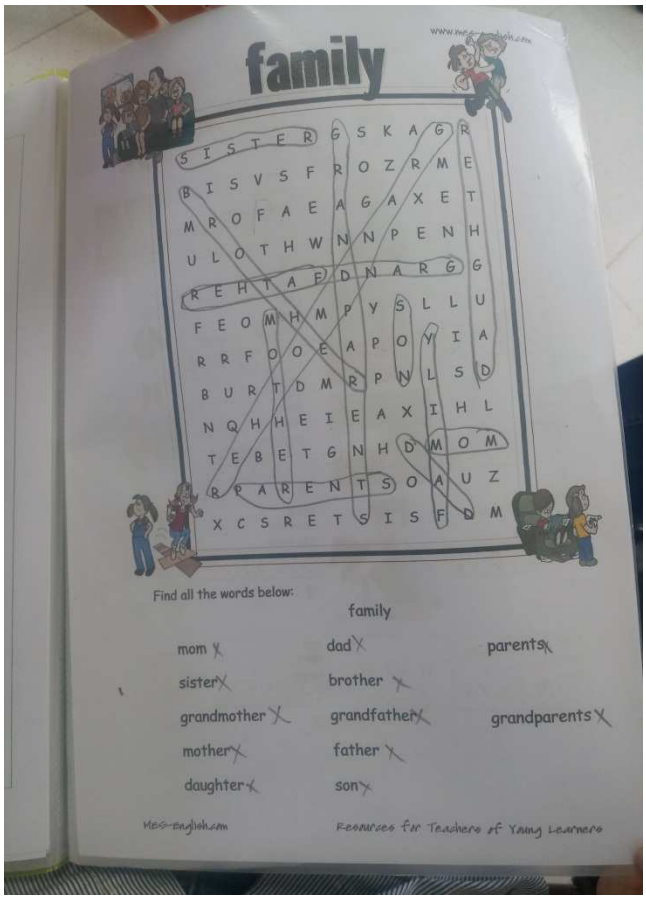
Group work

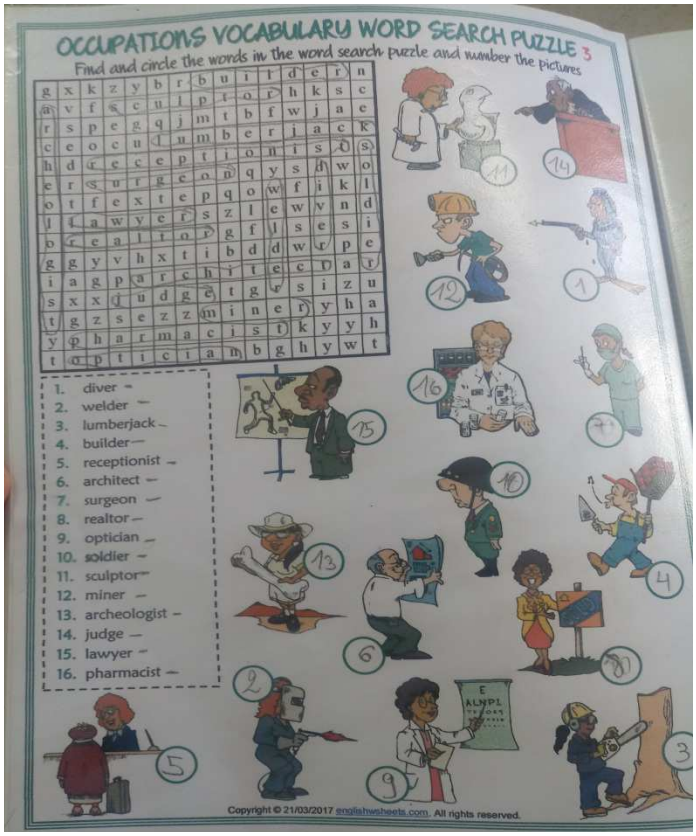
11- Are learners active in the classroom when doing Crossword puzzles activity?
12- What type of crossword puzzle do you use in the classroom?

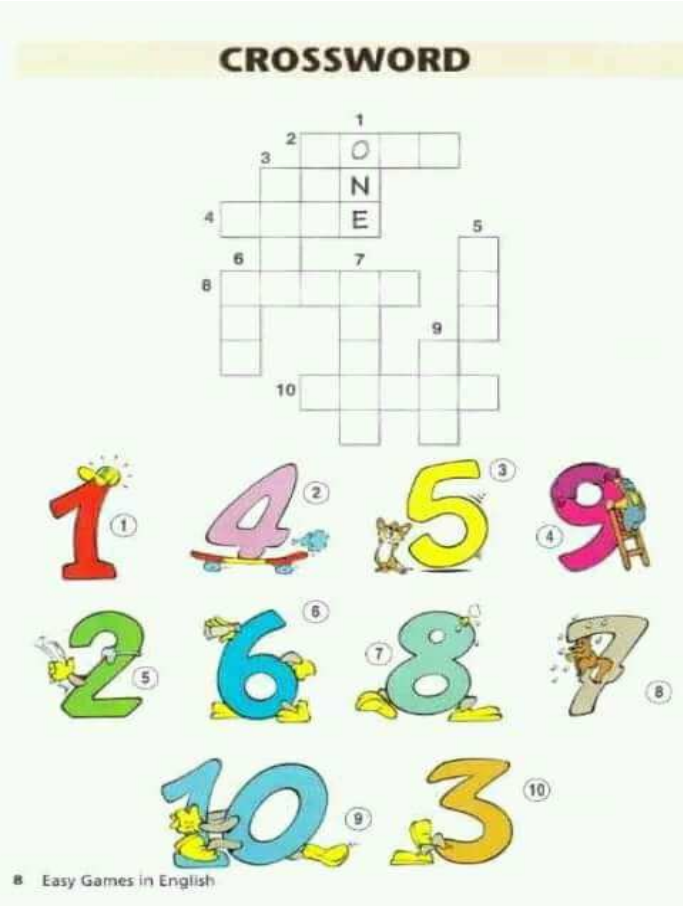
Classroom observation checklist		
	Yes	No
1. Do teachers teachVocabulary through Crossword puzzles?		
2. Do teachers play the role of facilitators? While learners try to find the solution for the crossword puzzles?		
3. Are Learners active in the classroom?		
4. Does the use of this strategy facilitate the process of teaching?		
5. Do learners interaction happen when teachers use crossword puzzles?		
6. Are learners motivated to learn English Vocabulary through Crosswords puzzles?		
7. Do teachers adopt Crosswords puzzles to practice new words of each lesson?		
8.Do crossword puzzles help learners to acquire English vocabulary?		

The Crossword Puzzles Used by the Two Teachers in the Classroom



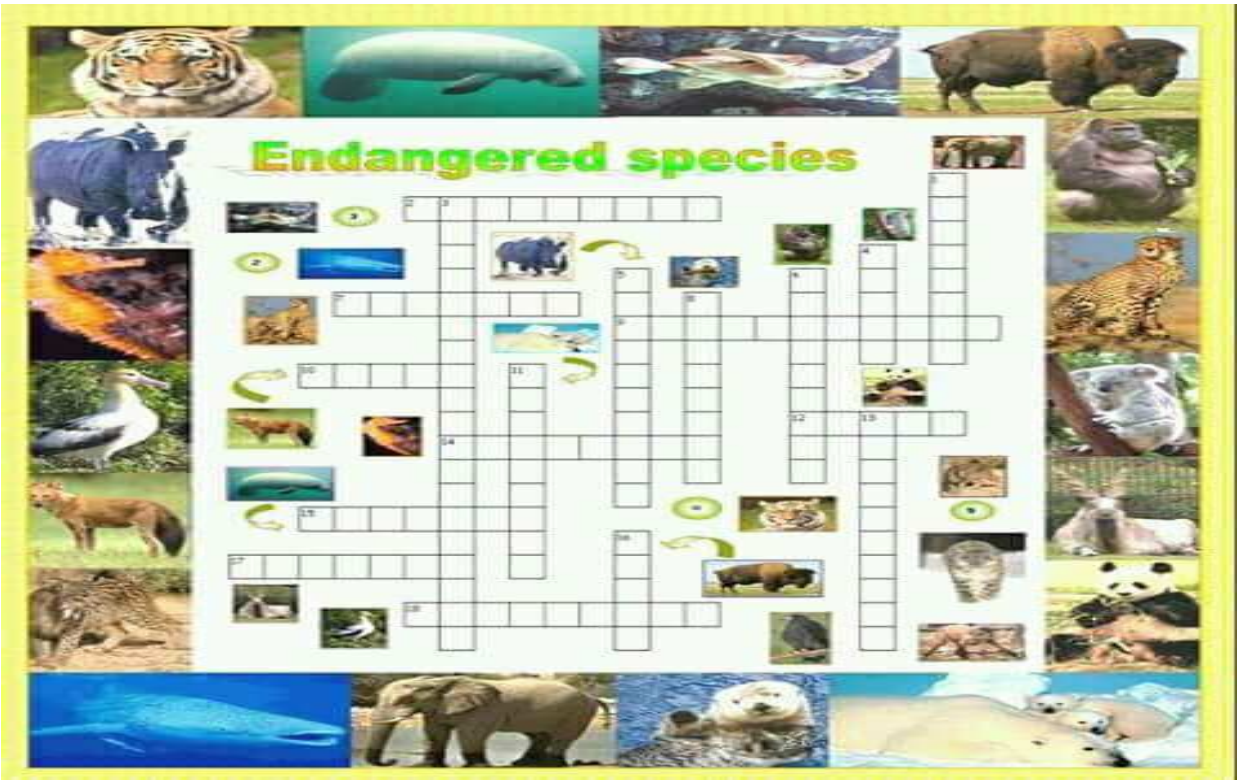





CROSSWORD
O
N
E
8 Easy Games in English

Fruits Crossword

CLOTHES AND ACCESSORIES CRISS-CROSS PUZZLE


Endangered species

DAILY ROUTINES VOCABULARY WORDSEARCH PUZZLE
FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES
1) BRUSHTEETH
2) DOEXERCISES
3) DOHOMEWORK
4) DRAWPICTURES
5) DRINKFRUITJUICE
6) DRIVEACAR
7) GETDRESSED
8) GETONTHEBUS
9) GETSHAVED
10) GETUP
11) HAVEASHOWER
12) HAVEBREAKFAST
13) HAVELESSONS
14) HAVELUNCH
15) LEAVEHOME
16) LISTENTOMUSIC
17) PLAYGAMES
18) PREPAREBREAKFAST
19) READBOOKS
20) RIDEABICYCLE
21) SLEEP
22) SURFTHENET
23) WALKTOSCHOOL
24) WASHFACE
25) WATCHTV
Copyright © 2013. englishwsheets.com. All rights reserved.

Questionnaire Adressé aux Eléves

Ce questionnaire est une partie de notre travail de recherche qui vise à étudier l'utilisation des mots croisés par les enseignants de la langue anglaise ainsi que leurs efficacités en tant que stratégie pour l'enseignement et l'apprentissage du vocabulaire Anglais. En effet, vous êtes priés de remplir ce questionnaire en mettant une croix dans la case appropriée .Toutes vos réponses sont confidentielles et votre identité anonyme.

Premiére Section :Les points de vue des Apprenants sur les Mots Croisés comme stratégie pour enseigner et apprendre le vocabulaire de la langue Anglaise.

1) Est-ce que vos professeurs utilisent des mots croisés pour enseigner le vocabulaire anglais ?

OUI ☐ Non ☐

2)Avez-Vous besoin de l'aide de vos enseignants pour résoudre les énigmes (mots croisés) ?

Oui ☐ Non ☐

3)Trouvez-Vous des difficultés lors dela résolution des mots Croisés ?

Toujours ☐

Parfois ☐

Souvent ☐

Rarement ☐

4)Est-il préférable de faire cette activité de Mots Croisés

Individuellement ☐

Travail à deux ☐

Travail de groupe ☐

5)Il existe plusieurs types de puzzles .Selon vous,quel genre de mots croisés préférez-vous ?

Des images comme indice ☐

Sans images ☐

7) Préférez-Vous apprendre le vocabulaire anglais à travers les Mots Croisés ou avec d'autre moyens tels que :

Liste de mots ☐

Remplir les vides ☐

Motscorrespondants ☐

Deuxième Section : l'impact des mots croisés sur l'apprentissage du vocabulaire des apprenants.

8)Les Mots Croisés vous aident à comprendre le vocabulaire anglais

Tout à fait d'accord ☐

D'accord ☐

Tout à fait en désaccord ☐

Pas d'accord ☐

☐

Ni d'accord ni en désaccord

9) Est-ce que l'usage des Mots Croisés vous aide à apprendre une large quantité du vocabulaire en langue anglaise ?

Oui ☐ Non ☐

10)Selon vous,pourquoi votre professeur utilise les Mots Croisés en classe ?

Afin de comprendre le nouveaux Vocabulaire ou améliorer la compréhension du vocabulaire chez les apprenants ☐

Faire une bonne ambiance en classe ☐

Faire participer les élèves ☐

11)Les professeurs utilisent cette stratégie parce que elle représente un bon moyen selon lequel les élèves construisent leur propre savoir ?

Oui ☐ Non ☐

12)Est -ce que cette stratégie vous aide à mémoriser les nouveaux mots ?

Oui ☐ Non ☐

13)Les mots Croisés vous motives à apprendre le vocabulaire en langue anglaise

Tout à fait d'accord ☐

D'accord ☐

Tout à fait en désaccord ☐

Ni d'accord ni en désaccord ☐