Investigating the Effect of Learners’ Interaction Using the ‘Heads up’ Game on Vocabulary Retention

The Case of Second-Year Students of GAAGAA Abdallah Middle School, Ain Fakroun

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DEDICATION

This dissertation is dedicated to my dear parents, who have raised me to be the person I am today.
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Abstract

The use of games in education has always been a vivid field of research, especially in the field of foreign languages didactics. Games can be a solution to some of the main problems that EFL learners encounter while learning a foreign language. Vocabulary acquisition and recall are actually one of these problems. This study is conducted with the aim of investigating the effect of classroom interaction using the game ‘heads up’ on enhancing learners’ retention of vocabulary. It also highlights the difference between the interaction with pictures giving clues, and the interaction with peers guessing words. On these bases, it is hypothesized that learners who play the game heads up would have a good memory and recall words whenever they need them. Moreover, it is hypothesized that learners who guess words interacting with their peers would recall words better than those who give hints seeing the pictures. For testing the hypotheses, a quasi-experimental design was used. This research was conducted with a sample of 52 middle school pupils with 26 pupils in the control group and 26 in the experimental group. The former used the traditional method based on tasks provided in this textbook (My Book of English Middle School Year Two) such as fill-in the gaps, finding synonyms and opposites; the experimental group used the game ‘heads up’. After using both descriptive and inferential statistics, the results have shown an improvement in the experimental group; students, who used the game ‘heads up’, recalled better than those who used the traditional method. In addition, the analysis of the data has revealed that pupils who guessed words recalled better than those who gave clues. The use of the game ‘heads up’ can be useful in order to get rid of other problems that EFL learners can encounter. For instance, one can study the effect of the game ‘heads up’ on decreasing anxiety, in improving students’ fluency and in teaching grammar for beginners.

Keywords: Classroom interaction, Heads up, Giving hints, Guessing words, Vocabulary retention.
LIST OF ABBREVIATIONS

CA: Communicative Approach
EFL: English as a Foreign Language
FL: Foreign Language
L1: First Language
L2: Second Language
SL: Second Language
SLA: Second Language Acquisition
TL: Target Language
TPR: Total Physical Response
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Introduction

1. Statement of the Problem

Nowadays, learning a foreign language (FL) is something crucial. Communication using a FL has become a vivid field of research. For instance, English is becoming day after day the most powerful language in the world. In other words, it is used as an international language in many countries. Therefore, people try to learn it so that they can communicate with other people from all over the world. However, many learners struggle while they try to communicate using this FL because of lack of vocabulary or sometimes because they cannot recall words they have learned before. No-one can ignore the importance of vocabulary in the FL learning process; learners try to memorize as many words as possible to be able to express themselves fluently.

However, according to our experience as a teacher at the middle school level, retention is considered as an issue for the majority of learners. They have a problem to recall certain words when they need them. This problem may be due to an ineffective learning strategy or technique. Accordingly, teachers should be careful when selecting this technique to make the process of retention easier. Generally speaking, learners make more efforts when they are not passive. Interaction, whether between teacher and students or between students themselves, plays a crucial role in acquiring FL vocabulary. Besides, interactivity associated with a kind of entertainment would be more useful in order to make learners more active. ‘Heads up’ can be such a technique to achieve that purpose. It is a game that can be played with two people or more. It is based on giving suggestions and hints in order to guess something meaningful. In other terms, it is a guessing words game. ‘Heads up’ might be one of the solutions to facilitate vocabulary retention on the part of learners.
2. Aims of the Study

The aim of this study is to plead for the use of a technique, in this case ‘Heads up’, to provide the required conditions that foster vocabulary learning. In other terms, it can be helpful to enhance students’ vocabulary retention. The game will allow students to use their brain to guess the right word. The latter can be unfamiliar to them even though they have learned it before; it is included in their textbook called ‘My Book of English Middle School Year Two’. The technique which will be used in this study can be useful in both learning new vocabulary and recalling words learned before. The main focus is to help students to recall those already dealt with in their textbook through giving them clues by their classmates. Otherwise, this technique will build a good memory for students; students may learn new words and remember them easily whenever they need them.

3. Research Questions and Hypotheses

3.1. Research Questions

The present study aims at answering the following questions:

- Will ‘Heads up’ help the recall of English vocabulary?
- Is there any difference between student-student interaction and student-words interaction in recalling vocabulary?

3.2. Research Hypotheses

On the basis of these questions, the following hypotheses are formulated (the null hypothesis $H_0$ and the alternative hypothesis $H_1$):

- $H_1$: ‘Heads up’ would foster learners’ memorization and help them to recall words when needed.
• $H_0$: ‘Heads up’ would not contribute to any improvement in learners’ vocabulary retention.

• $H_1$: Pupils who guessed words while playing the game would recall better than those who gave hints.

• $H_0$: Vocabulary retention is the same for those pupils who guessed words while playing the game and those who gave hints.

4. Methodology

In this study, a quasi-experimental research was conducted using two groups: control group and experimental group. Descriptive and inferential statistics were used. The former is used to describe the data through the use of frequency tables and graphs, while the latter is used for analysis on the basis of the t-test. First, few words were selected from the textbook that students used with their teacher in order to prepare the pretest. Both groups took this test. They had different tasks in order to measure their vocabulary retention.

This study was conducted with a sample of 52 second year middle school pupils, between 12 and 14. It is worth to mention that second year middle school pupils were selected because they have been studying English for one year. However, they still forget words they have learnt. The sample was spilt into two groups, the control and experimental group. The former was not exposed to any treatment; the experimental group was exposed to a treatment based on the use of the ‘Heads up’ game. In other words, the effect of the manipulated, which is the use of Heads up, on the dependent variable, which is student’s retention of vocabulary variable, was investigated. Moreover, the difference between giving hints and guessing words was investigated. Both groups learned the words using their textbook (My Book of English Middle School Year Two).
5. Structure of the Dissertation

The present dissertation contains two main chapters. Chapter one is divided into two sections. The first section encompasses the theoretical part concerning teaching and learning vocabulary in EFL classes. It also tackles the use of games in teaching and learning vocabulary, including the principles of the heads up game. The second section deals with classroom interaction, its different types and its importance.

The second chapter is about the fieldwork. It includes the findings of our experimental study, which provides answers to our research questions. In other words, it includes the description and analysis of the obtained data.
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Section One: Teaching and Learning Vocabulary in the EFL class

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Section One: Teaching and Learning Vocabulary in the EFL class

Introduction

Vocabulary is very important in EFL classes. Swan and Walter (1984) claim that “vocabulary acquisition is the largest and most important task facing the language learner” (p.VII). In other words, without enough vocabulary, one cannot use a foreign language (FL) to communicate with others who speak it. Therefore, EFL learners must work on and enrich their vocabulary. There exist many strategies and techniques that EFL teachers can use to help students to acquire more vocabulary. For instance, they can rely on the use of guessing games because they help learners to memorize words and recall them when needed. In other words, guessing games can be a solution or a better way for learners to use in order to memorize words for good, which helps them recall words easily.

In this section, vocabulary will be stressed. The different types of vocabulary will be mentioned and its importance in EFL classes. Moreover, teaching and learning vocabulary will be covered including the use of games as a medium of instruction with a particular focus on the “Heads-up” game. The role of guessing in vocabulary teaching will also be mentioned in this section. The ways how to make vocabulary teaching and learning more effective will also be tackled. This section will also cover the main factors that affect the efficacy of different exercise types in vocabulary retention. The latter is considered as a serious problem in EFL learning because learners, especially beginners, encounter difficulties recalling words.
1.1.1. The Concept of “Vocabulary"

The first thing that EFL learners must take into account when they are learning English, is vocabulary. If they have poor vocabulary, they will encounter many difficulties in using the language. According to Hornby (1987), “vocabulary is the total number of words, which (with rules combining them) make up a language” (p.959). Hatch and Brown (1995) define vocabulary as a set of words that one uses to communicate with others using a given language. Linse (2005) agrees with them and considers vocabulary as the collection of words that an individual knows. According to the definitions above, vocabulary is regarded as the amount of words that a person knows in a particular language. So, learners should enrich their vocabulary in order to master the language.

Vocabulary is the most important thing when learning a language. According to Harmer (1993), “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p.153). It is possible to convey a message with the mastery of vocabulary even without the mastery of the structure. In other words, one cannot use the language knowing only the structure without the needed vocabulary. Hence, it is impossible to communicate without knowing enough vocabulary. However, according to Gardener (as cited in Adger, 2002), vocabulary is not only locked up to the meaning of words, but also involves how these words are structured in language. Learners should acquire vocabulary and learn the rules that combine them. In other terms, learners must master the structure and vocabulary in order to achieve proficiency and accuracy.

According to Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world” (pp.95-96). Actually, this refers to the concept of performance. Chomsky distinguished
between ‘competence’ and ‘performance’. The former is the speaker’s knowledge of his language, whereas the latter is the actual use of language in concrete situations. Learners should know how to use their vocabulary in real world situations. In other words, they have to know how to utilize them in the right context. Besides, they should know the meaning of the word according to its context because one word can have several meanings.

1.1.2. Types of vocabulary

Vocabulary can be acquired in different ways which are linked to the four skills; speaking, listening, reading and writing. Generally speaking, learners enrich their vocabulary through listening or reading. Lehr, Osborn and Hiebert (2004) classified vocabulary as oral, print, productive and receptive. Finocchiaro explains that students’ vocabulary can be divided into two kinds, they are “active and passive vocabulary” (1974, p.73). These two types of vocabulary are explained in the following sub-sections.

1.1.2.1. Active vocabulary

An active piece of vocabulary is a word that one uses in writing or speaking. Actually, active vocabulary refers to the productive vocabulary. Lehr, Osborn and Hiebert (2004) state that “productive vocabulary includes words that we use when we speak or write” (p.5). Learners produce whether in writing or speaking. In this case, learners know the meaning of the words they use accurately. In other words, they understand their meaning and usage. The active vocabulary of a language calls for:

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

1.1.2.2. Passive vocabulary

Passive vocabulary refers to the receptive vocabulary. In other words, a passive piece of vocabulary is a word one recognizes or understands when he sees or hears it. That encompasses both reading and listening skills. In fact, passive vocabulary refers to receptive vocabulary. It is stated that “receptive vocabulary includes words when we hear or see them” (Lehr, et al. 2004, p.5). Unlike active vocabulary, passive vocabulary consists of those words, which we understand from other’s speech and writing and that we cannot use because we are not conversant with them. In this case, learners may not be familiar with the words and may not know their meaning accurately. Passive vocabulary calls for:

• The recognition of vocabulary in speech or writing.
• An acquaintance with major grammatical items or forms.

When learners understand words from hearing or seeing, they can use them later in speaking or writing. In other terms, they can turn passive vocabulary into active vocabulary. However, this process can take a long time.

1.1.3. Importance of Vocabulary and Grammar in EFL Classes

It is agreed that vocabulary is crucial in EFL learning, but linguists vary in their point of view regarding whether learners should learn vocabulary independently and develop grammar unconsciously or learn vocabulary and grammar simultaneously.

On the one hand, some linguists gave less importance to grammar. They believe that EFL learners can express themselves and convey their messages using the vocabulary they
have without mastering grammar. Wilkins (1972) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). According to him, vocabulary is very important in communication. Moreover, EFL learners should learn more vocabulary in order to express their ideas appropriately. In other words, the lack of vocabulary can evoke obstacles in developing ideas. Therefore, Wittengenstein (1972) says “the limits of my language are the limits of my mind. All I know is what I have words for” (p.67). Lewis also emphasized the importance of vocabulary in EFL learning. Learners will have the cornerstone of language when they master vocabulary: “Lexis is the core or heart of language” (Lewis, 1993, p.89). According to Thornbury (2008), when learners focus more on learning grammar, they will not achieve accuracy in using the language. Besides linguists see that learners will develop grammar with time. In other terms, once they have the necessary vocabulary they will develop grammar without looking for grammar books. Therefore, Schmitt (2010) argues “learners carry around dictionaries and not grammar books”(p.4). Actually, vocabulary can affect other aspects of language as syntax, semantics and phonology. Milton (2009) mentions that when the learners’ vocabulary volume is reduced, their development of other aspects of language is harmed.

On the other hand, others believe that grammar has a crucial role in EFL learning and that learners should learn vocabulary and grammar at the same time. Allen (1983) points out that “students who do not learn grammar along with vocabulary will not be able to use the language for communication” (p.1). It is true that vocabulary is crucial in EFL learning, but learners should also learn grammar in order to be competent users of the language. Harmer (1991) agrees with Allen and states that “to know a word we also need to know about its use” (p.178). In fact, both views emphasized the importance of vocabulary in EFL learning. Therefore, vocabulary is very important in EFL classes.
1.1.4. Vocabulary Teaching and Learning

Vocabulary has a crucial role in EFL learning. In the past, vocabulary was not a central issue. By the emergence of the communicative approach, vocabulary was given more importance since it is the heart or core of the language. Richards and Renandya (2002) assert that vocabulary teaching and learning were given less importance, though lately they became more crucial because of the role of vocabulary in teaching and learning. In fact, problems in vocabulary teaching and learning can affect EFL learners’ proficiency and accuracy.

1.1.4.1. Vocabulary Teaching

Nowadays, vocabulary is given more importance. Thornbury (2004) states that “the development of new approaches to language teaching, which are more word-centered” (p.5). Vocabulary has become the central matter in language teaching. Therefore, EFL teachers must give more importance to vocabulary teaching. The latter must be taught in an adequate manner. Hence, teachers must follow some steps and use different techniques to teach vocabulary.

1.1.4.1.1. Steps to Teaching Vocabulary

Evidently, in any teaching process, one should follow some steps in order to achieve the objectives he has set. EFL teachers also have some steps to go through in vocabulary teaching to make sure that vocabulary is taught appropriately and that learners are able to memorize the words and can use them in real situations. Marzano (2004) states six principal steps. A competent teacher must follow these steps, which are ordered as the following:
Firstly, the teacher must explain the unfamiliar vocabulary providing some examples. S/he can use pictures that depict the meaning of the words. Moreover, s/he must put these words in a context so that learners understand the real meaning of the given words.

Secondly, s/he has to ask learners to restate the words. This step is especially provided for beginners. They should use the words giving their own examples and explanations. The latter must differ from the one of the teacher.

Thirdly, s/he should ask learners to construct a symbol or a picture that depicts the meaning of the word. In fact, this step helps learners to memorize the words. In this way, the word is retrieved once they hear it because of the symbol or the picture they have set in their mind.

Fourthly, the teacher must engage learners in activities using the vocabulary they have learned before. Actually, activities are very helpful in vocabulary teaching. So, learners should practise the words they learned in order to memorize them for good; as the proverb goes,“practice makes perfect”.

Fifthly, the teacher has to ask learners to discuss the vocabulary they have learned with one another. It is useful when learners discuss their own explanations and examples with their classmates. That would help them to reinforce their understanding.

Finally, the teacher must involve learners in games that enable them to use the vocabulary they have learned. Generally speaking, these games help learners to memorize vocabulary and recall them when needed. In others words, using games will aid learners to retrieve words easily because they are linked to events, which are set in the learners’ memory.
1.1.4.1.2. Techniques for Vocabulary Teaching

Obviously, EFL learners differ from each other in terms of personality and the way they learn. EFL teachers must be careful when they select a technique for teaching vocabulary. In other words, they should choose a technique that suits to some extent all the learners. According to Grains and Redman (1986), traditional techniques of teaching vocabulary are classified into three categories: visual techniques, verbal techniques and translation.

1.1.4.1.2.1. Visual Techniques

With the emergence of the Direct Method, EFL teachers became more interested in the use of the visual technique. They believe that pictures and other visual elements are very crucial explaining the new words that learners are not familiar with. Thornbury (2004) identified them “using real objects or pictures or mime.” They are classified into three categories: realia, pictures and mime and gesture.

a. Realia

The word realia refers to the use of real objects and activities that help learners to grasp the real meaning of words. Bagheri and Azad (2015) consider this technique as one of the most efficient ways for teaching vocabulary. Actually, learners learn and understand better when they see the objects which represent the things they are learning. In fact, learners, especially beginners, encounter one problem of learning abstract words.

b. Pictures

Many scholars advise EFL teachers to use pictures instead of using translation. However, translation is sometimes useful, especially with abstract words. Richards and
Rodgers (2001) claim that pictures are essential in learning vocabulary. Therefore, EFL teachers should use them in the lesson. In fact, pictures can be very useful because they bring many objects that cannot be found in the classroom. In other words, they introduce the learners to the real world.

c. Mime and Gestures

According to Bagheri and Azad (2015), this technique resembles to the Total Physical Response (TPR). They reckon this technique as an extremely effective way in introducing new vocabulary. Gestures can actually facilitate the learning process; therefore, they are recommended in vocabulary teaching. In other words, gestures can help to elicit certain key vocabulary. Moreover, EFL teachers can incorporate mime and gestures into the lesson, especially through dialogues and role-plays. In this way, learners will practise the vocabulary they have learned.

1.1.4.1.2.2. Verbal Techniques

EFL teachers rely more on verbal techniques when the vocabulary is more abstract and cannot be explained through the use of visual techniques. Thus, Gairns and Redman (1986) claim that these techniques are more effective when vocabulary turns into more abstract words. Campillo (1995) agrees with them and defines these techniques as teacher-centered in that vocabulary is taught through definitions or synonyms and antonyms (p.45-46). Hence, verbal techniques can be classified into definitions and illustrative sentences, synonyms and antonyms as well as translation.

a. Definitions and Illustrative Sentences

Gairns and Redman (1986) claim that giving a definition is one of the easiest ways to introduce a new word. Actually, EFL teachers try to use other words in the FL in order to
explain the meaning of the new vocabulary. In fact, this technique is very useful in reading comprehension. For instance, they give an activity to learners before they start reading the text. The activity encompasses the matching of key words with their definitions. In this way, the teachers make sure that the learners will not encounter great difficulties in understanding the text. Besides, using illustrative sentences is also useful in introducing new words because it leads to contextualization. In other terms, EFL learners will see how the new vocabulary is used in a context so that they avoid ambiguity.

b. Synonyms and Antonyms

Synonyms and Antonyms are actually very important in EFL classes. They help learners to enrich their vocabulary. Gairns and Redman (1986) believe that synonyms are very useful for broadening the learners’ vocabulary. Thus, EFL teachers must provide other words that have the same meaning of the new word introduced in the lesson. They also have to give antonyms because that will help learners, especially beginners, to acquire the language in an appropriate manner. Hence, James (2004) claims that antonyms are essential in language acquisition in the case of beginners. This technique is useful in writing. When knowing synonyms, for instance, learners can avoid redundancy.

1.1.4.1.2.3. Translation

With the appearance of the Grammar-Translation Method, EFL teachers started using the native language as a medium of instruction. In other words, they explained grammar rules and new words using the mother tongue. Some EFL teachers use this technique to introduce a new word. In fact, it is the quickest way for showing the meaning of a new word. However, this technique can affect negatively the way how learners acquire the FL. In other words, this technique make learners think in their native language using the FL.
Gairns and Redman (1998) say that learners tend to use L1 “as framework on which to attach L2 items” (p.75). This can happen when teachers overuse translation.

1.1.4.1.3. Teaching Vocabulary Using Games

In order to broaden the learners’ vocabulary, a technique that provides the conditions where they can learn is needed. A game is considered as one of the tools that EFL teachers use in the classroom. According to Mc Cabe (1992), language games are considered as spoken routine between two or more players. Through repetition, learners achieve fluency because they develop their skills through interaction. In other words, language is kind of habit formation that can be learned through the use of games.

1.1.4.1.3.1. The Importance of Games in Teaching Vocabulary

Many researchers recommend the use of games in education, especially, in EFL classes. They consider them as an effective way to enrich learners’ vocabulary. Vernon (2009) claims that games are one of the best techniques in teaching vocabulary, especially for younger learners. Actually, games help learners to retrieve words, which they have learned, easily. Sometimes, they link them to events that happen while they are playing the game. Huyen Ang Nga, (2003) and Uberman, (1998) state that games create a good atmosphere where learners feel at ease while learning and recall words better. So, games are very important in teaching vocabulary because they underline the key words. Hence, learners will memorize and recall them when necessary.

1.1.4.1.3.2. Using Heads Up as a Vocabulary Teaching Technique

Guessing games are very useful in teaching vocabulary. McCallum (1980) claims that guessing games have a crucial rule in EFL classes because they make the teaching-process easy. However, EFL teachers must be careful when they choose a game. It must
suit the level of the students and the objectives that have been set before. In fact, there are many guessing games such as ‘Find Me Game’, ‘Twenty Questions’, ‘Kurf’ and ‘Heads Up’ … etc. ‘Heads Up’ was created by Warner Bros, International Enterprises in 2013. It is designed to be played between the members of a family or between friends. It is actually useful to adapt its principle and use it in EFL classrooms. However, teachers must select those items that are included in the official syllabus. Otherwise, they should be careful when selecting the vocabulary to teach.

1.1.4.1.3.3. Principles of the Game Heads Up

Heads Up is actually a word guessing game that can be played by two or more learners. It is based on giving hints and guessing. Moreover, it can be played by two groups; one group gives hints to the other group in order to guess the given word. On the one hand, the first group will hold up a word with a picture that depicts its meaning without seeing neither the word nor the picture. On the other hand, the second group will look at the picture reading the word. Then, they try to give hints to the first group so that they can guess the word. They can use gestures, actions or give definitions. Heads Up creates a good atmosphere for learners, especially, for youngsters who like playing games.

1.1.4.2. Vocabulary Learning

Gass (1999) believes that “learning a second language means learning its vocabulary” (p.325). So, vocabulary is very important in EFL classes; otherwise, learners must learn as many words as possible. Since the language is vivid, the learning process will never stop. There will be new words that can be found in the dictionary every year. Smith (1998) mentions that one can never stop learning vocabulary. It implies that one will keep learning new words using a FL. Hiebert and Kamil (2005) agree with him and state that vocabulary can never be fully mastered. For example, with the developing of the
world, there are and will be items which did not exist in the past. In this case, there will be new words whether in terms of the names of the new objects or their use.

1.1.4.2.1. Vocabulary Learning Strategies

Schmitt (2000) refers to vocabulary learning strategies as means of enhancing vocabulary learning. There exist many strategies that one can use while learning vocabulary. Among these strategies, there are two that are frequently used, which are the intentional and incidental vocabulary learning strategies (Schmitt, 2008). One focuses on learning vocabulary in isolation (which includes both form and meaning) and the other one emphasizes the meaning of words with regard to their context.

1.1.4.2.1.1. Intentional Vocabulary Learning Strategy

It is also known as explicit vocabulary learning. Intentional or explicit learning is an approach that focuses on vocabulary itself rather than the language. Decarico (2001) points out that using explicit learning, the learners are given activities that focus more on vocabulary (p. 286). Intentional vocabulary is very useful, especially for beginners. Schmitt (2008) claims that “with true beginners, it is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of unknown words met in context” (p. 2).

EFL teachers who use this strategy provide direct explanation, list of words or make use of dictionaries. They focus on the meaning and the form of words. Actually, this strategy can mislead learners in acquiring the new vocabulary. For instance, they get bored memorizing words without making use of them. Besides, it is teacher-centered. In other words, learners rely more on their teacher who merely spoon-feed them. It is very useful for beginners to learn the necessary vocabulary.
1.1.4.2.1.2. Incidental Vocabulary Learning Strategy

It is also called implicit vocabulary learning. Unlike intentional vocabulary learning, incidental learning emphasizes the learning of words in context rather than in isolation. This strategy is helpful for intermediate and advanced learners that must learn vocabulary implicitly in order to improve their skills. Hence, Decarrio (2001) claims that “… beyond a certain level in a second language, vocabulary learning is more likely to be mainly implicit” (p.289).

One word can have several meanings; therefore, one should understand its meaning according to its context. Besides, when one uses a word in different contexts, it will help him to memorize and use it when it is needed. In addition, it will help him to have a good knowledge about the acquired word. Schmitt (2008) claims that meeting the same word or words in different contexts reinforce the understanding of their real meaning. Moreover, it consolidates the memorization of the words whether in terms of meaning or form.

1.1.4.2.2. The Effect of Language Games on Vocabulary Learning

Games are useful for learning vocabulary. They make the learning process easier. Moreover, they create a good atmosphere where learners feel at ease when learning. Generally speaking, learners, especially young ones, like playing games; therefore, games can provide the conditions where learners can learn easily. Hence, Atake (2003) states that “students are challenged to think and use certain target vocabulary expressions … but in games it becomes easier for students to memorize because students are impressed by competing or interacting with classmates” (p.13). In other terms, learners memorize better when they learn through playing games.
Deng (2006) ran a 4-month experiment in which he observed 45 learners teaching them some subjects. In his experiment, he used two methods: the traditional method and games. Each method lasted two months. Then he selected 10 words; five words were taught using the traditional method and the other five words through the use of games. His findings proved that learners recall better when they are taught through the use of games. In other terms, vocabulary was better memorized when they played games.

1.1.4.2.3. The Role of Guessing Games in Vocabulary Learning

Guessing games show the beauty of a FL, not just its problems. Learners, especially youngsters, get bored easily when they encounter problems, which can lead to fossilization. Guessing games play a crucial role in helping learners to get rid of this boredom and overcome fossilization and continue learning. In other terms, guessing games entertain and encourage learners to do better. Hence, Slattery and Willis (2001) state that “guessing games will help children to become familiar with new vocabulary in an enjoyable way” (p.49). That is to say guessing games are very useful in leaning vocabulary. They actually provide the circumstances in which learners can acquire as many words as possible. Moreover, guessing games are considered as good tools for urging learners to use the FL since they are giving hints and guessing. Allen (1983) mentions that “guessing games, for instance, create conditions in which the use of the target language (TL) is necessary for leading players to the correct guess” (p.52). This implies that guessing games provide opportunities for learners to use the target language. In fact, Guessing games facilitate both the teaching and learning process.

1.1.5. How to Make Vocabulary Teaching and Learning Effective

Remembering is a serious problem in vocabulary learning. Most learners encounter the problem of recalling words when they need to use them in real situations. Hence, for
making teaching more effective, memory can be a password for achieving proficiency. In other terms, EFL teachers must know how vocabulary is memorized in the students’ mind. Besides, they have to learn about how long term memory is organized in order to overcome the issue that learners face when recalling vocabulary.

Long term memory is based on storing information for a long time. Thornbury (2004) describes some principles that allow EFL learners to memorize vocabulary effectively. He provides some techniques that make vocabulary teaching and learning as effective as possible. Hence the following techniques must be followed in EFL classes:

- Repetition is one of the most effective ways for storing vocabulary for long time. The exposure to the same word several times enhances students’ long term memory. They should repeat the same words in order to remember them.

- Retrieval is also a technique that helps learners recall vocabulary. It is actually a sort of repetition in which teachers provide written tasks that include new words. In other words, EFL teachers must provide activities in which learners meet the new words.

- Pacing encompasses the respect of different learning styles. Learners have different personalities and they do not have the same learning style. Therefore, they must be given more chances to do memory work individually.

- Use refers to practice. Memorizing a list of vocabulary is not enough if they are not used. Learners will forget them easily and quickly. Thus, they have to use them from time to time so that they make sure they are still stored in their memory.
• Imaging is another useful technique that helps learners recall words. It is about linking words with pictures that depict their meaning. In this case, vocabulary will be recalled easily compared to abstract words.

• Mnemonics are very useful in remembering new items. Mnemonic refers to a word or group of words that can be associated with the information being remembered.

• Attention is something crucial in EFL classes. Learners must pay attention and must follow their teacher while s/he explains the new items. Learners will not acquire vocabulary in a fitting manner if they are absent minded.

It follows that teachers play a crucial role in making both vocabulary teaching and learning effective. A good teacher must use an adequate technique that suits the level of the learners providing a variety of activities that help learners to memorize and retrieve vocabulary when needed. Besides, the good teacher is the one who guides the learners in the learning process rather than making oneself the source. In other terms, s/he must avoid spoon feeding and convince the learners with the idea of self-reliance and autonomy in learning. Hence, teachers must raise the learners’ awareness of the importance of vocabulary in EFL learning.

1.1.6. Factors Affecting the Efficacy of Different Exercise Types in Vocabulary Retention

Dunmore (1989) claims for the need of exercise types in vocabulary learning focusing on the importance of understanding unfamiliar words from the context rather than in isolation. Paribakht and Wesche (1994) came up with the hierarchy of vocabulary exercise types: selective attention, recognition, manipulation then interpretation. Actually,
different exercises can help one to enrich one’s vocabulary; however, the problem is which exercise type is more useful and effective in vocabulary learning and retention?

In L2 acquisition studies, the major factors that affect the efficacy of exercises are “Noticing” and “Attention” (Truscott, 1998; Schmidt, 1990). Nation (2001) defines noticing as the process of “giving attention to an item” (p.74). In other words, noticing refers to the act of concentrating on a given item. Kargozari and Ghaemi (2011) state that “during noticing, the word is taken out of its message context for a certain period of time to be studied as a single item” (p.1655). EFL learners must first understand words from the context then search for more details about them. They should pay more attention to the new words and their usage. For Folse (2006), different exercise types are very important because they attract the learners’ attention to specific vocabulary items which direct their noticing to the particular word.

According to Nation (2001), there are three factors that affect L2 development: Noticing, Retrieval and the Generation. Noticing can take place when the learner searches for a word using the dictionary, whereas retrieval refers to the remembering and recalling of a word with the same meaning in different contexts. Unlike retrieval, generation is the meeting of the same word with different meanings in different contexts.

In addition, Brown (1993) points to two factors that influence the acquisition of vocabulary: Frequency of occurrence and Saliency. According to him, frequency means the number of meeting of the same word, and saliency is the “importance of a word” (p.265). Kargozari and Ghaemi (2011) believe that vocabulary exercises make learners focus on particular items making them more salient. In other words, learners pay more attention to specific items. So, frequency is very important in the acquisition of vocabulary.
Therefore, teachers must provide a variety of vocabulary exercises to learners so that they meet the same items in different contexts.

**Conclusion**

As a conclusion, EFL learners should bear in mind that vocabulary is very important, they are recommended to enrich their vocabulary. Besides, it is better if they learn about the structure and how to link between words. Moreover, it is preferable if they know how to use them in real life, not just grasping their definitions. Without using the words learnt in class, learners will forget them easily. Therefore, EFL teachers are advised to use techniques that enable learners to encounter the new items many times. In addition, they are recommended to provide activities that help learners use them in different contexts. Using games can help learners to memorize words and to recall them when communicating with others.
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Introduction

English is an international language; therefore, learners are motivated to learn it. However, they can find it a hard task to do so. Hence, teachers must interfere to make the learning process easier for them. EFL teachers can be the main source of information or they can play the role of the controller or the guide by making learners interact with each other. In fact, classroom interaction is something crucial in EFL classes. It provides opportunities for learners to use the FL and to communicate with their peers. Mainly, it helps learners to ameliorate their speaking skill since it refers to the verbal exchange. The latter assists learners to be more sociable.

In this section, the concept of interaction will be tackled beginning with a brief definition of the communicative approach (CA), communicative competence and, classroom interaction. The different types of classroom interaction will be also tackled, its main aspects and its objectives. This section will be closed with the criteria that EFL teachers have to rely on when splitting learners into groups.

1.2.1. Communicative Approach (CA)

English has become a world language; it is considered as a tool of communication among people from all over the world. EFL learners must learn this language and use it in real situations. Hence, EFL teachers always attempt to use methods and approaches that allow learners to communicate using the FL. The communicative approach or (CA) is
linked to the idea that “language learning will take care of itself” (Harmer, 2001). So, the main purpose of CA is learning the language to be used outside the classroom. Teachers and learners must collaborate in order to achieve the objectives set behind the use of this approach. In other terms, they must understand the theoretical framework and apply it in an appropriate way. According to Harmer (2001), EFL learners must not only be exposed to the language but must be given opportunities to use it in order to develop their knowledge and skills. Hence, EFL teachers must create situations in the classroom that are very similar to real life situations.

1.2.1.1. Communicative Competence

The communicative approach encompasses the theory of the communicative competence. The latter includes different competences. Hedge (2000) divides them into four competences: grammatical or linguistic, sociolinguistic, discourse and strategic competence. Grammatical or linguistic competence refers to the Generative Grammar by Noam Chomsky (1950’s). For Hedge (2000), it refers to the different aspects of the language: phonology, morphology, syntax. It actually refers to a set of rules that are used to generate or define the elements of an unlimited set of grammatical rules in a given language. Grammatical competence is linked to the knowledge of spelling, pronunciation and grammatical structure. Sociolinguistic competence refers to the social rules of language use. Basically, it relates to micro-sociolinguistics that “investigates how social structure influences the way people talk” (Coulmas, 1997, p.2). Bachman (1990) divided sociolinguistic competence into dialect, register, naturalness (staying in the bounds of what is common usage of the language) and culture. Hedge (2000) explains discourse competence in terms of understanding individual messages and discourse features such as pauses, false starts, interruption, and overlap. He also explains strategic competence in
terms of selecting the appropriate strategies that allow learners to feel at ease while communicating with others. So, communicative competence must be developed in EFL classes because it helps learners “participate in and learn from their classroom experience” (Johnson, 1995).

1.2.1.2. Interaction as a Type of CA Frameworks

Allwright (1984) emphasizes the importance of keeping learners active in the classroom. It means learners must talk more than the teachers and teachers’ talk-time should be reduced. In this way, it is a learner-centered approach to teaching. In other words, learners would rely on themselves whether working in pairs or groups. They must interact with each other. However, one must distinguish between communication and interaction. The latter is a broader term. According to the Oxford Dictionary, interaction refers to reciprocal action or influence, whereas communication is the imparting or exchanging of information by speaking, writing or using some other medium. So, communication is the act of communicating anything, while interaction means the occurrence in which two events act upon each other to produce a new effect.

1.2.2. Definition of Classroom Interaction

Ellis (1999) defines interaction as “the social behavior that occurs when one person communicates with another” (p.1). In education, the interaction occurs between peers (learner-learner) or teacher-learners. Hence, Mazur (1997) defines classroom interaction as the verbal exchanges between student and teacher. For Hake (1998), classroom interaction is the act of communicating a subject between teacher and student. According to these definitions, classroom interaction occurs when learners start communicating whether with each other or with their teacher.
According to Hall and Walsh (2002) “classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention”. In other terms, when interaction occurs in EFL classes, learners will learn better and the objectives that have been set will be achieved. Interaction, in this way, attracts learners’ attention, which facilitates the learning process. Chi (2009) defines classroom interaction as teacher-centered teaching through which information is conveyed by the teacher to the learners. However, Ghosh (2010) does not agree with that definition and sees classroom interaction as learner-centered teaching. For Ghosh, the interaction must be between learners. In this way, learners can improve their skills. Besides, they can express their opinion and share knowledge with their classmates using the FL. Chisikwe (1999) claims that learner-centered teaching reinforces classroom interaction. He also adds that the interaction occurs between the teacher, the learner and the aids used in the teaching process such as pictures or videos (learner interface interaction).

1.2.3. Types of Classroom Interaction

Interaction can occur in classroom when there is communication between learners or between the teacher and learners using both skills, listening and speaking. Thus, Thurmond (2003) defines interaction as:

The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course, true interactions with other learners, the instructor, and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment (p.4).
On the basis of this quote, it is concluded that there are four types of interaction which are learner-content, learner-learner, learner-instructor (teacher), learner-interface interaction.

![Figure 1. Different Types of Interaction](image)

### 1.2.3.1. Learner-Content Interaction

Learner-Content interaction emerges when students examine or study the course content (Moore & Kearsley, 1996). This type of interaction involves both learner and subject of study or course content. This interaction happens when learners talk to themselves about the information they encounter in a text, television program, lecture or elsewhere. In other words, it engages the learners in the cognitive process in order to understand and remember information. So, Learner-content interaction refers to the interaction between the learner and the learning materials. This type of interaction has both disadvantages and advantages.

In learner-content interaction, learners may face a problem having time constraints to interact effectively with content. Another downside of this type of interaction is that the needed information cannot be found easily either on the Internet or in the textbook.
Besides, the content can be fuzzy, which makes learners struggle in understanding it (Swan, 2001).

Learner-content interaction help learner to develop their knowledge through extensive reading, which makes them exposed to a variety of contents. It also motivates learners while searching for information or doing educational projects (Hammond, 2006).

1.2.3.2. Learner-Learner Interaction

In this type of interaction, learners are more active. In other words, it is learner centered teaching. Learners cooperate with each other expressing their opinion and sharing information. The teacher plays the role of the consultant. The teacher must avoid spoon feeding learners to rely on themselves in the learning process. That is to say learners must help each other. Lynch (1996) states that “learners rarely pick up each other’s errors, even the short term […] group work is more likely to lead to negotiation of meaning than interaction with the teacher” (p.111). Thus, working in groups can be very useful for learners because, in this way, they recognize their errors interacting with their classmates. Upton (2011) mentions that collaborative work can reinforce the learning experience. It
has been proved that collaborative learning has positive effect on content retention participation and goal achievement. However, Upton (2011) states that collaborative work without guidance or monitoring may mislead learners, that to say learners may mislead one another during their interaction. Moreover, introvert learners may be dominated by extrovert learners. The teacher must interfere from time to time and guide his learners.

Figure 3. Learner-Learner Interaction

1.2.3.3. Teacher-Learner Interaction

This type of interaction refers to the exchange of information between the teacher and one or more students. Generally speaking, the teacher is mainly the source of information. In other words, it is teacher centered teaching. The teacher plays the role of the controller. He is the one who decides which activities that must be included in the teaching process. Sometimes, learners repeat some particular structures after the teacher. In this case, the teacher is a model. This type of activity is referred as the so-called drills (Dagarin, 2004).
Teacher-learner interaction is considered as an important source of learning in EFL classes (Marks, Sibley & Arbaugh, 2005). However, this kind of interaction can have some disadvantages. For instance, learners are most of the time passive that is to say they receive information from their teacher. Besides, some students may not participate and may not pay attention to the teacher in class, which can create kind of boredom. Moreover, some teachers interact with a particular group ignoring others, especially introvert learners (Dale, 2001). Upton (2011) claims that teacher-learner interaction must help learners to develop their cognitive, social and emotional growth as well as their mental well-being.

![Teacher-Learner Interaction](image)

*Figure 4. Teacher-Learner Interaction*

### 1.2.3.4. Learner-Interface Interaction

It refers to the use of technology in education. It happens when learners interact with the technology used in learning. For example, students can learn items displayed on computer screen. Many scholars have studied the effect of the use of computers in education (DeBourgh, 1999; Hilman, et al., 1994; Kenny, 2002; Leasure et al., 2000). In other words, they studied how computers can affect students’ learning.
This kind of interaction can be either useful or not. It actually depends on the students’ perception of the access to technology. The latter obviously influences whether or not the technology is helpful (Schrum & Hong, 2002). Daley and colleagues (2001) state that the way learners perceive technology affect their learning. Learner-interface interaction can create obstacles to the learners, especially to those who do not have access to either the computer lab or a personal computer. Besides, learners, who are less comfortable with web-based courses, become less motivated and frustrated because of their issues with access (Hara & killing, 1999). The technological problems can affect how the learners learn in a negative way.

![Learner-Interface Interaction](image)

*Figure 5. Learner-Interface Interaction*

### 1.2.4. Aspects of Classroom Interaction

For successful learning through interaction, there must be negotiation of meaning and kind of feedback in the classroom. Actually, they are both the main aspects of classroom interaction.

#### 1.2.4.1. Feedback

Basically, feedback is used as errors’ correction. According to Mackey (2007), “through interaction that involves feedback, the attention of the learners is paid to the form of errors and pushed to create modification”. Learners must pay more attention to their errors in order to achieve proficiency and accuracy. In this way, they will ameliorate their
speaking skill which makes them feel at ease while communicating. Feedback may occur from either learners or teachers. However, teachers’ feedback is more accurate because they are more experienced and have better knowledge with regard to the FL. Besides, they use several strategies correcting errors.

1.2.4.2. Negotiation of Meaning

It refers to the ability of communicating ideas in a manner where there is no ambiguity. It is actually linked to the spoken interaction. Bygate (1987) points to negotiation of meaning as the way in which learners show understanding through their exchange of ideas. According to Ellis (1985), negotiation of meaning deletes fuzzy things regarding the input. And it also facilitates SLA. As negotiation of meaning leads learners to compare between the input and interlanguage, it plays a crucial role in the learning process. Therefore, it clarifies the input and encourages SLA.

1.2.5. The Importance of Classroom Interaction

Interaction is more important in SL and FL development. Allwright (1984) and Breen (1985) argue that:

Interaction is viewed as significant because it is argued that only through interaction can the learner decompose the TL structures and derive meaning from classroom events, interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principle), and the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or no will depend on the extent to
which communication has been jointly constructed between the teacher and learners (as cited in Chaudron, 1988, p.10).

Classroom interaction plays a crucial role in the language learning process. It gives opportunities to learner to use the target language. In other words, learners will be able to use the TL communicating with others. Besides, classroom interaction helps learners to develop their grammatical and linguistic knowledge. It shows learners how to interact using the correct structures of TL. Thus, Hatch (1978) mentions that “one learns how to do a conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed” (p.404).

1.2.6. Objectives of Classroom Interaction

Classroom interaction is very important in EFL classes because it provide opportunities to students to communicate using FL. According Ghosh (2000), there are many objectives that have been set behind classroom interaction such as:

- Aiding learners to select the appropriate method for learning
- Showing learners the accurate way of communicating with their peers
- Helping learners to cope with the different types of interaction that can take place inside the classroom
- Aiming at making communication full of meaning among learners in their TL
- Helping learners to develop their thinking critically and sharing their views and opinions
- Improving the relationship between the teacher and his students
- It is a good way for learners to use their knowledge and promote their skills
Therefore, classroom interaction aims at making the teaching and learning process easier. It establishes a good atmosphere for both the teacher and the learners. It actually helps learners to be sociable communicating with either the teacher or their peers. It also encourages the collective work among learners.

1.2.7. Designing Pairs and Groups

In interactive activities, the teacher may split learners into groups or ask them to work in pairs. Sometimes, learners can choose their partners. However, the teacher can put those who do not have close relationship in the same group since classroom interaction aims at helping learner to socialize through exchanging information. Richards and Lockhart (1996: 152) claim that teachers must encourage learners to work in pairs or groups. They believe that will help learners to develop their different skills. Therefore, they mention that:

Through interacting with students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a non-threatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

Therefore, learner-learner interaction emerges when the teacher splits learners into groups or asks them to work in pairs. It actually depends on the activity that learners must accomplish.

In pair work, the learner is obliged to use TL communicating with his partner. That to say he will be able to practise his speaking skill. Hence, Harmer (2001) claims that pair
work increases students’ speaking time. So, teacher’s speaking time is decreased. In other words, learners will rely on themselves in completing the task. However, the teacher can interfere from time to time in order to make sure that the task is done in an appropriate way.

Group work encourages learners to cooperate with each other so that they can solve any given problem. The more the interaction among learners the faster the problem is solved. In other terms, the problem will be solved easily when all learners share their ideas with their peers. Besides, it helps learners to socialize through oral exchanges. Thus, Richards and Lockhart (1996) claim that group work encourages collaboration among learners and breaks the ice. That is to say it helps extrovert learners to be sociable.

1.2.8. Criteria for Designing Groups and Pairs

According to Harmer (2001), there exist many principles that EFL teachers can follow when splitting learners into groups or work in pairs.

- Friendship is one of these principles. The teacher may take into consideration those learners, who are not close, may not do the task in a fitting manner. In other words, they may not help each other in accomplishing the work given by the teacher. Hence, it creates obstacles and make the learning process more difficult. Therefore, EFL must be aware of such problem and try to put those learners, who are friends, in the same group.

- The teacher may also into consideration learners’ abilities. This principle is known as streaming. Some learners participate more than others. Hence, the teacher may put those who participate less in the same group. That may encourage them to participate more. In this case, the teacher may interfere and help them. Moreover, the intellectual level differs from one learner to
another. The teacher may take it into consideration when streaming learners. In this case, the teacher may put advanced learners with slower learners in the same group. Otherwise, he can put slower learners in the same group giving them easier task. That is to say the given activity must be suitable to the learners’ level.

- The teacher can split his learners into groups randomly. In other words, he will not take into consideration the two previous principles. For example, he asks learners, who sit next to each other, to work together. In this case, the teacher did not rely on friendship or learners’ abilities. This strategy of splitting learners into groups is known as chance.

- Following one of the previous principles does not mean the teacher must keep the same members of the group until the task is done. He may change the members of the group because there may be obstacles or they are not helping each other. In other words, if learners are not collaborating with each other, the teacher may change the members of the group.

**Conclusion**

To sum it all up, classroom interaction plays an important role in either learning or teaching. It actually helps learners to develop their skills, especially the speaking skill. In other words, classroom interaction refers more to the verbal exchange that occurs between the teacher and the learners or between the learners themselves. Classroom interaction is very important in EFL classes since it aims at developing learners’ abilities to communicate using their TL. Besides, it aims at helping learners to socialize through oral exchanges. It also encourages collective works. This occurs when learners work in pairs or
groups. The teacher is the one responsible of splitting his learners into groups because s/he knows them better than anyone else regarding their friendships and abilities.
Chapter Two:

Using the Heads up Game to Promote Vocabulary Learning in the Algerian EFL Class

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Chapter Two:  

Using the Heads up Game to Promote Vocabulary Learning in the Algerian EFL Class  

Introduction  

As viewed in chapter one, section one, many scholars recommend the use of games in EFL classes. Bradley (2010, p.3) states that games encompass features that are useful to language learners. He believes that games urge learners to be more active in the learning process. In addition, it helps learners to socialize through oral exchanges. This actually happens when they cooperate with each other. In other words, classroom interaction gives learners opportunities to express themselves using the FL.  

According to Tuan (2012, p.260), games provide exposure to vocabulary, a fact which reinforces learners’ vocabulary acquisition. The latter is one of the main problems in learning EFL (Swan & Walter, 1984). EFL learners encounter the problem of recalling words. Guessing games may help learners to memorize words and recall them when necessary. For instance, EFL teachers can adapt the heads up game and use it in their class. The aim of this study is to check whether this game enhances learners’ vocabulary retention. Moreover, this research aims at investigating the effect of peers’ interaction on learners’ vocabulary recall as well as distinguishing between the effectiveness of giving hints and guessing words. A quasi-experimental research is carried out to serve these two aims.
2.1. Methodology

2.1.1. Participants

The participants of this research are beginners in English. They are pupils at GAAGAA Abedallah middle school in Ain Fakroun, Algeria where the game is implemented as an instructional technique. It should be noted that vocabulary retention is a serious problem for pupils at this level. The targeted population encompasses two groups, 52 pupils. This sample size decreased because of some pupils’ irregular attendance. The groups of pupils were selected randomly. The control group includes 26 pupils and the same number for the experimental group.

Students of both groups showed difficulties in recalling vocabulary. In other terms, their vocabulary retention is very similar. Most of the pupils in the two groups keep forgetting the vocabulary they have learnt. They study vocabulary and other language aspects using their textbook (My Book of English Middle School Year Two). They only use the activities included in their textbook. For instance, they use fill-in the gaps, matching, finding synonyms and opposites. Thus, the game ‘heads up’ is used to see its effectiveness and to observe students’ progress in recalling vocabulary.

2.1.2. Research Design

In this study, a quasi-experimental research is carried out. According to Ladico, Spaulding and Voegtle (2006, p.185), a quasi-experimental study “involves random assignment of whole groups to treatments”. In fact, the quasi experimental design was our choice because the two groups were formed at the beginning of the year by the school administrative staff.
The research design contains two groups, an experimental group and a control group, and two tests. Students have pretest and a posttest. The pretest aimed at identifying the two groups’ levels regarding vocabulary retention. The posttest was used in order to measure students’ progress after the treatment period. The control group was not exposed to a treatment; the traditional method was used instead, that is to say they use the activities and tasks that included in their textbook like fill-in the gaps, matching and finding synonyms and antonyms. Unlike the control group, the experimental group was exposed to a treatment. Heads up was used as a technique of vocabulary instruction. The independent variable is thus the use of the game heads up; vocabulary retention is the dependent variable. The control group was needed because it was necessary to make sure that the learners’ progress was due to the independent variable and that there were no other external factors that could affect learners’ vocabulary retention except the use of heads up.

2.1.3. Research Questions and Hypotheses

The current research addresses the following questions:

1. Will ‘Heads up’ help the recall of English vocabulary?

2. Is there any difference between student-student interaction and student-words interaction in recalling vocabulary?

On the basis of these questions, the following hypotheses are formulated (the null hypothesis $H_0$ and the alternative hypothesis $H_1$):

- $H_1$: ‘Heads up’ would foster learners’ memorization and help them to recall words when needed.
- $H_0$: ‘Heads up’ would not contribute to any improvement in learners’ vocabulary retention.
• $H_1$: Pupils who guessed words while playing the game would recall better than those who gave hints.

• $H_0$: Vocabulary retention is the same for those pupils who guessed words while playing the game and those who gave hints.

2.1.4. Procedures

To conduct a research, one must have a scheme or a plan in order to effectively accomplish the work. In other words, one must be organized. Since a quasi-experimental design was selected, there should be a good knowledge of the way to do it; there are steps that one should take into consideration. These steps are ordered as the following:

2.1.4.1. Pretest

In the first session of our study, a pretest was delivered for the experimental group and the control group. Since the pretest was delivered at the end of the second semester of the academic year 2017-2018, the words included in the test were selected from sequences 1 and 2 in My Book of English Middle School Year Two. The test was given to both groups in order to check whether the two groups had the same level with regard to their vocabulary retention.

2.1.4.2. Treatment

After ensuring that the two groups had the same level, the experimental group started playing the game heads up. During the treatment period, The researcher made use of this tool. It actually took seven sessions and each one lasted for one hour. At the same time, the control group was using the traditional method.
2.1.4.2.1. The Experimental Group

As mentioned before, the experimental group was using the heads up as a technique of vocabulary instruction. The members of the group were split into two sub-groups. One sub-group was allowed to see a picture, and then gave hints to the other sub-group. The latter had to guess the word relying on the hints of the first group. The given words while playing the game were selected as the following:

- In the first session, pupils were given different words about the items that can be found at home. Students were familiar with some of these words. The words were selected from sequence 1 (Me, my friends and my family) in the previously referred to textbook.
- In the second session, pupils were trying to guess names of sports and games. The words were part of sequence 1 in the textbook.
- In the third session, learners were asked to guess names of clothes. The words were chosen from sequence 1 and sequence 2 (Me and my shopping) in their textbook.
- The fourth session entails vocabulary about food, fruit, vegetables and meat. They learn these words in sequence 2.
- During the fifth session, pupils were guessing parts of the body. The latter were learnt in sequence 1 and sequence 3 (Me and my health) in their textbook.
- Session number six was about names of illnesses and medications. Students dealt with these words in sequence 3.
- The last session, pupils were guessing names of animals (herbivore and carnivorous ones). This is actually part of their program that must be taught in sequence 4 (Me and my travels).
2.1.4.2.2. The Control Group

During the treatment period, the control group practised the same words using activities included in the textbook such as fill-in the gaps, matching and finding synonyms and opposites. It is worth to mention that the control group and the experimental group learnt the words the same way using the textbook. The former had the exposure to the same words, but they practised them in a different way.

2.1.4.3. Posttest

In this study, the posttest is a way for measuring learners’ vocabulary retention after the treatment period. Both groups were given a posttest in order to check their progress in vocabulary learning. In other words, they had a test in order to see if their vocabulary retention improved. The control group must have a posttest in order to make sure, there are no external factors that can affect the dependent variable. Pupils were asked to find the right word relying on what they have learnt.

2.2. Experiment One

In the first experiment, the traditional method was implemented in the control group, and the independent variable, the heads up game was manipulated in the experimental group. In the following section, both descriptive statistics and inferential statistics were used. The data was described through the use of frequency tables and diagrams. When it came to the analysis of the data, the t test was used.

2.2.1. Scores Frequency Distribution

The table below displays pupils’ score frequencies in the pretest and the posttest for the two groups, the control group and the experimental group. Otherwise, the table shows
how many students took the same mark. It also shows the total number of students in the experimental group and in the control group.

Table 1: *Experimental and Control Group Score Frequencies*

<table>
<thead>
<tr>
<th>Scores</th>
<th>Experimental Group Frequency</th>
<th>Control Group Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.00</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>1.50</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1.75</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.00</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.00</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.75</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4.00</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4.50</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.00</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6.50</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6.75</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7.00</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>7.50</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8.50</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9.00</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12.00</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17.00</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>18.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>19.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
2.2.1.1 Experimental Vs. Control Group (Pretest)

The following figure shows the pretest scores of both groups, control and experimental.

For the experimental group, pupils’ scores range from 1 to 9. Moreover, the figure shows that the majority of pupils (6 pupils) took the mark 1. That is to say 1 is the value which is most repeated. So, the mode is represented by the value 1. The total number of students is pair (N=26) the median can have two positions (N/2= 13) and ((N+2)/2=14) which correspond the two values 3 and 3.75. Therefore, it can be said that the median takes the value ((3+3.75)/2) = 3.375). There are 13 pupils who took marks less than 3.375 and 13 pupils scored more than 3.375.

On the other hand, pupils’ scores in the control group range from 0.5 to 9. In this case of the control group, there are multiple modes: 1, 2, 2.5, and 3.5. Since there is the same number of pupils in the control group and the experimental one, the median also takes the position 13 and 14 which, correspond to 3 and 3.5. The median is represented by
the value 3.25. It can be seen that the experimental and control groups score frequencies are approximately the same.

2.2.1.2. Control Group (Pretest Vs. Posttest)

The pupils’ scores in the control group in the pretest and posttest are displayed in the following diagram.

*Figure 7. The Control Group Scores Frequency Distribution (Pretest Vs. Posttest)*

The results of the above figure are indicative that pupils’ scores in the pretest range from 0.5 to 9, whereas they are between 1 and 14.5 in the posttest. There are multiple modes in the pretest and one mode in the posttest. In the pretest, the modes are represented by 1, 2, 2.5 and 3.5, but in the posttest, the mode is 5. The median is 3.25 in the pretest and 5 in the posttest. The median of the posttest is greater than the one of the pretest (5>3.25).

2.2.1.3. Experimental Group (Pretest Vs. Posttest)

The following figure displays scores as well as their frequency in the experimental group in both pretest and posttest.
From the figure above, it is clear that pupils’ score frequencies are different in both the pretest and posttest. Before the period treatment, pupils scored from 1 to 9. However, after the treatment period pupils’ scores range from 3 to 19. In the case of the Pretest, the mode is 1, whereas in the case of the posttest, the mode is represented by four values which are 4, 7, 12, and 17. Moreover, the median in the pretest is 3.375, but the median in the posttest is 11.75. Figure 8 shows that there are 17 pupils who got the average in the pretest, whereas no one got the average in the pretest. Therefore, it can be said there is a significant difference between the scores in the pretest and the posttest in the experimental group.

2.2.1.4. Experimental Vs. Control Group (Posttest)

Figure 9 shows the scores of both groups after the treatment period. In other words, it represents all pupils’ scores in the posttest.
According to the above figure, pupils’ scores in the control group range from 1 to 14.5. The majority of students in the control group took the mark 5. In other words, the mode is represented by the value 5. The median is 5. Actually, there are 7 students who took the average in the control group.

On the other hand, pupils’ scores in the experimental group are in the interval between 3 and 19. There are only 9 students in the experimental group who did not get the average. Their scores range from 3 to 9. There are multiple modes which are 4, 7, 12 and 17. The median is 11.75 as it is mentioned in the previous section.

2.2.1.5. Control Group Scores Differences (Pretest Vs. Posttest)

Each pupil’s scores in the control group, in both the pretest and the posttest, are shown in the following diagram.
Figure 10. Control Group Scores Differences.

From the above figure, it can be seen that the majority of the pupils scored better in the posttest. Unlike the scores of the pretest, there are students who got the average in the posttest. In fact, there are only four pupils who did not do better in the posttest. For instance, student number 16 took 3.5 in the pretest and 1.5 in the posttest; student number 6 took 2 in the pretest and the same mark in the posttest.

2.2.1.6. Experimental Group Scores Differences (Pretest Vs. Posttest)

Figure 11 shows the difference between the scores of each student before and after the treatment period.
It is noted that the majority of pupils scored better after the treatment period. However, there are two students who got less than their first mark. The first student got 6 in the pretest and 3 in the posttest whereas the student number 6 got 6 in the pretest and 4 in the posttest. It can be said that pupils made improvement after the treatment period. However, it is needed to use inferential statistics in order to make sure that the treatment was effective and we can apply it with other samples. In other terms, we need to use the t-test.

2.2.2. T-Test Analysis

According to Katz (2016, p.31), the mean is “the centre of mass, the balancing point of the data”. In order to calculate the mean, we need to sum all the marks, and then we divide what we find by the number of the marks. In this section, we calculate the mean of each group, and then we draw a conclusion regarding the findings. In other words, we need to compare the means of the control group and to those of the experimental group in order to say whether or not the treatment is effective. In order to do that, comparing the means is
not enough; therefore, it is needed to make use of inferential statistics using both tests: paired and independent sample t test.

2.2.2.1. Paired Sample T-Test

The paired sample t-test is used before and after the treatment (Bower, 2000). In other words, it is used to compare the scores obtained in the Pretest to those gained in the posttest. This kind of test when dealing with dependent populations can be used. In our case, it is used to compare the means of the same group before and after the treatment. For instance, the pretest scores and the posttest scores in the experimental group are compared.

2.2.2.2. Independent Sample T-Test

Unlike the paired sample t-test, the independent sample t-test is used to compare between the means of the two groups whether before the treatment or after it. According to Park (2009), the independent sample t-test is often used to compare “the difference between two means” of two independent samples. For instance, the mean of the experimental group and that of the control group are compared.

2.2.3. Comparing Means

2.2.3.1. Experimental Vs. Control Group Means (Pretest)

Before the treatment was used, it was needed to make sure that the members of the experimental and control groups have the same level. Thus, a pretest was delivered to both groups, and then the means obtained were calculated and compared. In other terms, it was needed to make sure that the two groups are homogeneous. Since there were two groups, the independent sample t-test was used.

The null hypothesis $H_0$ and the alternative one $H_1$ are expressed as the follows:
\[ H_0: \mu_1 = \mu_2 \]

\[ H_1: \mu_1 \neq \mu_2 \]

So, if there is a significant difference between the means, the null hypothesis is rejected (Park, 2009, p.15).

Table 2: Group Statistics

<table>
<thead>
<tr>
<th>Pretest Scores</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Control Group</td>
<td>3.8750</td>
<td>2.50325</td>
<td>.49093</td>
</tr>
<tr>
<td>Pretest Experimental Group</td>
<td>3.7308</td>
<td>2.50891</td>
<td>.49204</td>
</tr>
</tbody>
</table>

The above table shows that the number of pupils is equal to 26 for each group with approximately the same standard deviation. It is clear that the means of the two groups are similar (\(\mu_1 = 3.8750\) and \(\mu_2 = 3.7308\)).

Table 3: Independent Sample Test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Scores</td>
<td>.208</td>
<td>50</td>
<td>.836</td>
<td>.14423</td>
<td>.69506</td>
<td>-1.25184</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.54030</td>
</tr>
</tbody>
</table>

Since the confidence interval of the difference is 95 %, it is needed to compare the P value with 0.05. The comparison is done in order to know whether or not the means are equal. That is to say, the non-directional hypothesis is used. In this case, 0.05 is divided by 2. If the P value is greater than 0.025, the null hypothesis is accepted, which means there is no significant difference between the means and vice versa. According to the table 3,
P value = 0.836 > 0.025, there is no significant difference between the means ($\mu_1 = \mu_2$). Therefore, it can be said that the experimental and control group are homogeneous.

### 2.2.3.2. Control Group Means (Pretest Vs. Posttest)

Table 4 displays the means of the control group pupils in the pretest and the posttest.

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Pretest</td>
<td>3.8750</td>
<td>26</td>
<td>2.50325</td>
<td>0.49093</td>
</tr>
<tr>
<td>Control Group Posttest</td>
<td>6.2115</td>
<td>26</td>
<td>4.19565</td>
<td>0.82283</td>
</tr>
</tbody>
</table>

Since the majority of pupils in the control group scored better in the posttest, there must be a difference between the means of the pretest and posttest. The mean in the pretest is $\mu_1 = 3.8750$ whereas the mean in the posttest is $\mu_2 = 6.2115$. The mean difference is 2.33654 as mentioned in table 5.

Again, it is needed to state the null hypothesis $H_0$ and the alternative one $H_1$ as the follows:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_2 > \mu_1$$

Since it was needed to see whether there was improvement in the pupils’ scores after using the textbook activities, the directional hypothesis was used, that is to say the P value is compared to 0.05.
Table 5: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Error Mean</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group Pretest</td>
<td>-2.33654</td>
<td>.45466</td>
<td>2.31834</td>
<td>-3.27294 -1.40014</td>
<td>-5.139</td>
<td>25</td>
<td>.000</td>
</tr>
<tr>
<td>Control Group Posttest</td>
<td>2.31834</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 5, the P value is less than 0.05 (P=0.000<0.05). In this case, the null hypothesis is rejected. In other terms, there is a significant difference between the means ($\mu_2 > \mu_1$). It can be said that the activities used in the textbook are somehow helpful for students to develop their vocabulary retention because the mean is still below the average (6.2115<10).

2.2.3.3. Experimental Group Means (Pretest Vs. Posttest)

Table 6 shows the means of the experimental group before and after the treatment period.

Table 6: Paired Samples Statistics

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Group Pretest</td>
<td>3.7308</td>
<td>26</td>
<td>2.50891</td>
</tr>
<tr>
<td>Experimental Group Posttest</td>
<td>11.3846</td>
<td>26</td>
<td>4.66113</td>
</tr>
</tbody>
</table>

According to table 6, it is clear that there is a big difference between the means. Before the treatment period, pupils’ mean is $\mu_1= 3.7308$ whereas their mean after the treatment period is $\mu_2= 11.3846$. There is a difference of 7.6538 as shown in table 7.
Moreover, it can be seen that SD in the pretest is less than the one in the posttest. This is due to the improvement achieved by the majority of pupils after the treatment period. The SD is bigger in the posttest because there are many students who got a mark that is greater than $\mu_2$. The median is 11.75 which is greater than the mean. Besides the best mark is 19 which is not close to $\mu_2$.

Table 7: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
</table>

As it was needed to know whether or not there was improvement after the treatment period, the directional hypothesis was used. In this case, the P value is to be compared with 0.05. According to table 7, the P value is very small (P=.000) which means it is less than 0.05. In this case, it can be said that there is a significant difference between the means ($\mu_2 > \mu_1$). In other words, the null hypothesis is rejected. It is clear that the treatment was effective and learners made improvement after the treatment period. The following section compares the experimental and the control group means in the posttest in order to generalize the findings.

2.2.3.4. Experimental Vs. Control Group Means (Posttest)

The following table shows the means of each group in the posttest. It also shows the total number of students.
Table 8: Group Statistics

<table>
<thead>
<tr>
<th>Posttest</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>26</td>
<td>6.2115</td>
<td>4.19565</td>
<td>.82283</td>
</tr>
<tr>
<td>Posttest Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>26</td>
<td>11.3846</td>
<td>4.66113</td>
<td>.91412</td>
</tr>
<tr>
<td>Group Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 8, there is a difference between the means. The mean of the experimental group is $\mu_2 = 11.3846$ whereas the mean of the control group is $\mu_1 = 6.2115$. It is still needed to confirm that the treatment is effective using the independent sample test.

Given the reason explained before, the directional hypothesis is used.

Table 9: Independent Sample Test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores</td>
<td>-4.206</td>
<td>50</td>
<td>.000</td>
<td>-5.17308</td>
<td>1.22991</td>
<td>-7.64342 -2.70273</td>
</tr>
</tbody>
</table>

The results in the above table show that the treatment is effective. In fact, the P value is less than 0.05. That is to say, the null hypothesis is rejected. So, the alternative hypothesis is accepted, which means that there is a significant difference between the means ($\mu_2 > \mu_1$). Therefore, it can be generalized our findings and say that the treatment is effective. In other words, pupils who use heads up recall better than those who use traditional activities from their textbook.
2.3. Experiment Two

In this experiment, the control group gives hints, whereas the experimental group guesses the words. In other words, the control group use visual interaction and the experimental group use peers’ interaction.

2.3.1. Scores Frequency Distribution

Table 10 shows the frequency of pupils’ score in the pretest and the posttest for both groups, the control and the experimental group. It also displays the highest and lowest mark that pupils took in the pretest and the posttest. It also shows the number of students in each group.

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>1.00</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>1.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.00</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.75</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4.00</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>4.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5.00</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.00</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>7.50</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.50</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
2.3.1.1. Experimental Vs. Control Group (Pretest)

Figure 7 displays pupils’ scores before playing the game heads up.

![Scores Frequency Distribution in the Pretest](image)

*Figure 12. Scores Frequency Distribution in the Pretest*

Figure 8 indicates that pupils’ scores of the control group range from 1 to 8.5. The majority of pupils in the control group took the mark 1. That is to say the mode is 1. Since the total number of students is impair (N=13), the median takes the position ((N+1)/2 =7). Which correspond to the value 3.75. It means that there are 6 pupils got a mark greater than 3.75 and the rest of the group took a mark less than 3.75.

On the other hand, pupils’ scores in the experimental group range from 1 to 9. In the case of the experimental group, there are multiple modes: 1, 1.5, and 4. Since there is the same number of pupils as in the control group, the median also takes the position 7. In other words, the median is 3. Therefore, it can be said that the score frequencies in both groups are very similar.

2.3.1.2. Control Group (Pretest Vs. Posttest)

The following diagram indicates the scores of the control group before and after playing the game heads up. That is to say before and after the visual interaction.
According to figure 13, it can be seen that pupils’ scores in the posttest are much better than their scores in the pretest. In the case of the posttest, the scores range from 3 to 19. In other words, the best mark in the posttest is 19 whereas 8.5 is the best mark in the pretest. No one got the average in the pretest; there are 6 pupils who got the average in the posttest. In the posttest, there are two modes: 4, and 7. Moreover, the median is improved. In the pretest, it is 3.75, while in the posttest, it is represented by 7.5.

2.3.1.3. Experimental Group (Pretest Vs. Posttest)

The following diagram shows the scores of pupils before and after interacting with their peers. In others words, it displays pupils scores in the pretest and in the posttest.
Figure 14. Experimental Group Scores Frequency Distribution (Pretest Vs. Posttest).

Figures 14 shows that pupils’ scores in the posttest range from 8 to 18; there are only two pupils who did not get the average in the posttest. The mode in the posttest is represented by 12. The median is 13.5, it was 3 in the pretest. The half of the group in the posttest got a mark greater than 13.5. It can be said that pupils’ scores in the posttest are much better than their scores in the pretest.

2.3.1. 4. Experimental Vs. Control Group (Posttest)

The following diagram shows the scores of pupils who interacted with the pictures and those that interacted with their peers.
According to figure 15, It can be seen that the worst mark in the control group is 3, whereas 8 in the experimental group. The best mark in the control group is 19, whereas 18 is the best mark in the experimental group. In the case of the control group, there are two modes: 4 and 7. In the experimental group, the mode is represented by 12. There are 7 pupils who did not get the average, whereas only two who did not in the experimental group. The median of the experimental group is greater than the one of the control group (13.5>7.5). It can be said that pupils’ scores of the experimental group in the posttest are better than pupils’ scores of the control group in the posttest.

2.3.1.5. Control Group Scores Differences (Pretest Vs. Posttest)

Figure 16 shows the score of each student before and after interacting with the pictures as well as the difference between them.
Figure 16. Control Group Scores Differences.

Figure 16 shows that most pupils got a better mark in the posttest regarding the scores in the pretest. There are only two pupils who did not do better in the posttest. For instance, student number 1 took 6 in the pretest and 3 in the posttest. The same thing for the student number 2 who took 6 in the pretest and 4 in the posttest. There are pupils who did not do well in the pretest, though they got almost the full mark in the posttest. For example, student number 5 got 8.5 in the pretest and 19 in the posttest. It can be said that pictures help pupils to recall words.

2.3.1.6. Experimental Group Scores Differences (Pretest Vs. Posttest)

Figure 17 represents the score of each pupil before and after the interaction with his peers. In addition, it displays the difference between the mark in the pretest and the mark in the posttest.
According to figure 17, it is clear that all pupils got a better mark in the posttest with regard to the scores in the pretest. For instance, student number 1 got the mark 9 in the pretest and 18 in the posttest. The one who got the worst mark in the pretest is student number 3 and 7. Student number 3 got 1 in the pretest and 8 in the posttest; student number 7 got 1 in the pretest and 10.5 in the posttest. It can be said that the interaction with peers helps students a lot to improve their vocabulary retention regarding their scores in the pretest and posttest. However, it is needed to use the t-test to confirm that.

2.3.2. Comparing Means

2.3.2.1. Experimental Vs. Control Group Means (Pretest)

Table 11 shows the means of the control group and the experimental group before playing the game heads up.

<table>
<thead>
<tr>
<th>Score1</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Control Group</td>
<td>13</td>
<td>3.8846</td>
<td>2.57313</td>
<td>.71366</td>
</tr>
<tr>
<td>Pretest Experimental Group</td>
<td>13</td>
<td>3.5769</td>
<td>2.53801</td>
<td>.70392</td>
</tr>
</tbody>
</table>
The results of the table 11 are indicative of no significant difference between the means of the two groups. The mean of the control group in the pretest is 3.8846 whereas the one of the experimental group is 3.5769. The mean difference is 0.30769 as mentioned in table 12. The difference is very small. It cannot be said that the two groups are homogeneous unless the independent sample t test is used.

First, let us state our hypotheses as the following:

\[ H_0: \mu_1 = \mu_2 \]

\[ H_1: \mu_1 \neq \mu_2 \]

The P value will be compared with 0.025 because the non-directional hypothesis is used.

Table 12: Independent Sample Test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores</td>
<td>0.307</td>
<td>24</td>
<td>0.762</td>
<td>0.30769</td>
<td>1.00240</td>
<td>-1.76116</td>
</tr>
</tbody>
</table>

According to table 12, it is obvious that the two groups are homogenous. In other words, there is no significant difference between the means (\( \mu_1 = 3.8846 \) and \( \mu_2 = 3.5769 \)). That is to say the null hypothesis is accepted because the P value is greater than 0.025 (\( P=0.762>0.025 \)). It can be said that those who interacted with the pictures have the same level of those who interacted with their peers.
2.3.2.2. Control Group Means (Pretest Vs. Posttest)

The results, in the below table, show the mean of the control group before and after the interaction with pictures.

Table 13: Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>3.8846</td>
<td>13</td>
<td>2.57313</td>
<td>.71366</td>
</tr>
<tr>
<td>Posttest</td>
<td>9.3462</td>
<td>13</td>
<td>5.10875</td>
<td>1.41691</td>
</tr>
</tbody>
</table>

According the results shown in table 13, it can be seen the mean of the control group in the posttest increased. It was \( \mu_1 = 3.8846 \) in the pretest, and then it became \( \mu_2 = 9.3462 \). The mean difference is 5.46154 as mentioned in table 14.

Again, it is needed to state the hypotheses. The P value must be compared with 0.05. Our hypotheses are stated as follows:

\[ H_0: \mu_1 = \mu_2 \]

\[ H_1: \mu_2 > \mu_1 \]

Table 14: Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Control Group</td>
<td>-5.46154</td>
<td>4.30219</td>
<td>1.19321</td>
<td>-8.06132</td>
<td>-2.86175</td>
<td>-4.577</td>
<td>12</td>
</tr>
</tbody>
</table>

Posttest         |
According to the table 14, the P value is less than 0.05 (P=0.001<0.05). In this case, the null hypothesis is rejected and the alternative one is accepted. That is to say there is a significant difference between the means ($\mu_2 > \mu_1$). In other words, the use of pictures can reinforce pupils’ vocabulary retention.

**2.3.2.3. Experimental Group Means (Pretest Vs. Posttest)**

Table 15 indicates to the means of the experimental group before and after peers’ interaction.

<table>
<thead>
<tr>
<th>Table 15: Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Pair 1 Experimental Group Pretest</td>
</tr>
<tr>
<td>Experimental Group Posttest</td>
</tr>
</tbody>
</table>

Form the results shown in table 15, it is clear that there is a big difference between the means. The mean of the experimental group before the treatment period is $\mu_1 = 3.5769$ whereas the mean of the experimental after the treatment period is $\mu_2 = 13.4231$. The mean difference is 9.84615. It is almost 10.

<table>
<thead>
<tr>
<th>Table 16: Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
From table 16, it can be seen that the P value is less than 0.05 (P=0.000 <0.05). The null hypothesis is rejected and the alternative one is accepted. Thus, it can be said that there is a significant difference between the means ($\mu_2 > \mu_1$). In other terms, the treatment was effective. That is to say the interaction with peers is a good way for learners to improve their recalling of words.

### 2.3.2.4. Experimental Vs. Control Group Means (Posttest)

Table 17 shows the means in the posttest for both groups; for those who used visual interaction and those who interacted with their peers.

<table>
<thead>
<tr>
<th>Table 17: Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
</tr>
<tr>
<td>Control Group Posttest</td>
</tr>
<tr>
<td>Experimental Group Posttest</td>
</tr>
</tbody>
</table>

According to the results shown in table 17, it can be said that there is a difference between the means of the two groups. The mean of the control group is $\mu_1 = 9.3462$ whereas the one of the experimental group is $\mu_2 = 13.4231$. The mean difference is 4.07692. The mean of the experimental group is greater than the one of the control group.

<table>
<thead>
<tr>
<th>Table 18: Independent Sample Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-test for Equality of Means</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Scores</td>
</tr>
</tbody>
</table>
The findings included in table 18 show that there a significant difference between the means \((\mu_2 > \mu_1)\). The P value is less than 0.05 \((P=0.022<0.05)\). In this case, the null hypothesis is rejected. Thus, it can be said that the treatment is effective. That is to say peers’ interaction is more effective than visual interaction. Since the alternative hypothesis is accepted, the findings can be generalized.

2.4. Discussion

This study tries to find out whether a language game is a good technique to help learners to recall words. The work is divided into two major parts. The first one answers the question of whether using ‘heads up’ reinforces pupils’ vocabulary retention. The second one answers the question of whether peers’ interaction enhances learners’ vocabulary retention better than visual interaction.

In the first experiment, it was needed to see the effectiveness of ‘heads up’ on reinforcing pupils’ vocabulary retention in comparison with the use of activities included in the textbook. According to the obtained findings, ‘heads up’ is an effective vocabulary learning technique. Pupils started recalling words better when they played the game. It was seen how pupils improved their scores after the treatment period. Learners did much better in the posttest compared to those in the pretest. Therefore, EFL teachers must adapt this game in their classes because of the progress that their learners can achieve. In addition, using ‘heads up’ makes the learning and teaching process easier. In other words, learners enjoy learning and the teacher is satisfied with the results. Using the activities included in the textbook can be useful in vocabulary retention (Stoller, & Grabe, 1993; Joe, 1998; Paribakht, & Wesche, 2000; Amiryousefi, & Kassaian, 2010); however, it is not as good as the use of the game ‘heads up’ with reference to the findings of this research work.
In the second experiment, visual interaction and peers’ interaction were compared. According to the obtained results, those pupils who interacted with their classmates recalled vocabulary better than those who saw the pictures and gave hints. However, according to the results in the pretest and posttest of those who used visual interaction, it can be said that this type of interaction was helpful too. While using ‘heads up’, those pupils who interacted with the pictures kept asking the teacher to switch the roles to start interacting with their peers guessing the words instead of giving hints. Thus, it can said that those who enjoyed more the game did better than the others.

2.5. Implications, Limitations and Suggestions for Further Research

2.5.1. Pedagogical Implications

According to the results of this experimental study, the use of ‘heads’ up has unveiled, progress in the learners’ retention of vocabulary. Therefore, EFL teachers do not have to rely only on the tasks provided in the textbook. They must vary in the methods and techniques they use in the classroom. They are advised to adapt games such as ‘heads up’ and use it in the teaching process. They can use it to help learners to memorize as many words as possible. The game motivates learners and attracts their attention, which facilitates both the teaching and the learning processes. Many EFL teachers encounter the problem of teaching EFL to introvert learners. Therefore, they can use the game in order to engage those learners who suffer from shyness or similar psychological issues. One of the main objectives of EFL teachers is to help the learners to communicate using the FL. The game provided opportunities for learners to express their ideas about a given word using the FL. Therefore, teachers are recommended to use the game in improving the learners’ speaking skill.
2.5.2. Limitations of the Study

While carrying out our study, there were many obstacles, especially at the beginning; including students’ behaviour. For instance, there were learners who underestimated their level in English given their belief that they had solid grounding in this language, and were, thus, unwilling to participate in the game. Some others were shy; therefore, they did not do well when giving hints to their peers. In addition, pupils who were selected to give hints got quickly bored because they enjoyed less the game than those students who guessed the given words. They kept asking the researcher to switch the role of the two sub-groups that were selected to play the game. However, the main obstacle is time constraints. This experimental study was not able to be conducted for a long time, which would have aided students to memorize more vocabulary.

2.5.3. Suggestions for Further Research

This study aimed at investigating the effect of classroom interaction through the use of the game ‘heads up’ in enhancing students’ vocabulary retention. This work has uncovered some suggestions for subsequent research in this field:

- Session after session, shy learners got involved and started playing the game with their peers. Therefore, one can study the effect of the game ‘heads-up’ on decreasing anxiety. It actually provides opportunities for those students who are introvert to socialize through oral exchanges.

- Investigating the effect of the use of ‘heads up’ in improving students’ fluency is another research perspective. While playing the game, learners communicate using the FL, which can help them to improve their speaking skill.
• One can study the effect of the use of ‘heads up’ in teaching grammar for beginners. Pupils may distinguish between nouns, adjectives, verbs and adverbs using ‘heads up’. In addition, they can, for example, memorize irregular verbs and use them when needed.

**Conclusion**

As a conclusion, the present study proved that the use of heads up can enhance learners’ vocabulary retention. While playing the game, learners kept saying that it is a good way for memorizing words which is the objective of this study. Actually, teachers must vary in terms of the techniques they use in their classes in order to achieve better results. The findings of this work showed that pupils who played ‘heads up’ recalled better than those who used traditional activities included in My Book of English Middle School Year Two. However, the traditional method was also helpful therefore, teachers can use the activities included in the textbook. In addition, pupils who guessed the words did better than those who gave clues with regard to vocabulary retention. Pupils learn better when they enjoy learning. Therefore, the teacher must provide the conditions where learners can learn. Elbert Einstein once said, I never teach my pupils, I always attempt to provide the conditions where they can learn.
General Conclusion

Vocabulary is one of the main problems that learners face while learning a FL, especially youngsters who at the beginner level. Young learners keep forgetting words they have learnt because they do not practise them or because of the technique they used when acquiring them. Generally speaking, young learners like to play games and have fun. Therefore, it is a good idea to adapt games and use them in education. In other words, games are likely to enhance learners’ vocabulary retention. Following this line of thought, this research work was conducted to investigate the effect of ‘heads up’ on fostering learners’ retention of vocabulary. It also entailed considering difference between giving hints and guessing words with regard to vocabulary recalling.

Vocabulary is one of the main aspects of the language. Therefore, pupils must bear in mind of its importance. They must broaden their vocabulary on order to have a good control of the FL. Communicating with peers can be an effective technique that learners use to enrich and foster their retention of vocabulary. EFL teachers must vary in the techniques they use in class. They must provide opportunities for the learners to communicate using the FL.

The experimental study, carried out in Gaagaa Abedallah Middle School in Ain Fakroun, Algeria has proved that second year students recalled better when they enjoyed more the game heads up. The findings have shown that students made progress when they played the game compared to those students who used the textbook tasks. The game ‘heads up’ was effective in enhancing the learners’ retention of vocabulary. The pupils who used the traditional method also improved their vocabulary recalling. However, the traditional method was not as good as the use of ‘heads up’. As a result, EFL teachers can use both methods in their class. In other words, they must use different techniques so that learners
can find the appropriate conditions where they can learn. In addition, learners who guessed words enjoyed the game more than those who gave hints. Therefore, the former did better than the latter. That is to say, enjoyment leads to better results. As conclusion, EFL teachers must provide the healthy environment that foster motivation and learning. In the framework of this study, ‘heads up’ was a solution to foster learners’ vocabulary retention.
REFERENCES


APPENDICES

Appendix A: Pretest

Appendix B: Posttest
Appendix A: Pretest

Tasks used in the pretest

Task 01: I match each word with the picture that depicts its meaning.
Mittens

Toques

Sweater

Socks

Task 02: I look at the pictures and match each word with the thing that corresponds to its meaning.

a. Fridge  c. Mirror  e. Bathtub  g. Toilet
b. Washbasin  d. cupboard  f. Cooker  h. Sink

Task 03: I name the following sports.

..................................................  ..................................................
..................................................  ..................................................
**Task 04:** I look at the pictures and write my shopping list.

![Vegetables](image1.png) ![Fruit](image2.png) ![Meat](image3.png)

<table>
<thead>
<tr>
<th>Shopping List</th>
<th>Shopping List</th>
<th>Shopping List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vegetables</strong></td>
<td><strong>Fruit</strong></td>
<td><strong>Meat</strong></td>
</tr>
<tr>
<td>1. ...............</td>
<td>5. ...............</td>
<td>9. ...............</td>
</tr>
<tr>
<td>2. ...............</td>
<td>6. ...............</td>
<td>10. ...............</td>
</tr>
<tr>
<td>3. ...............</td>
<td>7. ...............</td>
<td>11. ...............</td>
</tr>
<tr>
<td>4. ...............</td>
<td>8. ...............</td>
<td>12. ...............</td>
</tr>
</tbody>
</table>

**Task 05:** I match each term with its definition.

1. Shop assistant  
2. Customer  
3. Cashier  
4. Store

- a. A person who sells goods in a store.
- b. A place where goods are sold.
- c. A person who pays for goods or service.
- d. A person who is responsible for receiving payments for goods and services.

**Task 06:** I read each definition and write the word that corresponds to it.

1. A person who cannot see  
2. A person who cannot speak  
3. A person who cannot hear  
4. A person who cannot walk  
5. My brother’s daughter

- ........................................
- ........................................
- ........................................
- ........................................
- ........................................
Appendix B: Posttest

Tasks used in the posttest

**Task 01 (Sequence 01):** I give an appropriate name to the following pictures.
Task 02 (Sequence 02): I write my shopping list.

- **Shopping List (01)**
  - Vegetables
    1. 
    2. 
    3. 
    4. 

- **Shopping List (02)**
  - Fruit
    1. 
    2. 
    3. 
    4. 

- **Shopping List (03)**
  - Meat
    1. 
    2. 
**Task 03 (Sequence 03):** I use the wright word to complete the meaning of the following sentences

1. He has a sore throat. He should use ……………………………………………………
2. He has a bad cough. The doctor gives him ………………………………………
3. He has got toothache. His dentist prescribes ……………………………………..
4. He has an earache. His otolaryngologist prescribes ………………………………
5. His eye is swollen, red and sticky. He has conjunctivitis. His ophthalmologist prescribes ……………………………………………………………………………
6. He has ………………………. He should use an inhaler.
7. He has ………………………. He should use pain relief back patches.
8. He has ………………………. The doctor gives him a cough syrup.
9. He has ………………………. He should wear an orthopaedic ankle brace.
10. He has ………………………. He should take aspirins.

**Task 04 (Sequence 04):** I complete the following table.

<table>
<thead>
<tr>
<th>Mammal</th>
<th>Egg-laying</th>
<th>Herbivore</th>
<th>Carnivorous</th>
<th>Reptile</th>
</tr>
</thead>
<tbody>
<tr>
<td>…………</td>
<td>…………</td>
<td>…………</td>
<td>…………</td>
<td>…………</td>
</tr>
<tr>
<td>…………</td>
<td>…………</td>
<td>…………</td>
<td>…………</td>
<td>…………</td>
</tr>
</tbody>
</table>
Résumé

De nombreuses recherches sont parvenues à recommander aux enseignants d'Anglais comme une langue étrangère l'utilisation des jeux en classe et cela à cause de leur efficacité quant à l'amélioration des compétences des apprenants. Dans cette étude, le problème majeur est l'apprentissage du vocabulaire. Se rappeler des mots tout en communiquant avec les autres dans une langue étrangère est devenu un vrai problème. Par conséquent, on a mis l'hypothèse que l'utilisation du jeu de devinette aiderait les apprenants à se débarrasser d'un tel problème. Ainsi, on a utilisé ‘Heads up’ pour améliorer la rétention du vocabulaire des apprenants. On a essayé d'examiner ces progrès par rapport à la méthode traditionnelle, qui est basé sur l'utilisation des tâches fournies dans le manuel des élèves de deuxième année cycle moyen. En outre, l'étude a été pour le but de montrer la différence entre donner des indices et deviner des mots concernant la rétention du vocabulaire. On a mis l'hypothèse que les apprenants, qui ont deviné des mots, s' souviendraient mieux que ceux qui ont donné des indices. Afin de trouver des réponses à ces hypothèses, un modèle quasi expérimental a été utilisé. L'échantillon de cette étude a été représenté par 52 étudiants, qui ont été répartis de manière égale, en fonction de nombre en deux groupes, groupe expérimental et group témoin. Le groupe témoin a utilisé la méthode traditionnelle, tandis que le groupe expérimental a utilisé le jeu ‘Heads up’. Après la période de traitement, les résultats ont montré une grande amélioration dans le groupe expérimental par rapport aux résultats du groupe témoin. La méthode traditionnelle était efficace, mais elle n'était pas suffisante par rapport à l'utilisation de ‘Heads up’. De plus, les analyses ont révélé que les apprenants, qui ont deviné les mots, se sont mieux rappelés que ceux qui ont donné des indices. Ainsi, les enseignants d’Anglais doivent utiliser des jeux de devinettes (‘Heads up’) pour améliorer la rétention du vocabulaire des apprenants. En outre, ils doivent inciter les apprenants à travailler en groupes communiquant entre eux en s'exprimant leurs idées.
ملخص

الملخص

ووصلت العديد من الأبحاث مدرسي اللغة الإنجليزية كلمة أجنبية باستخدام الألعاب في الفصل وذوقا لما لها من فعالية في تحسين مهارات المتعلمين. لذلك فقد تم الأخذ بعين الاعتبار في هذه الدراسة المشكلة الرئيسية في عملية التعلم والمنطقة بالمفردات. فقد أظهر تذكير الكلمات أثناء التواصل مع الآخرين باستخدام اللغة الأجنبية مشكلة عريضة. ولذا فقد تم اقتراح استخدام لعبة التخمين لتحسين ذاكرة المتعلمين فيلام التخلص من هذا العائق. وهكذا تم استخدام "الرأس المرفوع" لتحسين ذاكرة المتعلمين فيما يخص بالمفردات. مع العلم أن فحص هذا التقديم كان بالمقارنة مع الطريقة التقليدية، التي تستند إلى استخدام مهام منصوص عليها في كتاب السنة الثانية متوسط. بالإضافة إلى ذلك، كانت الدراسة لمجرض إظهار الفرق بين إعطاء القرائن وتخمين الكلمات فيما يتعلق بالحفاظ بالمفردات. علوا على ذلك، فقد تم افتراض المتعلمين، الذين يخمنون الكلمات، سيكونون أفضل حااعً من أولئك الذين قدموا القرائن.

من أجل العثور على إجابات لهذه الفرضيات، تم استخدام نموذج شبه تجريبي. تم تمثيل العينة من هذه الدراسة من قبل 52 طالبًا، تم تقسيمهم بالتساوي، استنادًا إلى العدد إلى مجموعتين، المجموعة التجريبية والمجموعة الضابطة. استخدمت المجموعة التجريبية الطريقة التقليدية، بينما استخدمت المجموعة التجريبيّة لعبة "الرأس المرفوعة". بعد انتهاء فترة المعالجة، أظهرت النتائج على وجود تحسس كبيرًا بالنسبة للمجموعة التجريبية بالمقارنة مع نتائج المجموعة الضابطة. كانت الطريقة التقليدية فعالة، لكنها لم تكن كافية مقارنة باستخدام "الرأس المرفوعة". استنادًا إلى المجموعتين، كشفت الدراسات أن المتعلمين الذين خمنوا الكلمات، تذكروا أفضل من أولئك الذين قدموا القرائن.

ولذا، يحتاج مدرسو اللغة الإنجليزية إلى استخدام ألعاب التخمين لتحسين الاحتفاظ بالمفردات لدى المتعلمين. إضافة إلى ذلك، يجب عليهم تشجيع المتعلمين على العمل في مجموعات وذلك بالتعاون مع بعضهم البعض من خلال التعبير عن أفكارهم.