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THE ROLE OF ROLE-PLAYING GAMES IN ENHANCING YOUNG LEARNER' S VOCABULARY: A CASE STUDY OF PRE-INTERMEDIATE STUDENTS AT ALMAAHED PRO INTERNATIONAL COMPANY

Dissertation Submitted in Partial Fulfilment Ofthe Requirements for

Master Degree in English Applied Linguistics

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Academic Year: 2020-2021

DEDICATION

First, my biggest thanks to Allah for giving me uncounted blessings.

I dedicate this work to:

The light of my life, the woman who gave me life and who sacrificed for making me happy always, who spend time praying and asking Allah to success me «my beloved mom». The man who spent his life for making my dreams real, who always supports me «my darling dad». Thank you for your encouragements my dearest parents. Words are not enough to describe how much I love you, May Allah bless you both.

To my dear brother «Ali», I wish him all the success in his doctorate. To my marvellous sisters «Wissem», «Iman» and her husband «Ali».Thankyou for your love and support.

To the angels of our family: my nephew «Amir» and my nieces «Nourhan» and «Aya», May Allah bless them, I wish them all the success in their studies.

To the soul of my grandmothers and grandparents may Allah have mercy on them all.

To my soulmate with whom I am sharing my life and plenty of memories «Karima». Thank you my bestie for being always here for me, I really appreciate your support.

To my squad, Thanks for your support, for being around me, for your advice and encouragements that you gave me.

And finally, to those who really supported me with their prayers and who helped me morally to accomplish this work

Hifaa Mehenni

DEDICATION

Al hamdoulilah after eighteen years of studying here I am assisting my graduation day. My achievement is first dedicated with no doubt to my parents.

They are the ones who supported me from my first year, they afforded and provided all my needs, without my father and mother help and support, I would have never dreamed of graduating. In addition, I also dedicate this work to my sisters and brother Djalila, Alaa, Khaled and all my lovely family.

This work is also dedicated to all my dear friends especially my besties Hanane and Loubna, I am highly grateful for their support and encouragement until the very last minute of this thesis. I wish them all a successful and a creative future career.

Last but not least, I would like to dedicate my graduation to myself, and thank myself for all the hard work, sleepless nights, and all the struggling I passed through before reaching this goal.

Abla Bouahmed

ACKNOWLEDGEMENTS

Above all, we should be thankful to Allah for giving us the power and the patient to accomplish this work.

We would like to express our gratitude to our supervisor KHELIL CHERFI for his guidance, inspiration, advice, feedback and supervision. Particularly, we are thankful for his patience, his support and all his remarks and suggestions without which this work would not see the light of the day

We would also like to express our sincere gratitude to our examiners for taking the time to examine this dissertation and for their guidance, insightful comments and feedback which contributed greatly to the overall improvement of this work.

A special word of thanks is also due to Dr. Ayoub BOUKHATEM, CEO of ALMAAHED PRO INTERNATIONAL COMPANY, for giving us the chance to conduct the experiment at his languages school, and all of the Almaahed's staff for providing us with the time, space and equipment to complete this dissertation, especially, Hannane NEZLIOUI, Mohamed REZAZI for their time and invaluable advice, and last but not least Hacen SKENDER and Hichem BENCHIKH for their patience.

We are grateful to Almaahed students who participated in the experiment.

And a great thank to our family members, classmates and friends for their support and encouragement.

ABSTRACT

Learning vocabulary is important in building up foreign student's fluency. Because Learning vocabulary presents a big challenge, EFL young learners face several obstacles such as learning and memorising new words. This study investigates the role of role-playing games in enhancing young learner's vocabulary. For this purpose, an experiment was conducted at a private foreign languages school based on a quantitative data collection method. As the data collecting procedure, we relied on written and oral tests, field observations, and interviews. The experiment was conducted on two groups followed by written and oral tests. The students then had to answer a questionnaire about their opinion on using role-playing games in learning vocabulary. The results analysis of this study proved that implementing role-playing games in English classrooms has a significant positive effect in enhancing young learners fluency in general and vocabulary in particular.

Key words: Vocabulary, Role-playing games, EFL students, Young learners

الملخص

إن تعلم المفردات شيء أساسي في بناء و تكوين طلاقة الطالب، و بما أنها تعتبر تحديا كبيرا فان متعلمو اللغة الانجليزية كلغة أجنبية يواجهون عدة عراقيل كتعلم وحفظ مفردات جديدة. لذلك فان هذه الدراسة تهدف إلى التحقق من دور نشاطات تمثيل الأدوار في تعزيز مفردات المتعلمين . لهذا الغرض تم إجراء تجربة في مدرسة خاصة للغات الأجنبية بناء ا على جمع البيانات الكمية. .ولجمع هذه البيانات اعتمدنا على اختبارات كتابية وشفوية وملاحظات و مقابلات. أجُريت التجربة على مجموعتين تم اختبارهم في النهاية باختبار كتابي وآخر شفهي .كان على الطلاب في النهاية الإجابة على استبيان حول رأيهم في استعمال نشاطات تمثيل الأدوار كوسيلة لتعلم المفردات .أثبتت نتائج هذه الدراسة أن تطبيق نشاطات تمثيل الأدوار في فصول اللغة الإنجليزية لديه تأثير إيجابي في تعزيز طلاقة المتعلمين الصغار بشكل عام والمفردات بشكل خاص.

LIST OFABBREVIATIONS

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

RP: Role-play

RPG: Role-playing games

L2: Second language

SLA: Second Language Acquisition

ESP: English for Specific Purpose

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GENERAL INTRODUCTION :

1. Literature review
2. Problem of the study
3. Research questions
4. Aim of the study
5. Signification of the study

General Introduction

1. Background of the Study:

English has become an international language due to global communication technology. Its spread over several and different fields made it an essential global language. In order to learn the English language, learners have to master first the English vocabulary without underestimating grammar.

Vocabulary is considered an important element in learning the English language, it is the pillar of language because it plays a vital role in communication since without it no one can use the language or understand what the others are saying. In learning vocabulary, it is necessary to know all the aspects of the word not just the meaning of a particular word, this calls attention to the process by which the information has to be obtained, stored, retrieved and used. However, Huyen & Nga (2003) stated that EFL learners may face several obstacles in learning new vocabularies, they may think only about how they can learn a list of new words with meanings in their native language without any real context practice since they ought to learn them through memorizing, thus they will not be able to remember them all when it is needed. In addition, students may require their teachers to give them meaning and grammatical function for words that they are not familiar with and wait for them to control the lesson by providing new forms of words then they write those words in their notebooks and complete their exercises, this kind of rote verbal memorization is good to a certain extent since it helps learners learn and use the correct form of the words. Critically, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language because it requires them much time, energy and memory and they will just know how to use the vocabulary in an exact form, but they do not know the functions of its different meanings and how to use it in a different context in real life communication.

According to Scrivener (2011), in many cases, teachers exhibit some limited expectations of what students have and keep lessons in a predictable and straightforward way through safe and routine activities. In this context, many interesting and useful methods and techniques were introduced to teach vocabulary in a way students will not feel bored from learning vocabulary. Moreover, since teachers are the main elements in the class they have to look for

these methods to apply in order to create an interesting atmosphere that encourages students to interact in the class.

Scrivener (2011) said that "Explanations, especially long ones, tend to leave me cold; I get bored; I switch off. But challenge me, give me a problem to do or a task I want to complete, and I will learn far more by experimenting, by practising, by taking risks"(p.59). Scrivener (2011) also believed that the effective way of learning for students is to be part of the lesson by practising, reacting and making efforts to learn not just by sitting side to side and receiving information in a passive way because a long time of explanation make students feel bored and confused especially when they are not facing challenges in classrooms.

Therefore, one of the best methods that teachers can follow to avoid the boredom of their classes, is using games as a teaching strategy. The idea of engaging students in the learning process through games is not new but nowadays teachers are more investigating how games can be best implemented in the learning process to foster vocabulary learning and enhancing cooperation among students and their teachers. According to Huyen & Nga (2003), with the use of games, teachers help students to use the target language freely in communication, with being able to exchange information and express their own opinions. Huang (1996) claimed that ‘‘learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence’’(As cited in Huyen & Nga, 2003, p. 5).

For instance, role-playing games are one of the methods that can be used to facilitate vocabulary learning. For learners, the use of role-playing games is a very effective process since it makes the class active and energetic because when simulating real life situations students will not feel bored and they will be able to learn and acquire new words unconsciously. Matkarimova (2019) said that ‘‘Harmer described role-play (RP) as an effective activity for that increases learning retention, provides hands-on training, enables better teamwork, and communication because when students take part in RP they usually get lots of fun and they try to show their ability in acting as famous actors or actress’’(p. 59). Chen-jun (2006, as cited in Aliakbari & Jamalvandi, 2010) claimed that ‘‘role-play strategy can be a very successful tool in teacher’s hands since it can give learners the opportunity to practice improving a range of real-life spoken language in the classroom’’(p. 20). However,

role-play method is rarely proposed when students have to learn something quickly and based on a large number of facts.

To summarise, from the studies mentioned above we can create a strong relationship between vocabulary and role-playing. A positive effect can be affirmed when implementing role-playing games in enhancing learner's vocabulary and teachers can use this kind of games to help their students practice more their skills of communication. Hence, the aim of this research is to highlight the importance of role-playing games in enhancing young learner's vocabulary.

2. Statement of the Problem:

In learning any foreign language, vocabulary is the essential component that learners have to master because it links the four important skills of reading, writing, listening, and speaking. Learners always face difficulties before being fluent and accurate in English but concentrating on vocabulary and acquiring new words allow them to facilitate the process of learning and reduce the obstacles that students may face before mastering the English language.

Indeed many EFL students face several problems in learning the English language because of their poorness in mastering and practising vocabulary. After a lot of studies, researchers were able to reach creative techniques and methods that teachers can use in class to facilitate vocabulary learning for their students. One of these techniques is the idea of using Role-Playing Games as a teaching activity because it is proved that while playing games students learn in an effective way in addition to their great leisure that people of all ages can enjoy.

Our current research attempts to examine how students can overcome their vocabulary learning problems through the use of role-playing games in an experiment done at ALMAAHED INTERNATIONAL COMPANY.

3. The Aim of the Study:

The aim of this research is to enhance young learner's vocabulary skills and encourage them to practice their language by using Role-playing games. In addition, how teachers can help students to enhance and improve their vocabulary skills when being aware of the importance of such techniques in the class. Likewise, to detect the most effective learning activities which are used to improve oral proficiency. Furthermore, to elicit the attitudes

of the students towards the use of Role-playing games activities as a tool to promote their competencies.

4. Research Questions:

The present research aims to answer the following questions:

1- To what extent can role-playing games contribute in enhancing vocabulary competencies among young EFL students?
2- How can role-playing games contribute in improving the overall oral fluency?
3- What is the student's attitude towards implementing role-playing games?

5. Significance of the Study:

This research is significant to assess one of the techniques used in enhancing students vocabulary. Using games is an important method that must be used in teaching; this method has the ability to change a boring atmosphere in the class into an interesting one. Therefore, students will have the will to learn vocabulary more than before. Even teachers will be able to teach vocabulary easily through using games. Thereby, this study is significant to both teachers and students. Besides, our expectations from this study are to improve the quality of teaching English in EFL classes and spread the notion of using role-playing games as a teaching activity among EFL teachers.

6. Structure of the Study:

Our dissertation will be presented in four chapters besides the general introduction and the general conclusion of the research. The first chapter under the name of the literature review dealt with CLT and RP. Then the second chapter tackled the vocabulary and role-playing games showing how RP can enhance student's vocabulary. Moving to the practical chapters, the third one was about the methodology and data gathering in which we have seen the methods and procedures followed during this research. The fourth chapter and the last one dealt with the analysis and discussion of the collected data.

1. CHAPTERONE: Literature Review

1. Communicative Language Teaching:

1.1. Introduction

1.2. Definition of CLT

1.3. Historical Background of CLT

1.4. The Role of Teachers and Learners in CLT Classes

1.5. The Activities used in CLT classes

2. Role Play:

2.1. Definition of Role-Play

2.2. Organising Role-playing Games

2.3. Implementation of Role-playing Games

2.4. Benefits behind Using Role-Play

2.5. Disadvantages of Using Role-Play

2.6. Possible Problems When Implementing Role-Playing Games

3.Conclusion

CHAPTER ONE : LITERATUREREVIEW

1. Communicative LanguageTeaching

1.1 Introduction :

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Nowadays, opportunities to learn English are provided in different ways such as through formal instruction (school's curriculum), travel, study abroad, as well as through the media and internet (Richards, 2006, p. 01). Richards (2006) stated that "learners want to be able to master English to a high level of accuracy and fluency…and fluency in English is a prerequisite for success and advancement in many fields of employment"(p.01). Therefore, following an appropriate teaching methodology is very important and Communicative Language Teaching (CLT) is an effective approach to follow in classrooms.

In the first part of this chapter, we will tackle the definition of CLT and explore its origins and evolution since it was first proposed in the 1970s, then we will deal with the role of teachers and learners in CLT classrooms and discuss the most effective activities used in communicative approach.

1.1 Definition of CLT:

Communicative Language Teaching (CLT) also known as Communicative Approach, is related to the teaching of second and foreign languages. It places so much emphasis on interaction as both the means and the ultimate goal of learning a language. Hattani (2018) said that "CLT refers to both processes and goals in classroom learning"(p.87).

The late seventies witnessed the shift towards Communicative Language Teaching Approach, its main advocates were: Firth, DellHymes, Widdowson, Brumfit, Halliday, Austin, and Searle. CLT requires teachers to use real life situations that need communication in their classrooms, living a situation would help the learners to learn and use the target language in a better way since a real practical usage of a language provides the students with the necessary information that makes them use the language in different situations and contexts, that is why teachers set up situations that students may encounter in real life

because real life communication in the classroom is intrinsically interesting and useful to languages students (Englander, 2002, p. 9).

The central theoretical concept in Communicative Language Teaching is communicative competence, a term introduced into discussions of language use and second or foreign language learning in the early 1970s. Competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon, 2002, p. 01). Communicative competence emphasises more the interpersonal and sociocultural aspect of the knowledge and ability which native speakers possess regarding their native language (Lee, 1999, p. 179). Therefore, to achieve such knowledge, the Communicative Language Teaching competence makes the students convey and interpret messages and negotiate meaning among others in different contexts.

1.2 Historical Background of CLT:

The great development in language studies in general and language teaching in particular that occurred during the second half of the 20th century led to the introduction of innovative approaches and techniques in teaching foreign languages, namely the Communicative Language Teaching approach in the 1970s (Fang, 2013, p. 1579) when traditional language teaching methods were mainly concentrated on how to organise syllabuses and materials, there has been much less consideration of direct classroom activity by the teacher. Consequently, CLT appeared as a rejection to these methods which heavily focused on repetitions and drills, as well as to cover the great needs of communication focusing more on teaching languages for real life purposes (Roberts, 1982, p. 97).

Before CLT, Situational Language Teaching had dominated foreign language teaching. However, many linguists, based on Chomsky's view of the language acquisition device and linguistic competence, began to criticise SLT and even rejected Audiolingualism which are based on behaviourist psychology and structural linguistics (as cited in fang, 2013, p. 1579). CLT stressed the importance of teaching how to use a language as a communication tool rather than drilling language forms (Didenko and Pichugova, 2016, p.1) because students do not only learn the linguistic structure and grammar rules, they have to learn also how to use the language properly.

Allen and Widdowson (1991) strengthen the concept of CLT when they said:

> There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language, in order to show the student how the language system is used to express scientific facts and concepts. (As cited in Benabdji, 2006, p. 11)

Communicative Language Teaching covered almost all fields of linguistics, including applied linguistics, sociolinguistics, psycholinguistics and philosophy, for instance, Christopher Candlin, Henry Widdowson in applied linguistics, Dell Hymes, John Gumperz, William Labov in sociolinguistics, John Austin and John Searle in the field of philosophy (Richards and Rodgers, 1986, p.64).

According to Savignon (2002), Regardless to the major contributions of Firth, Halliday, Austin, and Searle in underpinning the approach, Hymes's work in 1971 was the most to crystallise it. The latter took Chomsky's dichotomy between competence and performance as a point of departure to criticise the grammatical competence as is not a sufficient basis for communication, but communicative competence reveals how to use language appropriately in given situations in given cultural contexts in order to achieve given communicative objectives. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics), its goal is not to have knowledge of grammatical rules of a language and how to build up the grammatical sentences but to know when, where and to whom are these sentences used in a speech community (Richards, 2006, p. 9).

Following communicative activities in the classroom within the communicative approach puts more emphasis on the language use for negotiating meaning rather than learning the language structures and forms the students will be able to use the language freely. Therefore, CLT classes are based on the interaction and communication between students with each other or with their teacher and the meaning will be much more clear if there is an interaction in communicative contexts as Englander (2002) confirmed "Classroom activities that emphasise interaction help students to use language"(p.9).

Englander (2002) added that:

> Interaction among students helps them develop two needed sets of skills. The first one is to manage the interaction and know how and when to take part in the interaction, how to invite the other allocator to speak and how to keep going a conversation. The second one is to make sure that the allocator you are addressing has understood the message correctly and that you; the locator has understood him also i.e. negotiate meaning. Hence interaction in the classroom involves not only expressing one's ideas and opinions, but understanding and comprehending those of others. (p. 8)

The scope of Communicative Language Teaching has expanded since the mid-1970s (Richards, and Rodgers, 1986). Richards and Rodgers (1986) claimed that CLT proponents see it as an approach aiming at making communicative competence the goal of language teaching on the one hand, and developing procedures for the teaching of the language skills that acknowledge the interdependence of language and communication on the other.

It is to be noted here that the difference between the terms 'method' and 'approach' is that an approach, according to Anthony (1963) is ''a set of assumptions dealing with the nature of language…it describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith…it is often unarguable except in terms of the effectiveness of the methods which grow out of it''(pp. 63-64). A method, on the other hand, according to Anthony (1963) is ''an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach''(p. 65). All in all, ''an approach is axiomatic, a method is procedural'' (Anthony, 1963, p.65).

When CLT surfaced as a new approach to language education in the 1970s, it actuated a lot of interest and excitement. Language teachers all over the world began to reconsider their teaching, syllabuses, and classroom materials. Grammer was no longer the starting point in creating language courses under a communicative approach, which is why CLT has been criticised and new approaches to language teaching were required (Richards, 2006).

1.3 The Role of Teachers and Learners in CLT Classes:

a. Teachers:

Traditional classrooms are teacher-centred; teachers are considered as the holder of knowledge and learners as recipients of knowledge. However, in CLT classrooms, both teachers and learners are both proactive; they both contribute in constructing knowledge and skills.

In a communicative language classroom, Breen and Candlin (1980) believed that both teachers and learners in a communicative classroom, have a variety of roles. They (1980, pp. 99-100) described the teacher's roles as follows:

- Facilitator: the teacher has to facilitate the communicative process between all participants in the classroom.
- Interdependent participant: here the teacher need to participate in the learning-teaching group that would facilitate the communicative process.
- Organiser: the teacher in CLT is considered as an organiser of resources or as a resource himself.
- Guide : in this role the teacher endeavours to make clear to the learners what they need to do, in guiding and monitoring the teacher needs to be a 'seer of potential' so he will be more concentrating on the process competencies of the learners.
- Researcher : the teacher can be a researcher and a learner, he should have enough information about the topic so he can provide the students with the needed information in order to facilitate the process of learning, as well as, he can contribute in the appropriate time of the discussion if needed.

In other words, teachers are no longer considered as knowledge-provider, they are rather organizers, facilitators researchers, and even participants in the class activities. Their mission thus is to stand back like an observer and manager to stimulate and direct successful communication by a variety of interactive and activities, such as role-playing activities, games, presentations (Fang, 2013). Teachers ought to make students feel comfortable with regard to participation and mistakes that they may produce. Teachers are not supposed in a CLT classroom to interrupt the activity to correct mistakes whenever they may occur, and the activities should be designed in a way to imitate real or realistic communication situations (Harmer, 2001).

b. Learners:

Breen and Candlin (1980, pp. 100-101) described the learner's roles in CLT classrooms as follows:

- Negotiator: adopting the role of negotiation means they learn by themselves how to learn, they negotiate meaning between themselves or with their teacher, they negotiate their learning process, and gradually revealed the objectives of learning these will encourage the communication process.
- Autonomous: to be autonomous means to be aware of your own ways of learning, learners should feel responsible, develop their own purposes for learning and see learning as a lifelong process. These can be relied for example on self-assessment, which make them feel dependent, they become more aware of their strengths and weaknesses, and become their own judge, they will be able to make decisions about how to move their learning forward.
- Communicator: since CLT classes aim to encourage interaction between students or with their teacher, they need to be able to convey or exchange information and ideas freely.

In other words, in CLT learners are the centre of the class they start communicating through negotiating, expressing their opinions and thoughts, this increases their autonomy allowing them to rely more on themselves than on their teachers at the same time they will be able to discover their needs by themselves and be encouraged to make initiatives and interact in the classroom freely.

1.4 The Activities Used in CLT Classes:

CLT activities, according to Harmer (2001) often involve students in genuine or realistic communication where they focus more on the performing of the communicative task than on the accuracy of the language they use. These activities as Harmer (2001) claimed, must be selected to grab the student's attention so they will have the desire and a purpose to communicate (e.g. to make a point, to buy an airline ticket, or to write a letter to a newspaper). In CLT students focus more on the language they are using either when speaking or writing rather than on the language form. Unlike the non-communicative activities, where the students rely only on their teacher with no purpose of communicating or negotiating, they

focus more on the accuracy of the target language because in the non-communicative activities grammar rules are much important than the use of the language.

Harmer (2001) listed some of the most widely-used communicative activities which facilitate the development of learner's production:

1. Acting from a script : in this activity, the teacher asks the students to act out scenes from plays, their course books, or dialogues that they have written by themselves and perform them in front of the class.
2. Communication game : this activity is based on an information gap activity. So, one student has to talk to his partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.
3. Discussion : in this activity, the teacher chooses activities that encourage students to participate in classroom discussion without being shy to give their opinions, and what they think about the topic (they can use debate for example).
4. Prepared talks: this kind of activity is much more popular, where the student or group of students prepared a presentation with a topic of their own choice and they deliver it in front of their classmates.
5. Questionnaires : this activity is useful because it ensures that both the questioner and respondent have something to say to each other. Students can prepare any appropriate topic and the teacher can be a resource, and they will discuss the result.
6. Simulation and role-play : these activities are very beneficial for the students, in simulation and role-play students can live a real life situation as if they were doing so in the real world (such as a business meeting, an encounter in an airplane cabin, or an interview). Role-play and simulation can be used to encourage general oral fluency or train students for specific situations especially when they are studying English for a specific purpose (ESP).

These activities are of tremendous utility in language learning because students are engaged in simulations of real communicative situations, where they are able to use their senses and mental skills while performing such activities. Additionally, these activities will help both teachers and learners since they suit all kinds of learning styles and personality traits, teachers will face less problems with the homogeneity of students because these activities are much more productive rather than passive they involve all types of students with their different levels in communicative situations, and students with a low level will be more encouraged to

do more, this will give them much self-confidence and autonomy in order to catch up with the students who have a higher level.

Our research focuses on role-playing games as a teaching method, which we are going to investigate in its role in enhancing student's vocabulary.

2. Role Play:

2.1 Introduction:

In the previous part of the second chapter, an attempted was made to define and to present a brief historical background of CLT, the role of teachers and students in CLT classrooms. It gave a brief presentation of the most widely used activities in CLT. Hence, this part will first deal with the definitions of role-playing. Then, we will highlight the different ways to organise role-playing games. Later, we will present the advantages and disadvantages of implementing role-playing games in EFL classrooms, and finish by the possible problems teachers may face when implementing these activities.

2.2 Definition of Role-Play :

Role-play (RP) is considered as one of the communicative activities in EFL classes that helps students learn and use the target language freely. According to Matwiejczuk (1997), role-play refers to a range of activities characterised by involving participants in 'as-if' or 'simulated' actions and circumstances. Moreover, Role-playing is a pedagogical method that belongs to active learning that is, mainly, described as suitable for achieving understanding of an issue and "forcing" students to be independent (Westrup and Planander, 2013, pp. 199-201).

Role-play is an activity that takes real life situations and asks students to play them using an unreal identity relying on the vocabulary they have learned and their own imagination, it aims to encourage learners to get rid of their shines, interact and communicate through real contact with a particular situation, imagining that they are living it by themselves or by embodied another person personality because one of the best ways to learn and remember a language is by role-playing it. For instance, students can act like doctors, taxi drivers, receptionists, sellers, pilots, and any role that they may encounter in their real life. To defend this idea Van Ments (1999) claimed that ''role-play in its simplest form, is that of asking someone to imagine that they are either themselves or another person in a particular situation.

They are then asked to behave exactly as they feel that person would"(as cited in Zidouni, 2015, p. 19).

2.3 Organising Role-Playing Games:

When the teacher is assigning a role-playing game, he/she needs to be organised and well versed in the importance of this kind of teaching activities. As Ladousse (1987) mentioned that ''if the teachers are not convinced that role-play is a valid and exciting technique to use in the classroom, they should not use it, because the activity will fall flat on its face just as they expected to''(p.8).

While organising a role-playing game the teacher must be aware at first of the level of the students, it is very important to know the minimum level at which the activity can be carried out (Ladousse, 1987, p. 21). Ladousse (1987) added that ''the activity should not be too difficult from the beginning until the students get used to these activities, so they keep focusing on the language they are learning and they don't break into their native language''(p.12).

Secondly, the indication of time that the actual role-play will take, and how much time is enough for the students to prepare their plays, the teacher should set a strict time limit and make every attempt to stick to it (Ladousse, 1987, pp. 12-21).

In the third step, Ladousse (1987) took into consideration the broader objective of each activity that the teacher should know, such as developing self-confidence, learning to improvise, or becoming sensitive to attitudes expressed in language.

Next, the teacher should organise the students according to what the activity requires, either pair work or group work, starting with pair work is better because it is much easier to talk to one person who is in front or next to you rather than, disturbing the layout of the whole class (Ladousse, 1987, pp. 21-12).

After preparing the activity, the teacher should know what materials are suitable for it, how he/she can grab the student's attention and get them interested in the issues, what remarks the students may be warned about, and which difficulties they may face during the role-play. In the classroom, the teacher has to make sure that the students have understood the situation they are supposed to act (Ladousse, 1987, pp. 21-12).

Before the students start acting, the teacher can play the role as an example so he/she encourages them to try. Furthermore, they will be more aware of how and what questions they will ask and what answers they can give.

2.4 Implementation of Role-Playing Games:

Implementing a role-playing game is divided into three main steps. The first one is to choose a situation for the activity, then teachers move to the step where students start their preparation. The third step is about the learner's contribution and the teacher's assessment.

a. Role-Play situation:

Livingstone (1983) claimed that ''the first thing that the teacher ought to do, is to prepare a situation for the role-play keeping in mind student's needs and interests'' (as cited in Kodotchigova, 2002, para. 4). Teachers must select situations where students practice the vocabulary they have learned, so they can remember and memorise them, in the same time they must be situations that they may experience in their real life, they can be professions or any situation they may encounter in the future. To make sure that the situation serves learners interests they can give students an opportunity to choose it by themselves, by asking them what roles they wish to play or what are their dream jobs. In this step, it is important to know the purpose, materials and time needed for each situation.

b. Student's preparation:

After giving concrete information and a direct description of the roles, teachers give a limited time to students to prepare their plays. When teachers are explaining the roles to their students, it would be better if they use the second person 'you' rather than the third person 'he' or 'she ' (Kodotchigova, 2002, para. 7). During the preparation, students start discussing with each other, the teacher should not ask them to be quiet if they are not disturbing the other classes, in the same time he/she is rolling around the class asking them if they need help, if everything is clear, and if they have any question.

c. Student's performance and assessment:

As soon as the limited time is over, students start performing their plays and pave the way to their imagination. They are free in moving around the class and using the materials, they are allowed to make mistakes of grammar and pronunciation without the interruption of the teacher if it is not really needed. Students can repeat or start again if any problem or any kind of distribution happened.

Teachers can walk around the class, noting down the mistakes they would like to deal with, regarding the purpose of the activity (Ladousse, 1987, pp. 15). If the teacher goal is to test student's vocabulary to see how this activity is contributing in enhancing the vocabulary they

have learned, he/she takes note or write down the new vocabularies they are using and how they are using them, for this purpose he/she ought to focus on the fluency of the students. But, if the teacher wants to focus on the accuracy of the language, and the appropriate way of using it, he/she takes notes of the grammar mistakes done by the students.

Once role-plays are finished, they should spend some time debriefing. But, this does not mean to correct every single mistake done by the students because it is not appropriate for the teacher to jump in and correct every mistake this could be incredibly demotivating (Kodotchigova, 2002, para. 9). There is no need to correct mistakes that indicate certain stages in the acquisition of the language, they will disappear gradually as the student becomes more competent and confident, the teacher needs to evaluate the students and not to criticise them (Ladousse, 1987, pp. 15-16). Ladousse (1987) added that ‘‘when correcting the mistakes start by mentioning the good remarks and insisting on them, then move to the mistakes with giving their correct forms, this will give students much self-satisfying and confidence’’(p.16).

2.5 Benefits Behind Using Role-Play:

Gayford (1989) stated that ‘‘Today’s global multicultural environment requires people to work cooperatively. Hence, teachers must provide their students with structural learning experiences to develop skills for work in the job climate’’(pp. 193). Role-playing is considered as one of the best ways to achieve this in addition to other advantages.

Role-playing gives chance to the students to experience the situation and this will raise their interest in the topic. In this respect, Clements (1995) explained that when students experience a situation by themselves they would give greater value to the subject matter and they become more interested in the topic.

According to Freeman (2000), role-play allows students to practice the language in a variety of social circumstances and roles what make them have a higher importance in the Communicative Approach.

Role-playing games make students raise their awareness of critical thinking because putting students in another person’s place for a period of time will raise their creativity and help them to think critically as well as to develop their English fluency in speaking with creating self-confidence in the learners when speaking freely since the focus of role-playing games is on the transformation of the meaning instead of the appropriate use of the language (Khaydarova, 2018).

Furthermore, Role-play is a funny activity, once students understand what is expected of them they thoroughly enjoy letting their imagination rip and enjoyment automatically leads to better learning (Ladousse, 1987, p. 7). In addition to the development of the language skills through reducing anxiety and humiliation when speaking up in front of classmates (Kaydarova, 2018, p. 34).

According to Ladousse (1987), a role-playing game allows for a wide range of experiences to be brought into the classroom which makes students trained to speak in any situation inside or outside the class. Because the range of structures, functions, and vocabulary that can be introduced is not limited only to the classrooms and to the academic topics introduced by the teacher but students can encounter the selected topics in their real life too.

In addition, in role-play, students learn through direct contact with the objects. In this respect, Colker (2007) claimed that ‘‘students learn better by using their senses when they see, hear, touch, move, examine, smell, and even when they are provided with opportunities to taste things’’ (as cited in Toro, Camacho-Munuche, Pinza-Tapia & Paredes, 2019, p.112).

Role-play may even give students, young students in particular, insights into a future profession (Edalatjow, 2007), for it can provide students with a broader set of linguistic, communicative and pragmatic skills for future employment (as cited in Westrup and Planander, 2013, p. 200). Kowalska (1991, as cited in Kusnierek, 2015, pp. 84-85) also remarked that role-playing develops learner’s imagination and creative thinking and this will help them in their future carrier.

All in all, implementing role-playing games in any curriculum, especially in languages classes, would certainly be very effective. Besides being entertaining and creative, teachers need also to be aware of the efficiency of such games in building up their student’s vocabulary in an unconscious way. Students become the centre of attention in the class and together with the teacher, they contribute in the construction ok knowledge and acquisition of new skills. Moreover, role-plays make students overcome their fears and problems when forgetting about grammar and the accuracy of words.

2.6 Disadvantages of Using Role-Play:

Despite all the advantages of implementing role-playing games in languages classes that we have covered in the previous section, we can not ignore their disadvantages that may effect the the succfulness of the play.

According to Ladousse (1987), a role-playing game creates chaos in the classroom when is not properly organised, so teachers will lose control over their classes and students forget about the aim of the game and started discussing with each other about things out of the topic. Also, teachers may saty away from the idea of using role-play because it is a time consuming activity, teachers need time to prepare and organise a role-play activity, even students will take too much time to understand and prepare their roles.

Role-playing games allow students to make more grammatical mistakes that may make them practice the language using inappropriate forms because teachers are not allowed to interefrence in roder to make the studnets relaxed and feel free in using the language (Benabadji, 2006).

Moreover, the role of teachers is to choose topics that make students curious and active but teachers can not grab all student's attention by the topic they have selected as long as learners interests, dreams, and future goals are different. According to Matkarimova (2019), students sometimes the teacher can not convince his/her students about the importance of the topic or can not well organise the activity so students will not understand what they are ought to do this will limit their imagination and make them feel limited to the topic and stack for words and phrased when role-playing.

The last disadvantage is when learners get used to study in an entertaining way through role-play games will affect negatively the other lessons and modules because they will lose interest and concentration in them.

In other words, although role-playing games are very important in EFL classes many teachers avoid these kinds of activities when they are not convinced by the effectiveness of role-playing games and they may feel afraid of losing control over their classes because it will not only affect the teacher but the students, and the other teachers too.

2.7 Possible Problems When Implementing Role-Playing Games:

As with any teaching method, teachers may face challenges and problems in implementing role-playing games that make them have certain objections to relying on it in languages classes.

The first problem that can be identified in role-playing is that teachers may not convince languages students by the importance of speaking and communicating without caring about the mistakes they may make and their classmate's opinions, which means they can not get out of their prestige in front of the class. However, instead of just presenting the activity and giving instructions, teachers can start by motivating students telling them for example how much they trust their creativity, imagination, and we are all here to learn. By doing this, they will gain much self-confidence and they will be motivated to try without fear or hesitation.

As mentioned previously in the section of the definition, one of role-play aims is to make all the students interact in the activity, that is why teachers may face a big challenge in getting all students participate and be truly engaged (Matkarimove, 2019, p. 60). For this, the teacher can bring gifts to the students and challenge them who will finish the first or who act the best play will get the gift, or bring interesting materials that make them curious and motivated to try them, or any other solution depends on the creativity of the teacher.

It has been claimed that some students can not be someone else, they can't think of anything to say or they can not act because they are shy (Ladousse, 1987, p. 7). In this respect, it is the role of the teacher to encourage students to take initiative, and overcome their shyness, as mentioned previously the teacher can make the first initiative and act his play, he/she can explain to the students that the most important is to try, to enjoy, and to learn, they shouldn't think a lot about the mistakes they may produce.

Another problem in implementing role-playing games is the lack of materials. Because teachers are requested to provide students with appropriate materials, it may make them feel uncomfortable with these activities. The solution for it is to try to be creative, is not obligatory to bring real materials, for example, if they are playing the role of a taxi driver they can use a clock instead of a real steering wheel.

3. Conclusion:

Communicative Language Teaching should be implemented in all schools and in all EFL classes because it is an effective way of teaching languages. It gives a great opportunity for teachers to make their classes more interactive and joyful by using different interesting activities which would help them to use the target language more fluently and accurately.

Role-playing games are one of the CLT effective activities, despite all the disadvantages that have been claimed about it. Role-playing is a helpful method and a good one to follow in teaching EFL students, it would help them to enhance their language's knowledge by giving

them an opportunity to get more involved in the language through acting, this makes them feel free and confident at the same time.

Role-play is much more used in EFL classes to teach vocabulary and to enhance student's vocabulary since they are supposed to use the language without fear or any hesitation. Thus, we have chosen to deal with the role of role-playing in enhancing young learner's vocabulary, which we are going to get much deeper into it in the next chapter of our research.

1. CHAPTERTWO: Vocabulary Teaching and Learning

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12. Teaching Vocabulary Through Role-playing games.

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CHAPTER TWO: VOCABULARY TEACHING and LEARNING

1. Introduction:

Up to the 1980s, grammar was the central study area for second language acquisition research (Pignot-Shahov, 2012, p. 37) however, vocabulary learning is as important as grammar because it links the four skills of listening, speaking, reading, and writing all together. Therefore, over the last twenty years, much has been done in the field of vocabulary in the context of the acquisition of a foreign or second language especially with the development of CLT and Competency-Based Approach (CBA) (Bogaards & Laufer, 2004, p. 1).

Traditionally, languages teachers follow a passive way in teaching new words. Students are required to write a list of words in their copybooks with their explanation or translation into the mother tongue, then they are supposed to learn them off by heart, but this method makes learners feel bored and exhausted. To avoid this problem in vocabulary teaching, teachers need to be careful in choosing a method to make the learning process more enjoyable and interesting. To achieve this goal, teachers can use games as a teaching method since they are an effective way to challenge, encourage, and help students to use the target language effectively. For example, using role-playing games in teaching a foreign language can enhance student's vocabulary in an amusing classroom atmosphere.

For this reason, we will start this chapter with the broad definition of vocabulary and its importance as a foreign language**,** and then we will deal with the main tenets and elements of teaching vocabulary in EFL classes and to young learners, followed by its main strategies and techniques. After that, we will pass to the possible problems vocabulary teachers and learners may face, and explore how teaching and learning vocabulary may be more enjoyable, creative, and important for young learners while using games, then we will describe how an effective game should be. In order to be more specific and as our research is based on the role of role-playing games we will see the use of role-play in teaching vocabulary.

2. Definition of Vocabulary:

According to Bull (2008), vocabulary is all the words that a person knows or uses, it is also a list of words with their meaning, especially in a book for learning a foreign language. Heibert & Kamil (2005) defined vocabulary in its general meaning as ‘‘the knowledge of meaning of words’’ (p. 3).

Jackson & Amvela (2000) said that ‘‘Vocabulary is considered as the synonym of lexicon and lexis and defined as the stock of words in a given language’’(As cited in Xiaomei Yu, 2000, p.12). Hornby (1995) defined vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings’’(as cited in Esfandiari&Hezari, 2017, p. 94). According to Campillo (1995), vocabulary is the total number of words in a particular language that a person speaks or writes to convey a particular meaning using single items, phrases, or chunks of several words.

In languages classrooms teaching vocabulary is not a subject matter, students are not able to masterfully what they have learnt by the end of a course. It is rather a lifetime process that students can expand and perfect it as much as they practice it. According to Heibert & Kamil (2005) We can divide vocabulary into two categories: receptive and productive. productive vocabularies are those that we employ when we write or talk, while the receptive vocabularies are those that we can understand or recognise. In other words by Laufer & Goldstein (2004), ‘‘productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading’’(as cited in Virginie, 2012, p. 38).

3. Importance of Vocabulary in EFL Classes:

Although in languages classes vocabulary is taught as a part of writing, reading, and speaking lessons, because the focus is more on grammar and the accuracy of words, the importance and significance of vocabulary cannot be overlooked. For this reason, in this section we are going to explore the importance of vocabulary in teaching and learning English as a foreign language.

First, vocabulary is the basis of learning a foreign language, without it communication cannot be attained as Wilkins (1972) pointed out “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(As cited in Cao Wangru, 2016 p.64). According to Aiche (2019), ‘‘Vocabulary is the heart of any language, if students have a weak storage of vocabulary they will not be able to understand English well, to

communicate with their peers, or to express their own ideas in front of others''(p. 1). In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Second, vocabulary is one element that unites the four skills of languages all together. Wulanjani (2016) claimed that 'Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skills: speaking, listening, writing, and reading, it makes them practice the language structure more easily, and strengthen the belief of expressing ideas and feelings in English in the same way of expressing them in the mother tongue''(pp. 78-79). Hence, Vocabulary is the basic competency that must be achieved by students to gain other competencies; if they lack vocabulary, they will not be able to master the language.

Third, according to Nagy & Scott (2000), vocabulary development is both an outcome of comprehension and a precursor to it; vocabulary knowledge strongly influences reading comprehension. When learners well understand words this would help them in the recognition of the given text or speech, and this will encourage them to make their own conversations and expressions.

Nagy & Scott (2000) added that vocabulary is a principal contributor to fluency because fluent readers recognise and understand many words, and they read more quickly and easily than those with smaller vocabularies as well as vocabulary plays an important role in improving achievement because students with large vocabularies understand the text better and score higher on achievement tests than students with small vocabularies. In addition to this Oybekovna (2020) said that ''Traditional linguistic theory suggested that grammar is the most important for achieving fluency. Yet, in recent years a great number of language teachers have begun to believe that gaining vocabulary is the key to achieve fluency''(p. 518).

Therefore, EFL teachers have to give much more importance to vocabulary learning. Schmitt (2010) supported this idea claiming that learners carry around dictionaries and not grammar books. Although the accuracy of words plays an essential role in mastering a foreign language and without appropriate grammar the speaker will not be able to convey a clear and meaningful message, it is not much important than the language vocabulary. Hence, grammar and vocabulary must be considered as complementary elements that cannot be separated in languages classes.

4. Teaching Vocabulary in EFLClasses:

Teaching vocabulary is not an easy task and EFL learners always face challenges before mastering the English language because teachers may be confused on which vocabularies they should start with and focus more, including single words, phrases, and collocations, as well as grammatical patterning, idioms, and fixed expressions (Mccarten, 2007). For this reason, establishing a concrete strategy by EFL teachers is a necessity. Nation (2001, as cited in Chanturia & Webb, 2016) determined the main tenets that should be followed while teaching vocabulary in EFL classes. He suggested that teachers should establish goals and needs while taking account of the environmental factors.

Nation (2001, as cited in Chanturia & Webb, 2016) believed that teachers must go through specific goals that are accommodated with learner's expectations and needs. Furthermore, goals may differ from one group of learners to another, depending on what the learners already know, the focus may be on high frequency, academic, technical, or low frequency vocabulary. Thus, teachers should identify what vocabulary they should focus on and to what extent by finding out what vocabulary students already know, and what vocabulary they are able to use, of course with taking into account the environmental factors. In one class, students may have different environmental factors because they have come from different backgrounds, cultures, traditions, and beliefs. Therefore, teachers need to choose topics and teach vocabulary in a context that fits all student's pedigrees and interests.

Nation (2001, as cited in Chanturia & Webb, 2016) clarified this idea by mentioning that teachers have to set up features and characteristics of EFL learners, taking into account their mother tongue (if they share the same L1); this would facilitate the process of translating the new words, especially when explaining through giving examples. For example, when translating the word tradition the teacher can give different traditions of Algeria as examples (clothes, food, habits…) all the students will be able to guess the meaning because they already know their traditions names. Also, teachers must be aware of the common words of both languages (if the target language shares cognate vocabulary with the mother language) for example Chemistry=الكمياء, Algebra= الجبر, lemon= ليمون, by doing this students will have a better chance to remember and memorise what they have learnt just by going back to their L1 storage.

In addition to the tenets mentioned above, from the book of Nation (2001) Chanturia & Webb (2016, pp. 232-233) determined three principles of vocabulary teaching that would help

EFL teachers to well organise their lessons and how they can best choose and represent the vocabulary that their students are ought to learn.

a) Content and sequencing: This principle focuses on the vocabularies, stages, and means of learning. Teachers should decide first what they should teach and when according to the level of their students. For example, the teacher either decides to teach vegetables first or fruits and when he/she can move from the lesson of vegetables to the lesson of fruits. He/she ought to decide also which strategy they can follow in each lesson (guessing from context, learning word parts, learning to use a dictionary, using word cards).
b) Format and presentation: Teachers should emphasise first on the high-frequency words that students use daily and present them focusing on the input of learning through listening and reading or on the output of learning through speaking and writing. Also, they can teach them deliberately focusing on language features such as pronunciation, vocabulary, and grammar, with being fluent in words that learners already know
c) Monitoring and assessment: this principle centres on the regular and systematic use of various types of assessment (e.g., tests, quizzes) in order to measure learning progress, but also to motivate and encourage learners.

After well organising and presenting the lessons, teachers have to evaluate the effectiveness of the new vocabulary that students have learnt, through going back to the goals, needs and strategies that they have established at the beginning of the course and see if they have achieved them.

5. Teaching Vocabulary to Young Learners:

Nowadays, the shift toward the English language is enormous from a very young age. Children and their parents are choosing to learn English rather than other languages because of its importance and prevalence around the world. Halliwell (1992, as cited in Pribilova, 2006, p. 11) described young learners in languages classrooms as dynamic people, they are imaginative and good interpreters of meaning, and they make initiatives in classrooms creating a funny atmosphere without being limited only to the vocabularies they know.

Despite all the good characteristics that have been mentioned above, according to Bakhsh (2016), teaching young learners is very difficult compared with teaching teenagers or adults

because young learners accept new foreign languages easily, but they get distracted and bored very fast if the teacher is teaching them using the old conventional methods and techniques. The teacher, definitely, has to be very sensitive to the children´s needs and has to prepare the lessons well, the lessons have to be creative and lively, otherwise this could have really bad consequences for the learner's further improvement in the language (Přibilová, 2006, pp. 11-12). Bakhsh (2016) added that young learners love to have fun and play but at the same time they forget easily the vocabulary they have been taught if they rely only upon the new words that their teacher gave them because young learners need one to two thousand words in order to speak and write English.

The teacher is responsible for finding out interesting, attractive, suitable ways of teaching vocabulary that cater to his/her student's nature and expectations, so they will be able to remember well what they have learnt, in the same time they will be motivated and encouraged to search more, interact, be active, be creative, and to be independent in the classroom. To avoid classroom's boredom and student's distraction it is good to teach through games because this method facilitates the process of learning and teaching for both learners and teachers.

6. Strategies of Vocabulary Teaching:

Darfilal (2015) suggested a number of strategies used for teaching vocabulary in languages classrooms. The first strategy is making meaning; the teacher picks out for his students words from the text that need to be explained in order to understand the text. Then he asks them to share what they already know. In addition, Vocabulary cartoons, this strategy consider as an excellent method to help students visualise new words by explaining the vocabulary term through giving a brief description of its phonetic spelling, linking words, and a sentence as an example. Moreover, words splash, in this strategy the teacher can gather multiple concepts from the target passage, and students try to match the new words to the main topic of reading.

The next one is using dictionaries to encourage independent learning. The teacher asks students to look for the meaning by themselves using dictionaries. Furthermore, glossary is an effective strategy to write a list of words and expressions at the end of the passage, so students can learn new words just by going to the list when they face difficult vocabularies.

Further, translation is considered the easiest method of teaching a foreign language because it does not need much time and effort. They just translate the difficult words into the mother

tongue. Another strategy, affixation is the most familiar way of making new words in English by adding a morpheme to a word or new word, this helps students break down new words based on their understanding of prefixes, suffixes and root words. Additionally, in the compounding strategy teacher can use compound words to give a new meaning from two or more different words. The last strategy is synonymy, antonym and hyponymy despite the arbitrariness of the English language, knowing the semantic value of the word may guide the learner to remember, differentiate, and recognise new words easily.

Schmitt (2010) added other strategies that provide access to a large number of words, which make them broadly applicable. Most of these strategies have been criticised since they follow the traditional method of teaching and they should be replaced by new, modern, and creative methods.

The first strategy is guessing the meaning of the word from context clues. Students can guess the word from the supporting context in the text, focusing on linguistic clues in the immediate context of the unknown word of course with training the students several weeks until they can make largely successful guesses with little interruption to the reading process, we can take this part of the dialogue ‘At the airport’ as an example :

Employee: could you place your bag on the scale for me, please?

Passenger: Here you go.

Employee: Thank you. Hmmm…it appears your bag is just a bit too heavy. It is over our weight requirement.

Students may not understand the word ‘scale’ from the beginning, when they continue reading they will be able to guess its meaning from the words ‘heavy’ and ‘weight’. Unlike using cards to learn new words, where teachers can write the target word on one side of a small card and its translation on the other side and students are required to guess the meaning before they turn the card and this would help them to retrieve the item whenever they meet it again.

The third strategy includes teaching using word parts as keywords and students analyse them into parts then relate the meaning of the parts to the meaning of the whole word. To make use of this strategy, learners need to know the most useful word parts of English (prefixes and suffixes) and be able to recognise them in their various forms when they occur in words.

As mentioned above most of these strategies have been criticised because they are old and may make students feel bored easily. If we take the strategy of guessing the meaning of the word from context clues, we will find that it is the most common, and the easiest one. It is very effective when students are asked to infer the meaning on their own, but it makes them feel bored by time if they are limited only to their own storage without referring to tangible materials and using physical movements. In addition, it may make the teacher passive, relying on his/her pupils to carry on the discussion without interfering; this will create noise in the classroom when students get disengaged from the activity and the teacher will not be able to control or regulate them.

7. Techniques of Teaching Vocabulary

In the previous section, we have seen the most used strategies for teaching vocabulary in EFL classes. However, they have been criticised since they become obsolete after a lengthy period of use and they are time-consuming methods. As a result, in order to teach vocabulary in a fun and engaging way, teachers can use other new techniques to assist students in memorising and effectively using new words.

According to Abduramanova (2020), teachers can teach many new vocabularies by showing objects and models, they are particularly powerful and relevant in demonstrating meanings because they provide learners with real-life experiences and sensations. Especially when students are learning about objects that can be found in everyone's bag or home, such as a pen, table, chair, book, tomato, football, and so on. In addition to showing objects, teachers can introduce a variety of vocabulary making the meaning of unfamiliar words plain and memorable by using illustrations and pictures, including posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs (Alqahtani, 2015, p. 27).

Alqahtani (2015) added the technique that consists of introducing words through mimes, expressions, and gestures such as, the adjectives "happy" "sad" or students miming a hat by removing one from the teacher's or another's head. Gestures have great importance in second language acquisition, particularly when dealing with young students because using bodily movements and facial expressions in communication are widely regarded as a way to attract student’s attention and make the session more dynamic.

To keep the session active and lively using physical interaction, role-play is one of the most useful techniques to achieve this goal. Role-play makes students simulate real life situations

in classrooms, by playing situations and roles that they may encounter in their real life as well as it makes students interact and get involved with the teacher without feeling bored or being distracted (Abduramanova, 2020, p. 36).

8. Possible Problems in Teaching and Learning Vocabulary:

According to Hiebert & Kamil (2005), one might assume that the hassle that facing in teaching vocabulary is easy to deal with, simply decide what words want to be learned then teach them as effectively as conceivable. However, a number of challenges and problems may face vocabulary teachers and learners.

First, teaching and studying a foreign language is in contrast to the native language vocabulary studying, L2 vocabulary mastering fees are sluggish and uneven. This is essentially due to insufficient input and the absence of possibilities to apply the language in and out of doors the classroom (Renandya, 2016).

In addition, Hiebert & Kamil (2005) claimed ‘‘the sheer number of words that EFL learners need to learn to understand and use with proficiency both oral and written language… it may never be reached, even by intelligent adults’’(p. 96). Because as Renandya (2016) said ‘‘the sheer task may appear daunting, there is simply too much to learn. An educated native speaker knows 20,000 word families, while an educated L2 speaker’s vocabulary is 8000-9000 words, even the latter may be a life-long challenge for an EFL learner’’(p. 231).

Moreover, Hiebert & Kamil (2005) argued that focusing on the conventional vocabulary instruction that was not effective as the memorisation of definitions, does not educate word-learning procedures and how to appreciate words. Here learners will feel constrained and obliged to memorise these vocabularies, this will affect them contrarily in their learning process as well as they will disregard what they have learned effortlessly.

Besides, Oybekovna (2020) found that learners generally have troubles in reading due to the lack of vocabulary, they hate reading and they do not read books. Nevertheless, reading is one of the best ways to learn new vocabularies. Therefore, it is necessary to find a genre that suits learner’s level without reading books or texts that exceed their interests.

As well, Darfilal (2015) declared that teachers are considered the most active figures in the EFL classroom, unlike students who simply sit side by side in rows and the teacher tells everything. However, since vocabulary is something that can be acquired through practice,

students ought to be the most portion of the lessons and teachers are just guides, as Franklin says: ‘‘tell me, I will forget; show me, I will remember; involve me, I will learn’’.

Besides, Oybekovna, (2020) stated that in the process of understanding a foreign language, students can struggle to learn the vocabulary, they may have three main sources of information about words: dictionaries, word parts, and context. These are all important, but they follow the traditional methods of teaching and learning vocabulary.

If teachers or learners are facing such kinds of problems that we have been mentioned above, they should get rid of the traditional teaching/learning methods and change them by modern ones such as involving students in real practice as using role-play method that our research based on.

9. Teaching Vocabulary Through Games:

In order to master any language, students need to retrieve, remember, and understand what they are learning. To achieve these goals applying games as a teaching method is very important especially when teaching vocabulary because many students face difficulties in remembering new words, so teachers are always looking for new and creative techniques to teach vocabulary especially for young learners and games help students to get into real practical usage of the English language.

Harmer (2008) said that young learners who should be able to speak English fluently must be able to know the characteristics of the language and be able to process the information immediately. Therefore, young learners must practice a variety of appropriate skills that support the simultaneous work of information processes and language (As cited in Bakhsh, 2016).

Bakhsh (2016) argued that Vocabulary is a fundamental and important component of learning any language. That is why teaching vocabulary using games has become to English language learners an important method since it promotes learning in a fun way and encourages the use of language creatively without fear. In addition, Lee (1979) defined vocabulary games as “one in which learner‘s attention focused mainly on words” (As cited in Aiche, 2019, p 33), the point of teaching and learning vocabulary is to capable to use the language for communication, games can create the desire to do that (Bakhsh, 2016).

In this part, we have seen what is the best way EFL teachers can use to teach vocabulary, which is the use of games, now we are going to move to the importance of using games in

teaching vocabulary to young learners, then we will be more precise by tackling the use of role-playing games in teaching vocabulary.

10. Importance of Using Games in Teaching Vocabulary to Young Learners:

Games have a considerable amount of advantages in teaching vocabulary especially to young learners who love to learn funnily more than adults do, and it is evident that young learners learn through play much easier and they enjoy it more.

According to Lewis (1999) as long as children love playing, games are popular among them. Games allow young learners to discover, interact and experiment with their environment. The use of games not only increases student's enthusiasm but can also be a motivation and encouragement to use the language (As cited in Bakhsh, 2016).

Additionally, learning communication skills requires vocabulary, and through games, students will improve their abilities and become able to use the language fluently. As Deesri (2003) confirmed "using games in the classroom gives students the ability to practice the language in different situations and have the chance to use real communication. Also, students drill and practice grammatical rules and other functions" (As cited in Bakhsh, 2016, p. 123), the same as Hadfield (1984) saying "games provide an opportunity for real communication" (As cited in Aiche, 2019, p. 26).

Furthermore, Games are a potent device for teaching vocabulary to young children. These games bring joy and fun to the classroom, so students can feel and perform better during and after the game. As support to that, Nga (2003) and Uberman (1998) agreed that games make a pleasant and comfortable atmosphere so that young learners can learn quickly and remember and memorise words well (As cited in Bakhsh, 2016).

According to Bakhsh (2016), young learners frequently get anxious and bored rapidly in the event they go to lessons for a long period. Therefore, implying physical activities in games lead to competition among students, so they can be more interested in the lessons and the words they use. Butler (2019) stated the positive relationships between physical exercise and cognitive functioning and academic performance among children.

As well, Games help young learners to develop and use words in different contexts by making the lessons enjoyable without even realizing that they are learning. They will get along with the games asking for new words and their application doing their best to convince and excel their classmate.

On the other hand, activities in which students use gestures and movements improve the memory since they give extra helps for making a superior mental representation (Bulter, 2019).

Aiche (2019) announced that young learners are known to be active so, learning through games can be effectively used by teachers. Because games improve the stimulation and attention of students and develop their proficiency.

Halliwell (1991, as cited in Bakhsh, 2016) argued that due to the inventive language aptitude young learners bring into the classroom; teachers have to energise them to compose their language utilizing continuously new words to express themselves even if they are wrong. This will grow from their vocabulary and make them more fluent in English.

11. Characteristics of Effective Games:

Games have multiple characteristics to be an effective tool of teaching EFL students to grab their attention and interest, Darfilal (2015) has described these features as follow:

First, an effective game is not only for fun, it is not for wasting and passing time but for learning. In addition, the game should coincide with the learner age, level, and the topic's material, so they get what they are assumed to do and how. Therefore, Games need to be amicable, and teachers ought to well control their lessons to avoid any issues or misguided judgments between the students.

Moreover, games should inspire and stimulate students to experience the practical use of language, and empower them to focus on the language by listening to others and using it appropriately. Furthermore, games should make all students active by choosing the topics that are discussable and appropriate for them. Therefore, it allows students to amuse and enjoy, learn and exercise the language at the same time.

Finally, Games should be easy, simple, and not very complex. So students can understand the idea or the topic given and they can participate and interact in the class.

12. Teaching Vocabulary Through Role-playing Games:

There are so many types of games such as information gap games, guessing games, searching games, and experiential games, but our focus is on role-playing games. Role-paly is an effective method of teaching especially vocabulary as mentioned in the first chapter, it

makes students experience real life situations that they may encounter in the future by pretending to be another person and in another situation.

According to Alabsi (2016), there are a few wide reasons to utilise role-play strategically in vocabulary education. It is a main strategy within the communicative approach and has numerous advantages, by using language in real life to promote forms of social interaction; it provides an important stimulus to challenge learner's existing beliefs.

Alabsi (2016) added that the misuse of words, use of inappropriate words, and incorrect pronunciation of inappropriate terms make it difficult for students to learn English vocabulary. However, the use of role-playing games improve communication aptitudes and students are empowered to improve and master vocabulary learning through conversational activities. Role-playing can improve the language learning process and increase student exposure to the language. This is an important factor in improving student's communicative skills through creating discourse in role-playing.

We have stated that role-playing games make a pleasant and comfortable atmosphere where students use the language freely without fear or stress or any other problems. However, students will be more creative, and motivated to have challenges especially when they are exposed to concrete materials or gifts by the teacher, as Piaget (1972) said ''effective learning takes place when teachers challenge students with problems and facilitate the process of finding the solution''(As cited in Alabsi, 2016, p. 229).

Vocabulary should be learned in a way that learners will be able to communicate effectively, successfully, and appropriately, they have to be capable to recall vocabulary easily, recognizing how to use and when to use the appropriate words. For this reason, role-play is an effective method because it engages learners in activities that bring realism to their learning and help them to apply it in real situations.

13. Conclusion:

In the second chapter of this thesis, we have seen that vocabulary is not less important than grammar even though the focus in EFL classes is much on it and the accuracy of words. With a lack of vocabulary, students will struggle in using the language, they will not be able to communicate, express themselves, and always being afraid of the fluency of words.

Teaching vocabulary to young learners is much more difficult than teaching it to adults, teachers need to find creative ways to make them focus and interested. That is why; we have suggested the use of games as a teaching method and more precisely the use of role-playing games. Games, in general, afford an enjoyable atmosphere, but role-paly is a really good way to follow with EFL young learners because they will be exposed to new and different situations that serve that interest they will develop their language skills, enrich their vocabulary stock, and avoid their grammatical mistakes and improve their pronunciation. When learners live the situation and learn new words, they will be able to remember all the vocabulary easily.

Teachers may face many problems while teaching young learners since they get distracted and bored easily. However, if they follow the method of role-playing games they will get rid of these problems and change them into motivated, creative, happy, and attentive students, in the same time they will be encouraged to read more, to search more, and to do more initiatives in using the language.

CHAPTER THREE :Methodology and Data Gathering

1. Introduction

2. Research Design

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8. Data Analysis Techniques:

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10. Conclusion

CHAPTER THREE: METHODOLOGY and DATA GATHERING

1. Introduction :

The previous two theoretical chapters demonstrate how teachers can foster the relationship between vocabulary and role-playing, through shedding the light on the value of vocabulary and how students can memorise and utilize the words they have learned on every occasion when they encounter or need them.

For this, we have conducted an experiment to strengthen this point of view, and the aim of our research, as stated in the title, is to examine the role of role-playing games in enhancing young learners vocabulary at ALMAAHED. This chapter details the methods and procedures that have been followed during the experiment of this research.

Starting by the research design, passing to the research setting and participant. Then we will shed the light on the research method and how researchers designed the experiment. After this, we will tackle the methods followed by teachers to collect the research data (written test, oral test, observation, interviewing the students) moving to the data analysis techniques reaching the ethical aspects of the experiment and the main problems and limitations that faced teachers while undertaking this experiment.

2. Research Design :

While undertaking any research, researchers need first to outline the process and strategy suitable for the phenomenon being studied. Hence, this research is a case study under the experimental approach based on a quantitative data collection method. According to Creswell (2009), Quantitative research is a sort of research that explains a phenomenon by examining the relationship among variables, so the gathered data can be analysed through numbers using statistical procedures.

This method is suitable for the aim of this thesis because, with the quantitative method consistent information can be selected with precise, dependable and numerical data with higher credibility. In addition, instead of spending a lot of time in analysis, the researcher can save time and effort by using statistical data (numbers, percentages, and measurable figures) to describe and analyse the study. Furthermore, with the quantitative method, an experiment conducted with one group can be generalised through generalising the collected data and

predicting future results. On the other hand, researchers are able to control their sensitives because the aim of the quantitative method is objectivity so they present their findings in an objective, accurate, and reliable way.

3. Research Setting :

This experiment took place at Almaahed Pro International Company in the city of Medea from February twenty-seventh to June twelfth, 2021. Almaahed is a language private school situated in Merdjchekir in Medea, it was founded in 2012 and today has over a thousand language students each year it is well-known for its creativity, hard work, and good reputation. Almaahed follows the Common European Framework of Reference (CEFR) method in teaching languages, they have won several international awards, including the best foreign languages institution for the access programme from the Department of State for foreign affairs in 2016. Moreover, they provide other services such as translation, training, and skills-building by professionals following an enjoyable and friendly atmosphere using different tools and materials.

4. Participants:

Data were collected from forty-two EFL young students at Almaahed, they are all middle school students their age between eleven to fifteen years old who came from the same city (Medea) and share the same mother language which is Arabic and the same dialect as well as they share the same level of English which the pre-intermediate level.

This category of students was intensively selected because English vocabulary needs to be increased and enhanced at an early age so they will be able to eliminate the problems they may face in the future with word using when they get to a higher level of English especially if they will be English students at university. In addition, learners at that age have more willingness to learn and know new words because they are much active and always want to learn something new.

The participants were divided into two groups, the first one with twenty-four students mixed of eight boys and sixteen girls each Saturday from 9:15 A.M to 10:00 A.M. The second group contains eighteen participants with six boys and twelve girls each Saturday from 12:15 P.M to 01:00 P.M, they were fully involved in all the sessions of our experiments (13 sessions). The following tables represent how the distribution of the sample was (Table 1) and the demographic information of the participants (Table 2).

Groups	Group1	Group2
Male	8	6
Female	16	12
Total number	24	18

Table 1: The Distribution of the Sample According to the Groups

Groups	Group 1	Group 2
Number	24	18
Age	11 to 15 years old	11 to 15 years old
Level	Pre-intermediate	Pre-intermediate
Location	Medea	Medea
Mother Language	Arabic	Arabic
Target Language	English	English

Table 2: Demographic Information of the Participants

5. The Research Method:

The quantitative data of this research has been gathered through an experiment conducted in a private school for almost four months. The reason behind choosing the experimental study to give concrete answers to the research questions is because experiments are very

effective in testing the relationship between two different variables. In addition, it allows researchers to have complete control over their work by allowing them to observe the phenomena they want focusing just on two or three variables. Moreover, experiments give an opportunity to researchers to have more reliable and efficient data because they have searched and investigated by themselves.

6. Description of the Experiments:

In the experiments, researchers began by assessing the student's vocabulary knowledge to ensure that all students have the same level of vocabulary. They prepared a vocabulary test out of forty 40/40 contained several vocabularies that touch several domains, as well as the listening section to test the student's capabilities.

During the teaching phase, researchers have chosen particular topics for each session that are likely to grab the interest of the majority of the pupils (Table 3). With the first group, which was the experimental group, they made students listen to the selected topic by providing them with a written version of the text and asked them to follow along with the dialogue and highlight every difficult word they heard. After the listening section has finished, two or more students (depending on the dialogue) read the dialogue and teachers explained all of the difficult vocabularies at the same time either by giving definitions, translation or encouraging students to guess the meaning from the context. When students have understood the topic and all the words, researchers grouped them into pairs or groups and gave them about fifteen minutes to prepare their own dialogues using the vocabularies they had learnt. Once the limited time had expired students started role-playing their dialogues using the materials provided by teachers and the school.

With the second group, which was the control group, teachers follow the identical way of teaching. First, they listened to the topic, then they explained the vocabularies of the same selected topic with the first group. But, unlike the first group teachers were employing only the traditional method of teaching which means students were just given the explanation of the vocabularies without being allowed to prepare and act their plays. Before testing the effect of role-playing games on the student's vocabulary growth, this strategy of teaching was repeated for three sessions with both groups with three different topics.

After the three sessions, researchers prepared the same vocabulary out of twenty 20/20 for both the experimental and control groups, including on it only the vocabularies they have

taught to the students in the previous sessions. When the students finished the written text they have been instructed to do the oral examination by selecting random papers and role-play the topic they had chosen, giving them only five minutes to discuss with their colleagues what they are going to say and how (the oral test required from the teachers two sessions for each group). The purpose of the oral test was to examine the overall oral fluency of the students in addition to the amount of learned and new vocabularies they used.

After gathering the necessary data from the students, researchers switched the teaching technique and selected the other three topics (Table 3). The first group was designated as the control one while the second one changed into the experimental one. Hence, students in the first group no longer had time to role-play and were taught only in the traditional way as the second group used to. Students of the second group, on the other hand, started to learn in a more creative, enjoyable way. They had an opportunity to role-play and act the topic after they had been exposed to the new and difficult vocabularies as the first group used to.

After the other three sessions, teachers prepared a second vocabulary test marked out of twenty 20/20 in the same way as the first one including in it the vocabularies they had learnt during the second part of the experiment followed by an oral test, allowing researchers to make the main differences between the two teaching strategies and how role-play affected the student's vocabulary storage, performance and oral fluency.

Number of the sessions	Topic	The main learned vocabulary
1	**Vocabulary Test**	Appendix A
2	**Pizza Delivery**	To order, delivery, toppings, beverage, be a hit, among other food names.
3	**Taxi Ride**	Pull over, down to an art, the fare, skyscrapers, authentic, reasonable.
4	**HotelReservation**	To book, suite, kitchenette, available, look forward, unless.
5	**The written test**	Appendix B
6	**The oral test**	/
7	**The oral test**	/
8	**At thDoctor**	Abdomen, chest, struggle, bowlmovement, fibre, diet
9	**At the Airpot**	Check-in, scale, cargo, gate, boarding, bin, departure
10	**At the Supermarket**	Grocery, produce section, run out, snack, dairy section, among other food names
11	**Written test**	Appendix C
12	**Oral test**	/
13	**Oral test**	/

Table3: The Experiment's Sessions

7. Data Collection Method :

The method of this research had been selected to measure how role-playing games contribute in enhancing vocabulary competencies among young EFL students, and how role-play can improve their oral fluency. In order to answer the research questions, researchers used several instruments to collect the necessary data which are : testing the efficiency of role-playing games on young learning through written and oral tests, observing student's reactions during role-play sessions and non-role-play sessions, and asking the students about both methods in the last session of the experiment. Researchers chose the mentioned tools to reach the aim of the research because they give much credibility and they can be generalised.

7.1 Written test :

According to Roediger et al. (2011), tests are not used just to evaluate students and assign their grades, but they have other benefits such as helping students to organise their information and form a coherent knowledge base as well as to provide feedback to instructors and give them an opportunity to identify the gaps in their teaching process. Therefore, in the first session of the experiment students in both groups exposed to the same written vocabulary test marked out of 40 in order to take into consideration their vocabulary level. Researchers conducted a test with several vocabularies including idioms, expressions, and phrasal verbs to determine the real level of students. In the first group, twenty-two students passed the first test but seventeen of them submitted their papers, and thirteen papers from sixteen in the second group, as shown in the table below

	Group 1	**Group 2**
Paper'snumber	17/22	13/16
Best mark	29/40	28,5/40
Worst mark	12,5/40	15,25/40
Arithmetic average	22	24

Table4: Student's First Test Scores

After three sessions from teaching the first group with role-play method and the second group with the standard, way without role-playing, teachers conducted another written test to measure the vocabulary development on both groups. Table (5) shows the scores of the studnets

	Group 1	**Group 2**
Paper'snumber	24/24	18/18
Best mark	18,5/20	15,5/20
Worst mark	9,5/20	7,5/20
Arithmetic average	14	12

Table5: Student's Second Test Scores

After switching the teaching strategy between the two groups, pupil's got exposed to the third examination at the end of the experiment to see if there are any differences in student's scores, and the result is shown in table (6).

	Group 1	**Group 2**
Paper'snumber	24/24	18/18
Best mark	13,5/20	19/20
Worst mark	8/20	8/20
Arithmetic average	11	15

Table 6: Student's Third Test Scores

7.2 Oral test :

Teachers, according to Fitzgerald (2016), must attain six levels of understanding which are: Knowledge, comprehension, application, analysis, synthesis, and evaluation. He (2016) stated that, in addition to other evaluation tools, oral exams are ideal in achieving higher levels of students understanding. For this reason, experiment's teachers make students in both groups undertake an oral test after the written one in order to assess their spoken fluency about the vocabulary they learnt. They gave them marks taking into consideration the following four aspects: vocabulary, fluency, pronunciation, and accuracy. Hence, teachers were able to detect differences in the student's fluency when implementing role-playing games in teaching vocabulary and when they dispense it.

7.3 Observations :

Classrooms observation are very effective in providing teachers with current information about the educational practice and instructional problems, as well as enhancing their ability to teach and improving students outcomes. Researchers decided to study the improvements of pupils in classroom initiatives using the classroom observation approach, this entails determining how far students have overcome their shyness and begun to use the language, and participating in all role-playing games. In the oral exam, they made differences in how eager students were to start and perform when they were familiar with role-playing activities in contrast with the other group when it was their first time, as shown in the following tables.

Group 1	First oral test	Second oral test
Students who were ready to role-play	67%	37,5%
Studnets who were reluctant to role-play	25 %	37,5%
Studnets who were refused to role-play	8%	25%

Table 7: Oral Test Observations (Group 1)

Group 2	First oral test	Second oral test
Students who were ready to role-play	22%	89%
Studnets who were reluctant to role-play	33 %	11%
Studnets who were refused to role-play	45%	0%

Table 8: Oral Test Observations (Group 2)

7.4 Asking the student's opinions :

In the final session of the experiment, teachers wanted to know the student's opinion about both teaching strategies because they help researchers to collect more effective data, and as previously stated, marks and tests cannot reflect the real vocabulary knowledge, or what student's really think about the implemented strategies. Therefore, students were asked to answer the following questions :

1. Which strategy have you enjoyed and learned more ?
2. Do you think role-play are effective in learning new vocabularies ?

8. Data Analysis Techniques:

Analysis of data is a process of inspecting, transforming, and modelling data to highlight useful information, suggesting conclusions, and supporting decision making (Bihani&Patil, 2014, p. 95). The four instruments followed by researchers to collect the necessary data (written test, oral test, observation, and interviewing the students) have been analysed statistically in a quantitative method in order to test the efficiency of role-playing games in enhancing student's vocabulary and to examine student's overall oral fluency taking into account their attitude toward the implementation of role-playing games.

Researchers used the cross tabulation technique to analyse the collected data, which is described as a quantitative research method appropriate for analysing the relationship between two or more variables by comparing their results using statistical tables (Defranzo, 2010, para. 1). This technique is suitable for the current study because, in addition to its ease in computing, it enables researchers to yield more granular, profound insights on two or more variables making it a qualified and efficient technique. Furthermore, when using tables data sets are simplified by dividing the total set into representative subgroups which helps researchers eliminate confusion while analysing data. Hence, this technique allowed researchers to distinguish between using role-play as a strategy for teaching vocabulary, and teaching vocabulary role-play without it, also to make the relationship between role-playing and vocabulary learning.

9. Problems and limitations :

During the preparation of this research, researchers face few problems when conducting this experiment. The first obstacle was a lack of time to tackle more themes and employ the role-playing strategy more extensively, as three months may seem insufficient for attaining much trustworthy data. The second challenge was to complete the sessions in the time allotted by Almaahed (45 minutes), which was often not enough to listen to all the pupils. The last obstacle, there were difficulties in supplying students with the necessary and appropriate materials for each lesson they were ought to learn and role-play.

10. Conclusion :

This chapter sought to provide a detailed overview of the methodologies and procedures used to reach the aim of this research at Almaahed Pro International Company in Medea. The experiment lasted twelve sessions and involved forty-two pre-intermediate students divided into two groups. This experimentation was carried out in two parts, the first one used a role-playing strategy with one group and the traditional strategy with the other group before switching the strategies. Students were evaluated before the first stage and after it as well as after the second stage of the experiment through both written and oral tests in addition to other data collection tools. The results have been presented and analysed in quantitative data using the cross tabulation analysing technique, which we will discuss in the next chapter (chapter 4) with more details.

CHAPTER FOUR: Analysis and Discussion

1. Introduction

2. Analysis and Discussion of the Data

2.1. Analysis and discussion of the first written test

2.2. Analysis and discussion of the second written test

2.3. Analysis and discussion of the third written test

2.4. Analysis and discussion of the oral tests

2.5. Analysis and discussion of the classroom observations

2.6. Analysis and discussion of the student's opinions

3. Conclusion

CHAPTER FOUR: ANALYSIS and DISCUSSION

1. Introduction:

In the previous chapter, we have seen the methods and procedures used to perform this research in addition to the method of analysis that we are going to tackle in much more detail. In this chapter, we are going to analyse and discuss the results that we have gathered during the experiment.

In this chapter, we are going to analyse and discuss the three written and the two oral tests in terms of scores. Then we will see to what extent have role-playing games contributed in enhancing the student's overall oral fluency in general, and their vocabulary competencies in particular by analysing and discussing the classroom's observations finishing by analysing the student's interview.

2. Analysis and Discussion of the Data:

As mentioned in the seventh section of chapter three, we took into consideration four instruments to gather the needed data for this research which are written tests, oral tests, classroom observation, and asking the student's opinion. These tools helped teachers to get the result of the efficiency of role-playing games in enhancing student's vocabulary and how useful they were in improving student's capability to remember and use the vocabulary in other situations.

2.1 Analysis and discussion of the first written test:

The first written test scores which were out of 40 are summarised in the following tables :

Group 1	Scores	Percentages	Students	Percentages
Best score	29/40	73%	1/17	6%
Worst score	12,5/40	31%	2/17	12%
Above the average	From 22/40 to 29/40	62%	10/17	59%
Under the Average	From12,5/40 to 18/40	37%	7/17	41%
Arithmeticaverage	22/40	55%	/	/

Table 9: The Results of the First Witten Test in the First Group

Group 2	Scores	Percentages	Students	Percentages
Best score	28,5/40	71%	1/13	8%
Worst score	15,25/40	38%	1/13	8%
Above the average	From 20,5/40 to 28/40	60%	6/13	46%
Under the Average	From15,25/40 to 19/40	44%	7/13	54%
Arithmeticaverage	24/40	60%	/	/

Table 10: The Results of the First Witten Test in the Second Group

The first written test was held on the first day of the experiment 27/2/2021. The first group contained 24 students, and four were absent that day. Out of 20 students, only 17 submitted their papers. As for the second group, 16 students from 18 were present but only 13 of them handed in their papers.

The purpose of the examination, which contained several vocabularies in several domains, was to examine the vocabulary level of the students on both groups, which were both pre-intermediate level. As you can see in table 9 and 10 there are not many variances between the scores of group 1 and group 2, there were a gap of only 0,5 point in the best score and 2,75 in the worst score. In addition, 10 students got above the average in group 1 and 7 got under the average which means 59% of the students got 62% from the whole vocabulary and 46% got 60% from 100% vocabulary in group 2. Therefore, to generalise the real average of both groups, we have counted the arithmetic average of student's scores and the findings were 22/40 in the first group and 24/40 in the second group that gave 55% in group one and 60% in group two.

Consequently, we have extracted that both groups had nearly identical vocabulary level and they were ready to start the role-play method because they got approximate scores and there was not a massive gap between all the students.

2.2 Analysis and discussion of the second written test:

The second written test was held on 27/03/2021, after three sessions of the experiment. As described in the previous chapter, teachers followed the role-playing strategy with the first group during the three sessions and the traditional strategy with the second group before switching the methods. The results that have been collected with both groups showed a significant difference in student's scores as described in the following tables (11 and 12).

Group 1	Scores	Percentages	Students	Percentages
Best score	18,5/20	93%	3/24	13%
Worst score	9,5/20	48%	3/24	13%
Above the average	From 10/20 to 18 ,5/20	76%	20/24	83%
Under the Average	From9,5/20 to 9,75/20	48%	4/24	17%
Arithmeticaverage	14/20	70%	/	/

Table11: The Results of the Second Witten Test in the First Group

Group 2	Scores	Percentages	Students	Percentages
Best score	15,5/20	78%	1/18	6%
Worst score	7,5/20	38%	2/18	11%
Above the average	From10,5/20 to 15,5/20	63%	12/18	67%
Under the Average	From7,5/20 to 9/20	40%	6/18	33%
Arithmeticaverage	12/20	67%	/	/

Table12: The Results of the Second Witten Test in the Second Group

a. Group 1:

The first group, as noted before, consisted of 24 students who were all present to take the vocabulary test as well as they have all handed their papers (24/24). The test was out of 20 contained different vocabularies on the three topics that have been explained by teachers (pizza delivery, taxi ride, and hotel reservation) than role-played by students.

The scores were satisfying, with an average of 14/20, three pupils (13%) got the best score of 18,5/20 and 3 got the worst score that was 9,5/20. The marks of those who got the average and above the average were between 10/20 and 18,5/20 occupying 76% of the total vocabulary of the test by 83% of the students. On the other hand, only four students out of 24 (17%) scored under 10 in the second exam but they were close to the average because their marks were 9,5 and 9,75.

In order to know if the role-playing strategy played an important role and it was helpful for the students in remembering and using the vocabulary that they had been introduced to, let manage a comparison with the marks of the second group.

b. Group 2:

In the second group, 18 students took the same test as the first group and all of them submitted, and as you know they were taught without role-playing.

In contrast to the first group, which their scores were satisfying, group 2 got fewer and not very good scores with an average of 12/20. As it was clarified in table (12), 12 learners from 18 got above the average their scores were between 10,5./20 and 15,5/20, but only one of them obtained the best score and 6 students got under the average from 7,5/20 to 9/20 and two of them obtained the worst score. The results showed that 67% of the students got about 63% from the whole vocabulary of the test, unlike the first group which was 76%.

The result of the second written test showed that group two obtained different scores compared with the scores of the first group that was much better are higher than the scores of the second group.

2.3 Analysis and discussion of the third written test:

The results that we have gathered from the first written test on both groups are summarised in the following tables:

Group 1	Scores	Pesentages	Studnets	Percentages
Best score	13/20	68%	2/24	8%
Worst score	8/20	40%	3/24	13%
Above the average	From 10/20 to 13,5/20	58%	19/24	79%
Under the average	From 8/20 to 9,5/20	43%	5/24	21%
Arithmetic average	11/20	55%	/	/

Table13: The Results of the Third Witten Test in the First Group

Group 1	Scores	Pesentages	Studnets	Percentages
Best score	19/20	95%	3/18	17%
Worst score	8/20	40%	1/18	6%
Above the average	From 12/20 to 19/20	77%	16/18	89%
Under the average	From 8/20 to 8,5/20	41%	2/18	11%
Arithmetic average	15/20	75%	/	/

Table14: The Results of the Third Witten Test in the Second Group

The teachers scheduled another test for both groups on 29/05/2021 after another three sessions from switching the methods including the vocabulary of the following topics: at the doctor, at the airport, and at the supermarket, the result is shown in tables 13 and 14 above but we are going to discuss the findings to determine the efficiency of role-playing games on both groups.

a. Group 1:

Students of the second group in the last written test they have all handed their papers just like this test, indicating that 24 students took the test and handed their papers. In the previous vocabulary test, they scored highly and they were able to use the vocabularies they have learned without revision or being pre-informed about the test.

In contrast to the first test, group 1 learners did not get satisfactory scores their average has been dropped to 11/20. Two of them (8%) got 13,5/20 which was the best score, the others were spread between 10/20 to 13/20 and 8,5/20, this reflected that 89% of the students got scores above the average (+ 10) and they knew about 58% from the whole vocabulary but the rest (11%) knew only about 41% from the test because they scored under the average.

In comparison to the ability to memorise and using the new vocabularies when being taught through role-play strategy, students in this time faced difficulties in remembering the new words because they had not an opportunity to use or to practice what they have learned in real conversations as they used to when they have been taught with role-playing games.

b. Group 2:

Similarly to the second test, group 2 students were all present (18 students) and they have all handed their paper as well. We have said that in the previous test they scored less than the first group but in this time because they were taught with role-play their average has been increased they obtained very satisfactory scores.

In this test, the students had an average of 15/20 which was much better compared with the average of the first group 11/20 and the second test 12/20. Three students obtained the highest scores of 19/20, while only two students obtained scores under the average (-10), the others (89%) of the students got the average of the test and their scores were spread from 12 to the best mark 19/20.

Hence, we can generalise the results of how much effective role-playing games were, group 2 performed better than the previous test and they even exceeded the first group in terms of scores. During the last three sessions of the experiment, they had a chance to role-play what they were learning and practised all the vocabulary in real conversations this made them enhance their vocabulary storage and were able to remember the words whenever they met them again in the exam**.**

2.4 Analysis and discussion of the oral tests:

a. First test:

In order to find out how can role-playing games contributed in enhancing the overall oral fluency in using the learned vocabulary, we have organised two oral tests for both groups to examine the four standards of understanding: vocabulary, fluency, pronunciation, and accuracy. The first oral test required two sessions of the experiment it was conducted right after the second written exam after the first three sessions on 3/04/2021 and 10/042021 so teachers were able to listen to all the students, the test was out of 20 each standard out of 5. The first group at that time they were studying through role-play strategy, unlike the second group it was their first time to get in touch with role-playing. The results of group one and two were showed in tables 15 and 16 as follow :

Students	Vocabulary	Fluency	Pronunciation	Accuracy
Ayoub	4/5	4/5	3/5	3/5
Aymen	5/5	3/5	3/5	2/5
Aya	5/5	4/5	3/5	3/5
Maroua	4/5	3/5	3/5	2/5
Ichrak	4/5	3/5	2/5	2/5
Hiba	3/5	3/5	3/5	2/5
Rabab	2/5	2/5	2/5	2/5
Yasmine	5/5	3/5	3/5	3/5
Ameziane	4/5	4/5	3/5	3/5
Abdelhak	3/5	2/5	3/5	2/5
Malek	3/5	2/5	3/5	2/5
Nadjib	2/5	2/5	2/5	2/5
Djamila	3/5	3/5	3/5	2/5
Nourhan	4/5	3/5	3/5	3/5
Meriem	3/5	2/5	2/5	2/5
Wafaa	3/5	3/5	2/5	2/5
Ihsane	2/5	2/5	2/5	1/5
Aya 2	2/5	2/5	2/5	2/5
Zakaria	4/5	4/5	4/5	3/5
Anis	3/5	3/5	3/5	3/5
Malak	3/5	2/5	2/5	2/5
Yasmine 2	2/5	2/5	2/5	2/5
Ibtissam	4/5	3/5	3/5	3/5
Nassima	3/5	3/5	3/5	3/5

Table15: The Results of the First Oral Test in the First Group

Students	Vocabulary	Fluency	Pronunciation	Accuracy
Issam	3/5	3/5	3/5	3/5
Abdelkeddous	4/5	3/5	3/5	2/5
Ahmed	2/5	3/5	3/5	2/5
Abderahman	2/5	2/5	2/5	2/5
Hamza	2/5	2/5	1/5	1/5
Borhan	2/5	1/5	2/5	1/5
Rima	2/5	2/5	1/5	1/5
Lina	3/5	2/5	2/5	2/5
Meriem	3/5	3/5	3/5	3/5
Abrar	2/5	2/5	2/5	2/5
Fatima Zohra	3/5	2/5	3/5	2/5
Yousra	3/5	3/5	2/5	2/5
Sirine	3/5	3/5	3/5	2/5
Sahar	2/5	2/5	2/5	2/5
Marwa	3/5	3/5	3/5	3/5
Ibtissam	3/5	3/5	2/5	2/5
Sirine 2	3/5	2/5	3/5	2/5
Yasmina	3/5	2/5	2/5	2/5

Table16: The Results of the First Oral Test in the Second Group

In the first oral test, all students of both groups were present, which means 24 students in group 1 and 18 students in group 2. They received different grades since they were taught by different strategies during the first three sessions, the first group in role-play method and the second group without role-playing.

Group 1 learners in the first oral test obtained an average of 11/20 (55%) which was acceptable compared to the second group that was 9/20. In group 1, the best score was 15/20 that was achieved by two students from 24 unlike in group two it was 12/20 and obtained by three students. The others (71%) were spread between 10/20 and 14/20 in the first group and (56%) between 10/20 and 11/20 in the second group they were the ones who obtained scores above the average in addition to the ones who obtained the best scores. In group 1, seven students (29%) got scores under the average from 7/20 to 9/20, while eight students (44%) from 6/20 to 9/20 in group 2.

The grades of group one were much better in comparison with the scores of group two. The students who were given an opportunity to role-play the vocabularies they have learnt were considerably better at memorising, using, and well-performing the vocabulary they have learned in the oral test, they were much fluent and accurate. However, in group 2 they were unable to play successfully or to practice the words they learned in conversations because they were not trained in role-playing games and they had no opportunity to use the language.

b. Second test:

Teachers organised the second oral test in the same way and the same aim as the first one (each standard out of 5) after switching the methods. Hence, group 1 were studying without role-playing and group 2 with role-play method. The test was conducted during two sessions the first on 5/06/2021 and right after it the second session on 12/06/2021. The results of group one and two were showed in tables 17 and 18 as follow:

Students	Vocabulary	Fluency	Pronunciation	Accuracy
Ayoub	4/5	3/5	3/5	3/5
Aymen	3/5	3/5	2/5	2/5
Aya	4/5	3/5	3/5	3/5
Maroua	2/5	2/5	2/5	2/5
Ichrak	2/5	3/5	3/5	2/5
Hiba	3/5	2/5	3/5	2/5
Rabab	2/5	2/5	2/5	2/5
Yasmine	3/5	3/5	3/5	3/5
Ameziane	4/5	3/5	3/5	3/5
Abdelhak	3/5	2/5	3/5	2/5
Malek	3/5	2/5	3/5	2/5
Nadjib	2/5	2/5	2/5	2/5
Djamila	2/5	2/5	2/5	1/5
Nourhan	2/5	3/5	3/5	3/5
Meriem	3/5	2/5	2/5	2/5
Wafaa	3/5	3/5	2/5	2/5
Ihsane	2/5	2/5	2/5	2/5
Aya 2	2/5	2/5	2/5	1/5
Zakaria	4/5	4/5	4/5	3/5
Anis	3/5	3/5	3/5	1/5
Malak	3/5	3/5	2/5	2/5
Yasmine 2	3/5	3/5	3/5	2/5
Ibtissam	2/5	3/5	3/5	1/5
Nassima	3/5	2/5	2/5	2/5

Table17: The Results of the Second Oral Test in the First Group

Students	Vocabulary	Fluency	Pronunciation	Accuracy
Issam	5/5	4/5	4/5	3/5
Abdelkeddous	4/5	3/5	4/5	2/5
Ahmed	3/5	3/5	3/5	2/5
Abderahman	3/5	2/5	3/5	2/5
Hamza	2/5	2/5	3/5	2/5
Borhan	2/5	2/5	2/5	2/5
Rima	3/5	2/5	3/5	2/5
Lina	3/5	2/5	2/5	2/5
Meriem	3/5	3/5	3/5	3/5
Abrar	3/5	3/5	3/5	2/5
Fatima Zohra	3/5	3/5	3/5	3/5
Yousra	3/5	3/5	2/5	2/5
Sirine	4/5	3/5	3/5	3/5
Sahar	3/5	2/5	2/5	2/5
Marwa	3/5	3/5	3/5	2/5
Ibtissam	3/5	2/5	2/5	2/5
Sirine 2	4/5	3/5	4/5	3/5
Yasmina	3/5	3/5	3/5	2/5

Table 18: The Results of the Second Oral Test in the Second Group

We have switched the teaching method for both groups before re-testing the students in order to be able to compare the efficiency of role-playing games on both groups and how it helped them in overcoming their oral challenges. Just like the first test 42 students took the second exam and they obtained different marks as shown in tables 17 and 18 above.

In this test, students of the second group obtained grades and average better than the first group unlike in the first test, the average of the second group increased to 11/20 (55%) but the first group their average dropped to 10/20 (50%). The highest score was 16/20 obtained by one pupil in group 2, but two pupils obtained 13/20 in group 1 which was the highest score. However, the worst scores were from 7/20 to 9/20 in group 1 gotten by ten students (42%) from 24 and four students (22%) from 18 (100%) got bad scores between 8/20 and 9/20 in group 2. 89% of group 2 students got scores above the average between 10/20 and 16/20 unlike the first test only 56% got scores more than 10 and 71% in the first group became 58% in the second test between 10/20 and 13/20.

With the switch of the methods, the marks of both groups switched too. In the second oral test group, two were much able to speak and to perform fluently and accurately. Their overall oral fluency considerably developed in contrast to the first test and they were much able to remember and use the vocabularies without preparation. On the other hand, group one were much more anxious and distracted, unlike the first test where they were much confident and fluent. As a result, we are able to generalise the efficiency of role-playing games in students overall fluency and how they contributed in the development of the four standards of understanding : vocabulary, fluency, pronunciation, and accuracy.

2.5 Analysis and discussion of the classroom observations:

During the oral tests, we have observed the students reactions and attitudes toward role-playing games. To have an idea of how students are contributing in classroom interactions when they have been taught with role-play or without role-play, if they were ready, reluctant, or refused to participate in the oral test. The results were shown in the following tables (19 and 20).

a. First oral test :

Group 1	Students	Percentages
Students who were ready to role-play	16/24	67%
Studnets who were reluctant to role-play	6/24	25%
Studnets who were refused to role-play	2/24	8%

Table19: First Oral Test Observation in the First Group

Group 2	Students	Percentages
Students who were ready to role-play	4/18	22%
Studnets who were reluctant to role-play	6/18	33%
Studnets who were refused to role-play	8/18	45%

Table 20: First Oral Test Observation in the Second Group

As shown in tables 19 and 20 above, teachers observed during the first oral test who are the students were ready, reluctant, or refused to role-play. We have deduced different remarks from both groups, know that in the first test group 1 were studying through role-play and group 2 with the standard method of teaching.

Group 1 were much more excited and ready to start the activity and they were competitive and willing to role-play. In the first group, 67% of students were ready to play without any reluctancy which was equal to sixteen students, differently to the second group where just two pairs wanted to start and try the role-playing game (22%). Teachers also observed approximately how many students were reluctant to role-play and came out by the results of about six students (3 pairs) (22%) were not sure about making the first initiatives and role-play without a lot of preparation or reading from the paper in group 1, which was equal to the second group who also six students were reluctant to role-play but they corresponded to 33% because they were six from 18 students, unlike the first group they were six from 24 students. In group 1 only one pair (8%) (2 students : Zakaria and Anis) refused to role-play reclaiming about the preparation time that was not enough but about 45% in group 2 refused to role-play in the first session of the test. However, In group 2 there were about eight students who refused to role-play saying that, they were not ready and they did not want to even try at the beginning.

Hence, we can conclude that when first group students already played and had an idea how role-plays were about they were much relaxed, ready, and excited to try without preparation because they were still remembering the main vocabularies of each topic, they took it as a challenge and they wanted to achieve it. In contrast to the second group only the two pairs of Issam, Abdelkeddous and Ahmed, Abderahman wanted to select a random topic and try to role-play it without being afraid or stressed, but the others were not able to take the initiative because they could not remember a lot of vocabularies since they have traditionally learned them.

b. Second oral test:

Teachers observed changes in the student's attitudes and reactions toward implementing role-play games when they passed the second oral test, after switching the teaching methods between the two groups, in the same way of the first test taking into consideration the ones who were ready, reluctant, refused to role-play their topics. The results are shown in the

following tables (21 & 22).

Group 1	Students	Percentages
Students who were ready to role-play	9/24	37,5%
Studnets who were reluctant to role-play	9/24	37,5%
Studnets who were refusing to role-play	6/24	25%

Table 21: Second Oral Test Observation in Group 1

Group 2	Students	Persentages
Students who were ready to role-play	16/18	89%
Studnets who were reluctant to role-play	2/18	11%
Studnets who were refusing to role-play	0/18	0%

Table 22: Second Oral Test Observation in Group 2

In the second oral test, the first group were taught in the traditional standard method whereas, the second group were taught with role-play method. As a result, researchers at that time gathered data and remarks distinct from the first one and the marks of both groups have been changed.

Group 1 got lower scores compared to the first test, unlike the second group whose scores had been much more satisfying than the first once as they were much fluent and confidant. Even though first group students did significantly better in the first exam, only around 38%(9 students) of students were ready to begin and role-play in a good, acceptable way. In contrast to the second group who were much confident to speak fluently, about 89% of them wanted to start and play without reluctancy which was equal to sixteen students. In group one, many students reluctant and they were unsure whether or not they wanted to play, and they were approximately 38% but in the first test they were six students (25%), this showed that few students lost their capacity to take the first initiatives in speaking. Conversely to group 2, only two students were somehow not sure about taking the stage and role-play without adequate preparation and no students (0%) refused to speak and perform their topic. However, six students from group 1 were little obliged to perform and use the vocabulary they learned because they were much than reluctant but they refused to perform in the first session of the experiment.

Therefore, from both tests, we are able to conclude that the efficiency of role-playing games in creating a good attitude on the students through being fluent, relaxed, confidant, and enthusiastic. Even without reading from papers while performing, students of the first group were much ready to role-play in the first test, and students of the second group made great reactions, no one from them refused to choose a random topic to act it and they were almost all ready to role-play in the second oral test. These good feedbacks that we have gathered during the three months of the experiment are thanks to role-playing games and their important role in helping students to interact in the classroom with confidence creating an enjoyable atmosphere.

2.6 Analysis and discussion of the student's opinions:

The teachers interviewed students in the last session of the experiment to find out what do they really think about implementing role-play as a teaching strategy and to be sure about the effectiveness of role-playing games. The results were shown in tables 23 and 24 to the following questions**:**

1. Which strategy have you enjoyed and learned with more?
2. Do you think role-play are effective in learning new vocabularies?

a. Question 1 :

Which strategy have you enjoyed and learned more ?	Role-playStrategy	TraditionalStrategy
Group 1	100%	0%
Group 2	100%	0%

Table 23: First Question Results

b. Question 2 :

Do you think RP are effective in learning new vocabularies?	Yes	No
Group 1	100%	0%
Group 2	100%	0%

Table 24: Second Question Results

Students of both groups answered the teacher's questions about the effectiveness of role-playing games as a teaching strategy and implementing this technique in learning new vocabularies in order to collect effective and reliable data in addition to the selected scores of written and oral tests.

Students of both groups expressed how much they have enjoyed and learned more from role-play than they did from the traditional way. All students think that it was good to implement role-play in teaching because it allowed them to learn in a funny and enjoyable environment, with role-play students felt confident, relaxed, ready to take new challenges and

try new things. Even teachers noticed how initiatives students became with role-playing games, there was a significant difference between the first session when students refused to start and the last session when they were negotiating who would pass first. Furthermore, 100% of students said that with role-play they memorised and learned vocabulary better. It was clear in the oral exam how students developed their vocabulary use when they were role-playing, they were much creative in applying what they learned in different situations.

All students agreed on one answer, which is the effectiveness of role-playing games and how much benefit they were for them. Role-playing had a great influence on student's attitudes they became more interested and curious in classrooms, whereas in the traditional way, they felt bored and got distracted easily.

3. Conclusion:

In this chapter, we have seen the analysis and discussion of the data that we have gathered during three months of the experiment at Almaahed Pro International Company. We have seen how utilising a role-playing technique instead of the traditional strategy might affect student's scores, memory, attitude and reactions.

The findings and discussion of both written and oral tests, teachers observations, and the student's opinions that have been discussed in this chapter, identified that without role-playing games students were much likely to forget the new vocabulary that they have learned during the 3 sessions of the experiment. This reflects the efficiency of role-playing games as a teaching strategy and how it played a considerable role in enhancing the student's vocabulary, and their ability to retain the new words without the need for revision or preparation. Moreover, it contributed in the improvement of student's overall oral fluency. They started using the language more appropriately and accurately, they showed a positive attitude toward the implementation of role-playing they became more initiatives and confidant, they started using the language without fear or any reluctancy.

General conclusion

As mentioned in the previous chapters, vocabulary is considered as the most important element in learning the English language especially for young learners, who are more curious about learning a new foreign language, since they do their best to know every single word's meaning. Teachers should be aware of how to convey the information to their students in a creative and interesting way in order to facilitate the learning process, so students stock them in their minds without being confused or bored. It has been shown that role-playing games are great and effective as a teaching technique, this technique contributes in enhancing EFL young learner's vocabulary.

The present study is conducted to point up the role of role-playing games in enhancing young learner's vocabulary. At the beginning of this research, three research questions were raised, in the first one, we realised that role-playing games contributed in enhancing vocabulary competencies among young EFL learners, where they were able to recognise and remember the words they learnt through games more than the words they learnt through explanation and reading. In addition, learners were more active with using role-playing games while with the traditional way they were passive, they were just waiting to receive the information without using it, unlike with using role-play they were excited to use the words they learnt, and even they were asking for new vocabularies to use them. The second one suggested that role-playing games contribute in improving the overall oral fluency, it gave the opportunity to the students to speak and use the language they need even outside the classroom. It improved their communication skills so they were able to speak English fluently without having obstacles. The third showed the positive attitude of the students toward implementing role-playing games since they all preferred this way more than the traditional way. They confirmed that in this way they learnt better than the traditional one. They have even said that it would be better if their teachers can implement this method in their schools too.

After the general introduction, this research was divided into four chapters, the first chapter contained two parts; the first one included the definition of Communicative Langauge Teaching and its background. Also identified the role of both teachers and students in CLT classes and the activities used. The second part included the definition of role-play, and how

to organise and implement role-playing games, then the advantages and disadvantages of using role-play in classrooms with the possible problems teachers may face when implementing those activities.

The second chapter gave out the definition and the importance of vocabulary and how can be taught in EFL classes. Also presented the steps and techniques for teaching this skill. In addition the possible problems in teaching and learning vocabulary. This chapter included also the importance of using games to teach vocabulary and the characteristics of effective games.

The third and the fourth chapters are the practical parts of this research work. The third chapter was based on explaining and describing the experiment of this research and the methods used to collect the necessary data to confirm the role of using role-playing games in enhancing young learner's vocabulary.

The fourth which was the last chapter dealt with the analysis and discussion of the collected data, in which we discussed and analysed the tools followed in this research starting by analysing the tests that we conducted in terms of scores (written and oral). Moreover, we discussed the classroom's observation and analysing the student's interview.

Through this research, and from the gathered data we realised that using role-playing games is an effective technique in teaching vocabulary since it helped students to foster their vocabulary. EFL learners must be more aware of acquiring vocabulary more than the other skills; they should consider it as the key to obtain and master the English language. Using this technique in classrooms helps and benefit both teachers and learners. Hence, teachers will be under less pressure and the students will learn as much possible of vocabulary

After this research, our hypotheses were confirmed and we can say that using role-playing games are important in enhancing young learners' vocabulary. In addition, the experiment we made has a great role in proving our research. To conclude, this technique has to be implemented in every school by every EFL teacher to improve the student's level and make change the classroom atmosphere into an enjoyable and creative one.

APPENDICES

APPENDIX A

FIRST WRITTEN TEST

Exercise one :Listen to the conversation and do the following tasks

1- Answer these questions about the interview :

a- Who strongly thinks we should go to Mars?: **b**- He also talks about going to :

☐ 1- Shedoes1- Saturn ☐

☐ 2- He does ☐ 2- Outer space

☐ 3- They both do 3- The moon ☐

c-She talks about spending on :**d**- They want a vaccine for :

☐ 1- Medicine ☐ 1- HIV

☐ 2- Housing ☐ 2- Cancer

☐ 3- Education ☐ 3- Malaria

e- At the end of the conversation they :

☐- Agree to disagree

☐ 2- Agree with each other

☐- Get mad to each other

2- Give an appropriate definition to each phrase with an example :

a- I see what you mean : ……..

……..

……...

b- Come to mind :……

……...

……...

c- On and On :……...

……...

……...

d- Get rid of :…….

……..

……..

e- Agree or disagree :……

……..

……...

3- Fill the gaps from the box :

what you/ Vaccine/ what comes/ on and on/ get rid of/ disagree

1- When you think of tests ……... to mind ?

2- I see …… mean. I disagree though.

3- The class just went …….. for hours.

4- I think we have to agree to …….. .

5- you should ……. That shirt .

6- Did you get your …… shot yet ?.

Exercise two :put the food words into the correct groups

Salmon, Beef, Black pepper, Tuna, Mango, Salt, Thyme, Fig, Onion, Banana, Cauliflower, lamb, Pear, Tomato sauce, Coriander, Basil, Broccoli,Sepia, Lemon, Pumpkin

Fruit	Vegetable	Meat	Fish	Condiments	Herbs
…….	…….	…….	…….	…….	…….
…….	…….	…….	…….	…….	…….
…….	…….	…….	…….	…….	…….
…….	…….	…….	…….	…….	…….
…….	…….	…….	…….	…….	…….

Exercise three : Write the correct form of the word to fill the gaps

1- The …… got into the house through the window (burgle).

2- Many people are in court to hear what …… the judge will give (punish).

3- In November the temperatures drop and the days ……. (short).

4- The president has sent a message of …….. to the relatives of the soldiers (sympathise).

5- By …… we enrich the mind ; by conversation we polish it (read).

6- We have no control over what the ……. Does (govern).

7- I feel lik a ……. driving over these beautiful plants and flowers (crime).

8- Enjoy your ……. As well as your plans (achieve).

9- ……. are louder than words (act).

Exercise four : Putthe words with the correct verb :

Some exercise, Yoga, A decision, The housework, A pizza, Shopping, The flu, A sore throat, A train, A picture, To sleep, Friends, For a walk, A cofee, A mistake, An exam, To study.

DO

Make

Go

Take

Have

Exercise five :circle the odd word of each line

1- postman – doctor – hospital – secretary – nurse

2- German – Russia – England – Scotland – France

3- aunt – sister – mother – uncle – niece

4- shoe – skirt – shirt – suit – smart

5- Thursday – November – December – May – April

6- two – seven – twenty – first – one

7- good – nice – friendly – kind – bad

8- jump – run – red – write – read

Exercise six : Chose the correct word :

1- I don't like my job very much. I'm going to ……..and look for another one. (fire/finish/retire/resign)

2- If i were you, i'd leave earlier,so you can avoid the …… (peak hour/ peak time/ rush hour/ traffic time)

3- Your father's brother's daughter is your ……...(cousin(girl)/ sister / cousin(boy) / niece)

4- Imagine ⇨ Imaginative // Rely ⇨ Reliable // Ambition ⇨ ……..…. (ambitionful/ ambtiative / ambitious)

5- Her hair isn't completely straight – it's slightly …….(wavy/ bent / waved / curl)

6- I've got all the data. Now i just need to …….the answer (think out/ make out / work out / count out)

7- It's a good idea, but it's …….. that the boss will agree with you (likely/ improbably/ unprobably/ unlikely)

8- Friendly ⇨ unfriendly// honest ⇨ dishonest// polite ⇨ ……..(dispolite/ unpolite/ impolite/ inpolite)

9- I don't …….. going out tonight (like/ have mood to/ want to / feel like)

10- We nearly missed the plane_ we were only just ……..(in time/ on time/ in time for/ timely)

11- He is a waiter, she is a …… (waitress/waiter/waitree/waiteress)

12- She is a police officer, so she has to wear a ……. At work (police suit/ clothes/uniform/dress)

13- You can't smoke here- please ……. Your cigarette (put away/ put out/ put down/ put up with)

APPENDIX B

SECOND WRITTEN TEST

Exercise one :

Supposed you are a hotel clerk in ''sunnyside Inn'' and you receive a call from a customer. How your answer would be? and what are the information you are going to ask him/her about?

……
……
……
…….

Exercise two :

Link each word with its appropriate definition :

To book	The individual amount of food given in a restaurant
To deliver	To take orders, letters… to people's house
To ride	Do something in a skilful or efficient way (you master it)
Portion	To reserve a seat, a room ..at a particular time in the future
Reasonable	Something fair, appropriate and moderate
Down to an art	To sit on a bicycle, car, horse… and travel to a specific palace

Exercise three :

give your own definition to the following words :

suite :
……

pulling over :
……

toppings :
……

To be a hit :
……

Exercise four :

Give the opposite of the following words

Authentic # …….. expensive # ……

Exercise five :what are you seeing in the pictures below ?



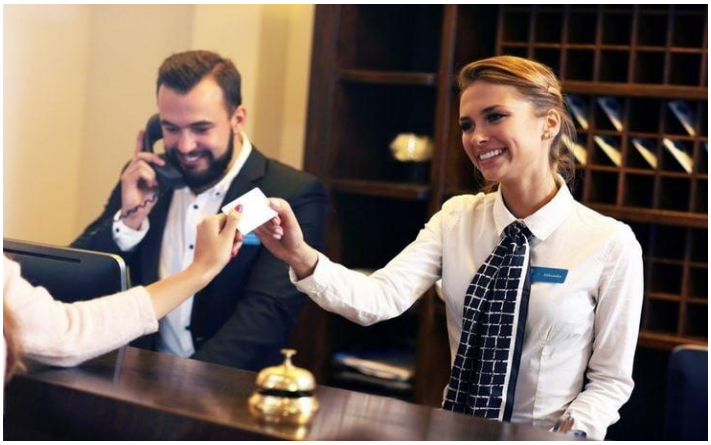


…….. ……..





…….. …….



……


TAXI

……. …….

……..

APPENDIX C

SECOND WRITTEN TEST

Exercise one:

Supposed you are at the airport. What the two things that you should have for boarding?

……
……
……
…….

Exercise two:

Link each word with its appropriate definition:

Struggling	A building within an airport where passengers go to depart on a flight
Sale	Is the last stop where food pass through your digestive tract
Ingredients	To select, gather or collect something
Terminal	To proceed with difficulty or with great effort
Pick up	A period during which a shop sells goods at reduced prices
A bowel movement	The things that are used to make something,

Exercise three:

Give your own definition to the followingwords:

You are all set

……

Abdomen:

……

Snack:

……

The gate:

……

Exercise four:

Give the opposite of the following words

Heavy # ……..To buy # ……

Exercise five:what are seeing in the pictures below?





…… ……





…… ……



……

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