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**Game- Based Strategies in EFL Classrooms: A Study of Their
Effect on Vocabulary Acquisition and Learner Motivation.**
The Case of Middle School Learners.

Dissertation submitted in partial fulfilment of the requirements for the Master's Degree in
the field of Didactics of Foreign Languages.

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

This work is wholeheartedly dedicated to my beloved parents, who have supported me financially and emotionally, and who are a source of inspiration whenever I lose passion.

A special feeling of gratitude to my loving mother, who always reminds me of the goals I have set and how far I have come.

To my loving father, whose encouragement has guided me since I got my baccalaureate degree, and whose words of advice and pride in my achievements have always motivated me.

Last, I would like to dedicate this work to myself for the moments when I felt weak, but chose to be brave and face the challenges on my path to success.

Aiouaz Anfel

Dedication

I dedicate this work to my beloved family, whose unwavering support, love, and encouragement have been my greatest strength throughout this journey.

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And finally, to myself, for the perseverance, determination, and courage to continue despite every obstacle.

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Abstract

This study aims to investigate the impact of Game-Based Strategies in EFL classrooms on both vocabulary acquisition and learner motivation. The research is a case study, which targets mainly first-year and second-year middle school pupils to explore the effectiveness of integrating educational games to enhance middle school pupils' vocabulary learning and boost their classroom motivation. Through a mixed-methods approach, including a classroom observation and a questionnaire for both teachers and learners, data were collected and analyzed to clarify whether GBS lead to effective and successful learning outcomes. The classroom observation took place in two main middle schools, whereas the questionnaire was delivered online to teachers of English in different middle schools. The results gathered confirmed the effectiveness of game-based strategies in improving vocabulary acquisition and increasing learners' motivation in classroom instruction. Therefore, this research sheds light on the potential of educational games as valuable tools in language learning and teaching.

Keywords: Vocabulary, motivation, EFL classrooms, Game-Based Strategies, educational games.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

GBL: Game-Based Learning

L1: First Language / Mother Tongue

L2: Second Language

GBS: Game-Based Strategies

CBA: Competency-Based Approach

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General Introduction

In recent decades, education has undergone substantial changes due to technological advancement and evolving learner characteristics. The widespread use of digital technologies, smartphones, educational applications, and internet resources has transformed the way students access and process information. According to recent educational research, today's learners are frequently exposed to digital media and interactive technologies both inside and outside the classroom, which has influenced their learning preferences and expectations. In the field of English as a Foreign Language (EFL), traditional teacher-centered approaches have gradually given way to more learner-centered and interactive methods. Educational reforms and contemporary teaching practices increasingly emphasize active participation, collaboration, and meaningful learning experiences. As modern learners are often attracted to technology, games, and practical activities, teachers are encouraged to adopt innovative strategies that correspond to these preferences. Consequently, educational professionals have sought effective approaches that enhance learners' engagement, motivation, and academic achievement, leading to increased interest in the use of game-based strategies in EFL classrooms.

Many educational systems around the world, including the Algerian educational system, start making some changes and have introduced reforms in the teaching methods, instructional tools, and classroom strategies regarding learners' age, generation, and areas of interest. By making such reforms, educational professionals can bridge the gap of generations, which has a huge effect on language acquisition and most importantly on both vocabulary acquisition and learner motivation towards learning the English language. The Algerian educational system introduced English instruction in primary schools starting from the third year of primary education in 2022. The core objective of teaching English in primary schools is to enhance learners' levels of proficiency as children learn foreign languages more easily at a young age as it gives them more years of exposure, and make the new generation of EFL learners more responsive and adaptable to global communication. Although English was taught by repetition and memorization, language laboratories have conducted recent developments on various teaching methods, techniques, and strategies to facilitate vocabulary acquisition and find more sufficient ways that can help teachers engage their learners and motivate them to learn vocabulary. Researchers have identified several

approaches that can foster this process, and among the main findings is the game-based strategy that has received considerable attention.

The use of games in teaching, in particular, has been strongly emphasized by various researchers as a powerful tool and robust approach to engage learners, enhance vocabulary acquisition, and create highly motivated learners. In addition to primary school learners, many middle school pupils enjoy learning the English language through playing interactive language games, whether handmade or using digital tools. The excitement, curiosity, and engagement generated by playing these games can help EFL learners learn faster, better and develop additional skills like attention, creativity, imagination, collaboration, memory retention, and critical thinking that can be acquired from the teacher and then developed by the learner. Therefore, this study aims to investigate the impact of game-based strategies in EFL classrooms on vocabulary acquisition and learner motivation among middle school pupils.

Statement of the Problem

Despite the growing interest in game-based strategies in EFL classrooms, the practical implementation of this strategy raises several unresolved concerns, most particularly regarding their pedagogical effectiveness beyond surface- level engagement. While games are often used as motivating tools, there is limited evidence clarifying whether they lead to meaningful learning contexts, where there is successful vocabulary acquisition, especially in regular classrooms where learning objectives must be achieved within strict curricular constraints.

Many EFL learners face difficulties and challenges in building vocabulary knowledge due to a lack of contextualized use of words, and declining motivation caused by memorization and drilling techniques. In EFL classrooms, when using traditional teaching methods, vocabulary instruction remains teacher-centered and assessment-driven which may result in passive learning, a lack of motivation to gain a large number of new words, and low learner involvement. By examining the impact of game-based strategies in EFL classrooms on vocabulary acquisition and learner motivation, this study aims to investigate valuable insights into the field of language acquisition by integrating different types of

games, which can be used in different lesson types and stages to teach vocabulary and motivate learners.

Research Objectives

The primary objective of the study is to investigate the impact of game- based strategies in EFL classrooms on vocabulary acquisition and learner motivation among middle school learners. Most importantly, the research aims to:

- 1- Measure the effectiveness of game-based strategies in enhancing EFL learners' vocabulary acquisition.
- 2- Examine the effect of game-based strategies in EFL classrooms on learners' motivation to learn the English language.
- 3- Explore teachers' and learners' experiences and insights when using game- based strategies.
- 4- Identify the challenges and limitations that both teachers and learners may face when implementing game-based strategies in middle schools.
- 5- Suggest solutions to the challenges and limitations both teachers and learners face while implementing the Game-Based Strategies on vocabulary acquisition and learner motivation.

Research Questions

The research aims to answer the following questions:

- 1- What are the challenges that may hinder the implementation of Game- Based Strategies (GBS) in EFL Classrooms?
- 2- Does the use of GBS has an impact on vocabulary acquisition and learner motivation?

Research Hypotheses

The hypotheses suggested are as follows:

- Educational games may have a positive impact on vocabulary acquisition and learner motivation.
- Teachers might perceive educational games as effective tools for both vocabulary instruction and learner motivation, although their implementation could be hindered by challenges such as insufficient resources.

Methodology

This study will employ a mixed-methods approach, combining qualitative and quantitative research methods. The qualitative phase will include classroom observation to measure vocabulary acquisition and to evaluate how motivated the learners are. On the other hand, the quantitative phase will include a questionnaire administered to teachers to gather their experiences and insights on using game-based strategies to facilitate vocabulary acquisition for EFL learners and motivate them to learn English. In addition, the research will involve the implementation of the game-based strategies with middle school learners in EFL classrooms.

Structure of the Dissertation

The dissertation is divided into two main parts: A theoretical part and a practical part. Each of which is organized into chapters that identify the different aspects of the research study.

The first part is devoted to the theoretical framework of the study. It includes two main chapters. The first chapter consists of a literature review of game-based strategies in EFL classrooms, some definitions, characteristics, types, and importance to the learning process. It sheds light also on the challenges that middle school teachers and learners may encounter while implementing game-based strategies, and whether these strategies stand as motivating instruments to acquire vocabulary or not.

The second chapter focuses on the methodology adopted in collecting the necessary data to conduct this study. It consists of the data collection tools used to gather information, the dissertation procedure, the context of the study, the participants, and some selected games to be applied in EFL classrooms as motivating tools in teaching vocabulary.

The third chapter presents analysis, discussion of the main findings, and recommendations. Since the study relies on both qualitative and quantitative approaches, the collected data are analyzed to answer the research questions stated at the very beginning of the dissertation.

Significance of the Study

The current study sheds light on the impact of Game-Based Strategies on vocabulary acquisition and learner motivation among middle school EFL learners, emphasizing their effectiveness in boosting vocabulary knowledge and producing energetic and motivated learners. Moreover, the results gathered under this research may help educators in adapting more engaging teaching strategies, which can contribute to enhancing vocabulary learning.

Chapter One: Literature Review

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Introduction

Nowadays, English has become a Lingua Franca used for global communication, education, and academic development in various fields. Many students consider acquiring English as a second language an essential step towards achieving higher academic success, since language learning is the key feature behind transmitting knowledge all over the world. Among the aspects learners should focus on is vocabulary acquisition which plays a significant role in higher language proficiency as it enables learners to understand different lexical items needed to produce and utter meaningful communication. However, many Algerian middle school learners, in particular, usually encounter difficulties that hinder the progress of acquiring vocabulary. These obstacles are related to limited language practice opportunities and insufficient motivation to learn English.

To find the appropriate solutions to these challenges, the Algerian educational system has consistently examined the modern and innovative teaching strategies developed and used by educational systems in the USA and UK. The newly adapted teaching approaches promote active learning or self-directed learning, in which the learner is at the center of the learning process. Therefore, among the different teaching methods chosen to apply the CBA approach is game-based strategies ‘GBS’ that focus on gamifying lessons to create engaging and meaningful learning experiences. In middle school EFL classrooms, game-based strategies have gained considerable attention from the part of educational professionals, for their effectiveness in improving vocabulary learning, fostering classroom interaction, and leading to a positive classroom atmosphere. Moreover, these strategies are closely related to motivation, which is a core element of classroom interaction and language learning.

Moreover, this chapter provides an overview of the major concepts of the present study. Starting with EFL learning and the characteristics of EFL classrooms, followed by a discussion of vocabulary acquisition and its significance in language learning. The chapter then explores game-based strategies, their types, importance, and their implementation in middle school EFL classrooms. Finally, it highlights the concept of motivation, its types, and the relationship with game-based strategies, vocabulary acquisition, and learners' motivation.

1. English as a Foreign Language (EFL) Learning

English as a Foreign Language (EFL) learning is the process of acquiring English in a non- English speaking environment for language development in communication. English language learning depends on the development of the four skills, which go hand in hand with linguistic knowledge and communicative competence that lead to higher language proficiency. EFL learning can be enhanced by learners' motivation, interests, learning strategies, and target language needs, which are necessary for language mastery. The opportunities for authentic language exposure and use are limited outside the classrooms, and this issue is regarded as one of the major causes behind EFL learners' failure to acquire English and use it in meaningful communication. Effective EFL learning depends on the teaching strategies in which the quality of instruction plays a significant role in facilitating language acquisition for EFL learners. In addition, classroom interaction and the availability of teaching materials contribute to successful language learning, which focuses on vocabulary acquisition. Not only the teaching methods that affect EFL learning, but also the learners' learning styles and their motivation towards learning a second language. Consequently, teachers play a crucial role in EFL learning development by choosing the appropriate teaching approaches that help create supportive and engaging learning environments.

1.1.1. Definition of EFL

English as a Foreign Language is when people learn English in countries where English's not the main language and not an official language. The thing about English as a Foreign Language is that people learn it in classrooms. This is what Harmer said in 2007. English as a Foreign Language learners do not get to use English outside of school much. This is different from English as a Second Language. With English as a Second Language people use English every day. They hear it. Speak it a lot. English as a Foreign Language is not like that. English, as a Foreign Language learners mostly just learn it in school (**Harmer, 2001, pp. 8–9**).

So Crystal said in 2003 that English is taught in countries where people do not really use it to talk to each other.. Because English is so important around the world it has become

a necessary part of what kids learn in school everywhere. English is now taught in, than one hundred countries and kids often start learning English when they are very young (**Crystal, 2003, pp. 4–5**).

From a point of view Stern says that in 1983 English as a Foreign Language learners study English in places where it is not an official language and not widely used. This means they do not hear or see much real English being used. In contrast English as a Second Language learners are usually in places where English's all, around them. (**Stern, 1983, pp. 337–359**).

So English as a language or EFL is when people learn English in a place where they do not usually speak English. In this situation the classroom is the place where people learn English and get to practice it. English as a language is really, about learning English in a classroom when English is not commonly spoken outside of the classroom.

1.1.2. Characteristics of EFL Classrooms

English as a foreign language classrooms have some features that make them different from English as a second language or English-medium classrooms. English as a foreign language classrooms really stand out because of these features. The way English as a foreign language classrooms work has an impact, on how we plan our lessons and the methods we use to teach English as a foreign language. We need to think about how to teach in English as a foreign language classrooms.

One big thing about EFL classrooms is that students mostly use their language. Ellis says that in EFL classes students usually share the first language and that affects how they learn English. This shared language is like a base that helps or hinders their learning of English and Their past knowledge of language helps shape how they learn English (**Ellis, 1994, p. 299**). So when people learn a language they often use things they already know from their own language to help them. They will translate things in their head. Compare what they are learning to what they already know. People do this on purpose to help them remember words and grammar rules, in the target language. They use these methods to make it easier to learn and remember the target language. (**Ellis, 1994, p. 531**).

English is not something that EFL learners get to see every day. They do not hear people speaking English all the time like students do in places where English's the main language. For EFL learners English is mostly something they see in class. They do not really get to use English outside of school. Nunan says that teachers have a job to do. Teachers need to make sure that every minute of class time is useful, for EFL learners. The lessons need to be fun and interesting so that EFL learners want to use English. EFL learners need to practice using English in class because they will not get to practice it outside of school. EFL learners need to use English much as they can in class **(Nunan, 1991, p. 7).**

EFL classrooms are still pretty teacher-centered in lots of places around the world. The thing is, in EFL contexts like developing countries teachers often use old methods. They like to use things like memorizing and translating grammar. These ways of teaching usually focus on being accurate and learning facts and rules. They do not really focus on EFL students being able to communicate or speak EFL fluently. EFL teachers tend to stick with what they know even if it is not the way to teach EFL students **(Hedge, 2000, p. 30).**

Furthermore EFL classrooms usually have a lot of students and a mix of learners. With these challenges Harmer says that good tasks and games can work well in big EFL classrooms, They help students learn together and use language in a way. EFL classrooms often have students, from different backgrounds but EFL teachers can still use tasks and games to make learning fun. **(Harmer, 2007, p. 27)**

1.1.3. Challenges Faced by EFL Learners

English as a Foreign Language learners have to deal with a lot of problems that can stop them from getting better at the language. These problems are not about grammar and words but also about how they say things being nervous when they talk and not having many chances to use English in real life outside of school. Also people learn in ways and sometimes this does not match what the teacher expects which can make it harder for English as a Foreign Language learners to make progress and use English well when they need to.

One of the problems English as a Foreign Language learners face is learning new words. Many people who study this think that knowing a lot of words is very important for learning a language. English, as a Foreign Language learners know that having a vocabulary is not just one part of learning a language it is the main thing that helps them get better at English as a Foreign Language overall.

One big challenge is that “knowing a word” isn’t as simple as it sounds. A lot of EFL learners make the mistake of thinking they just need to match a word in English to one in their own language. But real vocabulary knowledge goes much further than just swapping words—it calls for some serious mental work. When we think about what Nation (**Nation, 2001, pp. 26–28**) says learning a word is a job that has three main parts. Each of these parts has two sides: one side is about understanding the word and the other side is about using the word.

- *The word itself*: this includes how the word sounds, how it is spelled and the different parts that make up the word.
- *What the word means*: this is about connecting the word to its meaning knowing what the word is and is not and thinking about words that are similar or opposite, to the word.

Navigating these dimensions at the time is tough for EFL learners. They do not get practice outside the classroom. For example even good learners have trouble, with word combinations, They make sentences that're grammatically correct but sound strange. EFL learners need to learn phrases that native speakers use every day so They have to get used to how words go in English. This is hard when you do not hear or see English being used outside of class. Learners have to work to sound natural when they speak or write in English (**Nesselhauf, 2003, pp. 223–242**).

The amount of words you need to know to be able to speak a language on your own is really big. To read books or articles without help you need to know what almost all the words mean, You need to know 98 percent of the words in a text. To do this you should know around 5,000 to 8,000 groups of words that're similar. If you just want to understand the basics you should know least 4,000 groups of words. Getting to this point is very hard when you are learning English as a language, You do not have a lot of time in class. You do not

hear people speaking the language every day. This makes it harder to learn words naturally so English, as a foreign language learners often get stuck because they do not know words. (Laufer & Ravenhorst-Kalovski, 2010, pp. 15–30).

1.2. Vocabulary in Language Learning

Vocabulary is an essential element of language learning and a key fundamental component in language communication. Learners will never be able to develop the four skills: listening, speaking, reading, and writing without a background vocabulary knowledge about the target language, they are willing to acquire it. The lack of vocabulary knowledge, however, will make learners struggle to express themselves using the right word in the right context, which may hinder some learners from participating effectively in any discussion about a particular topic. Other learners may face some difficulties in understanding spoken or written texts, which will probably have several consequences related to their psychological status, for instance, anxiety, lack of confidence, and fear of public speaking. In language learning, vocabulary acquisition is considered by many linguists and language experts to be one of the most crucial elements in achieving higher language proficiency for both teachers and learners; therefore, understanding the meaning of vocabulary, its types, importance, and the challenges that learners may face in vocabulary acquisition is of great importance for EFL learners.

1.2.1. Definition of Vocabulary

Vocabulary can be defined as a collection of words and expressions in a particular language. **Hatch & Brown (1995)** define “vocabulary” as a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Vocabulary not only consists of single words but also idioms, phrases, and expressions, whether spoken or written, that a person uses in daily or academic contexts. **McCarthy (1990)** defined vocabulary as a set of lexemes, including single words, compound words, and idioms. Students’ vocabulary knowledge can also be linked to recognizing the meaning of words, their nature, spelling, and pronunciation. Thus, understanding the meaning of

words enables learners to use the appropriate word in context, resulting in effective communication and well-elaborated writing.

1.2.2. Types of Vocabulary

For EFL learners, who want to build a solid basis in English language learning, constructing overall knowledge about the different language components is important; however, recognizing the types of vocabulary is essential. Vocabulary, a crucial element in language learning, can be categorized into a variety of types based on language use and context. The six main types of vocabulary are: Active, passive, receptive, productive, academic, and technical, each one of them is used in certain contexts and for a specific purpose for successful information delivery. Table 01 presents the six types of vocabulary with their characteristics, which shed light on the key difference between them.

Active	Passive	Receptive	Productive	Academic	Technical
Words and expressions used in daily life communication.	Words and expressions stored in long-term memory are easily recognized and more familiar, but rarely used in speaking or writing.	Words and expressions understood through reading or listening, less familiar, are not necessarily stored in memory, and may not be used in speaking or writing.	Words and expressions that learners understand and recognize their spelling, meaning, pronunciation, and use in context, and can use them in speaking and writing.	Formal words and expressions used in educational contexts and academic papers or presentations.	Specialized terms and expressions used in specific fields, for instance, medicine, engineering, biology, etc.

Table 01: Types of Vocabulary

1.2.3. Importance of Vocabulary in Language Acquisition

After examining the effects of vocabulary development in second language acquisition, many language experts regard vocabulary learning as one of the most important elements to be emphasized in SLA, since it plays a fundamental role in effective speech delivery.

Many EFL students find some difficulties in finding the right word to express their ideas, thoughts, or feelings that sometimes lead to misunderstandings due to lack of L2 vocabulary knowledge. While others possess a great amount of words with little knowledge of where and when it is possible to use them. These issues are mainly related to vocabulary acquisition, which facilitates the understanding of both oral and written messages and leads to effective and meaningful communication because words carry meaning even when grammatical knowledge is limited.

Vocabulary knowledge also builds a strong linguistic identity, which results in confident and motivated English speakers and users. Many people suffer from a fear of public speaking, which is nowadays considered one of the most common issues psychologists face, and vocabulary knowledge, in particular, plays a significant role in motivating people to overcome public speaking issues. In addition, researchers in language laboratories agreed on the role of vocabulary in academic success. EFL learners with a strong vocabulary background often achieve higher levels of proficiency and perform better than learners with less vocabulary background, because they can understand listening scripts, reading texts, and most importantly, they can differentiate between formal and informal language.

1.2.4. Challenges in Vocabulary Acquisition

Although vocabulary is a fundamental component in daily communication, many EFL learners usually find some difficulties related to remembering all the words they have acquired, their spelling, and their use in different contexts. Many EFL learners struggle to find the appropriate learning strategy that helps them retain as many vocabulary items as possible. In addition to learners, EFL teachers often consider finding the appropriate vocabulary teaching method the most challenging aspect of second language teaching, since they spend so much time in search of a teaching method that aligns with the objectives of the lesson. Thus, vocabulary acquisition is not only challenging for EFL learners but also for EFL teachers, who struggle to find the appropriate teaching methods and strategies that match the learners' generation, needs, and interests, and which yield satisfying results.

1.3. Vocabulary Teaching Strategies in EFL

Vocabulary teaching strategies in EFL classrooms are the ways and techniques used and applied by the teacher in order to facilitate vocabulary acquisition and the effective use of lexical items in different contexts. Although vocabulary is a crucial element of language proficiency, many experienced EFL teachers use traditional teaching methods, which make vocabulary learning boring. On the other hand, novice teachers usually diversify the teaching strategies to make vocabulary easily learned and to create an engaging lesson. These strategies include explicit instruction, contextualized learning, audio-visual aids, repetition of chunks, group work, and technology-enhanced practices. Effective vocabulary teaching helps learners to understand not only the meanings of words but also their pronunciation, spelling, and appropriate use in various contexts. Moreover, learner-centered approaches, such as game-based strategies, which are widely emphasized by educational systems around the world, encourage active participation and correct processing of vocabulary in long-term memory. By employing diverse and engaging vocabulary teaching strategies, teachers will be able to create an engaging and supportive learning environment in which learners can enhance their vocabulary knowledge and communicative competence.

1.4. Game-Based Learning

Games are among children's favorite activities, through which they feel free to discharge their energies. **Johan Huizinga (1938):** In his seminal work *Homo Ludens*, he defined games as voluntary actions taking place within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having their aim in themselves and accompanied by a feeling of tension, joy, and the consciousness that it is "different" from "ordinary life.» During adolescence, teens feel lost; some of them see games as childish, while others enjoy every game they play. Introducing games into the classroom can grab teenagers' attention, bringing them into a lively and engaging learning atmosphere where they become eager to learn and participate in every single game. In addition, the gamification of lessons is nowadays emphasized and used at different learning levels to simplify and facilitate language acquisition for EFL learners. Thus, learners' language learning and teaching practice will be influenced to varying degrees by the internal and external motivation fostered through gamified activities.

1.4.1. Definition of Game-Based Learning

Game-based learning can be defined as “learning that is facilitated by the use of a game.” This can be at any academic level from preschool through to lifelong learning, from simple memorization and recall to high-level learning outcomes such as evaluation or creativity. The use of the games can be intrinsic or supplemental, played face-to-face with physical objects or online, with a computer. Where the difficulty arises is in the exact definition of the term “game,” because there is not a single accepted classification, and definitions depend on the disciplinary background of those who create them.

Game-based learning is an instructional approach that integrates game elements, mechanics, or full games into course learning activities to promote active engagement, motivation, and deeper exploration of topics. Games in this context are not just for fun but are intentionally aligned with learning objectives and transferable skills like critical thinking, collaboration, and problem solving.

Game-based learning can be a powerful tool for student motivation since it draws upon key principles from cognitive psychology, motivation theory, and design thinking.

1.4.2. Types of Educational Games

Educational games can be classified into several types according to their objectives, design, and learning outcomes. Among the most common types are digital, handmade, group competition games, and role-plays, which help assess learners’ knowledge through various vocabulary activities while reinforcing previously learned content. Stimulation games provide learners with realistic scenarios that allow them to apply knowledge and develop problem-solving skills in authentic contexts. Role-playing games encourage learners to assume specific characters or situations, promoting creativity, communication, and social interaction. Puzzle and word games focus on developing cognitive abilities, critical thinking, and language skills through activities such as crosswords, matching tasks, and word searches. Additionally, digital educational games incorporate technological tools to create interactive learning experiences that increase motivation. Cooperative games emphasize teamwork and collaboration, whereas competitive games stimulate learners’ interest through challenges and rewards. Furthermore, handmade games attract pupils’ attention, raise their curiosity, and teach them how to create an educational game and use it to develop certain

skills using only concrete and available tools. Each type of educational game offers unique opportunities to support learning objectives, enhance learner participation, and foster meaningful knowledge acquisition in educational settings.

1.4.3. Characteristics of Educational Games

Educational games can be distinguished from traditional teaching activities through various characteristics that lead to effectiveness in learning environments. First, educational games, including their rules of play, are combined with educational objectives to enhance learning and establish enjoyable activities. In addition, they are used in meaningful contexts to accomplish a specific objective decided on before presenting the lesson. Second, games require immediate feedback, which directs the learners' attention to the points of strength and weakness in order to recognize their progress, correct their mistakes, and improve their performance. Furthermore, educational games stimulate learners' active participation, collaboration, and competition by encouraging learners to play and form teams. Third, educational games include rewards and reinforcements that have a huge impact on learners' motivation. Therefore, learners will share meaningful learning experiences with their peers, and this will make them passionate about learning English.

1.4.4. Advantages of Game-Based Learning

Game-based learning offers numerous advantages that contribute to the effectiveness of the teaching and learning process. One of its primary benefits is enhancing learners' motivation by creating enjoyable, interactive learning experiences that encourage active participation. Game-based learning also promotes meaningful learning by allowing learners to apply knowledge and skills in practical and contextualized situations. Furthermore, it fosters the development of cognitive abilities such as problem-solving, critical thinking, decision-making, and creativity. Through collaboration and competition, educational games enhance communication skills, teamwork, and social interaction among learners. Another significant advantage is the provision of immediate feedback, which helps learners identify errors, monitor their progress, and improve their performance. In language learning contexts, game-based learning can facilitate vocabulary acquisition, improve language retention, and increase learners' confidence in using the target language. Additionally, games create a

positive and supportive classroom atmosphere that reduces anxiety and encourages learners to take risks in the learning process, ultimately leading to improved academic achievement and learning outcomes.

1.5. The Challenges of Implementing Game-Based Strategies in EFL Classrooms

The implementation of game-based strategies in EFL classrooms, and most specifically in middle schools, faces several challenges mainly related to teachers, pupils, and classrooms. These challenges are among the main reasons behind using traditional methods in teaching English for EFL learners, which totally misalign with the CBA approach adapted by the Algerian Educational System. One of the major issues teachers encounter is the lack of adequate materials, digital tools, and infrastructure, particularly in schools with limited resources. Unreliable electricity supply and unavailability of data show are among the main challenges that restrict teachers' ability to use digital games and motivate pupils in interactive classroom activities. In addition, large classroom sizes and time management can make it difficult to conduct game-based strategies in class and may hinder the process of language acquisition. Large classroom size represents a common problem in most Algerian schools, where teachers struggle to maintain classroom management, and while applying game-based learning, teachers will probably face escalating behaviours; therefore, many educators avoid using game-based strategies in teaching vocabulary. Moreover, time management is regarded as a significant challenge for teachers who often struggle to finish the curriculum, and conducting educational games, in particular, takes a large amount of time. Furthermore, one of the major challenges in implementing game-based strategies in EFL classrooms is the teachers' experiences, which play an essential role in varying the teaching methods in classroom instruction. Some experienced teachers with limited exposure to the innovative approaches newly adopted by the educational system may find it difficult to apply game-based strategies. As learners' generation, interests, and needs changed, teachers are required to update the teaching methods and develop new strategies to engage their pupils effectively in classroom instruction.

1.6. Motivation in Language Acquisition

Language acquisition is the process by which individuals develop the ability to understand and use a language in a particular context. In educational settings, language acquisition is a central focus, particularly in L2 learning contexts such as English as a Foreign Language (EFL) instruction. This process involves several factors, including language exposure, interaction inside the classroom with peers and the instructor, practice in various activities, and feedback on language use, usually given by the teacher. Motivation plays an essential role in facilitating the learning process across various language domains, including vocabulary acquisition. By providing learners with positive feedback, rewards, or encouragement following desired behaviors or achievements, motivation boosts the learning outcomes. In language learning contexts, motivation not only reinforces desired language use but also fosters a supportive and conducive learning environment where learners feel motivated to actively participate and take risks in their language-learning journey. When applying GBS inside the classroom and in different lesson stages, pupils will be able to break the fear of speaking with the target language, get involved in various classroom activities, and reduce anxiety.

1.6.1. Definition of Motivation in Language Acquisition

Motivation is the process whereby goal-directed activity is instigated, sustained, and it is always seen as a process. According to the behaviouristic view, **B.F. Skinner** viewed motivation as a response to environmental stimuli and learned consequences. He claimed that actions are driven by the history of reinforcements and rewards, which encourage repeating a behaviour, while punishments discourage it. His theory of Operant Conditioning is nowadays used in classrooms to engage students when creating solutions to various issues, for instance, bonus points, verbal reinforcement, and positive feedback. Motivation is a process that leads to a product, and it is a key predictor of success in language acquisition, because it influences learners' willingness to interact and communicate. In addition, according to **Bruner's** discovery theory, motivation is closely related to curiosity because learners possess an intrinsic desire to explore and discover knowledge independently. Motivation encourages autonomous or self-directed learning and guarantees a high quality of learning; thus, a motivated learner can maintain language skills over time.

1.6.2. Types of Motivation

In psychology, motivation can be classified into two main types: intrinsic and extrinsic. While intrinsic motivation is an internal desire to perform a task and is likely to last, extrinsic motivation is the performance of an activity caused by external reinforcement or reward, i.e., motivation caused by stimuli, and it does not last so long.

Intrinsic Motivation	Extrinsic Motivation
Internal source of motivation caused by interests, enjoyment, pleasure, and satisfaction.	External source of motivation caused by rewards or avoidance of punishment.

Table02: Types of Motivation

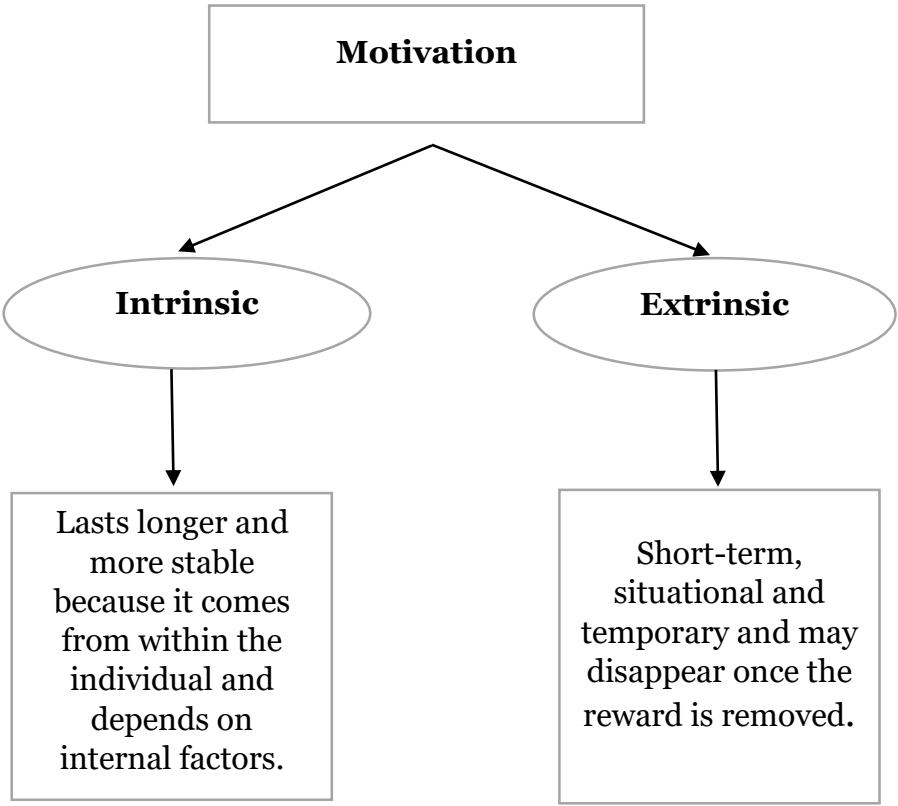


Figure 01: Types of Motivation and their Characteristics

1.6.3. Importance of Motivation in Language Acquisition

The act of teaching largely depends on the teaching methods and strategies that can be used to motivate learners in the learning process; therefore, a teaching method is regarded as a general principle or a pedagogy used to transform a passive learner into an active one. There are several ways to motivate the learners and get them involved in classroom instruction; some teachers add bonus points, others give abstract rewards, and some other teachers provide their students with a sense of caring, respect, and appreciation. All these are ways that can increase learners' participation in the classroom. If learners are rewarded for a desirable behavior, the likelihood of repeating that behavior increases through reinforcement. (Skinner, 1953). Psychologists, and most importantly, behaviourists, emphasize the importance of rewards and punishments to the learning process and often link them with motivation. Thus, recognizing the importance of motivation and positive reinforcement can influence teachers to diversify their teaching methods and strategies to meet their learners' needs, achieve considerable results, and elaborate an enriching and empowering learning experience for learners.

1.6.4. Challenges in Classroom Motivation

While motivation nowadays is becoming essential to apply the CBA approach inside the classrooms, in which the learner is at the heart of the learning process, and the teacher only plays the role of a guide and facilitator, many teachers face obstacles in trying to motivate their pupils. These challenges are mainly related to the pupil's psychological status, including low self-esteem, anxiety, and lack of confidence. Middle school pupils are teenagers aged between thirteen and eighteen, and their physical and psychological features change. This change leads to several short-term problems, one of which is low self-esteem. Adolescents during this phase become very sensitive, and their personality can be easily affected and influenced by external factors. EFL pupils with low self-esteem often suffer from an intense fear of failure, which results from negative self-talk, negative feedback from the teacher or their peers, and bullying. In addition, some EFL learners have an overwhelming fear and anxiety that affects their speech negatively and results in a fear of public speaking. They stutter, forget vocabulary words necessary to continue the conversation, and feel restless. Furthermore, lack of confidence is considered by many

teachers to be the most difficult challenge they face in classroom motivation. Confidence can never be built only in educational contexts; it starts at home then developed in the classroom. Parents treat their children violently, and they impose great pressure on them, believing that by doing so, they will control their behaviour to get good results. However, such treatments weaken pupils' personalities and lead to confidence issues in learning.

1.6.5. Relationship Between Games and Motivation

Games and motivation are interrelated, and the relationship between them is closely interconnected, as games result in energetic and enjoyable learning atmospheres, which encourage active learning. Educational games stimulate learners' interests and meet their needs by creating challenging, competitive, and collaborative learning that can boost both intrinsic and extrinsic motivation. When playing educational games, pupils feel motivated and more likely to perform well in the diverse classroom activities, acquire new vocabulary items, and remember their use in different contexts. Games also establish good learning environments, in which harmony between pupils is emphasized, anxiety is reduced, and learning is transformed into a meaningful experience, making pupils more willing to learn English.

1.7. The Impact of Game-Based Strategies on Vocabulary Acquisition and Learner Motivation

Many teachers agreed on the positive impact of GBS on both vocabulary acquisition and learner motivation, which influenced educational systems in different countries to adopt it and develop it according to their needs. By integrating educational games into the different lesson stages in the learning process, teachers will be able to achieve the objectives of their lessons more easily and effectively compared to the use of traditional methods or strategies. Games establish a learning environment where learners are active participants and contributors in the learning process, learn autonomously, and rely on their teachers only to guide them in certain things. GBL provides learners with the opportunity to have a special exposure to target vocabulary in enjoyable and harmonious contexts, which facilitates vocabulary acquisition, comprehension, and recall. Moreover, game-based activities are one of the best innovative ways that encourage learners to use new words in authentic

communicative situations, giving all learners the chance to participate to enhance their language proficiency. In terms of motivation, games increase learners' willingness and enthusiasm by incorporating elements in a variety of activities, such as challenge, competition, cooperation, and rewards or reinforcements. By doing so, teachers will be able to reduce their learners' anxiety, increase their confidence and self-esteem, which strengthens learners' personality and leads to positive learning outcomes.

Conclusion

To conclude, this chapter covered some concepts of EFL learning, vocabulary acquisition, game-based strategies, and learner motivation. It targeted vocabulary and motivation as crucial elements of a successful language learning process, and how educational games can be used as effective strategies for language learning. This chapter provided a theoretical basis and paved the way to the practical part presented in the following chapters.

Chapter Two: Research Methodology

Introduction

2.1 Research Methodology

2.2. Procedure

2.3. Context of the Study

2.3.1. Game- Based Sessions

2.3.1.1. Objectives of Game-Based Sessions

2.3.1.2. The Process of Game-Based Strategies

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2.3.1.3.1. Cup Game

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2.4. Participants

2.5. Data Collection Instruments

2. 5.1. Classroom Observation

2.5.1.1. Description of the Observation

2.5.2. Teachers' Questionnaire

2.5.2.1. Description of the Teachers' Questionnaire

Conclusion

Introduction

While the previous chapter presented a literature review of the research, the present chapter describes the research methodology used to collect data, including the methods and approaches selected to conduct this study. To meet the research needs, two tools were employed to gather data: a questionnaire and a classroom observation. In addition, It includes a thorough description of the context, study setting, the procedure, and the participants explaining and justifying the selection of the research instruments and their relevance to the implementation of the study.

2.1. Research Methodology

Research is commonly described as the process of gathering information to answer some questions or solve problems. In this respect, **C.R. Kothari** defines research as a scientific and systematic search for pertinent information, involving the manipulation of things, concepts, or symbols to advance knowledge. Similarly, **Creswell (2012, p.3)** defines research as a process of steps used to collect and analyze information to increase our understanding of a topic or issue. This indicates that research is an organized process of finding answers to questions, creating hypotheses, gathering information using certain data collection instruments, and drawing conclusions. The main objective of conducting research is to look for facts and form new conceptions on various subjects (**Kothari, 2004**). In fact, the goal of research is to look for new information about a particular topic to enhance an individual's prior knowledge. In addition, to fulfill any research, it is essential to select the right approaches and methods, a combination of both qualitative and quantitative research methods, which will result in a successful study. In addition, **Dörnyei (2007, p. 39)** claims that to gain better understanding of a complex phenomenon, by covering numeric trends from quantitative data and specific details from qualitative data. Indeed, the quantitative method is concerned with the amount or quantity of information needed to conduct research and presented in numerical form. However, the qualitative method aims at looking for people's perspectives, attitudes, or opinions about a particular subject or institution (**Kothari, 2004**). In other words, the quantitative method is presented in textual descriptions and focuses on the quality of the data needed to carry out a study.

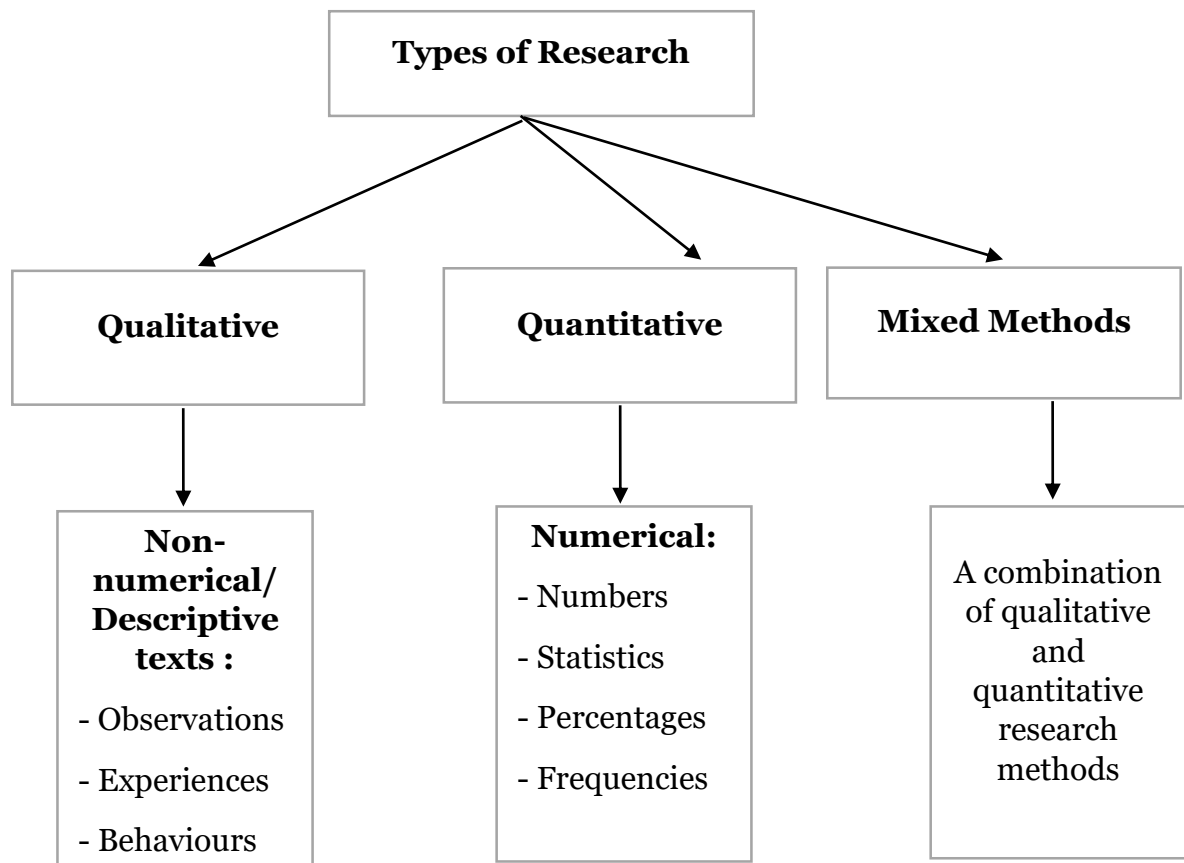


Figure 2: Types of Research

2.2. Procedure

The present study was carried out with middle school teachers and pupils to explore the effectiveness of game-based strategies in EFL classrooms on vocabulary acquisition and learner motivation. The first tool used was a classroom observation conducted with mainly first-year and second-year middle school pupils. Additionally, a questionnaire was distributed to middle school teachers with different teaching experiences. The observation aimed to examine learners' motivation, active participation, and vocabulary acquisition throughout the games applied in the classroom. On the other hand, the questionnaire was designed to gather teachers' insights, experiences, opinions, and perspectives concerning game-based strategies and their impact on vocabulary learning and motivation. Moreover, a mixed-methods approach was selected, combining both qualitative and quantitative research, to analyze and describe the results gathered from both data collection instruments and achieve the objectives of the study.

2.3. Context of the Study

The study was conducted in two main middle schools involving first- year and second-year pupils learning English as a Foreign Language (EFL). The selected groups of pupils were from the cities of El-Taref and Constantine. Their first language (L1) is Arabic, whereas English is their second language (L2). In other words, learners use English as a Second Language (ESL), and the majority of pupils use it only inside the classroom. The research took place in Hassan Bourghoud and El Chabbi Necib Ben Mohamed's Middle School. Within these educational settings, teachers are encouraged to adopt different teaching strategies and techniques in order to facilitate language learning and create a motivating, anxiety-free classroom atmosphere. Moreover, the group of teachers who answered the questionnaire was not only limited to these two middle schools, but also included teachers from various middle schools with different teaching experiences participated in the study by providing various perspectives and insights concerning the effectiveness and the significance of using and adopting game-based strategies in EFL classrooms.

2.3.1. Game-Based Sessions

Game-based sessions were designed by specialists and adapted under the CBA approach, which emphasizes learner-centeredness, to create an interactive and motivating classroom environment that leads to an improvement in learners' vocabulary knowledge and classroom interaction. **Kapp, K.M. (2012)** claims that games and simulations motivate learners to be active. The process of these sessions involved integrating educational interactive games of multiple types into the different lesson stages, particularly during vocabulary instruction. In the warm-up, the teacher usually introduces the target vocabulary items using a quick language game and explains the objectives of the activity in no more than five minutes. Then, learners participate in a variety of game-based activities, written in worksheets or on the board and designed to practice the new vocabulary competitively and enjoyably. The games were carried out individually, in pairs, or in groups, depending on the nature of the activity, type of the lesson, and the classroom context. During GBL sessions, learners are encouraged to communicate, cooperate, and actively participate in a variety of tasks. The teacher during GBS plays the role of a guide by providing instructions, monitoring learners' participation, and offering feedback and rewards whenever necessary.

Furthermore, the sessions aim to create a motivating learning atmosphere that can help learners enhance and develop their vocabulary acquisition, and create empathy between pupils in entertaining, rewarding, and satisfying learning experiences.

2.3.1.1. Objectives of Game-Based Sessions

The primary objective of game-based sessions is to transform passive learners into active ones by motivating them using external stimuli, such as ‘educational games’. GBL sessions seek to improve vocabulary knowledge, motivating learners to acquire as many vocabulary words as possible, and create an amusing, engaging classroom atmosphere instead of using traditional teaching methods, which make vocabulary instruction boring.

2.3.1.2. The process of Game-Based Strategies

Game-based strategies are interactive teaching approaches that integrate educational games into non-gaming environments to achieve specific learning objectives. They transform traditional, ordinary instruction into a modern novel one by utilizing challenge, competition, cooperation tasks, and reward to achieve a responsive, stimulating setting. The process of GBS unfolds through the following steps:

- 1- Identify the lesson type, objective, and the target learners.
- 2- Highlight the target vocabulary learners should acquire by the end of the session.
- 3- Select the games to be contextualized and used to teach the vocabulary learners need to be acquired.
- 4- Explain the rules and mechanics of each game.
- 5- Choose the appropriate classroom activities to be applied with each game, for example: group work, pair work, competition, and individual work.
- 6- Prepare the rewards and reinforcements to motivate learners by the end of game-based sessions for their active participation and positive contributions.
- 7-

2.3.1.3 Selected Games

When gamifying vocabulary lessons, educators should carefully consider various factors that lead to effective classroom instruction by selecting the appropriate games depending on the context. **Oblinger (2006)** explains that not all games are suitable for every

student”, thus, it is essential to recognize authenticity, enjoyment, motivation, and communicative value in GBL. Besides, teachers should use games that align with the objectives of the lesson, learners' level and age, size of the classroom, number of pupils, and types of equipment and tools available for playing. In this study, the cup, the bell, and secret envelopes games were selected to be used as model games that can be contextualized and used in different lessons.

2.3.1.3.1. Cup Game

The Cup game is an educational, handmade, and competitive game-based activity used to develop learners' vocabulary knowledge, cooperation, and classroom motivation interactively and enjoyably. The game can be used to develop learners' knowledge about sentence structure, vocabulary related to each sequence, verb use ‘ conjugation’, punctuation, and capitalization. In this game, the teacher places small strips of paper, including scrambled sentences, items, or words placed inside different cups. The classroom is divided mainly into four groups, and each group is given a cup with the small strips of paper inside and with a specific amount of time to take the strips from the cups and reorder or rearrange them correctly according to the task requirements. The activity may involve organizing words into meaningful sentences, rearranging sentences to form a small paragraph, or matching vocabulary items with their definitions. During the game, learners work collaboratively and communicate with one another in order to complete the task within the assigned time limit. One of the main advantages of the Cup Game is that it increases learners' motivation, concentration, and active participation while creating a competitive yet enjoyable learning atmosphere. Furthermore, this game encourages group work and enhances empathy between pupils, making learners recall vocabulary items rapidly, which can improve their vocabulary retention. This activity has a significant impact on transforming traditional, teacher-centered vocabulary learning into a dynamic learner-centered process that is based on gamifying different tasks. In game-based sessions, the Cup Game can be applied as a warm-up activity, a practice task, an assessment task, or in tutorial sessions as a revision activity to reinforce vocabulary learning and boost learners' motivation and participation.

2.3.1.3.2. The Bell Game

The Bell Game is an educational, practical, and competitive game-based activity used in EFL classrooms to improve learners' vocabulary retention and motivation through interactive participation. In this activity, learners are usually divided into two or four groups; each group should have a representative to compete with the other group's representative, and a bell is placed at the center of the table. The teacher asks vocabulary questions, verb conjugation questions, definitions, or sentences related to the target words, and learners are required to ring the bell quickly before answering. The learner who rings the bell first gains the opportunity to respond and earn points for correct answers. This activity leads to a competitive and highly energetic classroom atmosphere that encourages active participation and results in attentive and motivated learners. One of the major advantages of the Bell Game is that it improves learners' concentration, rapid vocabulary recall, and classroom interaction while reducing boredom during vocabulary instruction. In addition, it promotes cooperation, self-confidence, and active engagement among learners. Many teachers, who have tried the Bell Game in the classroom, consider it one of the most useful games, which can transform vocabulary learning into an enjoyable and stimulating experience through which learners' willingness to acquire vocabulary is enhanced. The Bell Game can also be related to the outstanding psychologist Ivan Pavlov, who established the theory of classical conditioning, which explains how individuals respond to specific stimuli through repeated associations. In the context of the Bell Game, the sound of the bell becomes associated with excitement, participation, competition, and reward; it stands as a stimulus and a motivating tool that stimulates learners to respond quickly and raises their attention to the instruction. Therefore, the Bell Game not only supports vocabulary learning but also contributes to increasing learners' motivation through positive emotional and behavioral responses during classroom interaction.

2.3.1.3.3. Secret Envelopes

Secret Envelopes is an educational, handmade, and competitive game-based activity used to develop learners' vocabulary learning, motivation, and classroom engagement curiously and competitively. In this activity, the teacher prepares several envelopes, including small papers inside with vocabulary questions, pictures, definitions, paragraph instructions, or sentence-completion activities related to the target vocabulary items.

Learners are divided into two or four groups to compete against each other and earn points. Secret Envelopes can be combined with the XO game by drawing an XO grid on the board and placing an envelope in each square. Before playing the game, the teacher prepares two strips of paper, including numbers 1 and 2, to determine which group will play first. To place an X or an O inside a square, each group must first choose a secret envelope and complete the task inside it within a specific time limit. Correct answers allow the group to mark a square on the XO grid and earn a point, while incorrect answers make the group lose points and allow the other group to answer. The group that succeeds in forming a complete horizontal, vertical, or diagonal line wins the game. The Secret Envelopes Game can raise learners' curiosity, excitement, and active participation because the hidden tasks create suspense and anticipation during the lesson. In addition, it encourages collaborative work, communication using the target language, and rapid vocabulary recall in meaningful contexts. The game also combines learning with entertainment, which creates a motivating learner-centered atmosphere during which learners reduce anxiety and public speaking issues. In game-based sessions, the Secret Envelopes Game can be applied during practice, tutorial sessions, or in writing lessons to maintain high levels of engagement, interaction, and motivation in classroom activities.

2.4. Participants

The participants in the game-based strategies are mainly middle school EFL learners. **Fraenkel, Wallen, and Hyun (2012, p.91)** noted that a key step in research is the careful selection of the sample that is meant to contribute to the fulfillment of the study. They define the sample in a research study as "the group on which information is obtained." Therefore, it is important to choose the group of participants that fits one's study and research aims. As previously mentioned, the selected sample of this research is composed of groups of learners from Hassan Bourghoud and El Chabbi Necib Middle School, and a group of middle school teachers. The particular groups of pupils from first-year and second-year were intentionally chosen because in these two grades, learners are supposed to memorize a large number of words and expressions. Not only pupils, but also teachers should use different teaching strategies, means, and techniques to achieve good results.

2.5. Data Collection Instruments

Data collection instruments are the tools researchers use to gather the data needed in order to accomplish an academic study about any topic. Data collection enables us to obtain information that we want to gather about our study. Equally important, there are different instruments in order to collect data, such as observation, pre-tests, post-tests, questionnaires, and interviews. To complete this study, two main data collection tools were selected to compile data on both learners and teachers. A questionnaire was answered by middle school teachers of English, and a classroom observation was conducted to examine the effect of game-based strategies in improving vocabulary acquisition and boosting learners' motivation towards learning vocabulary.

2.5.1. Classroom Observation

Observation can be defined as a tool used to have a thorough description of the context chosen for research. **Marshall and Rossman (1989, p. 79)** define observation as "the systemic description of events, behaviours, and artifacts in the social setting chosen for study" as cited in (**Kawulich, 2005**). In this study, classroom observation was used as the first-hand tool to collect data needed to determine whether educational games achieve remarkable results in vocabulary learning or not, particularly participant observation to gain an insightful idea of the process of vocabulary teaching sessions. **Kawulich (2005)** defines participant observation as the activity that allows researchers to get insight about the performance of a given group of individuals under study in the natural context by acting as a participant and an observer in that performance. One of the main advantages of observation is to gain more reliable data (**Vanderstoep & Johnston, 2009**). Undoubtedly, it was an opportunity to have a closer look at the situation and have a better understanding of the use of GBS in different lessons, which was beneficial in collecting the necessary data needed to carry on this study.

2.5.1.1. Description of the Observation

The classroom observation started from February 1st, 2026, until April 19th, 2026. The observation began with classroom practices from the very first session and continued until the last one. It was essentially designed to observe specific variables related to both pupils and teachers during the implementation of game-based strategies in vocabulary instruction.

The observation focused on pupils' engagement and active participation in classroom instructions, mainly in grammar lessons, reading sessions, and tutorial sessions when teaching or learning vocabulary through games. Also, special attention was given to learners' vocabulary retention by playing educational games. Pupils' interaction and active participation were a primary aspect to be observed and focused on, as one of the major objectives of using games is to motivate the learners. In addition, several sessions were devoted to the application of game-based strategies in teaching vocabulary in the different stages of the lesson in order to examine their effectiveness on vocabulary acquisition and learner motivation. Lastly, the main objective of classroom observation was to investigate learners' vocabulary memorization, retention, and motivation.

2.5.2. Teachers' Questionnaire

Gillham (2008) stated that "a questionnaire is a set of questions designed to generate the data necessary for accomplishing a research project's objectives." Questionnaires are one of the most commonly used data collection tools to conduct any study, which can achieve reliable results and help in collecting data more than any other data collection instrument. In this study, the questionnaire was directed to middle school teachers of English with different teaching experiences to explore the effectiveness of game-based strategies in EFL classrooms in enhancing vocabulary acquisition and boosting their motivation towards learning English.

2.5.2.1. Description of the Teachers' Questionnaire

The Teachers' Questionnaire consists of seventeen questions, all organized into one section. Teachers' Profile (Q1-Q3) aims to gather insights on teachers' experiences and the levels they teach. Question numbers 4, 5, 6, 7, and 8 target teachers' familiarity with game-based strategies, their understanding of the concept, the frequency of using games in teaching, the different types of games employed, and the stages during which games can be integrated into lessons. (Q9-Q12) explore teachers' opinions and perspectives about the impact of GBS on vocabulary acquisition and learner motivation, their views on the effectiveness of games in teaching vocabulary to middle school pupils, and motivating them to learn English. The 13th and 14th questions explore the challenges teachers may face when using GBS in classrooms, and whether games distract learners. The last three questions focus

on integrating games into the different lesson stages, lesson types, and gathering teachers' recommendations to improve the implementation of GBS in EFL classrooms.

Conclusion

The present chapter highlights the methods used to carry out this study and provides the data collection tools that were chosen to compile the necessary data about the impact of game-based strategies on both vocabulary acquisition and learner motivation. To gather information, two main data collection instruments were selected: a questionnaire and classroom observation. Conducting classroom observation gave access to learners' attitudes towards playing educational games in order to acquire vocabulary. In addition, by delivering the questionnaire, it was possible to gather insights from middle school teachers regarding the implementation of game-based strategies in EFL classrooms. Furthermore, this chapter presents some selected games that can be applied in EFL classrooms, the process of game-based sessions, and the objectives of these sessions.

Chapter Three: Results and Discussion

Introduction

3. Data Analysis

3.1.1. Analysis of the Classroom Observation

3.1.1.1. Discussion of the Observation

3.1.2. Analysis of the Teachers' Questionnaire

3.1.2.1. Discussion of the Results

3.2. General Discussion of the Results

3.3. Recommendation

Conclusion

Introduction

In order to have a thorough understanding of the research topic and its purpose, the first chapter offered an overview of game- based strategies and their impact on vocabulary acquisition and learner motivation, followed by the research methodology and description of the different tools used to collect data in the previous chapter. The present chapter is concerned with the analysis and discussion of the data and results obtained to answer the previously stated research questions. By the end, some suggestions and recommendations will be laid out by the end of this chapter.

3.1. Data Analysis

After collecting data from the classroom observation sessions and the questionnaire, which includes responses provided by middle school teachers of English, Data analysis and discussion is pivotal to highlight the several shortcomings and limitations that were encountered along the current study. However, data analysis will cover only the most important questions that are linked directly to the research questions in order to validate or invalidate our hypotheses. Finally, some suggestions and recommendations will be given based on the results found and discussed in the present chapter.

3.1.1. Analysis of the Observation

The classroom observation was conducted in two middle schools in the cities of El-Taref and Constantine, involving 1MS and 2MS EFL learners whose mother tongue is Arabic. The pupils were beginners in English language learning which makes vocabulary a key aspect of language acquisition. 1MS pupils received English instruction at primary school for three years, which made them more advanced in learning English compared to 2MS pupils. Game-based strategies were implemented in mixed classrooms with a maximum of 30 pupils, and groups of tutorial sessions with a maximum of 15 pupils. The research was done by a participant (teacher implementing GBS) and an observer simultaneously, which resulted in an enriching experience with diverse results. Classroom observations occurred during grammar lessons, readings, and tutorials where vocabulary was introduced or revised using games based activities. In the old style vocabulary lessons, most kids just sat quietly, barely talking or paying attention. However, once we brought in

activities like the Bell Game, cup games, and Secret Envelopes, everything changed and learners really came alive with the game-based sessions.

During game-based sessions, it was noted that the majority of pupils were energetic, responsive, participating, and motivated to play more games. Pupils were providing answers to all the activities combined with games without feeling bored, anxious, or shy compared to traditional lessons. It was noted that only two or three learners were not participating, and this can be related to the difference in age among their colleagues in the classroom, since they repeated the year more than two times. In addition, there was a variety of activities targeting vocabulary items, grammar, and sentence structure, with a focus on capitalization and punctuation. The games implemented transformed vocabulary learning into a more enjoyable and enriching experience, reducing boredom commonly associated with memorization-based activities. Learners' participation and interaction inside the classroom was generally high, with learners working mainly in organized groups. Competition between groups increased motivation and enjoyment, while maintaining a positive and harmonious classroom atmosphere, and most importantly, learners were participating without hesitation or fear of making mistakes.

In conclusion, the observation confirms that Game-Based Strategies enhance motivation, participation, and reduce shyness in EFL classrooms. They create an interactive and supportive learning environment, particularly effective for beginner learners.

3.1.1.1. Discussion of the Observation

Conducting the classroom observation provided strong evidence on the effectiveness of Game-Based Strategies in EFL classrooms, particularly with middle school learners who are beginners in learning English. The results obtained from classroom observation highlight noticeable improvements in classroom interaction, motivation, and vocabulary retention. Firstly, there was a significant change in pupils' attitudes toward learning vocabulary; they were more active, energetic, and eager to play more language games compared to previous vocabulary instruction, which was traditional and teacher-centered. This proves that games help transmit vocabulary items effectively through interactive and meaningful experiences, suggesting an urgent transformation of teaching methods from passive memorization to active game-based vocabulary retention. Secondly, the observation shows that some

learners, who used to suffer from a lack of confidence and anxiety, became more willing to speak and participate when games were introduced into instruction. This indicates that GBS have a positive effect on introvert learners and help reduce anxiety, public speaking issues, and shyness by creating a motivating learning atmosphere. In addition, learners became more willing to work together in groups and compete against each other to earn points and receive rewards. These competitive groups encouraged peer interaction and communication using English and contributed to motivation. Although two or three pupils did not participate, they joined the groups and liked the atmosphere, which remained harmonious and supportive. This change really helps pupils push past their worries. Kids who seemed anxious or withdrawn during regular lessons jumped in with more confidence when things switched to games. It looks like the game format itself gives pupils emotional support and helps them feel safer trying out new language skills. Therefore, results deduced from classroom observation were positive and supported the idea of integrating educational games into the different stages of the lesson to maintain learners' attention and interest in the lesson.

In conclusion, the observation data make one thing clear: teachers play a crucial role in making game-based sessions work. When teachers gave clear directions, kept rules in check, offered quick feedback, and managed the competitive spirit in activities, students stayed engaged and picked up vocabulary more reliably. Thus, games are not the only means to drive success; it is all about how teachers design, present, and guide these sessions. The discussion confirms that Game-Based Strategies can enhance vocabulary learning and foster classroom motivation, which is necessary in EFL middle school contexts. They improve vocabulary retention, increase learners' interaction, reduce boredom, and create a learner-centered environment in which learners are interested in the learning process. Nevertheless, their effectiveness may depend on the correct selection of games that fit for the lesson to be taught.

3.1.2. Analysis of the Teachers' Questionnaire

The questionnaire was administered to 57 EFL middle school teachers in order to investigate their familiarity and use of Game-Based Strategies in classrooms and whether they have an impact on vocabulary acquisition and learner motivation in middle school classrooms.

1. Do you agree to participate in this study? (Yes/No)

Option	Percentage
Yes	100%
No	0%
Total	100%

Table 03: Teachers' Participation in the Study

The first question indicates teachers' willingness to participate in the completion of the study by answering various questions related to Game-Based Strategies and their effectiveness in vocabulary acquisition and learners' motivation. 100% of the participants, who are middle school teachers of English, agreed to participate in the study. This proves that they are interested in using educational games as both facilitators of vocabulary retention and motivating tools.

2. Teaching Experience

Years range	Percentage
Less than 5 years	78.9%
5-10 years	19.3%
More than 10 years	1.8%
Total	100%

Table 04: Teachers' English Teaching Experience

This question aims to provide insights into the teachers' experience in the field of English teaching. As Table 04 shows, the sample includes teachers with varying levels of experience, which provides diverse perspectives and reliable data, 78.9% of teachers have less than 5 years of experience teaching English at middle school. 19.3% of the teachers have an experience between 5 and 10 years, while only 1.8% of them have an experience of more than 10 years in the field of English language teaching in middle schools. These

findings suggest that the sample questionnaire includes a high percentage of novice teachers, who are influenced by modern teaching strategies such as game-based learning.

3. Level Taught

Grade Levels	Number of Teachers	Percentage
1MS	33	57.9%
2MS	9	15.8%
3MS	6	10.5%
4MS	9	15.8%
Total	57	100%

Table 05: Grade Level(s) Taught

The second question aims to gather information about the grade levels teachers have taught by providing insights into the applicability and effectiveness of educational games across different grade levels. 33 teachers mentioned that they have taught 1MS pupils, 9 teachers reported that they taught 2MS and 9 others taught 4MS, while only 6 teachers taught 3MS. This distribution indicates that the study is mainly focused on lower middle school levels, particularly first-year and second year pupils, who may require more engaging and motivating instructional strategies to support vocabulary development. Thus, the number of teachers who taught 1MS pupils indicates that they are novice teachers, as it matches the high percentage of teachers who have a teaching experience of less than 5 years.

4. Are you familiar with “Game-Based Strategies”?

Option	Percentage
Yes	73.7%
No	26.3%
Total	100%

Table 06: Teachers’ Familiarity with GBS

The aim behind the question is to evaluate whether teachers are familiar with the concept of game-based strategies and used to integrate educational games into instruction. The majority of respondents 73.7% indicated that they are familiar with GBS, while 26.3% of them reported that they do not know game-based strategies.

5. According to you, what is meant by “Game-Based Strategies”?

In this question, teachers were required to answer in a short paragraph, defining game-based strategies or providing any information they knew about them. The majority of teachers have awareness of such strategies; however, a significant minority still lacks familiarity. Teachers provided correct and relevant definitions of GBS, which suggests a generally solid conceptual understanding among participants.

6. How often do you use games in teaching?

Frequency	Percentage
Always	17.5%
Sometimes	66.7%
Rarely	14%
Never	1.8%
Total	100%

Table 07: Frequency of Using Games in Teaching

The findings obtained reveal that the majority of teachers, with the highest percentage of 66.7%, use games sometimes, while 17.5% use them always, and 14% use them rarely. A very small percentage reported never using games. The data collected indicate that although Game-Based Strategies are used in EFL classrooms, they are not always integrated into different lessons and are often used occasionally.

7. Types of Games Used

Types of Games	Teachers' Number	Percentage
Handmade	4	7%
Digital	16	28.1%
Role play	7	12.3%
Group Competition	29	50.8%
Other	1	1.8%
Total	57	100%

Table 08: Types of Games Used

Regarding the types of games used, teachers were asked to choose from a list of types or suggest other types of games. Most teachers have selected from the list, while only one of them suggested other games to be integrated with the ordinary lessons, such as word puzzles, crosswords, and bingo cards. Competition-based games dominate with 50.8%, followed by digital games with 28.1%. Role-play activities were chosen by 12.3% of the participants, while handmade games were used by only 7% of teachers who used them in the classroom. A small proportion of teachers reported using multiple types of games. The results suggest that teachers prefer competitive activities, which may reflect their ease of classroom implementation and motivational value.

8. When do you use games?

Lesson stage/ session	Number of Teachers	Percentage
Warm-up	11	19.3%
Presentation	10	17.5%
Practice	31	54.4%
Use/ Assessment	3	5.2%
Other	2	3.5%
Total	57	100%

Table 09: Timing of Games

When participants were asked about the timing of games when they use them in lessons, the majority of teachers, with a percentage of 54.4%, claimed that they use them during the practice stage, while 19.3% of teachers declared they use games in the warm-up phase. A smaller proportion of about 17.5% use games during presentation, and only 5.2% of teachers integrate games within the use/assessment stages. Furthermore, two teachers also reported using games during tutorial sessions. These results indicate that games are mainly used to reinforce learning vocabulary, for instance, rather than to introduce or assess new content.

9. What impact do games have on vocabulary acquisition?

Options	Percentage
Games help learners acquire new vocabulary effectively.	43.4%
Games improve vocabulary retention.	17.5%
Games help understand meaning.	28.1%
Games help use vocabulary in context.	11%
Other	0%
Total	100%

Table 10: The Impact of Games on Vocabulary Acquisition

The findings show that teachers regard games as highly beneficial for vocabulary learning, and this can be reflected in the high percentages of each option. **43.4%** of the participants agreed that games help learners acquire new vocabulary effectively, while **28.1%** of them reported that games help learners understand meanings. In addition, **17.5%** of middle school teachers believe that games improve vocabulary retention, and only **11%** state that games help learners use vocabulary in context. Among the 57 participants, no one added another option concerning the impact of games on vocabulary learning. Their answers clearly demonstrate that teachers are aware of the positive effects that result from Game-Based Strategies on vocabulary development.

10. Do you think that using Game-Based Strategies is the best way to teach vocabulary? Why?

To answer this question, participants were asked to reply with yes or no and give a justification for their choice. By exploring all the answers they have provided for this question, it was noted that the majority of teachers agreed that GBS are the best to teach vocabulary. They reported that these strategies are very effective, since they make learning fun, create energetic learners, and increase enjoyment inside the classroom. On the other hand, a minority claimed that although they are effective in helping learners memorize vocabulary, they can not be used alone; instead, they should be combined with other teaching methods to achieve reliable results.

11. What impact do games have on learners' motivation?

Criteria	Number of Teachers	Percentage
Games increase motivation.	21	36.8%
Leaners are more engaged.	8	14.1%
Games reduce anxiety.	4	7.1%
Learners participate more.	21	36.8
Other	3	5.2%
Total	57	100%

Table 11: The Impact of Games on Learners' Motivation

Regarding the impact of games on learners' motivation, middle school teachers were asked to choose among the listed options or suggest others. The data obtained reveal that teachers regard GBS as motivating tools and highly beneficial for maintaining positive learning environments. An equivalent number of teachers participating in the questionnaire reported that games can increase motivation and make learners participate more. Eight teachers agreed that when using game-based strategies, learners are more engaged, while only four teachers claimed that educational games reduce anxiety. Three participants have chosen the fifth option of 'other' and answered "all of the above", indicating that all the

listed options are positive impacts, which result from the use of GBS as a means of boosting motivation.

12. Do you think that Game-Based Strategies can boost learners' motivation towards learning English? Why?

This question was provided to EFL middle school teachers not only to gather their insights on whether GBS can boost learners' motivation, but also to examine their perspectives on using educational games as motivating tools. All the participants reported that games are effective strategies, which enhance learners' motivation, raise their interest in learning, and create positive learning atmospheres in which learners participate more and feel at ease to develop their communication skills.

13. What are the challenges faced by teachers in applying Game-Based Strategies in EFL classrooms?

Criteria	Percentage
Lack of time.	42.1%
Large class.	16.3%
Lack of materials.	21.6%
Management issues.	13%
Low level (learners).	5.2%
Other	1.8%
Total	100%

Table 12: Challenges Faced by Teachers in Applying GBS

This question aims to investigate the challenges encountered by teachers while integrating educational games into lessons. The results show that 42.1% of teachers usually have issues related to time management, 21.6% of them do not find the necessary materials to use games in teaching, while 16.3% suffer from large classroom sizes. In addition, 13% of teachers indicated that they face management issues when using educational games, and only 5.2% have problems related to learners' low level, which may hinder the process of

GBS. The results obtained clearly indicate that there are many obstacles facing teachers when using game-based strategies.

14. Do games distract learners?

Option	Percentage
Yes	82.5%
No	17.5%
Total	100%

Table 13: Teachers' Perceptions of Games as a Source of Learner Distraction

Middle school teachers of English were asked whether the use of games distracts learners; 82.5% of them answered 'yes', while only 17.5% replied 'no'. The results clearly indicate that teachers agreed on the negative side of games that divert learners' attention away from the lesson.

15. Should games be regularly integrated into the different lessons?

Option	Percentage
Yes	87.7%
No	12.3
Total	100%

Table 14: Teachers' Perceptions of Integrating Games into Different Lessons

This question seeks to explore teachers' perspectives on integrating games into the different lessons. The majority of teachers with a high percentage (87.7%) answered 'yes', while only 12.3% of them answered 'no'. The findings indicate that teachers agreed on integrating games into different lessons, which totally misaligns with the previous results gathered about whether games serve as distractors.

16. How can games be integrated into different lessons?

Participants were asked about the way to integrate educational games in the different lessons, and the majority of them provided valuable answers that may lead to successful game-based sessions. Middle school teachers of English suggested different ways for gamifying lessons at the three stages of the lesson; each participant provided sample games to be used in a particular lesson stage. The results revealed that teachers strongly supported the idea of integrating games into lessons, and some recommended vocabulary games, such as matching, miming, and guessing games. This indicates that teachers view games as flexible tools that foster language learning.

17. Suggest improvements for better integrating Game-Based Strategies in EFL classrooms.

The participants recommended several improvements that can enhance the integration of game-based strategies in EFL classrooms. One of the most common recommendations was about providing teachers of English with adequate training on the effective use and selection of games in each lesson, which must be aligned with the lesson objectives and match their levels of proficiency, age, and needs. In addition, many EFL teachers suggested introducing GBS to the curriculum by adding a rubric for teaching vocabulary through games instead of teaching it implicitly. Furthermore, participants emphasized the importance of keeping the game's rules clear, simple, and easy to achieve within a specific time allocated.

3.1.2.1 Discussion of the Results

The questionnaire provided teachers' perceptions concerning the use of Game-Based Strategies in enhancing EFL learners' vocabulary acquisition and creating a motivating classroom atmosphere. Their answers were valuable to the completion of this research, as they helped giving access to knowing whether teachers of English, with different teaching experiences are familiar with the concept of Game-Based Strategies or not. In addition, the questionnaire targeted various perspectives due to the variety of questions that were asked for the sake of confirming the effectiveness of GBS in teaching vocabulary to middle school

pupils, who are beginners in acquiring English as a second language. The findings from the teachers' questionnaire indicate that middle school English teachers have positive attitudes toward gamifying lesson stages; however, their responses revealed some issues regarding frequency of use, pedagogical integration, and classroom constraints.

First, the 100% participation rate reflects teachers' willingness to participate in the study and share the knowledge they have about Game-Based Strategies. Teachers with less than five years of experience dominated with a 78.9%, which may explain their openness toward modern approaches, unlike experienced teachers who rely on using traditional methods only. In addition, novice teachers are often more exposed to technology and online questionnaires than other experienced teachers with limited knowledge about digital tools' use.

The data collected also show that the majority of teachers mainly teach 1MS learners. Novice teachers are usually given 1MS classes, as a result, there was a high percentage of teachers who have less than five years of experience. This is particularly significant because first-year middle school learners require specific teaching methods and strategies to be used in enhancing their motivation toward acquiring a second language. In this context, Game-Based Strategies are one of the most appropriate methods as they can reduce anxiety and increase engagement at an early stage of language learning.

The teachers' questionnaire included a question that targets teachers' familiarity with GBS. The findings revealed that 73.7% of the respondents were familiar with the concept, and all of those teachers provided accurate definitions, demonstrating a strong level of conceptual awareness. The majority of teachers with 66.7% reported using games sometimes, while fewer use them regularly and consistently. This indicates that although many teachers prefer GBS, their integration remains occasional, as teachers have limited time to finish the curriculum.

Regarding the implementation of the various types of educational games, the dominance of competition-based games 68% reflects a preference for simple, engaging, and easily manageable classroom activities. Competition is the best way to integrate all the learners in the activities; therefore, it has a huge impact on learner motivation and participation, which may explain its popularity. However, the low use of handmade and role-

play games suggests limited variety in game design, possibly due to time constraints or a lack of training in developing more creative or pedagogically diverse activities.

54.4% of the participants reported using educational games at the practice stage. This indicates that games are used as reinforcement tools for previously taught content. In addition, the findings demonstrated that teachers regard GBS as a sufficient central approach for vocabulary acquisition. They agreed that games help learners retain vocabulary and stimulate their engagement in the classroom more effectively than when using traditional teaching methods.

Although the majority of teachers showed positive attitudes toward using GBS, the limited use of games indicates that there are some challenges, which may hinder teachers from integrating educational games into their lessons, such as time constraints, large class sizes, and insufficient materials.

To sum up, the results obtained from the teachers' questionnaire reveal teachers' positive perception toward Game-Based Strategies, most particularly regarding vocabulary acquisition and learner motivation. Nevertheless, their use in classroom instruction remains relatively limited. This underscores the need for professional development and teacher training programs that focus on the effective integration and contextualization of educational games in accordance with lesson objectives and learners' needs.

3.2. General Discussion of the Results

The analysis of both the teachers' questionnaire and the classroom observation revealed important findings regarding the use of game-based strategies in EFL classrooms. Both teachers and learners participated in this study. Learners took part in the classroom observation, during which they experienced game-based learning, while teachers shared their knowledge and perspectives on GBS.

The classroom observation indicated that game-based activities promoted learners' participation, motivation, and vocabulary use in different contexts while fostering a more interactive and enjoyable learning atmosphere. Furthermore, the questionnaire findings provided valuable insights into teachers' perspectives on integrating games into different stages of the lesson. Middle school teachers who participated in the questionnaire taught

different school levels, ranging from 1MS to 4MS (Table 04), and most of them are familiar with GBS. (Table 5). Teachers reported that they use games with varying frequencies (Table 6) and implement various types of games (Table 7) in different stages of the lesson (Table 8). Most participants reported that game-based strategies have a positive impact on vocabulary acquisition (Table 9) and learners' motivation (Table 10). Despite the fact that teachers show interest in game-based sessions, they indicated that there are some obstacles they usually encounter, which prevent them from applying GBS (Table 11).

Despite these benefits, teachers reported facing challenges such as limited time, lack of materials, and large classroom sizes (Table 11). Unexpectedly, the majority of middle school teachers stated that games may distract and divert learners' attention, which completely contradicts with the previous perspectives they provided regarding the gamification of lessons (Table 12). This can be attributed to a misunderstanding of the term 'Distract', which is used to describe negative things, and people often confuse its correct meaning.

In summary, the findings from both the questionnaire and the classroom observation support the effectiveness of game-based strategies in promoting vocabulary acquisition and learner motivation in EFL classrooms.

2.4. Recommendation

Several areas of investigation have emerged during this research, suggesting avenues for further exploration:

- Extending the duration of studies to explore the long-term effects of educational games on vocabulary acquisition and learner motivation.
- Launching language laboratories for better teaching English and other languages using game-based strategies.
- Increasing sample size and diversity to improve the generalization of findings across different populations.
- Providing special training on the use of game-based strategies in EFL classrooms.
- Examining the impact of game-based strategies on the four language skills, such as listening, speaking, reading, and writing.

Conclusion

In summary, this chapter offered analysis procedures and discussions of the findings obtained from the teachers' questionnaire and the classroom observation, which were the two main data collection instruments used in this study. The results demonstrated a significant positive impact of educational games on learners' English vocabulary acquisition and motivation in EFL classrooms, and underscored several positive insights, highlighting the potential benefits gained from the process of gamifying lessons.

General Conclusion

Mastery of the four language skills, vocabulary acquisition, and learner motivation are essential in second language learning. Many researchers regard vocabulary mastery as a key factor in language proficiency. They emphasize the use of specific vocabulary teaching methods, as well as a variety of learning strategies for better vocabulary retention. Traditional vocabulary instructions is often challenging for both teachers and learners, especially when engaging young learners who are acquiring English as a foreign language (EFL). To address these issues, integrating educational games into vocabulary instruction has received increasing attention as a promising pedagogical approach. Therefore, this research aimed to investigate the effectiveness of educational games in enhancing vocabulary acquisition and learners' motivation, focusing on the challenges faced by middle school learners, particularly first- and second-year students.

The dissertation is structured into three chapters. The first chapter established theoretical frameworks, defining core concepts such as EFL learning, vocabulary, GBS, and motivation. In addition, it covered their types, benefits, and challenges. The second chapter presents the research methodology, data collection instruments, and suggested educational games to be integrated into lessons. The third chapter of the research presents the practical part, in which the data collected using classroom observation and a questionnaire were discussed and analyzed. This study provides valuable insights into the impact of educational games on learners' participation, vocabulary retention, and motivation.

The findings confirmed the positive impact of integrating educational games on learners' vocabulary acquisition and demonstrated their effectiveness in actively engaging learners in classroom instruction. This research underscores the potential of educational games to enhance vocabulary learning and motivation and offers practical implications for educators and policymakers in language education.

Limitations of the Study

The dissertation was completed within a relatively short period of one and a half months (mid-April to May), which limited the available time for managing and completing all stages of the research process in a more comprehensive manner.

This study could be further improved if both researchers had participated in data collection across different middle schools and if the research process had begun earlier, allowing for a more extensive and well-organized investigation. Collecting data from multiple middle schools would also have enabled a more comparative analysis of learners' characteristics and performance, highlighting potential differences between contexts.

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Appendices

Appendix A: Classroom Observation Grid

Appendix B: Observation Sheet

Appendix C: Mrs. Boulkroun's Lesson Plan.

Appendix D: Sample Games

Appendix E: Classroom Observation Grid

Appendix F: Observation Sheet

Appendix G: Ms. Belguebli's Lesson Plan.

Appendix H: Sample Games

Appendix I: Classroom Observation Grid

Appendix J: Observation Sheet

Appendix K: Ms. Aiouaz's Lesson Plan.

Appendix L: Sample Games

Appendix M: Teachers' Questionnaire

Appendix A

Classroom Observation Grid

Observation Aspect	Yes	No	Comments
Learners showed interest during the activity.	X		
All the learners were engaged and participated actively.		X	All of them except those who repeated the year 2/ 3 lrs
Learners interacted with their Classmates.	X		
Learners used English Vocabulary during the game.	X		
Leaners understood the instructions easily.	X		
Learners were motivated.	X		
Leaners remembered the vocabulary related to the sequence better after the activity.	X		
Learners were anxious during the lesson.		X	
Leaners were enjoying their time playing educational games.	X		
The classroom atmosphere became more positive.	X		
Leaners were not interested in playing Educational Games.		X	
Games helped learners acquire new vocabulary related to the sequence.	X		

Appendix B

Observation Sheet

Observation Criteria	Description/ Notes
Date of Observation	Monday, November 11th, 2024.
School	Hassan Bourghoud Middle School Rabah Bitat ST, Constantine.
Level	2MS
Number of Learners	30
Lesson Topic	I practise (Shopping items)
Types of Games Used	Ball Game
Lesson Stage	Warm- up
Duration	5 min
Teacher	Boulkroune Wahiba

Appendix C

Lesson Plan

Level: 2MS	Hassan Bourghoud Middle School	Mrs. Boulkroun W
Sequence: 01	Target Competencies: <u>Interact/ Interpret/ Produce</u>	Lesson: I practise
Materials : W. Board Ball Flashcards	Target Structure: Expressing likes and dislikes.	Framework PPU
		Domain(s): Oral Written Both

Learning Objective: By the end of the lesson, learners will be able to express their likes and dislikes using the structure “like/ love/ enjoy/ dislike/ hate/ don’t or doesn’t enjoy+ Stem+ ing” with 80% accuracy.

Cross-Curricular Competencies Intellectual: Lrs can understand and interpret verbal & non-verbal messages. Methodological: Lrs can work in pairs or in groups. Communicative: Lrs can use role-plays to communicate appropriately. Personal & Social: Lrs can socialize within oral and written messages.	Core Values 1. Respecting each other 2. Respecting differences and preferences
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Time	Framework	Procedure	Focus	Objectives	Materials
5min	Warm-up	T greets her Lrs and welcomes them. T makes a quick review of the previous lesson. T plays “The Ball Game” with her Lrs. T asks her Lrs to think of free time activities and sports, and then throws a ball to a learner. He/ She should catch the ball and answer the question. For example: T: What do you do before going to school? The learner catches the ball and says I wash my face. Then, he/ she throws the ball to the teacher, and the game keeps repeating like that.	T/L L/T	Breaking the ice and paving the way to the lesson	Ball
15 min	Presentation	T sticks some flashcards on the board and asks her learners about what they like/ dislike. T gathers some answers and draws a table filled with her Lrs’ answers.	T/L L/T	Lead in	Flashcards

25 min	Practic e	Activities	Likes	Dislikes	L/T	Presenting the target structure	White board	
		Draw Sing Dance	Like Love Enjoy	Dislike Hate Don't/Doesn't enjoy				
		1- Expressing Likes: Lrs interact using like/love/enjoy. T chooses one example and writes it on the board. I like reading books. T asks her Lrs to deduce the rule.			T/L L/T	Introducing the first case		
		S+ like/love/enjoy+Stem+ing+...+.						
		1- Expressing Dislikes: Lrs interact using dislike/hate/don't or doesn't enjoy. T chooses one example and writes it on the board. I dislike washing the dishes. T asks her Lrs to deduce the rule			T/L L/T	Introducing the second case	White board	
		S+ dislike/hate/don't or doesn't enjoy+ stem + ing +...+.						
		Task 01: Reorder the following words to get meaningful sentences. 1- Mary/ palying/. / with/ likes/ dolls ➤ Mary likes playing with dolls 2- Brother/writing/dislikes/. / homework/ my/his ➤ My brother dislikes writing his homework. 3- Enjoy/ they/visiting/ museum/. / the ➤ They enjoy visiting the museum. Task 02: I pronounce /ei/ and /ai/.			L/T	Reinforcing the target structure	White board	
		/ei/						/ai/
		Play Day May			Like My Cry	T/L L	Using the target structure	Lrs' copybooks
		T asks her Lrs to produce 3 sentences expressing their likes and 3 others expressing their dislikes.						

10 min	Use				L	Using the target structure	Lrs' copybooks

10
min

Use

Appendix D

Sample Games



Appendix E

Classroom Observation Grid

Observation Aspect	Yes	No	Comments
Learners showed interest during the activity.	X		
All the learners were engaged and participated actively.	X		
Learners interacted with their classmates.	X		
Learners used English Vocabulary during the game.	X		
Leaners understood the instructions easily.	X		
Learners were motivated.	X		
Leaners remembered the vocabulary related to the sequence better after the activity.	X		
Learners were anxious during the lesson.		X	They were extremely motivated
Leaners were enjoying their time playing educational games.	X		
The classroom atmosphere became more positive.	X		
Leaners were not interested in playing Educational Games.		X	
Games helped learners acquire new vocabulary related to the sequence.	X		

Appendix F

Observation Sheet

Observation Criteria	Description/ Notes
Date of the Observation	Sunday, February 4th, 2025.
School	Hassan Bourghoud Middle School Rabah Bitat ST, Constantine.
Level	2MS
Number of Learners	16 (a group of girls)
Lesson Topic	Tutorial Session.
Types of Games Used	Shopping Game, Imperative Chef, Bell Game.
Lesson Stage	All stages
Duration	1 hour
Teacher	Belguebli Khawla

Appendix G

Lesson Plan

Level: 2MS	Hassan Bourghoud Middle School		Ms. Belguebli Kh
Sequence: 02	Target Competencies: Interact/ Interpret/ Produce		Lesson: TD Session
Materials: White board Bell Flashcards	Target Structure: Shopping items/ the imperative form/ final 'S' pronunciation.	Framework: GBL	Domain(s): Oral/ Written/ Both

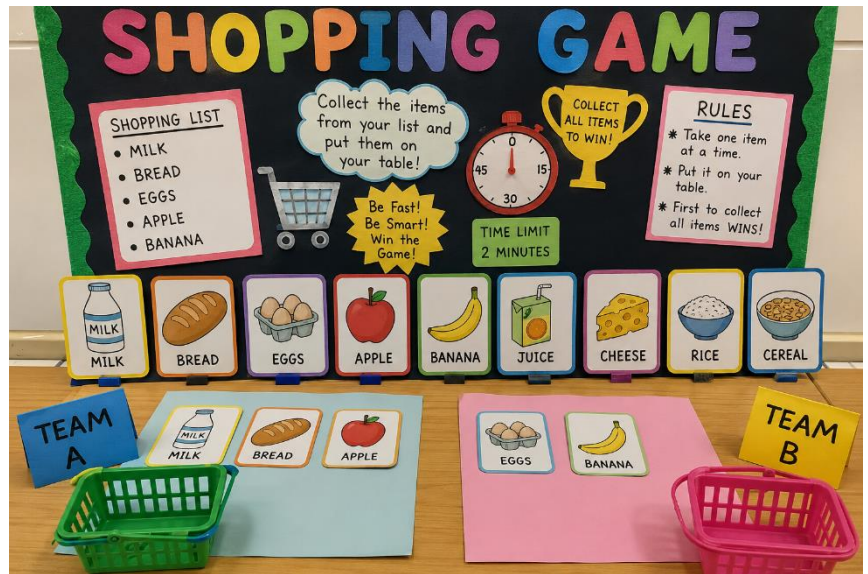
Learning Objective: By the end of the session, learners will be able to consolidate their knowledge and pre-requisites about shopping items, the imperative form, and pronounce final 's' correctly.

Time	Frame-work	Procedure	Focus	Objective	Material
10 min	Warm-Up	T greets her learners and welcomes them.	T/L		
		T makes a quick review of the previous session and the imperative form.	L/T	To break the ice.	
		T reviews with her lrs some vocabulary related to sequence two 'Me and my shopping'.	T/L		
		T sets her pupils in four groups.	L/T	To activate lrs' prior knowledge	White board
20 min		T gets her pupils ready for the coming games.			
		T introduces the first game.			
		Game 01: "Shopping Game"			
		Rules:			
		Two participants from two groups compete against each other. T gives both of them 2 shopping lists, presents a set of food items in form of flashcards, and puts them on the table. Learners get ready to	T/L	To value teamwork	Flashcards Bell
	Game 1	collect the food items included in the list. The pupil who successfully brings all the shopping items quickly, collects them in the shopping basket, and rings the bell first, his team earns a point.	L/L	To practice vocabulary related to shopping items	Shopping Basket And shopping lists
		T keeps the same groups to play the next game.			

10 min	Game 2	Game 02: “Imperative Chef” Rules: T prepares 4 plastic cups, including small strips of paper; each one of them includes a step of a recipe for a chocolate cake. T distributes the cups to all the teams and asks them to rearrange the steps to get a correct chocolate cake recipe. The first team to arrange the recipe steps correctly earns a point. T concludes by making a quick reminder of the use of the imperative. T: So, we use the imperative to show the way to amenities, give orders, and in Lrs: In recipes. T keeps the same group divisions.	T/L	To consolidate the use of the imperative	Cups Small strips of paper
			L/L		
15 min	Game 3	Game 03: “ I pronounce final ‘s’ correctly Rules: T chooses two participants from two groups, puts the bell in the middle of the table, and prepares small papers and flashcards, including words/ food items in plural form. T shows her lrs the word/ the picture and the one who rings the bell first and pronounce final ‘s’ correctly is the winner. Lrs who pronounce words incorrectly lose their point to the other team. All the members of the four teams must participate in this game. T gives a reward for the winning team.	T/L	To enhance lrs’ final ‘s’ pronunciation	Bell
			L/T		
			T/L		
			L/T		
			T/L		

Appendix H

Sample Games



Appendix I

Classroom Observation Grid

Observation Aspect	Yes	No	Comments
Learners showed interest during the activity.	X		
All the learners were engaged and participated actively.	X		Even low-level learners participated.
Learners interacted with their classmates.	X		
Learners used English Vocabulary during the game.	X		
Learners understood the instructions easily.	X		
Learners were motivated.	X		
Learners remembered the vocabulary related to the sequence better after the activity.	X		
Learners were anxious during the lesson.		X	
Learners were enjoying their time playing educational games.	X		
The classroom atmosphere became more positive.	X		
Learners were not interested in playing Educational Games.		X	Each time they ask for another game.
Games helped learners acquire new vocabulary related to the sequence.	X		

Appendix J

Observation Sheet

Observation Criteria	Description/ Notes
Date of Observation	Monday, February 2 nd , 2026.
School	El Chabbi Necib Ben Mohamed Middle School Nadjwa Bakhouch, El Besbes _El Taref_
Level	1MS
Number of Learners	14 (a mixed group)
Lesson Topic	Tutorial Session
Type of Games Used	Group Competition/ XO game/ Miming Game/ Bell Game/ Memory Game
Lesson Stage	All the stages
Duration	1 hour
Teacher	Aiouaz Anfel

Appendix K

Lesson Plan

Level: 1MS	El Chabbi Necib Ben Mohamed Middle School	Ms. Aiouaz A
Sequence: 02	Target Competence: Interacting orally and in writing about school life.	Session: Tutorial session
Materials: W. B, bell, flash -cards, games	Domain(s): Oral interaction/ Oral comprehension/ Written comprehension/ Written production.	Framework GBL

Learning Objective: By the end of the session, learners will be able to consolidate their knowledge and pre-requisites about school subjects, school objects, school people, school furniture, school facilities

Anticipated Problems: Some weak learners may stay silent and passive.

Solution/ Plan B: T encourages active participation using educational games.

Time	Stage(s)	Procedure/Tasks	Interaction
10min	Warm-up	T greets her learners and welcomes them. T makes a quick review of the previous session, ‘the present continuous’, and reviews with her lrs some vocabulary related to sequence two ‘School Life’. T divides the classroom into four groups and gets her pupils ready for the games.	T/L L/T T/L L/T T/L
15min	Game 1	Game 01 “ Secret Envelopes” Rules: T draws the XO grid on the board and places 9 envelopes in each place, including pictures and questions. Before playing the game, the teacher prepares two strips of paper, including numbers 1 and 2, to determine which group will play first. The first learner to play the game should choose an envelope and discover what is inside. If the learner provides a correct answer, he/she should place an X or an O. The group with the highest number of correct answers wins the game. The pictures inside the envelopes represent school facilities, subjects, objects, people, and furniture, whereas the questions may include definitions, and learners should identify them.	T/L L/T L/L

15min	Game 2	Game 02: “ Miming Game” Rules: T keeps the group division and prepares small strips of paper, including different activities, such as reading, writing, listening, laughing, drawing, etc., and puts them in a mystery box. T chooses one learner from a particular group; he/ she should pick a paper, read it ‘silently,’ and mime it to his/her group. The learner must not say anything; just mime the activity using gestures. All the other groups should remain silent until they play their turns.	T/L L/T L/L
15min	Game 3	Game 03: “Memory Game” Rule: T keeps the classroom division and chooses 2 participants from two groups to compete against each other. T places different jumbled flashcards on the table, makes her learners see their matches for five seconds, and hides them. Before playing the game, T prepares two strips of paper, including numbers 1 and 2, to determine which group will play first. After that, learners try to find the correct matches. The learner who collects the highest number of matches is the winner.	T/L L/L
10min	Game 4	Game 04: “The Bell Game” Rules: T chooses two participants from two groups, puts the bell in the middle of the table, and stands in front of the table. T says a word, such as “headmaster’s office’ the learner who rings the bell first and provides the correct answer, which is ‘a school facility’ is the winner. All the members of the four teams must participate in this game. T rewards the winning team	T/L L/L T/L

Appendix L

Sample Games

SECRET ENVELOPE XO GAME

Read. Think. Choose. Place.
Will you get three in a row?

Every envelope has a secret question or challenge!

Is 25 greater than 30?
(X = No, O = Yes)

Make your move. Think ahead. Keep it a secret!

STRATEGIZE. DECIDE. WIN!

HOW TO PLAY

- Choose an envelope from any square.
- Read the prompt inside and think about it.
- Decide: Is your answer X or O?
- Place your X or O in that square. First player to get three in a row wins!

EXAMPLE PROMPTS

- Math:** Is 18 an even number? (X = No, O = Yes)
- Science:** Do plants need sunlight to grow? (X = No, O = Yes)
- Grammar:** Is "running" a verb? (X = No, O = Yes)
- Facts:** Is Earth the largest planet? (X = No, O = Yes)

And many more!

MIME IT!

Act it out. No talking. Let your teammates guess!

- Take a strip of paper from the mystery box.
- Read the activity silently.
- Mime it! Act it out without speaking.
- Your teammates guess what you are doing!

Be creative, use expressions, gestures and moves!

EXAMPLE PROMPTS

- Brushing your teeth
- Playing basketball
- Swimming
- Climbing a mountain
- Reading a book

REMEMBER:

- ✓ No talking
- ✓ Use your body
- ✓ Be expressive
- ✓ Have fun!

WHAT IS HE DOING?

MEMORY MATCH

Find the Pairs, Win the Game!

Use your memory. Find the matches!

HOW TO PLAY

- The teacher shuffles the cards and places them face down.
- On your turn, flip over any two cards.
- If they match, keep them and take another turn.
- If they don't match, flip them back over.
- The player with the most matches wins!

FOCUS. REMEMBER. WIN!

SCORE BOARD

PLAYER 1 _____ matches VS PLAYER 2 _____ matches

Great memory wins the game!

THE BELL GAME

RING FAST. ANSWER SMART. EARN POINTS!

EARN POINTS!

RING THE BELL FIRST!

HOW TO PLAY

- Two players sit facing each other.
- The teacher reads a question.
- Ring the bell as fast as you can!
- Answer the question.
- If your answer is correct, you earn 1 point!

REMEMBER

- ✓ Listen carefully.
- ✓ Ring only after the question is read.
- ✓ Be respectful.
- ✓ Have fun!

SCORE BOARD

PLAYER 1 3 points VS PLAYER 2 2 points

EXAMPLE QUESTION

What is the capital of Japan?

A. Beijing
B. Seoul
C. Tokyo ✓
D. Bangkok

QUICK THINKING + GOOD KNOWLEDGE = MORE POINTS!

Teachers' Questionnaire

The Impact of Game- Based Strategies on Vocabulary Acquisition and Learner Motivation in EFL Classrooms. The Case of Middle School Learners.

1- Do you agree to participate in this study? (Yes / No)

- Yes
- No

2- Teaching experience :

- Less than 5 years
- 5-10 years
- More than 10 years

3- Level taught:

- 1MS
- 2MS
- 3MS
- 4MS

4- Are you familiar with "Game-Based Strategies"?

- Yes
- No

5- According to you, what is meant by "Game-Based Strategies"?

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6- How often do you use games in teaching?

- Always
- Sometimes
- Rarely
- Never

7- Types of games used :

- Handmade
- Digital
- Role Play
- Group Competition
- Other

8- When do you use games?

- Warm- up
- Presentation
- Practice
- Use/Assessment
- Other

9- What impact do games have on vocabulary acquisition?

- Games help learners acquire new vocabulary effectively
- Games improve vocabulary retention
- Games help understand meanings
- Games help us use vocabulary in context
- Other

10- Do you think that using Game-Based Strategies is the best way to teach vocabulary? Why?

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11- What impact do games have on learners' motivation?

- Games increase motivation
- Learners are more engaged
- Games reduce anxiety
- Learners participate more
- Other

12- Do you think that Game-Based Strategies can boost learners' motivation towards learning English? Why?

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13- What are the challenges faced by teachers in applying Game- Based Strategies in EFL classrooms?

- Lack of time
- Large class
- Lack of materials
- Management issues
- Low level (learners)
- Other

14- Do games distract learners?

- Yes

- No

15- Should games be regularly integrated into the different lessons?

- Yes
- No

16- How can games be integrated into different lessons?

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17- Suggest improvements for better integrating Game- Based Strategies in EFL classrooms.

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