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The Effectiveness of Using Didactic Games ‘’Scattergories the card game’’ on enhancing ESP Students’ semi Technical Vocabulary

The Case of the Study First - Year Student at ‘’ Institut National de la Formation Professionelle Hotellerie et Tourisme ’’ Ain El Beida

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Didactics and Teaching English as a Foreign Language

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Dedication

In the name of God, the most merciful, the most gracious

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

I dedicate this work to:

My dearest person the symbol of patience and encouragement: my husband.

The symbol of persistence, my mother

The soul of my father. I hope that he is with us.

My little angels: Sohaib and Razan.

My sisters and my brothers.

To all my closest friends, with whom I share love and respect.
Acknowledgement

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I also extend my gratitude to the board of examiner for having accepted to examine my work.

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Abstract

Semi-technical vocabulary is very important for ESP students because it plays a significant role in building their understanding of specialized texts. In that reason, ESP teachers better to apply effective techniques in their classrooms such as scatternories the card game which is considered as a fast thinking game. The present dissertation aims at investigating to what extent scatternories the card game can help students in learning semi-technical vocabulary, as well as, investigating how didactic games: scatternories the card game can be more than just fun. In the light of the raised questions, it is hypothesized that if teachers apply Didactic games: scatternories the card game, their students’ semi-technical vocabulary will be enhanced. In order to confirm or reject the hypothesis, a questionnaire and an experiment have been used as a data collection tools. They were submitted to 51 first year students at ‘Institut National de la Formation Professionelle Hotellerie et Tourisme’ in Ain El Beida. These students were divided into two groups: the experimental and the control group. The analysis of the questionnaire, which was submitted to both groups, results revealed that subject students face several difficulties in mastering semi-technical vocabulary. After, both groups were pre-tested to check their knowledge of the semi-technical vocabulary. Then, the experimental group was exposed to a treatment by implementing the card game in teaching semi-technical vocabulary, while the control group received no especial instruction. After that, both groups were post-tested. The analysis of the experiment data confirms that through scatternories the card game help ESP students master more semi-technical vocabulary and memorize them. In that reason, ESP teachers are recommended to apply scatternories the card game in their classrooms and during their instructions.

Key words: ESP, vocabulary, difficulties, semi-technical vocabulary, ESP students, language games, scatternories the card game.
List of Tables

Table 01: What is Needed in Knowing a Word.................................................9
Table 02: Types of Vocabulary.................................................................13
Table 03: Vocabulary Categories and their Characteristics.......................15
Table 04: Scattergories Game....................................................................27
Table 05: The Students’ Learning Experience in EGP..............................35
Table 06: Students’ Attitudes towards English........................................36
Table 07: Students’ Attitudes towards English Module..............................36
Table 08: Students’ Level in English..........................................................37
Table 09: Benefits of Learning English......................................................38
Table 10: The Relationship between English Topics and the Field..............39
Table 11: Having Difficulties in English....................................................39
Table 12: Students’ Difficulties in English................................................40
Table 13: The Most Important Factors in Influencing Students’ Success......41
Table14: Students’ Motivation in Class.....................................................41
Table 15: Applying Methods and Techniques in Teaching English..........42
Table 16: The Relationship between Teacher’s Instruction and Students’ Needs.42
Table 17: A Lesson Plan of the Experimental Group Instructions...............46
Table 18: Participants’ Scores in the Pre-test.............................................47
Table 19: Control Group vs Experimental Group Scores on the Post-test....49
Table 20: Control Group Pre-test Scores Vs Control Group Post-test Scores…………..50

Table 21: Experimental Group’s difference Scores between the Pre-test and Post-test….51

Table 22: Paired Sample T test………………………………………………………………..52

Table 23: Independent Sample T test…………………………………………………………53

Table 24: The Final Answer Sheet of Lesson One…………………………………………77
List of Figures

Figure 01: Stages in ESP Process: Theory ................................................................. 8

Figure 02: Stages in ESP Process: Reality ................................................................. 8

Figure 03: The Relationship between Core, Semi-technical and Technical Vocabulary ...... 14

Figure 04: Language Game and Knowing a New Word ............................................. 26

Figure 05: Answer Sheet ......................................................................................... 29

Figure 06: Scattergories the card game .................................................................... 30

Figure 07: Pre-test Scores Distribution .................................................................... 48

Figure 08: Post-test Scores Distribution ................................................................... 50

Figure 09: Scores, Differences in the Pre and Post-test for Each Participant in the Control... 51

Figure 10: Experimental Group Scores Differences .................................................. 52
List of Abbreviations

CIG: Cambridge International Corpus

EAP: English for Academic Purposes

EBE: English for Business and Economics

EFL: English as a Foreign Language

EGP: English for General Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

GSL: General Service List

L2: Second Language

P: Page

P: Productive

R: Receptive

Q: Question
# Table of Content

## General Introduction

1- Statement of the Problem.................................................................1
2- Aim of the Study.................................................................1
3- Research Questions and Hypotheses........................................2
4- Research Methodology.................................................................2
5- Structure of the Study.................................................................3

## Chapter One: Teaching Semi-technical Vocabulary Using Scattergories the Card Game

### Section One: Semi-technical Vocabulary

Introduction......................................................................................5

1.1 ESP: An Overview.................................................................5

1.1.2 ESP Teaching and Learning Process.................................7

1.1.3 Vocabulary in ESP.................................................................8

1.1.4 Types of Vocabulary in ESP...............................................10

1.1.4.1 Spoken and Written Vocabulary..............................................10

1.1.4.2 Core and Non-core Vocabulary........................................10

1.1.4.3 Discourse Structuring Vocabulary and Procedural Vocabulary........11

1.4.4 Academic Vocabulary.........................................................12

1.1.4.5 Technical, Semi-technical and General Vocabulary.............12

1.1.5 Teaching Vocabulary in ESP..............................................14

1.1.6 Strategies Used in Teaching Vocabulary in ESP...............17

1.1.6.1 Contextual Guessing.........................................................17

1.1.6.2 Memorizing.................................................................18
1.1.6.3 Learning of Affixes..........................................................................................18
1.1.6.4 Repetition and Recycling Words.................................................................19
1.1.6.5 Relating the Word to Reality..........................................................19
1.1.6.6 Brainstorming Activities............................................................................20
1.1.7 The Importance of Semi technical Vocabulary.............................................20

Conclusion............................................................................................................21

Section Two: Scattergories the Card Game

Introduction.............................................................................................................23
1.2.1 What is a Game? ...........................................................................................23
1.2.2 Didactic Games...............................................................................................24
1.2.3 Language Games.............................................................................................25
1.2.4 Benefits of Didactic Games in EFL Classrooms.............................................26
1.2.5 Scattergories....................................................................................................27
1.2.5.1 History of Scattergories.............................................................................28
1.2.5.2 Using Scattergories....................................................................................29
1.2.5.3 Educational Value of Scattergories............................................................31
1.2.5.4 Importance of Using Scattergories in Vocabulary.....................................31

Conclusion.............................................................................................................32

Chapter Two: The Practical Part

Introduction.............................................................................................................34
2.1 Research Methodology......................................................................................34
2.2 Population and Sampling..................................................................................34
2.3 Tools of Research...............................................................................................34
2.3.1 Description of the Questionnaire...................................................................35
2.3.1.1 The Analysis of the Questionnaire...........................................................35
2.3.1.2 Interpretation of the Data

2.3.2 Description of the Experiment

2.3.2.1 Pre-test

2.3.2.2 Treatment Period

2.3.2.3 Post-test

2.3.2.4 Analysis of the Experiment Results

2.3.2.5. Results of the Pre-test

2.3.2.6 Results of the Post-test

2.3.2.7 Interpretation of the Data

Conclusion

General Conclusion

Pedagogical Implication

Limitations and Suggestions for Further Research

References

Appendices

Résumé

ملخص
General Introduction

1- Statement of the Problem

Teaching English in general and vocabulary in specific is not an easy task. EFL students have many difficulties in mastering vocabulary and memorizing it due to the lack of the effective methods and techniques. That’s why, EFL teachers, all around the world, are looking for an effective techniques to help their students to learn and retain new vocabulary which is considered as a very difficult task for teachers, especially ESP teachers.

In ESP, both types of vocabulary: technical and semi-technical vocabulary are of crucial importance for ESP learners because they enable them not only to read and understand but also to use language related to their field of specialism. Students of the institution of tourism and hostelry represent an example of students who suffer in learning English in general and semi-technical vocabulary in particular. One strategy that can be applied to teach such type of vocabulary in ESP classroom is through using the didactic games because they have many advantages such as: helping in memorizing new vocabulary. Didactic games have different types and the most useful one is Scattergories: the card game because it is considered as the fast thinking categories games. That is to say, if ESP teachers apply the Scattergories game will help their students to learn semi-technical vocabulary as well as to achieve their goals.

2- Aim of the Study

The main objective of the present research is to encourage students promote their knowledge of semi-technical vocabulary through introducing Didactic game: scattergories in ESP classes. It also aims at highlighting the effectiveness of using such games in enhancing ESP learners’ semi-technical vocabulary.
3- Research Questions and Hypothesis

The present study addresses the following questions:

➢ To what extent can scattergories the card game help ESP students in enhancing their semi-technical vocabulary knowledge?

➢ What is the ESP students in ESP reaction when teachers apply scattergories the card game in their classes?

In the light of the questions raised above, we hypothesize that:

Hypothesis:

➢ If teachers apply Didactic games: scattergories the card game, students’ semi-technical vocabulary knowledge would be enhanced.

Null hypothesis:

➢ If teachers apply Didactic games: scattergories the card game, students’ semi-technical vocabulary knowledge would not be enhanced.

4- Research Methodology

In order to achieve the aim of this study, a questionnaire have been used as a data collection tool and a quasi-experimental method have been adopted. The questionnaire aims at gathering information about ESP student needs, attitudes and views towards English and ESP courses they received and their lacks in English. It aims also at helping in organizing the pre-test to students. It will be administered to first year students at ‘Institut National de la Formation Professionelle Hotellerie et Tourisme’ in Ain Beida.
The experimental study will be conducted in order to examine the effects of using Didactic games: scattergories the card game while teaching on enhancing students’ semi-technical vocabulary. The sample will be randomly divided into two groups, one will be the experimental group and the other is the control group. Both groups will be pre-tested. After the pre-test, the experimental group is going to learn semi-technical vocabulary through reading texts. Then, they will revise the most vocabulary mentioned in the text by playing Scattergories the card game during one month. For control group, it will be introduced to the same texts without any special instructions and they will be taught traditionally. After the treatment period, both groups will have a post -test.

After collecting the data from the pre-test and the post-test, it will be analyzed through using the SPSS devise. Then, the results of the two groups will be compared to see the difference on learning vocabulary using Didactic games.

5- Structure of the Study

This paper consists of two chapters: the first one represents the theoretical background of the research paper and the second chapter represents the fieldwork of the investigation. Chapter one is further divided into two sections. Section one discusses and reviews the main aspects concerning the nature of semi-technical vocabulary. For section two, it deals with the didactic games in general, and with scattergories the card game in particular. Concerning chapter two, it is devoted for the practical part of this study. This chapter presents the analysis and the interpretation of the results obtained from both questionnaire and the experiment.
Chapter One: Teaching Semi-technical Vocabulary Using Scattergories

the Card Game

Section One: Semi-technical Vocabulary

Introduction ........................................................................................................... 5

1.1.1 ESP: An Overview....................................................................................... 5

1.1.2 ESP Teaching and Learning Process.......................................................... 7

1.1.3 Vocabulary in ESP.................................................................................... 8

1.1.4 Types of Vocabulary in ESP..................................................................... 10

1.1.4.1 Spoken and Written Vocabulary........................................................... 10

1.1.4.2 Core and Non-core Vocabulary............................................................ 10

1.1.4.3 Discourse Structuring Vocabulary and Procedural Vocabulary............ 11

1.1.4.4 Academic Vocabulary.......................................................................... 12

1.1.4.5 Technical, Semi-technical and General Vocabulary.............................. 12

1.1.5 Teaching Vocabulary in ESP................................................................... 14

1.1.6 Strategies Used in Teaching Vocabulary in ESP........................................ 17

1.1.6.1 Contextual Guessing............................................................................ 17

1.1.6.2 Memorizing.......................................................................................... 18

1.1.6.3 Learning of Affixes.............................................................................. 18

1.1.6.4 Repetition and Recycling Words.......................................................... 19

1.1.6.5 Relating the Word to Reality................................................................. 19

1.1.6.6 Brainstorming Activities..................................................................... 19

1.1.7 The Importance of Semi-technical Vocabulary......................................... 20

Conclusion........................................................................................................... 21
Section One: Semi-technical Vocabulary

Introduction

Vocabulary is considered as the main part in the language. In order to master any language, one should master its vocabulary. It is the basis of the four skills: listening, writing, reading and speaking. For ESP learners, semi-technical vocabulary is the important type of vocabulary they need. It is considered as the main obstacles they encounter. In this section, an overview of ESP will be presented. Then, a significant explanation of vocabulary and its types will be offered. In addition, this part will also explain the term of semi-technical vocabulary and its importance in ESP.

1.1.1. ESP: An Overview

Nowadays, English language has become more and more important that people have begun to learn it even from younger ages because it is considered as an international means of communication. This language is used as a working tool in different fields according to the specific purpose. Learning English for specific purposes is referred to as ESP. Mackay and Mountford (1978, p.2), stated that: “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose”. In simpler words, ESP is learning English for a useful reason to use it in specific situations. Anthony (1997, pp. 9-10), observed that some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

Since 1960’s, ESP is considered as the most active and beneficial branch in Applied Linguistics because it is the branch which determines why we actually learn English and what is the reason behind learning it. In this respect, Basturkmen (2006, p. 18), said that in ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to
smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environment”. This indicates that, ESP helps English learners to learn the needed abilities and use them when required.

According to Dudely-Evans and St. John (1998, p.4), ESP has two types of characteristics: absolute and variable. The absolute characteristics are when ESP is defined to meet specific needs of the learners as well as it makes use of underlying methodology and activities of the discipline it serves. In addition, ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities. For variable characteristics are represented in: first, ESP may be related to or designed for specific disciplines. Second, ESP may use, in specific teaching situation, a different methodology from that of General English. Third, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level and finally, ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

ESP is a large branch that has many types. David Carter (1983) identified three types of ESP:

1. English as a restricted language such as the language used by air traffic controllers or by waiters. Mackay and Mountford (1978), indicated the difference between language in general and restricted language when he said:

   … the language of international air-traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controllers strictly limited and can be accurately determined situationally, as might be the linguistic needs of dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted ‘language’ would not allow the speaker to
communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

2. English for Academic and Occupational Purposes: (EAP) such as English for Medical Studies and (EOP) such as English for Technicians. There is no a clear distinction between the two types according to Hutchinson and Waters (1987) when they stated that: “People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or return to, a job” (p. 16).

3. English with specific topics (ESP). It is when English is used for specific subjects such as the scientific texts.

On the other hand, Hutchinson and Waters (1987), divided ESP in different three types: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). These three different types are related to specific scientific domains such as: technology, business and economics or social studies in general. Each type is subdivided into two other types which are: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

1.1.2. ESP Teaching and Learning Processes

When teaching ESP, teachers should take into consideration their students’ needs and purposes because in each field, students have different objectives and goals. The ESP teacher is “…a knowledge provider and a facilitator of students’ learning and no more as a resourceful authority” (Kashani et al 2007, p. 85). He/ she designs his/ her course and provides his/ her students by the needed information then, he/ she facilitates it.

Learning ESP is not an easy task. It obliges students to be more active and responsible. In addition, they should follow different strategies and techniques to get the needed
information and to realize the stated goals. Kashani et al (2007, p. 87), states that: “Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences”.

These processes of teaching and learning ESP go through different stages. We can summarize them in the following representation of Dudley- Evans and Johns (1998, p. 121):

According to Dudely- Evans and St. John, the principal stages of ESP are as they are demonstrated in the presentation above: Needs Analysis, Course Design, Teaching, Learning process, Assessment or Evaluation. There is no difference between these stages in theory and reality. Both theory and reality need the same process. The only difference is that in theory, the different stages are classified, whereas, in reality it these stages are interrelated.

1.1.3. Vocabulary in ESP

Hornby (1995), defined vocabulary as “the total number of words in language; vocabulary is a list of words with their meanings” (p. 53). It is considered as the most important aspect in the language because of its great role in learning and acquiring a foreign language. Without vocabulary, students cannot master the language.
In ESP, vocabulary have different names such as: specialized, technical, sub-technical, semi-technical, and non-technical vocabulary. These terms refer to the use of vocabulary in a specific area of study and specific use (Coxhead, 2013). In this respect, there are different classifications of vocabulary in ESP, according to many researchers.

For Jorden (1997), vocabulary is grouped into three categories: core vocabulary (neutral words that do not indicate degrees of intensity or formality and words that will only be expressive of a particular field); academic vocabulary (words that occur across a number of disciplines); technical vocabulary (words that are closely connected with learning the subject matter).

Dudley-Evans and St John (1998) distinguish two types of ESP vocabulary, general vocabulary with higher frequency or with specific meaning in a particular field represented in the following table:

<table>
<thead>
<tr>
<th>Types of vocabulary</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semi-technical Vocabulary:</strong> that has a higher frequency in a specific field</td>
<td>Academic: factor, method, function, occur, cycle,</td>
</tr>
<tr>
<td></td>
<td>Tourism: accept, advice agree</td>
</tr>
<tr>
<td><strong>Technical vocabulary:</strong> words that have a specific meaning in certain disciplines</td>
<td>Bug in computer science. Force, acceleration and energy in physics. Stress and strain on mechanic and engineering.</td>
</tr>
</tbody>
</table>

Dudley-Evans and St John (1998) said that teaching semi-technical vocabulary and technical vocabulary are the same. The only distinction that should be made is between the vocabulary for comprehension and the vocabulary for production. There are also other distinctions: grammatical vs. lexical words, cognates vs. non-cognates, etc. ESP learners are not like EGP learners because they need English more practical than the other.
1.1.4 Types of Vocabulary in ESP

In ESP, vocabulary is classified according to students’ objectives and aims as follows:

1.1.4.1 Spoken and Written Vocabulary

From the comparative study, we can deduce that spoken language is the central source of the contact to communicative language but written language continues to be a fundamental source for input (Schmitt and McCarthy, 1997). Spoken vocabulary is words used while speaking or introducing something. It is considered as the important source of any language because it is easy to use. Whereas, the written vocabulary are words written in a text or a document. Generally, it is easier to speak orally rather than writing because this latter needs some rules such as grammar rules, punctuation and so on. According to Cambridge International Corpus (CIC), the written data is mainly made up of lexical/, non-lexical words, i.e., non-content items, including pronouns, prepositions and conjunctions, while the spoken list seems to embrace some lexical words like know, think, well, get and right. In spoken CIC data, spoken texts are less dense than most written texts in terms of vocabulary (Cited in Schmitt and McCarthy, 1997, p. 24).

1.1.4.2 Core and Non-core Vocabulary

Core words or core vocabulary are those which are used frequently by speakers. They are very dominant to the language than other words. The word core means: “the central or most important part of something” (Oxford Dictionary, 2011, p. 178). According to McCarthy (1990), people favor using such words because they have core meaning-potential. Since this type of vocabulary is very important, people prefer to use it because core vocabulary have possible meanings and it is easy to find an antonym for them. In addition, these words can be used in different situations and they are not related to just one situation.
Furthermore, speakers can use core words to facilitate the meaning of other words i.e., paraphrasing. Consider the following example:

“Decide which the core word in the set of words is: slim, slender, thin, emaciated, and scrawny”. According to the characteristics of a ‘core’ word, we can easily see that ‘thin’ is the core word (McCarthy, 1990, in Task41).

On the other hand, the non-core vocabulary are those words which are used in a specific situations. In ESP, this kind of vocabulary is used. The non-core vocabulary are specific words used in the language when needed. They need an expert to identify their exact meaning. For example, tourism and hostelry students learn English for their specific purposes such as using English to talk with foreigners. That’s why; they learn specific words related to this field such as: booking, reception, and so on. These words are related to a specific subject and they are called: non-core vocabulary. Basically, “subject-specific vocabulary should be considered non-core because of its lack of neutrality and association with a specialized topic” (Carter, 1988, p. 172).

1.1.4.3. Discourse Structuring Vocabulary and Procedural Vocabulary

There are a number of abstract nouns in English such as assumption, variety, solution, proposal and factor. They are used to link between two mentioned ideas i.e., to structure discourse. These abstract nouns are called “anaphoric nouns”. Anaphora is a linguistic term which means: “The use of a linguistic unit, such as a pronoun, to refer back to another unit (Reidel, 1986, p. 10). Anaphoric nouns are words or pronouns used to avoid repetition and to link among two sentences. They belong to structure discourse vocabulary; whereas, procedural vocabulary used to simplify the meaning of complicated words, to define them or to paraphrase them. Procedural vocabulary consists of words with high indexical potential, which means that they can be interpreted in a wide range of ways (Widdowson 1983, pp. 92-
The procedural vocabulary is commonly used in dictionaries to give definitions so learners may find them useful when learning other words when building their vocabulary.

1.1.4.4. Academic Vocabulary

Academic vocabulary refers to the words that are used in academic discourse, both written and spoken, and that traditionally have been identified from a corpus of academic texts. Some lists of academic vocabulary include an indication of each word or word family’s rate of occurrence in academic texts (e.g., Coxhead, 2000; Duvvuri, Ivens, Millard, & Zeno 1995). So far, there have been several studies that have investigated the vocabulary that learners need for academic study. The most widely used and recognized one is the Academic Word List (Coxhead, 1998), which was compiled from a corpus of 3.5 million running words of the written academic texts by examining the range of frequency of words outside the first 2000 most frequent words of English, as described in the General Service List (GSL) by West (1953).

1.1.4.5. Technical, Semi-Technical and General Vocabulary

For learning or teaching ESP, it is very important to distinguish between technical and semi-technical vocabulary. Many researchers made their studies about technical and semi-technical vocabulary such as Dudley-Evans and St John (1998, p. 83) who suggest resolving overlapping categories into two broader groupings:

a- Vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions.

b- Vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

From the suggestion above, it can be noticed that the first group is about semi-technical vocabulary because they are important words related to a specific subject or specific
discussion. They occur frequently. However, the second is about technical vocabulary. Those vocabulary words are restricted to one discipline. It may be found in other disciplines or other fields but with different meaning related to that field.

The following text is to examine this difference.

*We report a double blind, placebo controlled, cross over trial of an angiotensin converting enzyme inhibitor, enalapril, in patients with chronic fluid overload receiving dialysis. We used a crossover study and carried out procedures within the study according to the standard of ethics committee of this hospital, each patient was given either enalapril or placebo in the first period of treatment and the alternative treatment in the second period; the order in which treatment was given was randomized, 13 patients receiving enalapril and 12 placebos first. Randomization was carried out by suppliers of the drug. (Ferguson. G. 2002)*

The technical vocabulary items are as follows: angiotensin, enzyme, inhibitor, enalapril, chronic, dialysis, and placebo. The semi-technical vocabulary items are as follows: report, double blind, control, crossover, trial, convert, fluid, and overload, receive, study, carry out, procedure, standard period treatment, randomize, randomization, supplier and drug. (Brooks, 1987, pp. 157-158).

The following table identifies the different characteristics of each item:

<table>
<thead>
<tr>
<th><strong>Table 02: Vocabulary categories and their characteristics Mohammad zadeh, et al. 2012, p.22</strong></th>
<th><strong>Technical Vocabulary</strong></th>
<th><strong>Semi-technical Vocabulary</strong></th>
<th><strong>Core Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical vocabulary is subject related; -occurs in a specialist domain; - and is part of a system of subject knowledge</td>
<td>-Technical terms should either only occur in a specialis tarea or occur with much greater frequency in that area than other areas</td>
<td>-General vocabulary that has a higher frequency in a specific field</td>
<td>-The 2000-3000 words that provide the basis of about 80 percent of the vocabulary likely to be encountered</td>
</tr>
<tr>
<td>-General English words that have a specific meaning in certain disciplines</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the previous description, it is mentioned that core vocabulary are those words which occur frequently and they are dominant in the language and this is the same characteristic of semi-technical vocabulary. In addition, both technical and semi-technical vocabulary are restricted and specialized to one discipline. The following diagram summarizes this relationship:

![Diagram showing the relationship between core, semi-technical, and technical vocabulary.]

Figure 03: The Relationship between Core, Semi-technical and Technical Vocabulary

AlirezaMohammadzadeh et al. (2012)

1.1.5 Teaching Vocabulary in ESP

Generally speaking, vocabulary is learnt from the different skills: writing, reading, listening and speaking. With the spread of the different methods of learning, vocabulary should take a great importance and interest because learning a foreign language is learning first its vocabulary. Wilkins (1972), viewed that: “you can say very little with grammar, but you can say almost anything with vocabulary… without vocabulary nothing can be conveyed” (p. 67). That is to say, vocabulary is considered as the main category in the language because if someone communicates with single word, even if his/ her grammar is wrong, he/ she can express his/ her idea.

Knowing a word gives the learner the ability to recognize its spoken and written form and its part of speech (i.e., verb or noun). Knowing a word also is knowing its different
meanings and being able to use according to the context or the situation. There are many aspects involved in order to know a word according to Nation (2000, pp. 40-41):

Table 03: What is needed in Knowing a Word?

<table>
<thead>
<tr>
<th>Form</th>
<th>Spoken</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R: What does the word sound like?</td>
<td>P: How is the word pronounced?</td>
</tr>
<tr>
<td></td>
<td>R: What does the word look like?</td>
<td>P: How is the word written</td>
</tr>
<tr>
<td>Word parts</td>
<td>R: What patterns are recognizable in the word?</td>
<td>P: What word parts are needed to express the meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Form and meaning</th>
<th>Concepts and referents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R: What meaning does this word from signal?</td>
<td>P: What word can be used to express this meaning?</td>
</tr>
<tr>
<td></td>
<td>R: What is included in the concept?</td>
<td>P: What items can the item refer to?</td>
</tr>
</tbody>
</table>

| Associations          | R: What other words does this make us think of? | P: What other words could we use instead of this one? |

<table>
<thead>
<tr>
<th>Use</th>
<th>Grammatical functions</th>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R: In what pattern does the word occur?</td>
<td>P: What other words can we use instead of this one?</td>
</tr>
</tbody>
</table>

| Constraints on use    | R: What words or types of words occur with this one? | P: What words or types of words must we use with this one? |
| (Register, frequency…) | R: Where, when and how often would we expect to meet this word? | P: Where, when and how would we use this word? |
R: receptive knowledge  P: productive knowledge

Learners cannot master the language without mastering its vocabulary. McCarthy (1990, p. viii) points out that: “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”. Within the same line of thought Schmitt (2000, p. 131) emphasizes that: “the object of vocabulary learning is to transfer lexical information from short-term memory, where it resides during the process of manipulating language, to permanent long-term memory”. So, the main role of learning vocabulary is to transmit the lexical information from short-term memory which is also called working memory to long-term memory which is the area of storing information.

Learning vocabulary in ESP is related to learn both concrete and abstract words. Generally speaking, learning concrete words is easier than learning abstract words. Learners can more easily remember words like: peach, house, and horse if they appear on a list than words such as freedom and injustice. The reason is that the verbal system represents the meaning of the words, but the system represents images of the words. The concrete words are remembered better with two memories available at recall, as opposed to one for abstract words (Driscol, 2005). Concrete words are not only easier to learn but also more remembered by students than abstract words because those words are represented using images or concrete things; whereas, the abstract words are given directly without any use of objects or tools.

It is not easier to learn new vocabulary because it is related to the different strategies the learner use to learn vocabulary and, perhaps, the best strategy is reading. Students who have strong reading skills, they have the ability to know a big amount of vocabulary and also they have the ability to know different categories of words.
To learn vocabulary in ESP, learners should know that vocabulary is very important in the language, as well as, they should know that there are two types of words: concrete and abstract and finally, they should follow an effective way while learning which is reading.

On the other hand, teaching vocabulary in ESP is different from learning it. Teachers should give words which are related to the students’ field of study and if learners do not understand any word, they should facilitate it. According to Xhaferi, (2010), the best approach to teach ESP words is the lexical approach which “follows the principle that lexis is the most important part of any language and should be treated that way” (p. 234). Chunks are also very important in learning ESP because the learners should be able to identify them and should be aware of them. The usage of lexical chunks helps students write and communicate better and they should be able to distinguish high-frequency and low-frequency lexical items. It is also widely believed that language fluency and accuracy is achieved largely by retrieving and combining ready-made chunks of language (Kavaliauskienė & Janulevičienė, 2000). Chunks are defined as “multi-word lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized form/function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time” (Nattinger & DeCarrico 1992, p. 1).

1.1.6. Strategies for Learning Vocabulary in ESP

On the other hand, there are several strategies to teach vocabulary in ESP and these are some of them:

1.1.6.1. Contextual Guessing

From its name, this strategy is about guessing the meaning of such word through the context. Contextual guessing is: “A language learner reads most words in text as sight words and uses information in text to unlock the meaning of unknown words” (Gaskins, 2004, p. 75).
Learners cannot do that without the following three conditions. First, they cannot guess the word meaning without an incidental and intentional reading presented and explained to them. That is to say, teacher should read for them the text with an effective explanation to lead them knowing the general meaning of the text. Second, the percentage or the proportion of the difficult words should not exceed 10%. While teaching English, teachers, if possible, should present materials which are 90% comprehensible. The third condition is that learners should be aware of part of speech, the different forms that the word can take, and everything about the word in order to can guess the word meaning from the context.

1.1.6.2. Memorizing

This strategy is related to link between the word and the previous knowledge. When the learner is presented to a word that he/ she faced before, of course, he/ she will remember this previous information. Memorization also has different strategies and perhaps the best one is visualization. Seeing something is more remembered than listening it. Nattinger (1988), observes that: “words in our mental lexicon are tied to each other not only by meaning form and sound but also by sight” (p. 50).

1.1.6.3. Learning of Affixes

Another popular strategy that learners can work to develop is the knowledge of affixes (Nation 1990; Bauer & Nation 1993). To learn vocabulary, learners follow different strategies and methods according to their level as well as, to their needs. Affixation is one strategy of them which means the process of adding letters to a word in order to form new word. This process can be done into two matters. First, by adding letters at the beginning and that what we call:

- **Prefixes.** For example, happy → unhappy/ change → exchange/ like → dislike/ order → disorder. Some prefixes take the form of prepositions or adverbs which the learner
has been already known. For example take → **undertake**/ turn → **overturn**/ set → **upset**/ estimate → **underestimate**

- Second, when letters are added to the end of the word, this is called: Suffixes. For example: achievement, complexity (verb/ noun), capability (adjective/ noun), and so on. This strategy makes learners know how to form new words from the word that they have, as a result, they will improve their vocabulary.

**1.1.6.4. Repetition and Recycling Words**

Despite of the fact that there are several strategies that teachers use to help their learners improve their vocabulary, repeating and recycling words is considered as the main effective one. Following Nation’s (2001) concept of learning repeating the word, makes the learner know how he/ she spells this word correctly, how and when he/ she should uses it, its derivation and other aspects. Only through multiple encounters and uses of the word, can a learner develop a full understand of its use and meaning.

**1.1.6.5. Relating the Word to Reality**

The use of visual images in the classroom is highly recommended in vocabulary teaching because it helps create concrete items in a person’s mind rather than thinking about an abstract word (Gairns and Redman, 1993). The use of visual things or tools while learning vocabulary is very beneficial for learners in both the educational side and the moral side because learners will feel comfortable and not bored. There are several tools such as wall charts, flashcards, and pictures that can help learners to imagine the words visually. According to Jordan (1997), “the most effective way for students to increase their active vocabulary store is for them to be centrally involved in the learning process” (p. 162). The most benefit of this strategy is that it makes the word more remembered. The more the learner uses visual images to learn vocabulary, the more he/ she remembers it.
1.1.6.6. Brainstorming Activities

The last strategy suggested for ESP learners in order to learn vocabulary is brainstorming activities. “Brainstorming is a quick and easy way to generate novel ideas for problem solving and innovation” (Arivananthan, 2015, p. 27). This strategy is considered as the process of putting some words together to link them to one subject. It helps learners to figure out the right place of such word, its use and what this word has with other words. For example, when the teacher gives the word “bank” to his/her learners and asks them what comes in their minds. Learners will list some words such as: money, invest, loan, deposit, debit, account, etc. The more the learner thinks and has the time to use his/her brain, the more he/she will give a large number of words. This strategy helps learners to remember vocabulary and exchange them with their classmates.

1.1.7. The Importance of Semi-technical Vocabulary

Vocabulary plays an important role in language acquisition and many researchers confirm this view. According to Rohn, (2013), “vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and a limited future”. On the other hand, if you spend most of your time studying grammar, your English will not prove very much. You will see most improvement if you learn more words and expressions” (Cited in Thombury, 2007, p. 13). Vocabulary is the most important category in the language.

Vocabulary is the principal part in the language. It is difficult to communicate without knowing the exact rules of grammar but it is impossible and very hard to do it without vocabulary. It makes learners have the ability to express themselves, as well as, to master the four skills of the language: reading, writing, speaking, and listening. They are all about vocabulary. Coady and Huckin (1997) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four
language skills. Without having much vocabulary, a language learner will not be able to master the language skills. It has important roles in communication.

For ESP learners, vocabulary is very important especially for their future career. People who can communicate with appropriate words are more likely to make positive impression on their employers, colleagues and clients such as those people who worked in hotel. Vocabulary is an essential component in language learning. Dewey (1910) states that vocabulary is critically important because a word is an instrument for thinking about the meanings which is expresses (Cited in Efendi, 2013, p. 78).

Semi-technical vocabulary is very important for ESP learners. The major concern of ESP courses, as Dudley-Evans & St John (1996) state, is the so-called semi-technical vocabulary, which, of course, has opened up an interesting avenue of research. Interesting in the sense that semi-technical vocabulary by definition refers to, as Baker (1988, p.91) states, "[…] a whole range of items which are neither highly technical and specific to a certain field of knowledge nor obviously general in the sense of being everyday words which are not used in a distinctive way in specialized texts" (Cited in Mohammadzadeh, et al., 2012). Semi-technical vocabulary plays a significant role in understanding the specialized texts. Semi-technical vocabulary, by its very nature, has appeared to be rather –to use Baker's (1988, p.91) terms—'elusive and confusing' for many practitioners. This confusion is because of that it belongs to both core and technical (Cited in Mohammadzadeh, A. et al., 2012).

**Conclusion**

To sum up, semi-technical vocabulary is the main type of vocabulary that ESP students need. For that reason, most of teachers try to help their learners’ develop their semi-technical vocabulary by applying different methods. In this section, the term of vocabulary was well emphasized and the different types of vocabulary especially semi-technical vocabulary.
Section Two: Scattergories the Card Game

Introduction ...........................................................................................................................................................................23

1.2.1 What is a Game? ........................................................................................................................................................23

1.2.2 Didactic Games ..........................................................................................................................................................24

1.2.3 Language Games ........................................................................................................................................................25

1.2.4 Benefits of Didactic Games in EFL Classrooms ........................................................................................................26

1.2.5 Scattergories ...............................................................................................................................................................27

1.2.5.1 History of Scattergories ............................................................................................................................................28

1.2.5.2 Using Scattergories .....................................................................................................................................................29

1.2.5.3 Educational Value of Scattergories ...........................................................................................................................31

1.2.5.4 Importance of Using Scattergories in Vocabulary ....................................................................................................31

Conclusion ................................................................................................................................................................................................32
Section Two: Scattergories the Card Game

Introduction

Semi-technical vocabulary learning is considered as the main important issue for ESP students. Teaching this type of vocabulary is the most important problem that ESP teachers can face during the learning process. In this respect, ESP teachers suffer in finding the best method that helps their learners to acquire new semi-technical vocabulary and memorize it.

The present section will provide definitions for language games, didactic games, and scattergories. It will also highlight the different benefits of such type of card game, especially those related to vocabulary learning.

1.2.1 What is a Game?

According to Oxford dictionary (2010, p. 330), a game is: “a form of play or sport with rules; a time when you play. In this respect, Talak-Kiryk (2010, p. 4), asserts that: “games are fun activities that promote interaction, thinking, learning and problem solving strategies”. In fact, Games with its different types are mostly used in learning to help students in learning a language and know its vocabulary. Often, games require the players to give as well as to know information in a short period of time. El Shamy (2001, p.15) defines a game as a “competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win”. Every game has a winner and a loser but the important thing is that players, through games, achieve different objects.

Games have a big and long history. They are passed through two main parts: before and after the 19th century. Games in the past were related to physics activities and then they developed to be a good way of learning. El Shamy (2001) announced that, at the beginning, games were mainly based on physical activities. They were related to special occasions such as religious rituals, celebrations and festivals. However, after the 19th century, the European
people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that time games started to construct their “educational instruction”. The first game was the “Mansion of Happiness” that aimed to teach children the difference between the good thing and the bad one. Moreover, games continued changing till they become tools of training.

Generally speaking, games in the past were just tools of fun that make the player enjoys playing them. Prensky (2001, p. 68), asserted that games are a certain type of activities that bring …”enjoyment and pleasure”. However, nowadays, games are considered as a very important method used by teachers during the teaching/learning process which are used according to their types and the content that they used in. Teem (2002) thinks that games offer a “forum in which learning arises as a result of tasks stimulated by the content of the game” (p. 57)

1.2.2 Didactic Games

There are different methods that EFL teachers use to improve their students’ semi-technical vocabulary such as cooperative learning, using rewards or using games. The latter is considered as the best way to be used in classrooms. Sawyer (2001) explains that students who engage in social and dramatic game are in a greater extent able to take others’ perspectives and are viewed as more intellectually and socially competent by their teachers. In addition, Bodrova & Leong (2007) interpret that game contributes to the development of self-regulation and social skills such as turn-taking, collaboration and following rules, empathy, and motivation. There are different types of games and “didactic games” is the most useful type.

Didactic games can be classified in constructive games, which emerge as children gain more experience playing with materials and begin to construct things. Second role-playing
(simulation) games, with which one presents an event. The third type is activity or situation from real life and games with rules, which have rules that students must take into account. The didactic games with rules are the following: different versions of domino, lottery, bingo, card games, Ludo games, physical games, music games etc. (Smilansky, 1968, p. 15). Actually, didactic games are the best way that teacher should apply in their classrooms to help their students acquire and develop their vocabulary.

1.2.3 Language Games

It is mentioned previously that after the nineteenth century, games started to be used in education. They were used in classrooms while learning for helping students to learn the language as well as to use it appropriately. In fact, using games by language teachers is a very important tool to help students to learn better and make them feeling comfortable. Language games give the students the opportunity to make competitions and challenges. There are many types of language games: guessing games, matching games and role playing games. There is also another way to classify language games: listening games, speaking games, kinetic games and other types that make the use of language games very sample.

Language games have a great benefit on learners while learning the language. They help them to know a new vocabulary as well as to use it in the appropriate situation. According to Scrivener (1994), the things involved in remembering an item from meeting it to using it are: putting into storage, keeping into storage and retrieving. Language games then make the learner experience what he is learning what leads him to keep the item in his mind. It facilitates for him recalling the word through a specific action done when meeting the word in its real situation and using it correctly. The following figure summarize the point:
1.2.4 Benefits of Didactic Games in EFL Classroom

Nowadays, teaching a foreign language becomes more developed because of the spread of the different techniques used in education. One of these tools is games because of their great benefit in helping students. Games are used in classrooms because of many reasons. First, using games strengthen and support the foreign language. Accordingly, Matrinson and Chu (2008, p. 478) viewed that: “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly”. To summarize, we can say that games give learners the opportunity to think, practice, make strategies, and take decision without the fear of failure in an academic environment.

When students learn the language through games, they will know new vocabulary and they will have a good memorization those vocabulary they have learned as well as they find solutions to their language problems such as: the luck of vocabulary. In addition, the good performance and the development of their cognitive abilities. In this respect, Foreman (2003,
p.16), stated that: “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing”. The third reason behind applying games in classrooms while learning is the creativity. Usually, students feel bored in their classes when the teacher follows the same way of learning; but games upgrade participation, self-esteem and the use of different vocabularies. In this situation, learners are aware that there are different ways to solve their language problems. The best thing behind applying games is that students work in teams or in groups. They can share and exchange information and ideas. It is also a good way for shy people to be more sociable. Working with others allow students to get much more information as well as develop trust and self-esteem.

According to El-Shamy (2001, p. 10), “Games enhance repetition, reinforcement, retention and transference” because when the students cannot learn from his/her turn, he/she can grasp information from others’ turn. In addition, students will have a good memory. Learning through playing is much better than the ordinary learning.

1.2.5 Scattergories

Scattergories is a creative-thinking category-based party game originally published by Parker Brothers in 1988. The following table will summarize everything:

Table 04: Scattergories game (Talak-Kiryk, 2010, p.23)

<table>
<thead>
<tr>
<th>Scattergories</th>
<th>Parker Brothers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publisher</strong></td>
<td>Parker Brothers</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>In 1988</td>
</tr>
<tr>
<td><strong>Country of origin</strong></td>
<td>United States</td>
</tr>
<tr>
<td><strong>Original language</strong></td>
<td>English</td>
</tr>
</tbody>
</table>

27
<table>
<thead>
<tr>
<th>Level</th>
<th>Beginners to Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills reinforced</td>
<td>Spelling, Thematic vocabulary recall</td>
</tr>
<tr>
<td>Materials</td>
<td>Paper, pencil and timer</td>
</tr>
</tbody>
</table>
| Procedure  | - The facilitator gives a theme. The students write down words that relate to the theme. 
|            | - When time is up, each student reads their list and write it in the board. If another team has the same word, the word is crossed off all the lists. Words remaining score one point. |
| Variation  | - Play with teams or individuals. 
|            | - Give the starting letter that all of the words must begin with. 
|            | - Have the students use the words in a sentence to receive the point. |

### 1.2.5.1 History of Scattergories

Phinebaugh, (1988), said that the history of scattergories is indeed quite brief. First published and sold in 1988 by the Milton Bradley Company. Scattergories was described as a fast thinking party game. The object of this game was to fill out a list of twelve categories with answers that begin with the letter rolled on the die. If two or more players came up with the same answer to a particular category, no points would be awarded. The player who scored the most points over three rounds (three different letters) was the winner.

The main goal of this game is knowing new and additional vocabulary while playing Phinebaugh, (1988), said that: “scattergories by its very nature also requires players to develop critical thinking skills as they relate to the categorization of information. Players quickly learn to come up with, if possible, a few options in each category” (p. 179). Since scattergories is considered as a fast thinking game, of course, it will help students to develop their thinking process. They will think appropriately and faster than previous. This game helps students to know a large number of vocabulary items because when choosing the letter,
students may have more than one word which start with this letter. As an example, if the
category is cartoon character and the rolled letter is “M”, there is a pretty good chance that
one or more players is going to respond with “Mickey Mouse”. In order to avoid duplicate
response, players might choose “Mighty Mouse” or “Mortimer Mouse” (Phinebaugh, 1988, p.
180)

1.2.5.2 Using Scattergories

The following are the main steps in using scattergories the card game:

1. Give each team an answer sheet (List #1), an answer sheet and a pencil.

| Alphabet Category | | | | | Score |
|-------------------|---|---|---|---|
|                   |   |   |   |   |
|                   |   |   |   |   |
|                   |   |   |   |   |
|                   |   |   |   |   |

Figure 05: Answer Sheet

2. To start the game, you need to pick a letter from the “Letter card” and category from the
deck of category and show it to the teams. For each round all answers must fit the category
and start with the letter picked from the bag.
3. Set the timer at 4 minutes. (You can change the amount of time depending on the age and level of your group.)

4. All teams quickly fill in the first column of their answer sheets. Answers must fit the category and begin with the letter picked from the bag.

5. When the timer stops, teams stop writing.

6. **Scoring a Round:** Have the teams read their answers and the responsible of the group will write it in the board. Then, the facilitator score 1 point for each correct answer. Put the score in the answer sheet.

7. **Starting a New Round:** Set the timer, pick a new letter and a new category and return back the answer sheet to students.

8. **Winning the Game:** After 3 rounds have been played, all players/teams total the 3 scores on their answer sheets. The player/team with the highest score is the winner.
1.2.5.3 Educational Value of Scattergories

From all what was said before about scattergories, it is viewed that this game is very important for students. First, it helps in developing students’ thinking skill. They will search for more than one word which starts with the chosen letter. Second, scattergories gives students the opportunity to know new vocabulary. When each student gives his/her word, the others will remember and memorize this word. The more students give different words the more they know new words. The third advantage of scattergories game is the ability to work with others. When students play this game they should make groups from 4 or 5 members. They will develop their acceptance of others and respect what they said and share with them the information. Students will also know how to respect time. When the teacher gives a specific time, students will finish during that time. This helps them to be more responsible and respectful. Furthermore, scattergories is also beneficial for teachers as it is easy to be introduced and it does not take more time. For the same time, it is very advantageous and helpful for their students.

1.2.5.4 Importance of using Scattergories in Semi-technical Vocabulary

ESP teachers face many difficulties while learning because ESP learners should learn vocabulary which are related to their field. That’s why, they found that scattergories the card game is the best method that helps in the teaching/learning process. Phinebaugh, (1988, p. 177), states that: “The emphasis in scattergories on brainstorming for ideas and words that fit within prescribed categories requires players to exercise the creative thought process as in no other game”. Then, he claims that: “Indeed, it is the creative thinking and expression skills developed through the play of a game like scattergories” Through learning vocabulary through scattergories, ESP learners will be well remembered to their semi-technical vocabulary, as well as, they will have the ability to use them again in another situation. Of
course, when students master new semi-technical vocabulary, they will use them in expressing their ideas.

Scattergories has many advantages on ESP learners and the famous one is the ability to recall information in a particular situation. In that reason, scattergories is the perfect game that helps in developing information recall on a specific subject through the use of categories. For example, when the teacher creates categories such as: kinds of hotels, kinds of hotel rooms for Travel Agency students, he/she will develop the ability to quickly recall information on a focused subject. The best thing about using scattergories while learning is that ESP learners will have fun and they will not recognize that they are learning so, the result will be surprising.

To conclude, it can be said that scattergories the card game, according to different studies, is considered as the best and the very effective method in developing students’ semi-technical vocabulary.

Conclusion

Scattergories the card game is a fast thinking game. It takes this name because it helps students to develop their thinking process. It has many benefits and positive effects on students’ learning in general and their vocabulary in specific. In that reason, it is better for teachers to apply this game while their teaching process to make their learners more willing to learn and to acquire new vocabulary. To conclude, it is clear that scattergories game can be one of the appropriate and best methods used in ESP classrooms in order to improve students’ vocabulary; especially semi-technical.
Chapter Two: The Practical Part

Introduction

2.1 Research Methodology

2.2 Population and Sampling

2.3 Tools of Research

2.3.1 Description of the Questionnaire

2.3.1.1 The Analysis of the Questionnaire

2.3.1.2 Interpretation of the Data

2.3.2 Description of the Experiment

2.3.2.1 Pre-test

2.3.2.2 Treatment Period

2.3.2.3 Post-test

2.3.2.4 Analysis of the Experiment Results

2.3.2.4.1 Results of the Pre-test

2.3.2.4.2 Results of the Post-test

2.3.2.5 Interpretation of the Data

Conclusion
Chapter Two: The Practical Part

Introduction

This chapter will be devoted for the fieldwork of the present study which aims at identifying the effect of scattergories game on enhancing the students’ semi-technical vocabulary. It will introduce the different tools used for collecting data. Then, it will offer a description, analysis and interpretation of the results obtained from both questionnaire and experiment.

2.1 Research Methodology

In order to achieve the aim of this study, a quasi-experimental method was adopted because students are not randomly chosen. As far as this research is concerned, the most suitable method is quantitative data.

2.2 Population and Sampling

The present study is concerned with ESP students in ‘Institut National de la Formation Professionelle Hotellerie et Tourisme’ which represent 150 students. All these students are first year students which are enrolled in four options: ‘Agence de voyage’, ‘Marketing Touristique’, ‘Restauration et Hotel’ and ‘Receptionist’. Among these options, we randomly opted for the students of ‘Agence de voyage’ option to be our sample of research. The sample subjects are 51 students to whom the researcher handed the questionnaire. Concerning the experiment, students were randomly divided into two groups: the control group and the experimental group.
2.3 Tools of Research

In the present investigation, two tools of research were used: a questionnaire and an experiment. The questionnaire consists of 13 questions in order to identify the necessities and the lucks of students. Whereas, the experiment consists of the pre-test, period of treatment and post-test. The aim of the experiment is to investigate the effectiveness of scattergories on enhancing ESP students’ semi-technical vocabulary.

2.3.1 Administration of the Questionnaire

The questionnaire is made of 13 questions. It is divided into four sections. The first section (Q1- Q5) is about the background information of students. The second section (Q6-Q9) is to know the students’ needs and their difficulties in English. The third section (Q10-Q13) is to determine teachers’ proficiency in an ESP instruction i.e., what are the different methods that teachers apply in their classrooms. The last section is designed for further comments and suggestions in order to make them express their attitudes towards English.

2.3.1.1 The Analysis of the Questionnaire

Section One: Background Information

Q1: How long have you been studying EGP (English for general purposes)?

- a- Less than 5 years
- b- from 5 to 10 years
- c- More than 10 years

Table 04: The Students’ Learning Experience in EGP

<table>
<thead>
<tr>
<th>Option</th>
<th>Less than 5 years</th>
<th>From 5 to 10 years</th>
<th>More than 10 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td>48</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>Percentage%</td>
<td>1,96</td>
<td>94,12</td>
<td>3,92</td>
<td>100</td>
</tr>
</tbody>
</table>
This question is asked for identifying how many years’ students have studied English. From the table and the diagram above, one can notice that the majority of students (94, 12%) have studied English from 5 to 10 years. (3, 92%) of students have studied English more than 10 years and the rest which represent (1, 96%) have studied less than 5 years.

**Q2:** How long have you been studying ESP (English for Specific Purposes)?

This question is asked to know students’ experience in studying ESP. Because students are first year, all of them studied just one semester.

**Q3:** Do you like studying English?

   a- Yes                           b- No

**Table 05: Students’ Attitudes towards English**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>40</td>
<td>11</td>
<td>51</td>
</tr>
<tr>
<td><strong>Percentage %</strong></td>
<td>78,43</td>
<td>21,57</td>
<td>100</td>
</tr>
</tbody>
</table>

In this question, students are asked about their attitudes towards English. (78, 43%) of them said that they “like” English and (21, 57%) of them said that they “dislike” it. This expresses that the majority of students want to study English as well as like to study it.

**Q4:** Compared to other matters, you think that English module is:

   a- Important                      b- less important                      c- not important
According to the table above, it is clear that the majority of students (90, 20%) from the sample chosen affirm that English module is important for them i.e., those students are aware of the importance of learning English and its effect on their study as well as on their work in future. In addition, (7, 84%) of students said that English is less important in this domain and this can be returned to the type of goals the students have whether long-term or short-term purposes. Whereas, only (1, 96%) said that it is not important.

Q5: How did you evaluate your level in English?

   a- Above average   b- Average   c- Below average   d- Poor

Table 07: Students’ Level in English

<table>
<thead>
<tr>
<th>Option</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>11</td>
<td>51</td>
</tr>
<tr>
<td>Percentage%</td>
<td>9,80</td>
<td>29,41</td>
<td>39,22</td>
<td>21,57</td>
<td>100</td>
</tr>
</tbody>
</table>

The main purpose behind asking this question is to identify the level of students. Table 07 reveals that (39, 22%) of students have “below the average” level and (29, 41%) of them have an “average” level. On the other hand, (21, 57%) of students have “poor average” level and only (9, 80%) of them have “above the average” level.
The students have “below the average or “poor level” because of the difficulties faced while learning English, the lack of interest because teachers are following traditional methods in teaching. They do not teach with fun. In fact, most of teachers always use the same method while teaching. They make their students feel bored as well as make them less interested. However, the minority of students who have “average” or “above the average” is explained by the fact they are really motivated to learn English.

Section Two: Needs Analysis

Q6: According to you, what are the benefits of learning English?

   a- Work needs   b- Speaking fluently   c- For study   d- No benefit

Table 08: Benefits of Learning English

<table>
<thead>
<tr>
<th>Option</th>
<th>Work needs</th>
<th>Speaking fluently</th>
<th>For study</th>
<th>No benefit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>29</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Percentage%</td>
<td>56,86</td>
<td>25,49</td>
<td>17,65</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

To have a clear idea about the students’ benefits in learning English this question was asked. From the results illustrated in the diagram above, (56, 86%) of students said that they need English “for work” because they are aware of the importance of English. Since English is considered as an international language, hostelry and tourism students need to master and use it frequently. In addition, (26, 49%) of students want to be good to “speak it frequently”. Knowing how to talk with this language is a very important skill in this situation. (17, 65%) of students said that they learn English because it is a “part of their program” and study it just for success and getting a pass mark. None of students said that English has no
benefits. It can be asserted that students are not only apprised about the importance of English and but also about its benefits.

**Q7:** Did the English topics that you are learning related to your field?

a- Yes  

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>45</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>Percentage</td>
<td>88,24</td>
<td>11,76</td>
<td>100</td>
</tr>
</tbody>
</table>

(88, 24%) of students mentioned that the topics which are introduced to them are “related to the field”. It contains subjects about tourism, hotels... Accordingly, students are feeling very comfortable when studying English. As a result, it can be confirmed that English topics which are introduced to students are related to the field. On the other hand, (11, 76%) of students said that the English topics are “not related to the field”, mainly grammar lessons as they stated.

**Q8:** Do you have difficulties in English?

a- Yes  

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>43</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td>Percentage</td>
<td>84,31</td>
<td>15,69</td>
<td>100</td>
</tr>
</tbody>
</table>

This question is asked to know whether students face difficulties while studying English or not. The majority of them (84, 31%) answered by “yes”. They have difficulties in English because it is not their specialty. These findings can explain the high number of students who
have poor level in English; whereas, (15, 69%) answered by “no”. They give much more interest to this language and they like to learn it.

**Q9**: If yes, these difficulties are at the level of:

- a- Reading and understanding  
- b- Writing  
- c- Vocabulary  
- d- Grammar

**Table 11: Students’ Difficulties in English**

<table>
<thead>
<tr>
<th>Option</th>
<th>Reading and understanding</th>
<th>Writing</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>9</td>
<td>7</td>
<td>25</td>
<td>10</td>
<td>51</td>
</tr>
<tr>
<td>Percentage%</td>
<td>17,65</td>
<td>13,73</td>
<td>49,02</td>
<td>19,61</td>
<td>100</td>
</tr>
</tbody>
</table>

This question is asked to have clear vision on the students’ difficulties. (49, 02%) of students have difficulties in memorizing “vocabulary”, (19, 61%) of them have obstacles in “grammar” and (17, 65%) of students in “reading and understanding”. Many students have problems in pronouncing words or knowing their right meanings. The rest of students (13, 73%) said that they have difficulties in “writing”. Generally, students who can memorize vocabulary, they do not know to write texts and paragraphs. In fact, the most difficulties the students face while learning English is in vocabulary.

**Section Three: Proficiency of Teachers in an ESP Instruction**

**Q10**: In your opinion, what is the most important factor in influencing your success in English learning?

- a- Teacher’s profile  
- b- Materials and Methods applied  
- c- Programs  
- d- Institution policies
In order to identify the most important factor that influences the students’ success, question 10 is asked. The students’ success is related to many factors according to the students’ responses. (41, 18%) of students link their success to their teachers’ profile. The teacher is the important factor in the teaching/learning process according to their different roles and different methods. (39, 22%) of students said that materials and methods applied by the teacher have a crucial role in the students’ success. Applying different methods while teaching English may help students in learning as well as in their success. Programs also have a big link in students’ accomplishment. That’s why; (9, 80%) of them tick the option of programs. The rest of them i.e., (9, 80%) said that the institution policies is the responsible of the students’ achievement.

Q11: Do you feel motivated in your class?

a- Yes  
b- No

Table 12: The Most Important Factors in Influencing Students’ Success

<table>
<thead>
<tr>
<th>Option</th>
<th>Teacher’s profile</th>
<th>Materials and methods applied</th>
<th>Programs</th>
<th>Institution policies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>21</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>51</td>
</tr>
<tr>
<td>Percentage</td>
<td>41,18</td>
<td>39,22</td>
<td>9,80</td>
<td>9,80</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 13: Students’ Motivation in Class

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>35</td>
<td>16</td>
<td>51</td>
</tr>
<tr>
<td>Percentage</td>
<td>68,63</td>
<td>31,37</td>
<td>100</td>
</tr>
</tbody>
</table>
Making students motivated in class is a very important task that the teacher should consider. When we asked students whether they feel motivated in their classes or not, (68, 63%) of them answered by “yes” and (31, 37%) of them answered by “no”. Motivation is an influential factor in the teaching/learning process.

**Q12:** Does your teacher apply some methods and techniques in order to help you while learning English?

a- Yes  

b- No

**Table 14: Applying Methods and Techniques in Teaching English**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>20</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>39,22</td>
<td>60,78</td>
<td>100</td>
</tr>
</tbody>
</table>

For making students motivated in class, teachers should apply different methods and techniques. According to the students’ responses, (60, 78%) of students said that teachers do not apply methods in their teaching process because they answered by “no”. On the other hand, (39, 22%) of them answered by “yes”. Students were asked to give examples of methods that teachers apply while learning if they answered by “yes”. According to them, (39, 22%) these methods are represented in the data show and the projector. It is the real situation of our teachers. They do not apply any motivated techniques. That’s why, students feel bored in class.

**Q13:** Does your teacher base his/ her instruction on your needs and relating to your fields?

a- Yes  

b- No
To know the relationship between the teachers’ instructions and the students’ needs this question was asked. As indicated in Table 15, it is found that (78, 43%) of students answered by “yes” and (21, 57%) of them answered by “no”. The majority of students confirm that teachers’ instructions are related to their field. They said that their lessons are about hostelry and tourism.

**Section Four: Suggestions and Comments**

Students are aware that English is a very important in their field because they need it now and in the future. They want to learn it as well as to have solutions to their problems and difficulties in this language. Not all students gave comments just 60% of them. Some of their comments were:

- We need extra sessions of English.
- We need to know much more about English.
- All the instructions should be linked to our field.
- We need solutions to our lacks and difficulties in vocabulary.

**2.3.1.2 Interpretation of the Data**

The analysis of the questionnaire showed that ESP students have their special wants, needs, and lacks. The students’ answers helped also in designing the experiment.
Teaching EGP (English for general purposes) is not like teaching ESP (English for specific purposes). In this field students need to study ESP because they need English for their specific goals. That’s why, when teachers introduce the lesson, they should respect what their students learn and what they need English for. After the analysis of the students’ questionnaire, it is confirmed that students have a positive attitudes towards English. 78, 43% of them said they like as well as want to learn it.

From question 06, it is clear from the students’ answers that they have some needs. After the analysis, it is showed that students are aware that they need English both now and in the future. They listed “work needs” (56, 86%), “speaking fluently” (25, 49%), (17, 65%) “for study”. From these results, students are apprised that English is very important for work. This explains that the main reason behind studying English and ESP students need English for work. On the other hand, none of students said that English have no benefits.

Despite of the fact that, students like to study English but they have some difficulties and lacks while learning it. When students were asked in question 09 about the kind of difficulties they have, (49, 02%) of them said “vocabulary”, (19, 61%) said grammar, (17, 65%) said reading and understanding and (13, 73%) said writing. Since vocabulary is the important category in the language, students are aware that if they have problems in acquiring vocabulary, memorize it and use it in the right situation, it is a big problem. That’s why, vocabulary is considered as one of students’ necessities.

Because students need to upgrade their level in English, they need new methods and techniques to be applied in the teaching/ learning process such as using tools, games, and other motivated materials which help students while their learning. Students also are aware that they need English both now and in the future. (56, 86%) of them said that English is very important for work. In that reason, teachers should help their students to master this language by applying different methods.
2.3.2 Description of the Experiment

After administering the questionnaire, subject students were divided into two groups: the experimental group and the control group in order to conduct the experiment. The experiment was about applying scattergories the card game on ESP students in order to identify its effectiveness on their semi-technical vocabulary. This experiment consists of pre-test, period of treatment, and post-test.

2.3.2.1 Pre-test

The pre-test is made of two activities to be administered to both the experimental group and the control group. These activities are about the different themes related to the field of hostelry and tourism which are chosen from English for Tourism a Students’ Workbook (2013). Students were given one hour and a half to complete the test. The reason behind this pretesting is to identify whether ESP students master the semi-technical vocabulary through the traditional teaching or not. The pre-test was scored out of 20.

2.3.2.1. Treatment Period

After pre-testing both groups, the experimental group received the treatment with special instruction through using the scattergories the card game in teaching semi-technical vocabulary during two months; whereas, the control group was exposed to the traditional way of teaching without any special instruction on semi-technical vocabulary way. Both groups were exposed to the same themes and lessons. The following table describes the experimental group instructions:
### Table 16: A Lesson Plan of the Experimental Group Instructions.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Travel Agency</td>
<td>Accommodation</td>
<td>Types of hotel</td>
<td>Types of hotel rooms</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>1 hour and a half</td>
<td>3 hours</td>
<td>1 hour and a half</td>
<td>1 hour and a half</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>To know the meaning of travel agency and its types.</td>
<td>Accommodation meanings and its types.</td>
<td>To know the different types of hotel.</td>
<td>To know the several types of hotel rooms.</td>
</tr>
</tbody>
</table>
| **Procedures** | - Introduction.  
- Asking students to give a definition for travel agency and its types.  
- Make a discussion  
- Give a hand out that includes the lesson  
- Ask students to read. Then the facilitator explains the lesson.  
- Ask students to underline the main words which refer to travel agency.  
- Divide students to sub-groups for 5 students.  
- Applying the Scattergories game. | - Ask students to make a research paper about accommodation.  
- Make a discussion.  
- Give a hand out that includes the lesson  
- Explain the lesson.  
- Ask students to underline the main words which refer to travel agency.  
- Divide students to sub-groups for 5 students.  
- Applying the Scattergories game. | - Using the data show in presentin g the lesson.  
- The students follow the instructi ons from the data show.  
- They write the lesson in their copyboo ks.  
- Make a revision by using the Scattergories game. | - Using the data show in presentin g the lesson.  
- The students follow the instructi ons from the data show.  
- They write the lesson in their copyboo ks.  
- Make a revision by using the Scattergories game. |
| **Semi-technical vocabulary** | Intermediary travel agency, organizing travel agency, arrangement, travelers, holidays, journeys, tickets, reservation, Accommodation, serviced accommodation, non-serviced accommodation, meals, housekeeping staff, half board, full board, all | Very Small hotel, Small hotel, Medium hotel, Large hotel, Airport | Single room, double room, deluxe room, double double room, twin room, Hollywood |
transportation.

inclusive, package, breakfast, lunch, drinks, daily meals, evening meals, landmarks, self-catering youth hostels, camping.

Hotels, Boatels, city center, motel, resorts, suburb hotels, rotels, self-catering hotels, Business hotels, bed and breakfast (B&B), casino hotels, service apartments, suite hotels, one star, two star, three star, four star, five star.

twin room, duplex room, cabana, studio, lanai, suite, suite.

This table consists of the different lessons which were presented to ESP students. It includes the different procedures that the teacher follow to introduce these lessons. In addition, the table explains semi-technical vocabulary that the students should memorize.

2.3.2.3 Post-test

The post-test is also a kind of activities was taken from English for Tourism a Students’ Workbook (2013). The post-test made for both groups. Students were scored out of 20.

2.3.2.4 Analysis of the Experiment Results

2.3.2.4.1 Results of the Pre-test

<table>
<thead>
<tr>
<th>Control group</th>
<th>Pre-test</th>
<th>Experimental group</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>8.5</td>
</tr>
<tr>
<td>2</td>
<td>6.5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>12.5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>6</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Table 17 represents the scores of the experimental and the control group in the pre-test. The mean of the control group with mean (pre) = 4.86 and the experimental group with (5.74). So, the difference between the mean of both experimental group and control group is (d pre) = 0.88. In addition, the lowest score for the control group is (0) and for the experimental group is (1). Whereas, the highest score for the control group is (12.5) and for the experimental group is (10.5). So, the two groups have approximately the same level in the pre-test. The graph is about describing the pre-test marks of both experimental group and control group.

Figure 07: Pre-test Scores Distribution
2.3.2.4.2 Results of the Post-test

Table 18: Control Group vs Experimental Group Scores on the Post-test

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Post-test</th>
<th>Experimental Group</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>11.5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>5</td>
<td>9.5</td>
</tr>
<tr>
<td>6</td>
<td>1.5</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>8</td>
<td>9.5</td>
</tr>
<tr>
<td>9</td>
<td>3.5</td>
<td>9</td>
<td>6.5</td>
</tr>
<tr>
<td>10</td>
<td>6.5</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>5.5</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>3.5</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>15</td>
<td>8.5</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>16</td>
<td>8.5</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>17</td>
<td>4.5</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>18</td>
<td>13.5</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>7.5</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>21</td>
<td>9</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>4.5</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>23</td>
<td>5</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>24</td>
<td>5.5</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>7</td>
<td>25</td>
<td>13</td>
</tr>
</tbody>
</table>

Mean = 5.38  Mean = 9.38
Sum = 134.5  Sum = 234.5

Table 18 represents the scores of the experimental and the control group in the post-test. The experimental group with a Mean (post)= 9.38 and the control group with a Mean (post)= 5.38. One can observe that the scores of the experimental group are higher than the scores of the control group. It can be noticed also that the highest score for the control is (9) and for the experimental group is (13.5). Whereas, the lowest score for the control group is (1), and for the experimental group is (4.5).
According to this graph, the different marks of both groups in the post-test are showed. It is clearly noticed that there is a big difference between the marks. The experimental group marks is higher than the control group marks.

**Control Group Post-test Vs. Control Group Pre-test**

*Table 19: Control Group Pre-test Scores Vs Control Group Post-test Scores*

<table>
<thead>
<tr>
<th>Control group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>6.5</td>
<td>4</td>
<td>-2.5</td>
</tr>
<tr>
<td>3</td>
<td>12.5</td>
<td>5</td>
<td>-7.5</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>1.5</td>
<td>-3.5</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3.5</td>
<td>1.5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>4</td>
<td>-5</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>3.5</td>
<td>-5.5</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>6.5</td>
<td>1.5</td>
</tr>
<tr>
<td>11</td>
<td>5.5</td>
<td>5.5</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>3.5</td>
<td>-1.5</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>7.5</td>
<td>1</td>
<td>-6.5</td>
</tr>
<tr>
<td>18</td>
<td>1.5</td>
<td>7</td>
<td>5.5</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>5.5</td>
<td>7.5</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>5</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>4.5</td>
<td>2.5</td>
</tr>
<tr>
<td>23</td>
<td>8</td>
<td>5</td>
<td>-3</td>
</tr>
<tr>
<td>24</td>
<td>1.5</td>
<td>5.5</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

Mean = 4.86  Mean = 5.38  Mean = 0.52  
Sum = 143.5  Sum = 134.5  Sum = 13
Table 19 represents the control group scores in the pre-test and the post-test as well as the difference scores. The pre-test mean is (4.86) and the post-test mean is (5.38). The mean difference of the pre-test and the post-test is (0.52). This means that the control group has been improved, but not in significant way. So, we may say that the obtained results are due to the teaching method.

**Figure 09**: Scores, Differences in the Pre and Post-test for Each Participant in the Control.

The graph explains the difference between the control group pre-test and post-test. There is no big difference between them.

**Experimental Group Pre-test vs Experimental Group Post-test**

**Table 20**: Experimental Group’s difference Scores between the Pre-test and Post-test

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.5</td>
<td>12.5</td>
<td>4</td>
</tr>
</tbody>
</table>
From both table 2 and the figure 10 one can observe that the experimental group scores in the post-test are higher than the scores of the pre-test. The mean of the pre-test is (4.86), whereas, the mean of the post-test is (9.38). Moreover, the mean difference is (3.74). Based on these results, one can notice that there is a significant change from the pre-test to the post-test.
**Paired Sample T test**

In order to check that the remarkable improvement of the post-test scores in the experimental group is due to the manipulation of the independent variable (the use of scattergories) and not caused by chance, a paired-samples t-test was carried out.

**Table 21: Paired Sample T test**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paired</td>
<td>Std. Error Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences</td>
<td>95% Confidence Interval of the Difference</td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Experimpost-</td>
<td>3.6400</td>
<td>2.5571</td>
<td>.51114</td>
</tr>
</tbody>
</table>

The total number of the targeted group for the treatment is 24. Therefore, the degree of freedom (DF =N-1) is 15, and the level of probability is p =0.05. Consequently, the t value would be 2.064. So, in comparing the $t_{statistic}$ and the $t_{table}$: $7.121 > 2.064$.

The result shows that the main hypothesis is accepted, thus the null hypothesis is rejected. In other words, the treatment (using Scattergories game) has a significant effect on the experimental group. Hence, it is concluded that using Scattergories game has significant effect on the ESP students’ semi-technical vocabulary.

**Independent Sample T test**

The independent t-test is mainly used to check whether there is a statistically significant difference between the means of both groups in the post-test. After calculating the t value using SPSS we find the results as shown in Table 22 below:
Checking t table a degree of freedom at 48 and the level of probability at 0.05, we get the critical t value of 2.021. Evidently the t observed is higher than the critical value:

5.884 > 2.021

It is found that the \( t_{\text{statistics}} \) > \( t_{\text{table}} \). These results indicates the rejection of the null hypothesis. In essence, there is 95% probability that the observed mean difference was due to the manipulation of the independent variable. Moreover, there is only 5% probability due to chance. Thus, the use of Scattergories game has a positive effect on has significant effect on the ESP students’ Semi technical Vocabulary.

### 2.3.2.5 Interpretation of the Data

The experiment was made to investigate the effectiveness of using scattergories the card game on enhancing students’ semi-technical vocabulary. From the analysis of the data obtained from both pre-test and post-test it is confirmed that the mean of the control group (4, 86) is lower than that the mean of the experimental group (5, 74) in the pre-test. On the other
hand, in the post-test the results stayed the same. The mean of the experimental group (9, 38) is higher than the mean of the control group (5, 38). As a result, the control group did not develop their semi-technical vocabulary; whereas, the experimental group enhance their semi-technical vocabulary through the use of scattergories the card game.

In the comparison between the pre-test means of the two groups, the difference is not that significant because it is (0, 52). However, in the post-test, there is a big mean difference between the two groups which is (3, 74). As a result, the control group did not develop their semi-technical vocabulary. On the other hand, the experimental group enhances their semi-technical vocabulary through the application of scattergories the card game.

Through the use of SPSS, The result showed that $t_{\text{statistics}}> t_{\text{table}}$ which means that the alternative hypothesis which said that scattergories the card game effects positively the ESP students’ semi-technical vocabulary is accepted.

As a conclusion, the analysis of the experiment data answers the question: “could students in ESP course acquire new semi-technical vocabulary when teachers apply scattergories the card game?” The results answered by “yes” i.e., scattergories have a big effect on enhancing students semi-technical vocabulary. The result showed that

$t_{\text{statistics}}> t_{\text{table}}$ which means that the alternative hypothesis is accepted. So, Scattergories the card game has a big effects on enhancing students’ semi-technical vocabulary. In addition, when teachers apply scattergories the card game in their classes, ESP students acquire new vocabulary.

**Conclusion**

This chapter summarizes the different steps followed in conducting the present study. In order to confirm or reject the hypothesis raised which is about the effectiveness of scattergories the card game on enhancing ESP students’ semi-technical vocabulary an
experimental design was conducted. After the analysis of the data collected from the experiment, the hypothesis is confirmed according to the big difference between the mean of the control group and the experimental group which is (3, 74). That is to say, scattergories the card game effects positively the development of ESP students’ semi-technical vocabulary.
General Conclusion

This study is investigates the effectiveness of using scattergories the card game on enhancing ESP student’s semi-technical vocabulary. ESP students face several obstacles in acquiring new semi-technical vocabulary. For that reason, ESP teachers always try to find new and effective techniques to help their students. Actually, Scattergories the card game is one of the suggested methods that can help ESP students in memorizing semi-technical vocabulary. This study attempted to offer answers to two main questions: to what extent can scattergories the card game help students in enhancing their semi-technical vocabulary knowledge? And could students in ESP course acquire new vocabulary items when teachers apply scattergories the card game in their classes? In the light of these raised questions, the following hypothesis was put: if teachers apply Didactic games: scattergories the card game, their students’ semi-technical vocabulary they would be enhanced.

The present dissertation is made of two parts. First, the theoretical part is about defining both semi-technical and scattergories the card game. In addition, it includes the different types of vocabulary and the importance of both semi-technical vocabulary and scattergories the card game in language learning. Then, the practical part is reserved for the analysis and interpretation of the results obtained from both tools of research.

To investigate how ESP students can develop their semi-technical vocabulary through the application of scattergories the card game. A questionnaire and an experiment were used as data collection tools. The study was conducted ‘Institut National de la Formation Professionelle Hotellerie et Tourisme’ with 51 first year students who were selected randomly out of 150 to our sample of research. These students were divided into two groups: an experimental and a control group. Both groups were pre-tested and post-tested. Only the experimental group who received a treatment, that took place between both tests, which
involved a special instruction on semi-technical vocabulary through using the scatergories the game card.

From the questionnaire results, students have difficulties in memorizing vocabulary. In addition, they will be positively affected in their vocabulary learning if their teachers apply some methods or techniques. However, the results of the experiment confirmed the hypothesis which claimed that scatergories have a positive effect on ESP students’ memorization of semi-technical vocabulary and it rejects the null hypothesis. These findings highlight the effectiveness of applying scatergories the card game in helping students to learn new semi-technical vocabulary. Accordingly, ESP teachers, and even EGP teachers, are recommended to apply this kind of game in their classes and during their instructions in order to help their students in the learning process of vocabulary.
Pedagogical Implications

In the light of the obtained results in the present study, some significant implications are drawn:

- First, teachers are advised to apply and use different strategies in the process of introducing and teaching new items.

- Second, to make ESP students active learners instead of passive ones is not always an easy job for the ESP teachers. Therefore, in the process of enhancing and developing ESP students’ semi-technical vocabulary, scattergories the card game is recommended to be used at least one time each two or three weeks. As it is proved to be very effective in enhancing ESP students’ semi-technical.

- Third, ESP students become more comfortable and more relaxed. Since, the application of games in classrooms is considered as a fun thing, ESP students will master and memorize new semi-technical vocabulary without their cognizance.

- Finally, the good atmosphere noticed during the experiment while playing scattergories, revealed a higher motivation among ESP students. Therefore, it is recommended that scattergories should be used as far as possible to increase their motivation and improve their acquisition of semi-technical vocabulary.
Limitations and Suggestions for Further Research

When conducting the present research, there were some limitations:

- The first limitation is concerned with the scattergories the card game literature. The lack of reliable resources concerning this game.
- The second one is time. Since, students of traveling agency field have just one hour of English during the week, this was a big obstacle.
- The third limitation was that those students have the English session at eight O’clock. Most of students came late.

According to the stated limitations above, some suggestions for further research can be suggested:

- Scattergories the card game can be used on enhancing students’ vocabulary. It can be used with EGP students as well as in different modules such as grammar such as teaching types of adjectives and part of speech.
References

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Ferguson, G. (2002) *Handouts on Vocabulary in ESP*


Kavaliauskienë, G., &Janulevičienë, V. (2000). *Using the lexical approach for the Acquisition of ESP vocabulary*. To translate or not to translate in teaching ESP? ‘Network’, A


Appendices
Dear students,

You are invited to be a part of our research work which is entitled “The Effectiveness of Using Didactic Games: Scattergories to Enhance ESP Students’ Technical Vocabulary Retention”. This questionnaire is designed as a part of an investigation carried out for a Master degree in didactics and TEFL. It aims at investigating how English teachers give their instruction in a scientific field as well as, investigating the students’ attitudes towards learning English.

We will really appreciate if you answer the following questions. Your answers will only be used for the research purpose. Please, tick the appropriate box (boxes) or answer with a complete statement when necessary.

Thank you in advance

Mrs: Fayrouz SABEG

Department of English

Option: Didactics and TEFL

Larbi Ben MHidi University, Oum El Bouaghi
Section One: Background Information

1- How long have you been studying EGP (English for general purposes)?
   a- Less than 5 years  
   b- From 5 to 10 years  
   c- More than 10 years  

2- How long have you been studying ESP (English for specific purposes)?

   …………………

3- Do you like learning English?
   a- Yes  
   b- No  

4- Compared to the other matters, do you think that English module is:
   a- Important  
   b- Less important  
   c- Not important  

5- How did you evaluate your level in English?
   a- Above average  
   b- Average  
   c- Below average  
   d- Poor  

Section Two: Needs Analysis

6- According to you, what are the benefits of learning English?
   a- Work needs  
   b- Being good in talking it  
   c- For study
d- There is no benefits

7- Did the English topics that you are learning related to your field?
   a- Yes
   b- No

If yes, give examples:

If no, what are the main topics that you have been learnt?

8- Do you have difficulties in English?
   a- Yes
   b- No

9- If yes, these difficulties are at the level of:
   a- Reading and understanding
   b- Writing
   c- Vocabulary
   d- Grammar
   Others please specify

Section Three: Proficiency of Teachers in an ESP Instruction

10- In your opinion, what is the most important factor in influencing your success in English learning?
   a- Teacher’s profile
   b- Materials and methods applied
   c- Programs
   d- Institution policies

11- Do you feel motivated in your class during the English Session?
12- Does your teacher apply some methods and techniques in order to help you while learning English?

a- Yes  

b- No  

If yes, give examples:

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

13- Does your teacher base his/her ESP instruction on your needs and relating to your fields?

a- Yes  

b- No  

Section Four: Suggestions and Comments

14- Please, you can add any suggestion(s) or comment(s)

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

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

........................................................................................................................................
Appendix 2

The Pre-test

Activity One: Give names to each picture:
Activity Two:

The receptionist at the Pacifica Hotel is talking to a new guest. Insert the correct word using the pictures to help you.

Thank you for choosing our hotel. I hope you enjoy your stay.

Here is your ......................... sir. Take the ......................... to the second floor. Your room is along the ......................... on the right. The room has a ......................... so you can sit outside in the evenings.

There is also an ......................... to wake you up in the morning, a ......................... with cold drinks (but you must pay) and also a ......................... where you can keep money and documents like passports and tickets. If you want to rest you can put a ‘do not disturb’ ......................... on the door so the cleaning staff will not bother you.

If you put your baggage onto the ......................... now.

When you leave you can settle the account by.........................

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Activity Three: Complete the table with semi-technical vocabulary related to the theme:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Technical vocabulary</th>
<th>Theme</th>
<th>Technical vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism</td>
<td></td>
<td>Travel agency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

The Post-test

**Activity One:** fill in the following gaps:

1. Could I ask what your final _____ is?
2. The _____ to Chicago was very interesting.
3. I enjoy going _____ whenever I visit a new city that I don't know.
4. It’s best not to take too much _____ with you on your trip. The airline might lose it!
5. There were many _____ who missed the flight to New York.
6. Let’s just stay at a cheap _____ along the highway.
7. If you want to save money, take a hike and _____ in the mountains.
8. Our _____ will take us past some of the most beautiful homes in Hollywood.
9. I think _____ is one of the great ways to expand your imagination.
10. I hope your _____ was pleasant.

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**Activity Two:** Complete the sentences with the appropriate type of hotel room.

1. If you book a room for one person, you usually book a..........................

2. If you want a room with two beds, you book a..........................

3. In youth hostels rooms are often shared by 10 or more people. This kind of room is called a..........................

4. To get 10 people into one room, two beds are usually placed on top of each other. They are called..........................
5. If you want a room with a double bed, you book a..........................................

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Appendix 4

Lesson 1

Introduction:

Travelling is a great way to learn about other countries.

Words for Vacations

**Camp:** Do you like to camp in the woods?

**Destination:** What is your final destination?

**Excursion:** I'd like to take an excursion to the wine country while we're in Tuscany.

**Go camping:** Let's go to the beach and go camping next weekend.

**Go sightseeing:** Did you go sightseeing while you were in France?

**Hostel:** Staying in a youth hostel is a great way to save money on vacation.

**Hotel:** I'll book a hotel for two nights.

**Journey:** The journey will take four weeks and we'll visit four countries.

**Luggage:** Can you carry the luggage upstairs?

**Motel:** We stayed in a convenient motel on our way to Chicago.

**Package holiday:** I prefer to buy package holidays, so I don't have to worry about anything.

**Passenger:** The passenger felt ill during the voyage.

**Route:** Our route will take us through Germany and on to Poland.

**Sightseeing:** The sightseeing in this town is rather boring. Let's go shopping.

**Suitcase:** Let me unpack my suitcase and then we can go swimming.

**Tour:** Peter went on a tour of vineyard.

**Tourism:** Tourism is becoming an important industry in almost every country.

**Tourist:** Every May many tourists from around the world come to see the flower festival.

**Travel:** Travel is one of his favourite free time activities.

**Travel agent:** The travel agent found us a great deal.

**Trip:** The trip to New York was lovely and interesting.

**Vacation:** I'd love to take a nice long vacation on the beach.
Definition of Travel Agency:

The definition of travel agency is business that is designed to help customers make various types of arrangement for traveler’s holidays and journeys such as tickets, hotel reservations, transportation and accommodations called also travel bureau.

Accommodation:

There are two different types of accommodation.
1. **Serviced**
2. **Non-Serviced**

Serviced accommodation is used when a service is provided along with an overnight stay. Meals and housekeeping staff also are provided with the serviced accommodation. The most common type of accommodation that requires service would be hotels. Also, when people look a serviced accommodation, there are 3 different options that are available. These are,

1. **Half board**: This is when people go to a serviced accommodation and they get their breakfast and their evening meals within the package.
2. **Full board**: This package included all your daily meals, breakfast, lunch and evening meals.
3. **All Inclusive**: This package comes with all your daily meals, breakfast, lunch and evening meals and it also includes drinks.

A non-serviced accommodation is also known as self-catering accommodations. Self-catering accommodation comes in many different types such as camping, self-catering youth hostels, self-catering holiday centers and villages and all types of caravan accommodation.

Non serviced accommodation is better for families with young children because it is suitable for the family as they are able to go out and explore the different areas around without worrying about times to be back for their meals.

Activity: fill in the gaps

Use these words to fill in the gaps in the following conversation between a customer and a travel agent:


Customer: Hello? Is that 'Dream Holidays' travel ____________?

Agent: Good morning! Yes it is. How can I help you today?

Customer: I'd like to ____________ a ___________ please!

Agent: Great, we can certainly help you with that. Do you already have a ____________ in mind? We would recommend Europe – it's very nice at this time of year.

Customer: Sure, that sounds good! I always dreamed of ____________ around Europe! The only problem is that I'm a student so I'm on quite a low ____________.

Agent: That's not a problem, our agency can offer you a very cheap ____________, which will include the price of the meals, transport and ____________.

Customer: Wonderful! I'd really like to do some ____________ while I'm there. I always wanted to see ____________ like the Eiffel Tower in Paris and Buckingham Palace in London!

Agent: No problem, we can arrange that for you. However, because of your budget, it would mean you would have to stay in ____________ rather than hotels, is that ok for you?

Customer: Sure, that's fine!

Agent: Excellent, I will go ahead and make those ____________ for you.

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### Table 24: The Final Answer Sheet of Lesson One

<table>
<thead>
<tr>
<th>Alphabet Category</th>
<th>C</th>
<th>H</th>
<th>J</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling</td>
<td>Camping</td>
<td>Holiday</td>
<td>Journey</td>
<td>Suitcase</td>
<td>Tour</td>
</tr>
<tr>
<td></td>
<td>Camp</td>
<td>Hotel</td>
<td></td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Countries</td>
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<td>Taxi</td>
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<td></td>
<td></td>
<td>Tourist</td>
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<td></td>
<td>Travel</td>
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<td></td>
<td></td>
<td>Trip</td>
</tr>
<tr>
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<td>Travel agent</td>
</tr>
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<td>Accommodation</td>
<td>Customer</td>
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<td>Holiday</td>
<td>Journey</td>
<td>Serviced-</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Housekeeping</td>
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<td>accommodation</td>
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<td>Half board</td>
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<td>Ticket</td>
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<td></td>
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<td>Transportation</td>
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<td></td>
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<td>Travel agent</td>
</tr>
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<td></td>
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<td></td>
<td>Travel agency</td>
</tr>
</tbody>
</table>
Résumé

Le vocabulaire semi-technique est très important pour les étudiants ESP (Anglais à des fins spécifiques), car il joue un rôle important dans la construction de leur compréhension des textes spécialisés. Pour cette raison, les enseignants ESP (Anglais à des fins spécifiques) devraient appliquer des techniques efficaces dans leurs salles de classe telles que le scattergories (le jeu de cartes) qui est considéré comme un jeu de réflexion rapide. La présente thèse vise à examiner dans quelle mesure les jeux de cartes peuvent aider les élèves à apprendre le vocabulaire semi-technique, et à étudier comment les jeux didactiques : les jeux de cartes peuvent être plus qu’un amusement. À la lumière des questions soulevées, il est supposé que si les enseignants appliquent des jeux didactiques : scattergories (le jeu de cartes), ils vont améliorer le vocabulaire semi-technique de leurs élèves. Afin de confirmer ou de rejeter l'hypothèse, un questionnaire et une expérience utilisés comme outils de collecte de données, ont été faits pour 51 étudiants de l’institut « Agence de Voyage » option « Hostellerie et Tourisme ». L’analyse du questionnaire montre que les étudiants ont plusieurs difficultés à maîtriser le vocabulaire semi-technique. Bien que, l’analyse des données de l’expérience confirme que le scattergories (le jeu de cartes) aide les étudiants ESP à maîtriser plus le vocabulaire semi-technique et les mémoriser. Pour cette raison, les enseignants ESP sont invitées à appliquer des scattergories (le jeu de cartes) dans leurs salles de classe et pendant leurs cours.
المفردات شبه التقنية مهمة جدا بالنسبة لطلاب برنامج (اللغة الإنجليزية لأهداف خاصة) أنها تلعب دوراً مهماً في بناء فهمهم للنصوص المتخصصة. هذا السبب، يجب على معلمي برنامج اللغة الإنجليزية لأهداف خاصة تطبيق تقنيات فعالة في الأقسام الخاصة بهم، مثل سكاتيرغوريس: لعبة الورق التي تعتبر لعبة تفكير سريعة الغرض من هذه الدراسة هو معرفة مدى قدرة ألعاب الورق: سكاتيرغوريس على مساعدة الطلاب على تعلم المفردات شبه التقنية، ودراسة كيف يمكن لهذه الورق التعليمية (ألعاب الورق) أن تكون أكثر من مجرد تسلية على ضوء الأسئلة المطروحة، يفترض أنه إذا قام المدرسون بتطبيق الألعاب التعليمية: سكاتيرغوريس لعبة الورق، فإنهم سيعززون مفردات الطلاب شبه التقنية، من أجل تأكيد أو رفض الفرضية، تم استخدام استبيان وتجربة كأدوات لتجميع البيانات أجريت التجربة مع 51 طالباً تم اختيارهم من المعهد الوطني تخصص "فنادق وسياحة". تحليل نتائج الاستبيان أكد أن الطلاب يواجهون صعوبات في إتقان المفردات شبه التقنية وحفظها أما تحليل بيانات التجربة يؤكد أن لعبة الورق سكاتيرغوريس تساعد الطلاب على إتقان المزيد من المفردات شبه التقنية وحفظها لهذا السبب، ينصح معلمو برنامج اللغة الإنجليزية لأهداف خاصة بتطبيق لعبة الورق سكاتيرغوريس في فصولهم الدراسية و دروسهم.