

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY CENTRE SALHI AHMED NAAMA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH SECTION



**The Impact of Using Crossword Puzzles in
Enhancing Learning Vocabulary :**
**The Case of Third Year Middle School –Tiout-
Ain Sefra**

*Dissertation submitted to the department of foreign languages as a partial fulfillment of the
requirement of the degree of 'Master' in Linguistics*

PRESENTED BY:
Ms. ikram Houari

SUPERVISOR:
MRS. anissa Mbata

MR faycal Fatemi

CHAIR MAN

UNIVERSITY CENTRE OF NAAMA

Ms asma Merine

EXAMINER

UNIVERSITY CENTRE OF NAAMA

MRS anissa Mbata

SUPERVISOR

UNIVERSITY CENTRE OF NAAMA

ACADEMIC YEAR: 2018-2019



Dedications

With all love that covers my heart I dedicate this work to:

my lovely and respectable parents who are the light of my eyes, to my father a who supported my decision for higher education , to my mother who encouraged me a all the time .

To my beloved sister: Bahidja and to her son Ilys and her daughter Jana Ghizlan.

To my brothers: Sohaib and Islam.To all my family .

I would like to dedicate this work to all my respectable Teachers especially my supervisor Miss. Mbata Anissa Who has supported me and helpedme a lot to finish my research.

Special mention must be made here for you

Belabess Rida

I also dedicate this work to all my friends.

Aknowledgements

I would like to express my deepest and infinite gratitude to my supervisor Miss. Anissa Mbata whom I respect deeply, and who has seriously directed me in the wonderful world of research with her competence, generosity, and patience.

I thank her for her understanding, encouragements, precious advice, and valuable references.

I wish to address my sincere thanks to the teacher Abdelhak Daim who helped me with valuable references. And I owe my thanks to all the teachers who have accepted to fill in the interview.

I am also thankful to all my great teachers Asma Kebiri for her acceptance to carry the experiment in her sessions.

I wish to express my deepest gratitude to my lovely parents who encouraged and supported me in hard moments to continue this work,

Abstract

Vocabulary is of primary importance to language teaching and learning because it plays a pivotal role in moulding the four language skills: reading, writing, speaking and listening. The aim behind this present research is to investigate the role of using crosswords as teaching strategy to increase students' familiarity of new vocabulary items .As first step one main problematic is put, if the students learn vocabulary through the use of crosswords, their level will be increase. It is believed that vocabulary is something that can be achieved through practice. This research contains two parts the theoretical part and the field work, we introduce the subject with vocabulary acquisition; the definition, importance and the main steps and strategies of teaching vocabulary, then we deal with the important concern of this study which is crossword puzzles; we deal about the definition, the history, terminology and also the different types of clues and crosswords, and also the educational value of crosswords. And finally to achieve our aim we relied the teachers' interview and , the teachers interview was to gather data about the different techniques which the teacher use to teach new words in their lessons.

The results show that the class that used crossword puzzles as a method of vocabulary instruction did better in the post test than the one exposed to the traditional lexical pedagogy. Learners have nearly learn the majority of the unfamiliar vocabulary items which they have dealt with in the pre-test in terms of spelling and meaning ;so crosswords should be incorporated in teaching. It means that the use of crossword puzzle can improve the students' vocabulary mastery

List of Tables

Table 1.1 Levels of Acquiring Vocabulary.....	14
Table 1.2 : stress maks on the noun and the adjective.....	24

List of Figures

Figure 1.1 Five Essential Steps to Learn New Words.....	19
Figure 1.2 Hyponyms of the Superordinate of “Stages of Life”	25
Figure 1.3 Diagramless Crossword Puzzle Style Grid.....	29
Figure 2.1 teachers’ gender.....	37
Figure 2.2 Teachers’ experience.....	38
Figure 2.3 Teachers’ strategies in teaching vocabulary.....	39
Figure 2.4 Teachers who Use Crossword Puzzles in Class.....	39
Figure 2.5 The WayThe Teachers Teach vocabulary by Crossword Puzzles in Class.....	40
Figure 2.6 How The Teachers Apllied the Crossword Puzzles in Class.....	41

List of Contents

Dedications.....	i
Acknowledgements.....	ii
Abstract.....	iii
List of Tables.....	iv
List of Figures.....	v
List of Abbreviations.....	vi
General Introduction.....	1

Part One : Literature Review.

Chapter One : Using Crossword Puzzles in Teaching Vocabulary

1.Introduction.....	6
1.1. Vocabulary.....	6
1.2. The Kinds of Vocabulary.....	3
1.4 Vocabulary Learning and Teaching	7
1.3 The Important of Vocabulary.....	10
1.5. Steps of Teaching Vocabulary.....	13
1.6 Steps of Learning Vocabulary.....	15
1.7. Strategies for Teaching Vocabulary.....	19
1.7.1. Unplanned Vocabulary Teaching.....	19
1.7.2. Planned Vocabulary Teaching.....	20
1.8. Using Crossword Puzzles in EFL Classrooms.....	26

1.8.1. Crossword Puzzle Definition	26
1.8.2. The History of Crossword Puzzles.....	26
1.8.3. Type of Crossword Puzzles.....	27
1.9. The Educational Value of Crossword puzzles.....	29
1.10 Conclusion.....	32

Chapter Two :Data Analysis

2.1 Introduction.....	35
2.2 Data collecting technique	35
2.3 Observation.....	35
2.4 Description of the teachers' interview.....	36
2.5 The analysis of teachers' interview	37
2.5.1 Analysis of the results.....	45
2.7 Conclusion.....	46
General Conclusion.....	47
References	49
Appendix1.....	
Appendix2.....	

General Introduction

Vocabulary is a vital part of language that students need to master in order to communicate effectively. EFL students, however, face serious problems regarding this aspect of language. The reason behind this is probably due to the techniques teachers use to teach vocabulary, because the improvement of students' knowledge of vocabulary depends on the teachers' strategy about how to transfer their knowledge to the students and the methods they use are very important.

In recent years, there has been a shift from traditional language teaching, in which the teacher plays the central role in class, to the learner-centred instruction in which the learner is responsible for the learning process, and the teacher is merely a guide and facilitator. A game is a wonderful way to break the routine of classroom drill by providing relaxation, this research attempts to bring about novelty by teaching vocabulary through a language game, the crossword puzzles -of interest in the present research- since the students are fond of games. Hence, teachers should pay attention to the techniques for teaching vocabulary and decide which best suits students.

In this study will discuss try to demonstrate whether crossword puzzles can be used to improve vocabulary knowledge of third year middle school at Houari Boumediene Middle school Tiout Ain Safraa.

Researcher will try to answer the following question and other ones.

- To what extent can crossword puzzles enhance the 3Ms learners Vocabulary ? What are the teachers' strategies to teach vocabulary ?

Teachers may use games, songs, stories, or use dictionaries to teach vocabulary

- What are the advantages and disadvantages of using crossword in EFL teaching and learning ?

The use of crossword puzzles may be effective and useful strategy in EFL teaching and learning although there are some disadvantages

- How can EFL teachers use crosswords in the classroom to teach vocabulary ? teachers may draw the crossword, print it, they may use it in the normal session in pairs or in groups

The first chapter is concerned with the most important aspect of vocabulary; it includes the definition, the importance and the main steps of teaching and learning vocabulary as well as the strategies of learning vocabulary. Then we introduce the best way to increase ones vocabulary. includes the main concern of our study which is crossword puzzles; contains the definition, the history, and its terminology.and then the types of clues, grids, as well as the types of crosswords .After that, we introduce the educational value of crossword puzzle.

The second chapter deals with the data collection and interpretations of the teachers' interview which will be analyzed and discussed in the second part. Then we will give the discussion of the results and general conclusion where we state some recommendation.

Chapter One

Literature Review

Chapter One : Literature Review

1.Introduction.....
1.1 Vocabulary.....
1.1.1 Definition of Vocabulary.....
1.2 Kind of Vocabulary
1.2.1.High frequency words
1.2.2.Academic words
1.2.3.Technical words
1.2.4.Low frequency words
1.3 The Importance of Vocabulary.....
1.4 Vocabulary Learning and Teaching
1.4.1 Vocabulary Teaching.....
1.5. Steps of Teaching and Learning Vocabulary.....
1.5..1. Steps of Teaching Vocabul.....
1.5.1.1 Selection
1.5.1.2 Sequencing
1.5.1.3 Presentation
1.5.2. Steps of Learning Vocabulary.....
1.5.2.1. Encountering New Words.....
1.5.2.2. Getting the Word Form.....
1.5.2.3. Getting the Word Meaning.....
1.5.2.4. Consolidating Word Form and Meaning in Memory.....
1.5.2.5. Using the Word.....
1.6. Strategies for Teaching Vocabulary.....

1.6.1. Unplanned Vocabulary Teaching.....	
1.6.2. Planned Vocabulary Teaching.....	
1.6.3. Dictionaries.....	
1.6.4 Glossary.....	
1.6.5 Translation.....	
1.6.6 Focusing on Form.....	
1.7. Using Crossword Puzzles in EFL Classrooms.....	
1.7.1. Crossword Puzzle Definition	
1.7.2.The History of Crossword Puzzles.....	
1.7.3. Type of Crossword Puzzles.....	
1.7.3.1 Cipher Crosswords.....	
1.7.3.2. Fill-in Crosswords.....	
1.7.3.3 Crossnumbers.....	
1.7.3.4. Acrostic Puzzle.....	
1.7.3.5 Diagramless Crosswords.....	
1.8. The Educational Value of Crossword puzzles.....	
1.8.1. Motivation.....	
1.8.2. Vocabulary Knowledge.....	
1.8.3. Exact Spelling.....	
1.8.4. Less Threatening.....	
1.8.5 Memory and Recall.....	
1.8.6 Practicing Skills.....	
1.9 Conclusion.....	

Chapter Two :Data Analysis

2.1 Introduction.....
2.2 Data collecting technique
2.3 Observation.....
2.4 Description of the teachers' interview.....
2.5 The analysis of teachers' interview
2.6 Analysis of the results.....
2.7 Conclusion
General Conclusion.....

1.Introduction

Vocabulary has a significant role in language; basically learning language is a matter of learning vocabulary of that language .Researchers have shown that vocabulary knowledge plays a critical role in student's literacy development, and others argue that vocabulary is one of the most important if not the most important component in learning a foreign language and foreign language curricula must reflect this. The use of crosswords puzzles in teaching vocabulary in EFL classrooms is considered as a tool that allows the teachers to add color to their classroom activities and make the learners lively by creating challenges and entertainments at the same time.

In this chapter researcher will discuss the importance of vocabulary in learning foreign languages . Many studies have been carried out on syntax and phonology as well as many attentions, and interests have been given to lexis. That is why researcher has chosen it as a field of interest , she believes that learning a language is related with knowing its vocabulary .Teachers and learners noticed the fact that to use the language effectively, knowledge of vocabulary is necessary. Researcher also will try to provide a discussion about crossword puzzles; its terminology, and different types, in addition to this adiscussion about the educational value of practicing crossword puzzles.

1.1.Definition of Vocabulary

Vocabulary is defined in Oxford Dictionary (2007) as the total number of words that make up a language. Longman Dictionary (1995) defines vocabulary as all the words that someone knows, learns or uses. It is vocabulary that leads learners to express themselves clearly and appropriately in a wide range of situations. Hatch and Brown (1995) consider vocabulary as a list or set of words of a particular language that individual speakers of a language might use. According to Lehrer (2000: 4-16), "**the term vocabulary refers to the knowledge of words and their meanings**". However, this definition is too limited because words come into oral and print forms. Oral vocabulary refers to the words we recognize and use in

listening and speaking. Print vocabulary includes those words that we recognize in reading and writing. Word knowledge also comes into two kinds: receptive and productive. By receptive vocabulary, we mean the words that we recognize when we hear or see them. Productive vocabulary includes the words that we use when we speak or write. Thus, according to Lehrer (2000), **the term vocabulary is defined as the knowledge of words and their meaning in both oral and print language in receptive and productive forms.**

Vocabulary conveys meaning, Spratt, Pulverness, and Williams (2005, p.10) argue that lexis is individual words or sets of words, i.e. vocabulary items, that have a specific meaning. Kamil and Hiebert (2005, p.1) state that words represent complex and, often, multiple meanings. Moreover, she adds that furthermore, these complexes, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Vocabulary is used in contexts.

To conclude, vocabulary refers to words and its subsets that become one of crucial aspect in a language construction. It conveys meaning in the language that used in different kinds of context.

1.2. Kind of Vocabulary

There are different kinds of vocabulary according to different experts' point of views. According to its classes, Morley (2000, p.3) elaborates that : **"words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase"**. With respect to the meaning which they convey, nouns denote what we will call „entities“. In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind...). In traditional grammar, adjectives are as a describing word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverbs, which are single words making the circumstances –how, why, when,

where- of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause. Conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions. Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as possessive phrase or genitive noun phrases. Based on how often vocabulary occurs in a language, Nation (2008, p.7) divides vocabulary into high frequency words, academic words, technical words and.

1.2.1.High Frequency Words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

1.2.2.Academic Words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

1.2.3.Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

1.2.4.Low Frequency Words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005,p.3) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are wellknown, familiar, and used frequently.

Johnson (2008, p.93) also elaborates four different vocabularies, they are:

a). Listening vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b) Speaking vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and 16 dimension to our word knowledge enables us to express our thoughts more efficiently and effectively. Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking

vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier. Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary. In term of form, Kamil and Hiebert (2005, p.3) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities. Regarding the spoken and written vocabulary above, Brown (2001, p.305) says that written English typically utilizes a greater variety of lexical items than spoken conversational English.

1.3. The Importance of Vocabulary

Foreign language learners are always in need to learn and enlarge their vocabulary. This is supported by Wilkins (1972, p.135) who states that **“without grammar very little can be conveyed, without vocabulary nothing can be conveyed”** (quoted in Thornbury, 2002, p.13). Beginners often manage to communicate in English using individual words, and they can most of the time convey meaning without necessarily having acquired grammar. This is the evidence that in learning a language, grammar is not sufficient and, thus, more importance has to be given to vocabulary. Wilkins (1972) in his advice also states that

“if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”.

A view that meets Krashen's view (1993) who postulates that vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers of the host country to convey their messages. This can be done through using only a word rather than grammar rules. **“When students travel, they don't carry grammar books, they carry dictionaries”**. (Quoted in www.auburn.edu). Therefore, an ability to use grammatical structure does not have any potential for expressing meaning unless words are used.

In relation to the significance of vocabulary for someone's competencies in speaking a language, Richards and Renandya (2002, p.255) states that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. It explains that vocabulary plays a big role in supporting someone's ability in different skills (listening, speaking, reading writing). Nation (2002, p.19), in relation to reading skill, notes that vocabulary is not that makes text difficult but it is a very important feature affecting readability and is major factor in most readability measures. It is strengthened the perception that vocabulary is one of factors that contribute to the easy reading and understand of a text.

1.4. Vocabulary Learning and Teaching

Vocabulary learning and teaching are important factors in second language learning. Achieving communicative competence in second language can be enhanced by developing vocabulary learning and teaching. Similarly, problems in vocabulary learning and teaching can have serious negative effects on learner's success in second language learning.

1.4.1 Vocabulary Teaching

According to Nation (1990, p.1), some teachers think that there is no need to teach vocabulary since it can take care of itself. However, vocabulary work can be directed toward useful words and useful skills and therefore it can enhance the second language learning process. Aalto (1994, p.93) points out that vocabulary is often neglected in language learning and teaching even though it is agreed that

without words there is no communication. However, the teaching of vocabulary has not evolved and learning new words still consists of behaviouristic studying of word lists. Nation (2006, p.498) emphasizes encouraging learner autonomy since like most learning, also vocabulary learning will be most effective if learners take control of their learning and are responsible for it. In principle, this means knowing what to learn how to learn it being simultaneously motivated to do this and eventually putting the knowledge to use. Therefore language teaching and the actions made by the teacher can have an impact on the learners' approach towards their learning. Principles of vocabulary learning and teaching by Nation (2006, p.498) include the following:

a) The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary.

b) High frequency vocabulary and special purposes vocabulary should get attention across all the fields of teaching and learning vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

c) With low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary.

d) Learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed.

e) Learners should be helped to take responsibility for their own vocabulary learning. Similarly to Nation's (2006) views on vocabulary learning and teaching also Cook (2001, p.58) points out that much of vocabulary teaching is based on the idea that the most commonly used words of the target language should be taught first.

Nation (1990, p.3) argues that opportunities for indirect vocabulary learning should have more time in language education in comparison with direct vocabulary learning activities. In order to indirect vocabulary learning to happen, learners must

be interested in the message conveyed through the language. In addition, the message should include some items that are just outside the learner's present language proficiency and vocabulary knowledge. Nevertheless, these items should be understandable from the context in order to indirect vocabulary learning to take place.

Nation (1990, p.178) also points out that indirect vocabulary can be encouraged by exposure to large amounts of reading material. Through this exposure the learners have an opportunity to practise vocabulary learning strategies.

1.5. Steps of Teaching Vocabulary

In designing a vocabulary course, Nation and Newton (In Coady. J, Huckin. 1997, p.239) proposed that the teachers must take into consideration not only the situation in which the course occurs but also how vocabulary should be selected for teaching. They also considered how it should be sequenced and how it should be presented.

1.5.1. Selection

Early researchers looked for the best vocabulary that can result to a best learning. They provided lists of the most widely used words in early stages of learning (they estimated 2000 words). In addition, they took as a second variable of vocabulary selection the range of words used in spoken language. However, frequency and range are not the only two factors; there are also other factors such as combination, definition and substitution of words. Some of these factors were used by West (1953) as frequency, range and replace ability in his book General Service List of English Words that consists of 2000 words. The most appropriate learning strategy here is “selective attention” i.e. the teacher should draw the learners’ attention to the target word and he should ensure that he notices it. The teacher can do this through underlining, bold-facing and circling.(In Coady. J, Huckin. T .1997, p.239).

1.5.2 Sequencing

There are two main sequences in which teaching vocabulary is based on. The first one is levels of vocabulary; the second one is grouping and ordering of words. The

table below is adapted from Nation (1990) shows the division of levels of vocabulary.

Levels	Number of Words	Text Coverage %
High frequency words	2 000	87
Academic vocabulary	800	08
Technical vocabulary	2 000	03
Low frequency words	123.200	02
Total	128 000	100

Table 1: Levels of Acquiring Vocabulary (In Coady. J, Huckin. T. 1997, p.239)

The use of English is based on 2000 high frequent words. When the learner acquires these words, he moves to the next level which is academic vocabulary. In other words, if the learner wants to continue his studies, she/he must learn some academic words. However, low frequency words cannot be read neither in academic texts nor in novels. They are learnt for the use of English for social purposes. Technical vocabulary has a very narrow range because each field has its own technical words. For instance, law, medicine, chemistry and mathematics have different vocabularies and terminologies.

Grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than learning items that are near synonyms or opposites. For example, the learners mixed the forms and meanings of words such as **“hot”** with the word **“cold”** if they have been taught at the same time. After the lesson, learners cannot be sure if **“hot”** means **“hot”** or **“cold”**.

Ordering is very important in teaching a foreign language. Different items should not be taught separately. In other words, there must be a kind of combination between these words for the sake of producing meaningful sentences. (To follow a specific order).

1.5.3 Presentation

Vocabulary lists can be used to make it easier for the teacher and learner. High-frequency vocabulary is taught through vocabulary exercise or individual learning because this type of vocabulary includes few numbers of frequent words. However, low-frequency words are many in number. There are words that do not deserve the teachers' attention. They are rather guessed from the context. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995, p.240). On the one hand, the teachers' main concern will be the effective development of some strategies. On the other hand, the learners will be mainly concerned with the particular piece of learning with the help of the strategies. There are several ways or general principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly. Both of these approaches require reflection and planning on the part of the teacher. In a direct approach to vocabulary teaching there will certainly be explicit vocabulary exercises, which may include word-building ones such as crossword puzzles activities –of interest in the present research-, matching words with various types of definition, studying vocabulary in context, split information activities focusing on vocabulary. In an indirect approach to vocabulary teaching, the teachers' concern for vocabulary learning will not be so explicit. Vocabulary learning goes hand in hand with communicative activities like listening to stories, information gap activities, although vocabulary will not be the main goal of the activities.

1.6. Steps of Learning Vocabulary

Since **“without grammar very little can be conveyed and without vocabulary nothing can be conveyed”** (Quoted in Thornbury, 2002, p.13), language teachers must be more interested in how learners should acquire new vocabulary. Consequently, learners should be provided with a large range of vocabulary which enables them to discuss any topic. This can be done through five steps that seem essential for learners in their vocabulary learning. These five steps are suggested by

Brown and Payne, as it is shown in figure 1. (Cited in Hatch. E, Brown. C, 1995, p.267).

1.6.1. Encountering New Words

The first main step for vocabulary learning is encountering new words; which means finding sources forwards. The learners' task is thus to read books, magazines, newspapers, stories, or to practise crossword puzzles –of interest in the present research- to listen to radio and television, or even to songs. There are some factors which control the learners' acquisition of words. Interests and motivation lead learners to focus on learning some words rather than others. For instance, boys' interests are more directed to learn names of vehicles, wild animals; girls are much more interested in learning items which are related to fashion and jewellery, etc. In addition to interest, learners' needs may take a difference in learning new words. They always desire to acquire words which satisfy their needs. Another important factor is the work with interactive video materials. These words seem to be learnt more quickly than others in written form or exercises. Frequent words used by the teacher many times may increase the learners' acquisition.

Similarly, single words are learnt easily in their appropriate context. This way of learning is called -accidental learning- where the vocabulary can be learnt unintentionally. It is the result of unplanned activities such as dialogues, reading passages and other materials without direct inclusion of memorization, that is to say, learning some vocabulary items incidentally. The learner tries to guess the meaning of new words through the clues available in the text. According to Schmidt (2000), incidental vocabulary learning is learning through exposure when one's attention is focused on the use of language rather than on learning itself.

However, learning vocabulary through crossword puzzles is an intentional learning in which the attention of the learner is directly focused on learning new words.

1.6.2. Getting the Word Form

The second essential step for vocabulary learning is getting a clear image of the word form-spelling, pronunciation or both. According to Hatch and Brown (1995,

p. 378) this can be done through many sub-steps: (1) associating new words that sound similar in my native language, (2) writing the sounds of words using sound symbols from my native language, (3) associating words that are similar to words in other language I have studied, (4) associating a word with similar sounding English word I know, and (5) seeing a word that looks like another word I already know. Getting the form of a word is considered very important, especially, when learners are asked to define words.

1.6.3. Getting the Word Meaning

The third main step for vocabulary learning is getting the word meaning. It is based on some strategies such as asking the native speakers or people who know the learners' native language about the meaning of the word, relating new words with already made pictures in mind, and finally stating the meaning to someone in order to enable them to give the exact word. Word definition varies according to the requirements of the situation and the level of the learner. Advanced learners often need more specific definitions for the sake of differentiating between near synonyms. However, those learners assume that dictionaries are the main source of a word definition (meaning). Another way of getting definition is having a bilingual friend or teacher who will help the learner to get the word meaning through their clarification.

Finally, one very popular way of learning word meaning is through contextualization or putting words in situation. The learner then will guess the meaning of new words easily. Although the depth of definition needed may vary and the sources from which the meaning can be extracted may be quite different. All learners must get the meaning of words in some manners, or the word can never be considered truly learnt. As it is stated in our study, the word meaning is dictated by the context of a given the clue.

1.6.4. Consolidating Word Form and Meaning in Memory

The fourth necessary step is to emphasize the consolidation of form and meaning in

memory. This method calls for learning word through their appropriate context in which learners can acquire the word meaning and form at the same time. The most useful drills in this step are matching exercises, and practicing crossword puzzles. Through practicing crossword puzzles, the learner can decode the words' meaning from the context of the clue, and consolidate the words form that fit the squares of the puzzle.

1.6.5. Using the Word

The final step in learning vocabulary is using the words. Some see that this step is not necessary especially if the knowledge of the acquired is only a receptive one. However, if the learners' aim from knowing a word is not receptive but productive, word use is essential to test the learners' knowledge of collocations, syntactic restriction and register appropriateness. Conclusively, the learners need all these five steps in order to enrich their vocabulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step such as crossword puzzles.

Brown and Payne's essential steps in learning vocabulary (Cited in Hatch, Brown) can be applied in our study. We believe that in doing numerous crossword puzzles, - the focus of our study, it will be detailed out in the coming chapter-, learners can encounter new words and phrases, they never knew before. Thus, with practice, they become familiar with them, get a clear image of the word form, meaning, spelling, and even pronunciation. Consolidate them in memory. Then, the learners may even find themselves using them in conversation or writing assignments and impress their listeners or readers (teachers) with brilliant words. This strategy can offer for students so many chances to learn vocabulary since both entertainment and enjoyment are present. A relaxed atmosphere is also available and, hence, we can gain fruitful achievements.

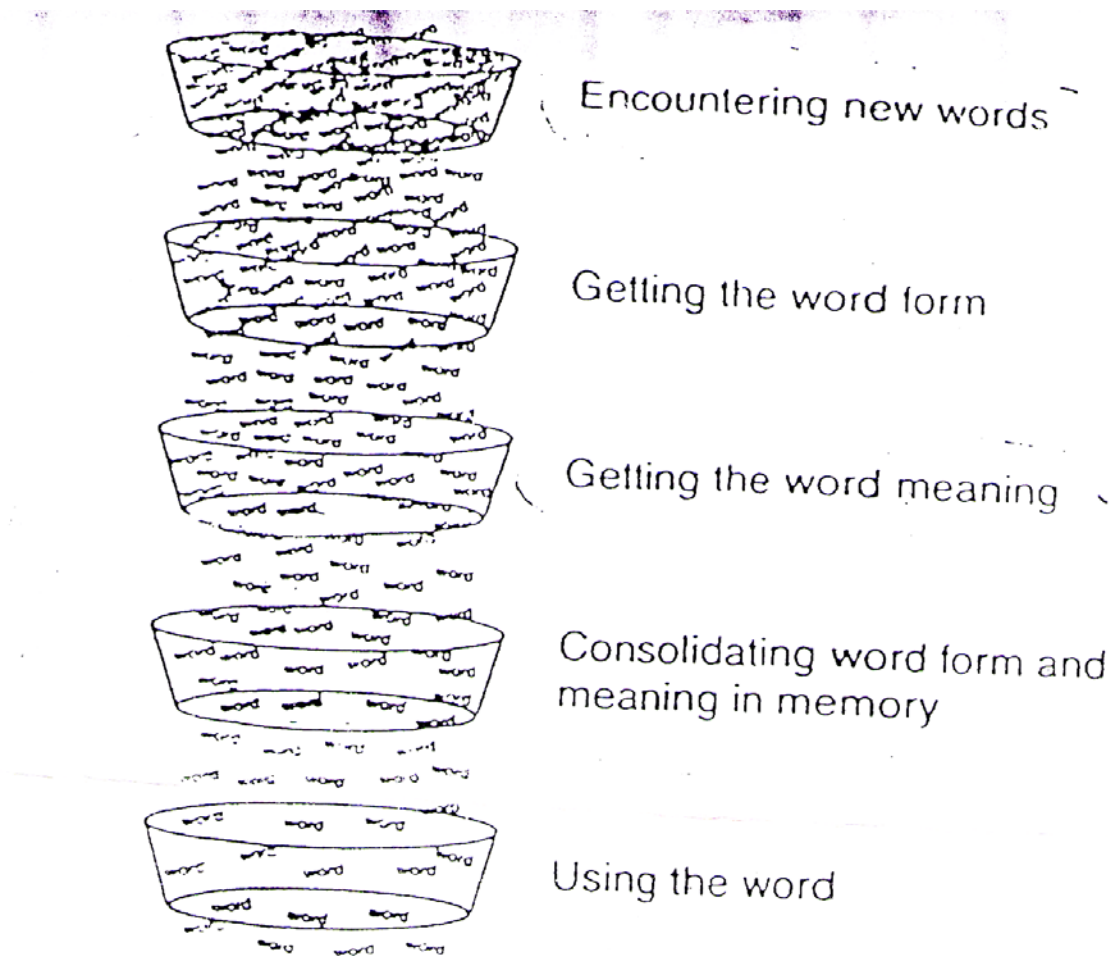


Figure.1.1 Five Essential Steps to Learn New Words (Hutch, Brown. 1995, p. 373)

1.7. Strategies for Teaching Vocabulary

Inside the classroom, the teacher's interference is necessary. Thus, teachers are supposed to adopt strategies and techniques to deal successfully with unfamiliar words. This includes unplanned and planned vocabulary teaching, and some techniques in teaching vocabulary.

1.7.1. Unplanned Vocabulary Teaching

Seal (1991, p.298) defines this term as the **“teaching of problem vocabulary that comes up without warning in the course of a lesson”**. Sometimes students feel that they are in need of the meaning of a vocabulary item during a lesson and

sometimes the teacher feels that it is necessary to make certain clarifications. In this, the teacher is going to improvise an explain.

Seal (1991, p.298), suggests three stages in the unplanned vocabulary teaching: the stage of conveying meaning, the stage of checking the meaning, and the stage of consolidation.

In the first stage the teacher tries to convey the meaning of the target word using different ways as miming, giving synonyms or an anecdote, using opposites, or translation. In the second stage, he checks that the meaning of the unknown word is understood. This may be done through asking the learners questions, or clearly by doing some activities to guarantee or test their understanding, such as crossword puzzles. In the final stage of this kind of vocabulary teaching, the teacher tries to consolidate the information by urging students to use the word in other contexts.

1.7.2. Planned Vocabulary Teaching

Hatch and Brown (1995, p.415) refers to this technique as **“intentional vocabulary instruction”**. Seal (1991, p.298) defines it as **“when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson”**. He mentions two types of this kind of vocabulary teaching. In the first step the teacher predicts that certain vocabulary items will cause problems for students’ comprehension. So, he prepares how to teach them i.e. through his experience, he is able to provide students with what suits them. The second type of planned vocabulary teaching can be described as the vocabulary lesson. It can be taught as a separate module to develop the FL learners’ stock of vocabulary, or it can be taught as a follow-up to other activities such as reading (Stories), listening (Songs), discussion, dialogues, recording, or solving crossword puzzles –of interest in the present research. There are several techniques to be followed in teaching vocabulary of a foreign language. We can use the dictionary, the glossary; or translation.

1.7.3. Dictionaries

The dictionary gives, in an alphabetical order, the meaning of words of language. It includes a word's spelling, syllables, pronunciation, origin, meaning, etc. Using a dictionary strengthen the learner's use of words. It helps them to build their vocabulary. In addition, it is a comprehensive source of general information.

There are three categories of dictionaries which are used by learners to enhance a foreign language. First, there is the bilingual dictionary (BD) which is known also as translation dictionary. This kind of dictionary translates a word from a target language into the learner's mother tongue or vice versa. Second, the monolingual dictionary (MD) is another sort that helps the learner to enrich his vocabulary. This type of dictionary is usually directed for native language learners. The last one is the standard monolingual dictionary (SMD) which has been written with the native language learners in mind. These dictionaries are useful for learners' vocabulary acquisition. For Bouchard contends that **“the dictionary permits readers to obtain the meaning of a word as cannot be divided from the context or word form, as such it is an aid to vocabulary development”** (Quoted in Boulmerka 2000, p.131). The dictionary helps the learner to acquire new words, to enlarge his culture about his language and to develop his skills. However, relying only on actual uses of words in all kinds of speech and writing, dictionaries can have a negative impact on the learner. It can interrupt his concentration; it can break down the author's sequence of thoughts when he is reading.

1.7.4 Glossary

According to Oxford Advanced Learner's Dictionary, a glossary is a list of technical or special words, expressions, especially those in a particular text explaining its meaning. This list is usually found at the end of the reading passage. Students find that the glossary is one of the best ways of acquiring vocabulary particularly in literature.

1.7.5 Translation

Translation is the process of giving the equivalence of words in a target language from the mother tongue or another language. It is a valuable means of acquiring

vocabulary. It does not require a lot of time, especially in explaining abstract conceptions such as wisdom, happiness, freedom, etc. However, this technique weakens the learners' capacities in making intelligent guesses, because grammar translation method in ELT was based on providing students with detailed explanation of grammar in their native language and bilingual vocabulary lists to learn them by heart and try to translate these words from the FL or vice versa into very complicated sentences which are most of the time beyond their levels.

1.7.6 Focusing on Form

The learner will meet a number of unfamiliar vocabularies when he starts reading. Most of these words are related in many ways to words he already knows. Consequently, a word is subject to change in its form, this leads to a change in words meaning and class. This is what we called "word formation" that is based on a set of regular relationship; affixation, compounding and conversion, as we will see presently.

A) Affixation

It is the process of adding a letter to change its meaning. It is divided into two kinds:

B) Prefixes

A letter or group of letters added to the beginning of a word to make a new word or to change its meaning. It is useful to make pupils aware of the usual meaning of such prefixes as

"un, re, ex, and dis...", for example :

happy → **un**happy

change → **ex**change

like → **dis**like

order → **dis**order

Some prefixes take the form of prepositions or adverbs which the learner has been already known. for example

take → **under**take

turn → **over**turn

set → **upset**

estimate → **underestimate**

C) Suffixes

A letter or group of letters added to the end in order to form new words.

Nouns related to verbs and related by a suffix: den**ial**, depart**ure**, achiev**ement**, complex**ity**.

Nouns related to adjectives and marked by a suffix: clos**ness**, capab**ility**, shyn**ess**.

The participle of verbs: susp**ended**, defend**ed**.

Adjectives plus **-ish-**: redd**ish**, sheep**ish**, sweet**ish**.

Words related to nouns: luxury, beastly, and cultural.

D) Compounding

Compounding is combining two or more separate words with various meanings in order to create new words very different in meaning and from the one which made it:

Adjectives Compound: well spoken, long lasting, absentminded.

Verbs Compound: become, babysit.

Noun Compound; combining words are three kinds :

Noun + Noun: timetable, tea party

Possessive Noun + Noun: father's car, sister's coat.

Prepositional Structure: A film of violence.

What we must say is that English is very rich of compounds: nouns, adjectives, adverbs, verbs, etc. But the largest class of the compounds is nouns. Sometimes between the two parts of compounds we find a hyphen, for instance, dark-haired, water-cooling.

E) Conversion

The process in which an item may be used in different word classes without changing its form is also called "zero affixation" which demonstrates that zero takes procedure/ending over any letter. The distinction between these word classes is based on stress. In other words it should look at stress marks for example:

Nouns	Verbs
'Subject	Sub' ject
'Object	Ob' ject
'Conduct	Con' duct
'Import	Im' port

Table 1.2 : stress marks on the noun and the adjective

However, in some cases of conversion pronunciation has also an impact on words classification. For example: ad'**vice** and ad'**wise**.

F) Focusing on Word Meaning

Knowing a word means knowing its semantic value. The latter may guide the learners in differentiating the match between words and meaning. The different semantic relationships are often expressed through the use of polysemy, synonymy, antonymy, and hyponymy. As far as polysemy is not the concern of our research, we are going to focus on: synonymy, antonymy, and hyponymy.

a) Synonymy

Synonyms are words or expressions which have the same or nearly the same meaning as another in same language. Dictionaries, traditionally, provide lists of words that are more or less synonymous in each country. Hatch and Brown (1995, p.12) stated that synonyms could take form of single words. In this case, synonyms are interchangeable, as it is stated in our study, for example, the word “vaccinations” is the equivalent or synonym of “shots” However, native speakers can detect the difference between two synonyms in different ways. For example “to cease” is the synonym of “to stop” but “to cease” is most often selected in a discourse. Furthermore, the mother is unlikely to say to her child “cease that”. Second, we may also use expressions to indicate synonyms, for instance “a level at school” is the equivalent of “stage” or “grade”. Hatch and Brown (1995, p.17) state that “some forms are better than others for a particular use in particular circumstances”. Sometimes, it is preferable to use “sort of” instead of “kind of”. The best task here, we think, is to give the learners a suitable reading passage and

ask them to find there the underlined words corresponding to the definition provided. There are more definitions than words.

b) Antonymy

Antonyms are words that mean the opposite of another word or words. They can be identified on bases of some features. For example, we explain the meaning of “to pass” by saying that it the opposite of “to fail”, as it is stated in the empirical touch of our study. The same thing is true with “long” and “short”.

c) Hyponymy

It is often said that a person is easily detected through the family from which he descend. This is also the case for the meaning of a word which can be determinate via its family. For instance, from the following lists “baby, child, teen, doves, old, corpse ”, it is easy for the learner to recognize that the odd word is “doves”. The other words belong to the same family “stages of life” while the word “doves” belongs to another family “birds”. The relation of hyponymy refers to members of the same class (family). It includes the upper term which is called the superordinate, and the lower term is called hyponym. The relation between hyponyms is called co-hyponyms, as figure below show. (Palmer, 1976, p.96).

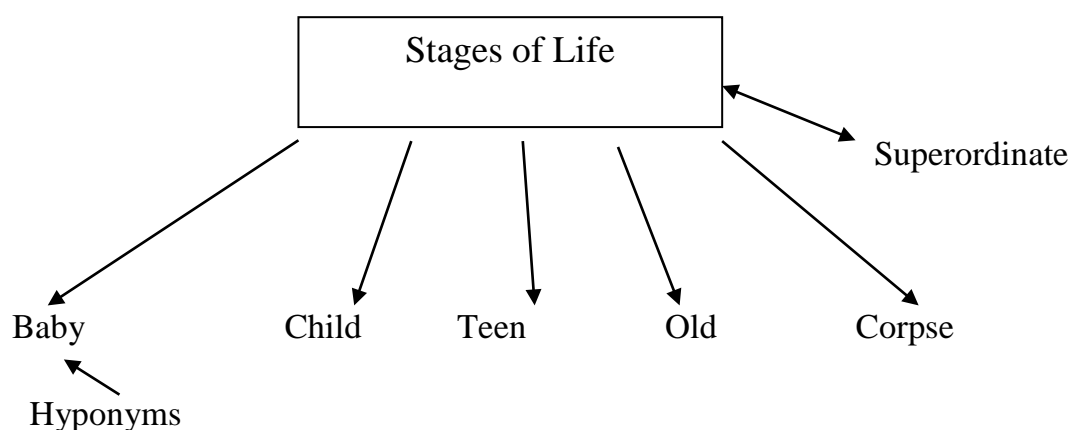


Figure1.2 Hyponyms of the Superordinate of “Stages of Life” (Palmer, 1976, p. 96)

1.8.Using Crossword Puzzles in EFL Classrooms

Using puzzles is considered as a tool that allows language teachers to add colour to their classroom activities and to make them lively by providing challenge and entertainment at the same time.

1.8.1. Crossword Puzzle Definition

According to the American Heritage Dictionary of the English Language (2009) crossword is defined as a puzzle which contains an arranged number of squares. The goal is that the white squares to be filled with letters both horizontally and vertically (across and down) in relation to numbered clues (the definitions). It is defined in Collins English Dictionary (2003) as a puzzle in which a list of numbered clues are supposed to be solved by words and then to be written into corresponding squares (blanks) in a grid to form a vertical and horizontal pattern. Crossword is the famous word for short. (Cited in www.The Free Dictionary.com/crossword puzzle). Generally, a crossword puzzle takes the form of a square grid of white and shaded squares. The white cells which are sometimes called lights are supposed to be filled with letters. Hence, words are formed by solving the numbered clues which yield to the answers. Whereas, the shaded cells, which are called darks, blanks, blocks, or shaded squares are used to separate the words or phrases. The words, obviously, are not written in the puzzle; only the spaces or blanks where the answer's letters should be written. Moreover, the white squares in which answers begin are usually numbered. The clues or the definitions are directed by numbers and sometimes letters, for example, C across and 6 down. The total number of letters is sometimes given at the end of the clues, as it is clearly stated in the present study. These directions may facilitate the job of the learners. (Cited in www.Wikipedia.Org).

1.8.2.The History of Crossword Puzzles

The story of crossword puzzles started in September, 14th 1890 when the first crossword appeared in the Italian magazine 2 Secolo Illustrato Della Domenica. It was originated by Giuseppe Airoldi and titled "Per Passare il Tempo" which is the

equivalent of “To Pass the Time” in English. Airoldi’s puzzle involved horizontal and vertical clues but it was four by four grids with no shaded squares. The first word cross appeared in the “Sunday supplement” of the New York World on December, 21st 1913. It was the creation of an Englishman Arthur Wynne; a journalist from Liverpool, England and had migrated to the United States. It contained thirty-two clues and consisted mainly of simple definitions. When it first appeared, the crossword grid was shaped like a diamond, However, the square shape was changed by the time it arrived Britain eleven years later, it became like that we are now familiar with. Soon after, crossword puzzles became a regular feature in newspapers. By the 1920, people noticed the phenomenon of crosswords. In 1921, the New York library declared that “the latest craze to strike libraries is the crossword puzzle”. In the 19th century, people of England were aimed at a juvenile audience and adults were less interested in them until Simon and Schuster printed the first book of them in 1924. The crossword puzzles’ popularity continued to build throughout the 20th century. At that time solving a puzzle became a fashion and people had great desire to challenge each other. The term crossword puzzle did not appear in a dictionary until 1930. The New York Times was not to publish a crossword puzzle until 1942, after the complaints it had done about crossword puzzle in 1924. The New York Times declared that: “crossword puzzle is not a game at all, and it hardly can be a sport, get nothing out of it except a primitive form of mental exercise, and success or failure in any given attempt is equally irrelevant to mental development”. (www.wikipedia.org). However, today, most American daily newspapers include a crossword puzzle as well as many magazines and the New York Times crossword puzzles are the most prestigious and the most difficult to solve. (www. wikipedia. org).

1.8.3. Type of Crossword Puzzles

Mainly, there are five crossword variants. Those five types of crossword variants may be different from a regular shape grid puzzle; they need different clues and different solving skills.

1.8.3.1 Cipher Crosswords

Cipher crosswords contain numbers in the clues, and the solver must break the cipher code to read the clues and solve the puzzle. A cipher crossword replaces the clues for each entry with clues for each white cell of the grid – “an integer from 1 to 26 inclusive” is printed in the corner of each. Cells with matching numbers will also have matching letters/answers, and no two numbers will stand for the same letter throughout the entire puzzle. (www.wikipedia.org)

1.8.3.2. Fill-in Crosswords

Fill-in crosswords may often have longer word length than regular crosswords, because the more characters the solver start working from, the easier the puzzle will be to solve. The constructor is required to enter a full list of words to the grid, but there are no explicit clues for where each word goes. So, he has to figure out how to integrate the list of words together with exact spelling within the grid, so that all intersections of words are valid, because a misused word or even phoneme may distort the whole puzzle.

1.8.3.3 Crossnumbers

In this type of crossword puzzles, the clues of the puzzle are numbers instead of words. They are typically mathematical expressions or formulas, but could also be verbal clues to reference specific numbers, such as dates or populations.

1.8.3.4. Acrostic Puzzle

Acrostic puzzles are usually composed of two sections: first is a set of lettered clues and the second part is a long series of numbered blanks and spaces.

1.8.3.5 Diagramless Crosswords

Diagramless crossword often called a” skeleton” or “carte blanche” Originated from the UK, they offer overall dimensions, and the locations of most of the clue numbers and shaded squares are unspecified. Not only does the solver have to come

up with the correct answers to the given clues, but he must figure out how to arrange answers into larger arrays, using properly spaced black squares, as shown in figure 3

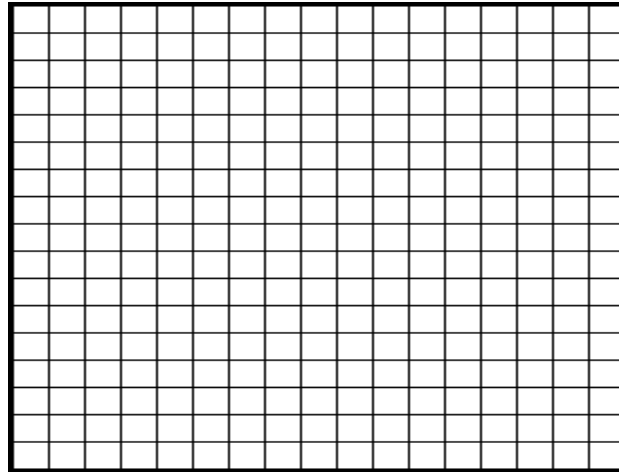


Figure.1.3 Diagramless Crossword Puzzle Style Grid

Diagramless crossword puzzles cannot be solved until students can decode the two secrets “the clue numbers and the symmetry”. Thus, as far as our students’ level is concerned, it is too difficult for them to decode the clue numbers and the symmetry. Hence, in our study, a diagramless crossword puzzle is used. It contains a set of horizontally located letters and a set of vertically located numbers. The clues are directed by them, for example; C2. The number of the answer’s letters is specified at the end of each clue. Moreover, simple clues are used and the difficult words are explained at the bottom of the paper, and the square before and after each answer must be blackened. Thus, there is no symmetry. It is worth mentioning, here, that certain types of crossword puzzle are very difficult, so the use of them in educational setting might not have the desired results. In this respect, in this study, we use diagramless type that can be modified in order to achieve our purpose (facilitating the learning process).

1.9. The Educational Value of Crossword puzzles

According to Kerry Jones (2007), there are many benefits of crossword puzzles in EFL classrooms

1.9.1. Motivation

Most language teachers agree that learners' motivation is one of the most important factors that influence their success or failure in learning English as a foreign language. In other terms; it drives forwards learning operation for success. Slavin considers motivation as **“one of the most ingredients of effective instruction”**. (2003, p.328). It is also considered as **“a component of metacognition in so far as it plays a self-regulatory role in learning”**. (Jones et al. 1987; cited in O'Malley & Chamot, 1990, p.160) and it has been found to have great effect on enhancing students' performance in the target language (Gardner, 1989, Oxford & Ehrman, 1993, Slavin, 1990, cited in Woolfolk, 2004). In fact, **“the will to learn appears to be essential for developing the skill to the learner”**. (Paris, 1988, cited in O'Malley & Chamot, 1990, p.184). So, it is generally agreed that if some learners do well and others poorly in language learning, this fact is much related to motivation than to intelligence. In this connection, the role of the teacher is to vary his materials to avoid boredom. Slavin (2003, p.329) claims that **“it is the educator's job to sustain students' motivation and to engage them in activities that lead to learning”**. Thus, to acquire new vocabulary items, crossword puzzles can serve this goal. Corder (1967) states that **“in language teaching, given motivation, a human being will inevitably learn a language if he is exposed to the data of that language”**. Therefore, crossword puzzles can provide the necessary stimulus to invite the learners to make more efforts to learn a language. (Fadel, 2005, p.15).

1.9.2. Vocabulary Knowledge

After doing numerous crossword puzzles, the learners will become familiar with a number of words and phrases that they never knew about before. This often yields to acquiring new vocabulary items. They may even find themselves using them in conversation or writing assignments and impress their teachers with brilliant words. In this respect, self confidence can be created. i.e. the student can use a word and he/she is aware and sure about the word's form (spelling), meaning, class, and even

pronunciation. Harmer (2005) raises the issue of self-confidence and considers it a very important factor for good writing.

1.9.3. Exact Spelling

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

1.9.4. Less Threatening

Another benefit of using crossword puzzles in classrooms is that they can be less threatening for students as a review tools. They offer challenge between students.

1.9.5 Memory and Recall

According to Brown when solving themed crossword puzzles, Memory and recall also come into play. **“A science teacher may create a puzzle that uses scientific terms to coordinate with lessons, while a history related puzzle might have terms from one particular time period, with historical figures, key place names, and other relevant historical facts”**. ([http://puzzlemaker. discovery education. com](http://puzzlemaker.discoveryeducation.com)).

1.9.6 Practicing Skills

Practicing crossword puzzles, students will be able to practice their skills in making inferences, evaluating choices, and drawing up possible conclusions.

1.9.7 Different Learning Style

Crossword puzzles also have the advantage of appearing to different learning styles:

1.9.7.1 Visual learners often have a great desire to solve a crossword and feel great satisfaction when they complete one.

1.9.7.2 Auditory learners enjoy step by step reasoning, so they are actively involved in the sequential steps of completing a crossword puzzle.

1.10 Conclusion

To conclude this chapter, vocabulary learning has been one of the significant issues for a half a century, we can say that the importance of vocabulary teaching must be taken to consideration because ancient methods gives a great importance to the structure of language and grammar rather than vocabulary, in addition, these methods provide learners with a list of words to be learnt by heart even without understanding. So it will be important to look to how teaching techniques can help the learner to guess what is meant by knowing a word .Now many approaches such as the competency based approach which puts the learner in the centre of the teaching and learning and the role of the teacher is to guide the learners to develop some learning strategies, among these strategies is the crossword puzzles that have make a terrific educational tool which enable teachers to teach vocabulary and continue to use them , it give the learners the opportunity to prepare themselves to become capable learners; rely on themselves to develop self-confidence and achieve better results.

Chapter Two

Data Analysis

Chapter Two : Data Analysis

2.1 Introduction.....	28
2.2 Data Collecting Technique.....	28
2.3 Observatio.....	28
2.4 Description of Teachers’s Interview.....	29
2.5 The Analysis of Teachers’ Interview.....	30
2.5.1 Analysis of the Results	30
2.6 Discussion of the Results.....	38
2.7 Conclusion.....	39
General Conclusion	40

2.1 Introduction

The present research is designed to investigate the effectiveness of using crossword puzzles as a teaching material to enhance students' acquisition of new words. To serve the needs of our hypothesis, the empirical touch will be sustained with evidence from the teachers' interview serves as a guide-line to collect data about the affective side of the learner, the study on which we have focused on the teachers interview. This work is provided to collect data about the effective side of the strategies that teacher follows in teaching vocabulary, and also crossword puzzles.

2.2 Data Collecting Technique

To collect data researcher used some techniques in qualitative research they are observation and interview .The choice of the research method is dictated by the nature of the subject to be treated , i.e. the topic, the aim of the research, the sample under investigation and the collected data, impose the use of a specific method. As long as our research is concerned, the most suitable method is qualitative and qualitative data.

2.3 Observation

In this research the researcher was noted analysed and made inferences. During the tutorial session with 3Ms level the teacher had done a vocabulary lesson with her learners, she gave her learners a list of words and asked her learners to look for their definition, the words are about natural disasters since the sequence was "Me, and My Environment" the researcher observes that learners have some difficulties while they have vocabulary lesson during the observation researcher observes that the learners used to learn new words through translate them to mother tongue they still use the old methods such some times the teacher writes a list of new words and he/she asks the learners to look for the meaning of the word using dictionaries and some times he/ she writes the list of the words and gives them the synonyms of these words them asks the learners to copy them on their note book, so here the

learners are just copying down without knowing the meaning of the word and they rarely use the new words they have learnt since they didn't understand their meaning. The same lesson was done with another group a week after, here the teacher changed her strategy, at the tutorial session the learners were about 16 learners she divided them into 4 groups she gave them a handouts contains a crossword puzzles and pictures represent a natural disasters, each picture with a number from 1 to 10 according to the number of the words which were on the crossword puzzles, and she asked them the find the appropriate word which represent each pictures.(see appendix 2). The strategies that the teacher follows in teaching vocabulary, has an effectiveness side on the learners, learners were so motivated under a good atmosphere full of challenge.

2.4 Description of the teachers' interview

After observing the learning process, I interview the teachers about teaching vocabulary through crossword puzzles, in addition this interview aims to make sure about the result of the observation and to get more data related to this research, and to obtain more information from interviewing the teachers, the teachers that they were asked were teachers from Houari Boumediene Middle School and others different middle schools since one middle school contains only three teachers, The interview consists of eight (10) questions distributed from general to specific addressed to eight (8) teachers. The teachers were kindly requested to give answers, explanations or suggestions.

Section one: general information Q1-Q2

This section includes three questions about gender and, teaching experience.

Section two: teaching vocabulary Q3

It investigates how teachers teach vocabulary; in other words, do teachers present new vocabulary items? In addition the variety of techniques which teachers use to teach vocabulary

Section three: crossword puzzles as teaching material Q4-Q8

This section deals with the main element in this research which is crossword puzzles. It investigates whether the teachers use this technique in classroom or not and how they prefer to apply it and also its impact on students' vocabulary knowledge.

Section four : teachers' concern with the affective side of the learner Q9

It is designed to collect data about the psychological side of the learner under important factors which are motivation as well as the general learning atmosphere.

Section four : teachers' difficulties of using crossword puzzles Q10-Q11

it concerned the difficulties that face teachers while they applied the crossword strategy also their solutions, it deals also with the **advantages and disadvantages**

2.5 The analysis of Teachers' Interview

After the interview description, it is time to analyze these descriptions in order to explore the results.

2.5.1 Analysis of the Results.

Q1) Gender

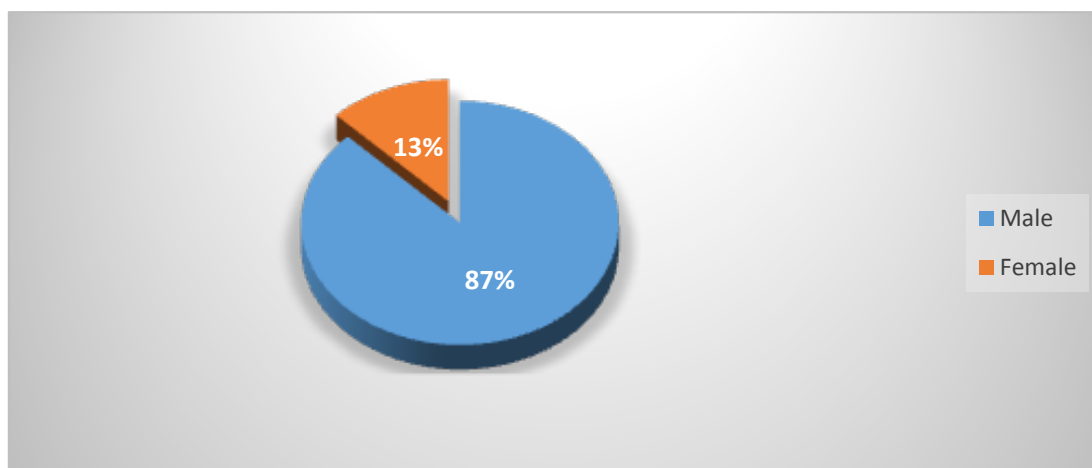


Figure.2.4: teachers' gender.

The participant teacher is from both gender seven (07) male and one (01) female .Whatever is their gender it would not influence the results of our research since they teach the same syllabus content.

Q 2): Teaching experience.

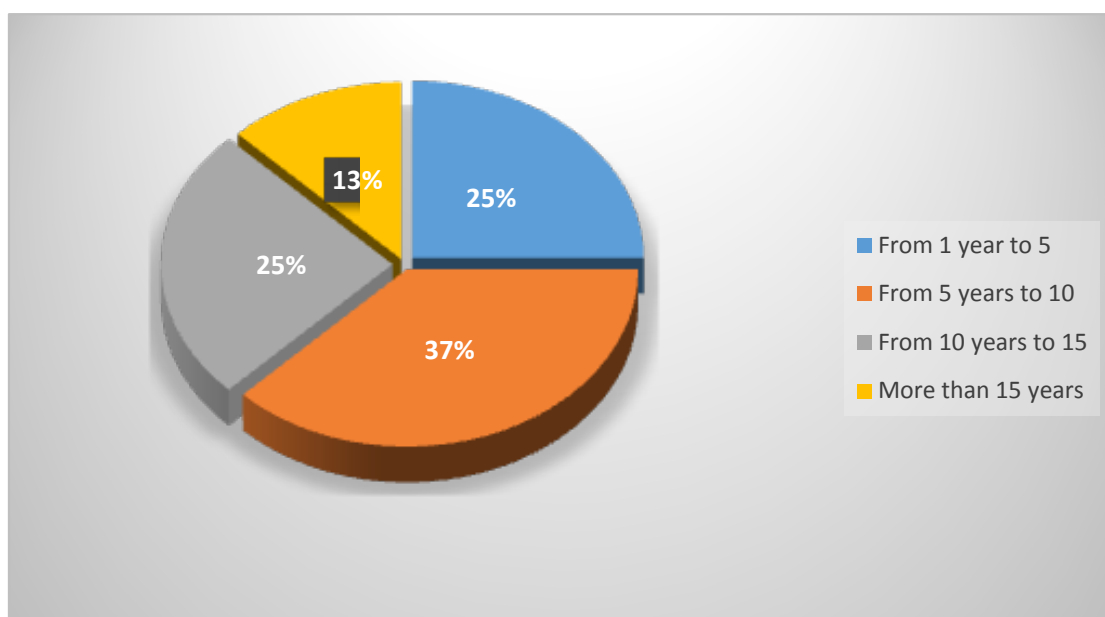
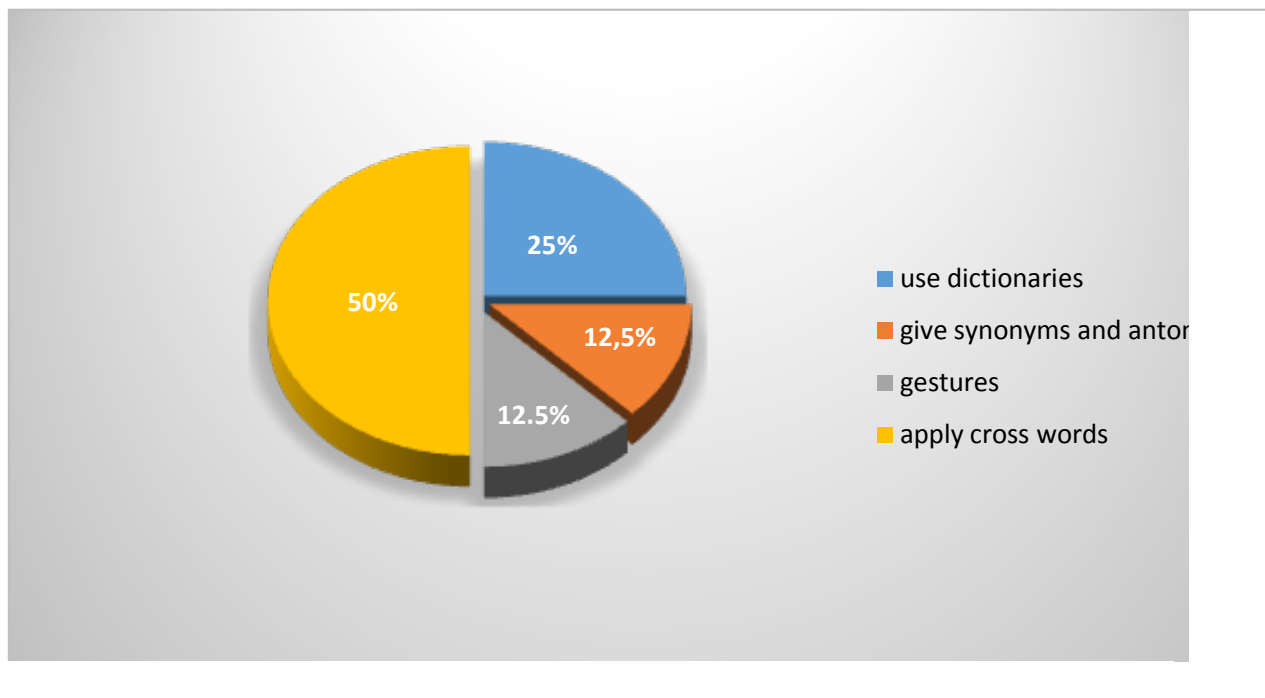
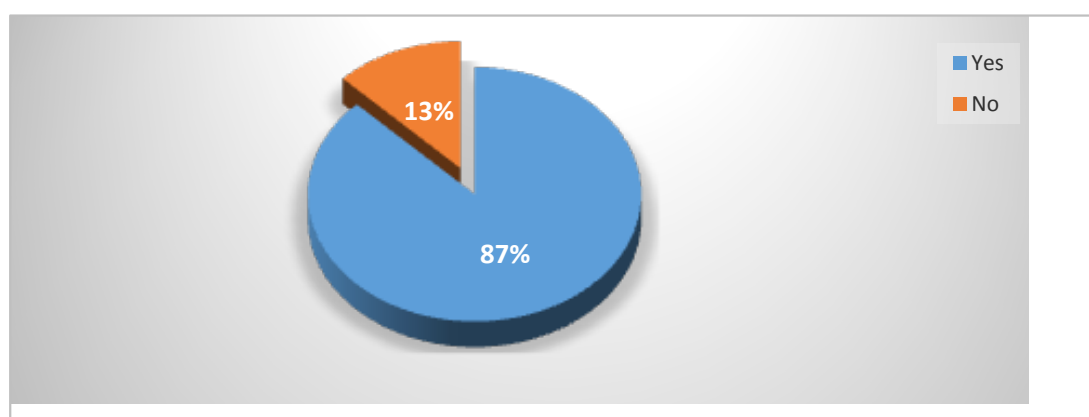


Figure.2.2 Teachers' experience

The teachers have the experience between 1 year to 5years are corresponding 25% in teaching English at the middle school ,and some of them have the experience from 5 to 10 corresponding to 37.5% and other from 10 to 25% and 12.5% from teachers have long experience in teaching English which are more than 15 years.

Q3) What are the strategies that you use when teaching vocabulary?**Figure.2.3 Teachers' strategies in teaching vocabulary**

All the teacher represented by eight teachers agree on some techniques which are used for teaching vocabulary among them use dictionary, giving examples, drawing on the board, and making gestures and mimes. Giving the definition, synonyms and antonyms, apply games like crossword puzzles and clue.

Q4) Do you use crosswords puzzles ?**Figure.2.4 Teachers who Use Crossword Puzzles in Class**

Most of the teachers at different middle schools corresponding to seven (7) teachers represented by (87.5%) use the crossword puzzles in the classroom, and only one (1) (12.5%) do not use crossword puzzles in the classroom. They might believe that students have fun while fill in the puzzle, and learning while having fun is so effective. And hence, it is considered as a way of motivating learners. In fact the teacher who don't use the crossword puzzles corresponding to (12.5%) uses definition, synonyms, and antonyms as a technique to teach new items because, they said that it is the suitable way to memorize new words.

Q5) If yes, How do you use it in the class, individually in pairs or in groups ?

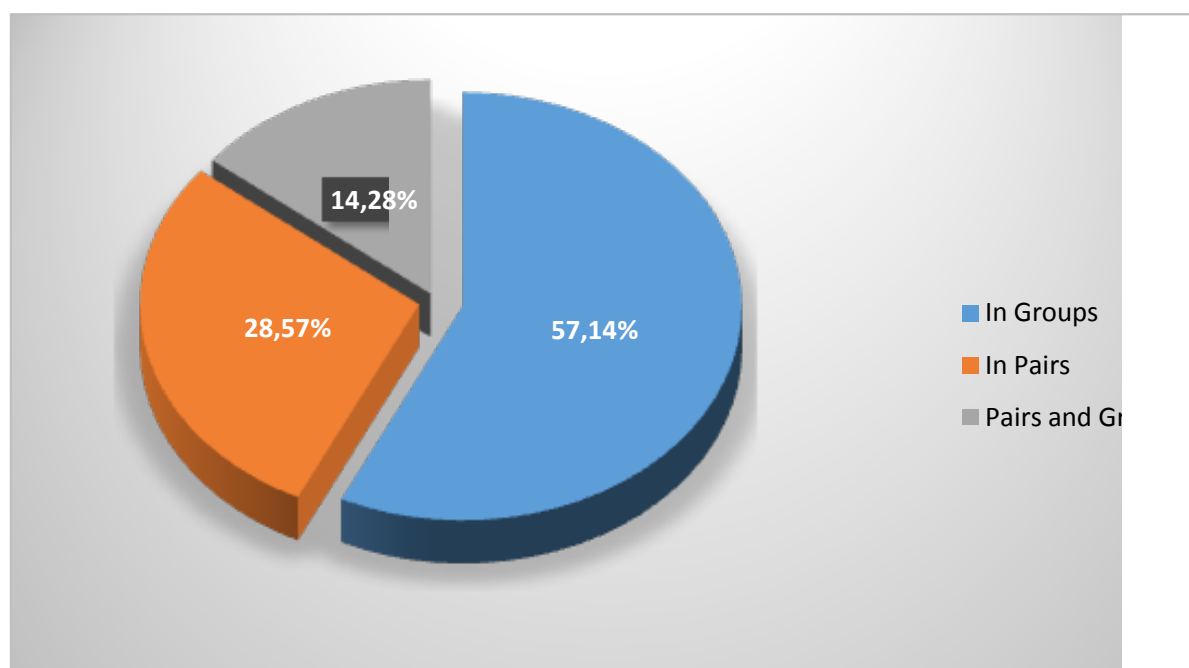


Figure.2.5 The WayThe Teachers Teach vocabulary by Crossword Puzzles in Class

All the teachers represented by four (4) agree that they use the crossword puzzles in group especially in tutorial session, they say that the learners are actively involved in participation while they work in groups they help each other and at the same time they challenge the other groups. Some of them represented by two (2) teachers prefer to apply the crossword in pairs in order to avoid the noise of the

learners and one (1) of the teacher prefers to give learner the opportunity to choose either she/he works in pairs or groups.

Q6) If no, why?

One teacher (01) corresponding to (12.5%) don't use the crossword puzzle, she said that using crossword puzzles is wasting time and it makes the class noisier. She believes that translation and definition synonyms, and antonyms are enough to memorize new words, and she said that it is very sufficient. In addition to these, she said that each teacher adds another technique in order to memorize these words by using; audio visuals, pictures, videos, data show, asking students to use the dictionary, gestures and they insist on the use of exemplification to make these items clear enough.

Q7) If yes, Do you give handouts, use pictures or draw them on the board?

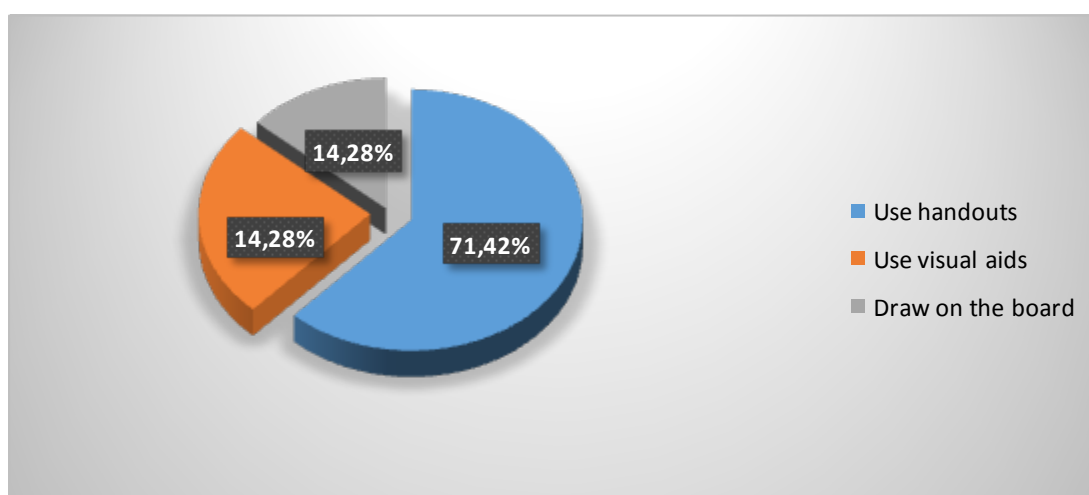


Figure.2.6 How The Teachers Applied the Crossword Puzzles in Class

The majority of the teachers who use the crossword puzzles represented by four (5) teachers they said that they generally use printed pictures or handouts to devote more time, either for lesson presentation or students' given time for tasks,

they give their learners handouts including pictures to facilitate their research and playing as they are beginners in English at middle school. Some said that it depends on the availability of the computer in our school. We distribute handouts very often and sometimes we draw them on the white board.

Q8) How can you describe the atmosphere of the classroom and your students' motivation? are they interested?

Teachers have a different comments two teachers said Yes, we feel them interested so much. They always feel excited and happy while playing crossword puzzles as it's a great chance to practise, reinforce and discover new vocabulary. Two other teachers said: While using attractive strategies such as puzzles, pupils get motivated and interested to the material we are presenting. One another teacher said; They are interested and motivated all the time and more excited when playing games, another one said that motivation is the key to engage students in the teaching learning process the more the class is crowded, the less the atmosphere is helpful and motivating.

Q8) If no, how do you prefer to teach vocabulary?

One teacher (01) corresponding to (12.5%) among the teachers don't use the crossword puzzles she likes to teach vocabulary through use some techniques such as giving synonyms and opposites and putting words in context, use translation "if necessary", use the dictionary. examples, drawing on the board, and making gestures and mimes.

Q9) What are the difficulties that you have when you applied the crossword puzzles? Can you suggest some solutions.

One of the most difficult thing that the teachers have when they applied the crossword puzzles is the noise of learners, they have other difficulties such as the crowded classes, some groups do not share the collaborative work. When the teachers apply crosswords puzzles, they sometimes face the time lack problem. They suggest simplifying the provided vocabulary to learners. They also should better be exposed to puzzles or tasks in general that meet their level. Sometimes learners find difficulties to fill in some boxes of the crossword puzzle since it is already made for us, so we sometimes try to modify the boxes or totally omit them. Sometimes, it might be difficult to them if it doesn't have pictures or simple synonyms or antonyms. So, we usually prefer and make sure we include them. Sometimes, lack of resources like dictionaries in the library.

As a solutions teachers suggest that :

- Applying crossword puzzles must be done in the tutorial session
- They also suggest that teacher have to use media, such as data show, flash cardsetc
- Teacher stimulates learners by adding makrs or giving gifts and the crowning of the winning team.
- Groups must contain different levels of learners in order the share knowledge with each other.

Q10) According to you, is the use of crosswords an effective strategy to teach vocabulary? (when it is an effective strategy and when it is not ?) advantages and disadvantages

Despite the fact that the majority all teachers corresponding to (87.5%) use crossword puzzles in their classes unless one teacher. The majority of teachers (07teachers) recognize the educational value or the pedagogical advantages of teaching vocabulary through crossword puzzles. Their recognition of the effectiveness of crossword puzzles differs from one teacher to another. They provided a variety of answers: to begin with, one teacher claimed that crossword has a very positive effect on student's motivation. The latter is raised and strengthened as students have more opportunities to show what they know. In the same vein, another teacher reports that a feeling of comfort can be generated in the students who would further enjoy activity. Furthermore, challenge is one component in solving a given crossword puzzle. The two categories of answers i.e. motivation and challenge raise the issue of practicing crossword puzzles in class makes students feel that they are incorporating in a competition between each other. Thus, fruitful achievement can be gained. The third category of answers is provided by two teachers. One raised the idea of knowledge of vocabulary can be increased through practicing crossword puzzles. This implies that the learners can face new words and phrases, they never met before. In the same vein, the other one emphasized that by doing numerous crossword puzzles; the students' familiarity with new words can be increased. The fourth category of answers is provided by another teacher. He confirms another important element in vocabulary knowledge via crossword puzzles. Visualising the word form with the exact spelling i.e. word's meaning and form (spelling) can be best identified through practicing crossword puzzles. This implies that the learners' problem of vocabulary acquisition can be removed, and their self-confidence can be created through a lot of crossword puzzles. i.e. the learner can use words and he is aware and sure about the words"

form (spelling) and meaning. Thus, academic achievements can be realized not only in writing but also in the reading speed.

Students were actively involved in solving the crossword puzzle. One of the teacher said: “Even that girl who never raised her hand, she is now participating and asking questions?!” Meanwhile, Many proposed answers were flown in the class, which opened the door for challenge. Most students were cooperative and were challenging each other in an exciting way.

Crossword puzzles have also disadvantages, the rest of the teacher corresponding (12.5%) represented by one teacher do not use the crossword puzzles, she states that using such game is not benefit for the learners since they are still beginners, the teacher thought that crossword puzzles wastes the learner’s time and by attracting student’s interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them , when the teacher uses croosword puzzle only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

2.6 Analysis of the Results

The results shows that all teachers present new words in every lesson teachers give an importance to vocabulary teaching and they consider it as a component in their teaching .Teachers claim that they try to create a relaxed atmosphere for learning the majority of the teachers claim that their students are not motivated to write in English because of the fear of committing grammatical mistakes and also the lack of vocabulary items; so the teachers are asked to vary the techniques and strategies in order to make the students motivated because motivation play a successful role in both teaching and learning. .So they incorporate crossword puzzles in teaching.

2.7 Conclusion

After the observation and the analysis of teachers' interview, the analysis and interpretation of crossword puzzle, the third year middle school learners could benefit from practicing crossword puzzles. Since, they enjoy learning and that they can develop a certain amount of acquisition of words in terms of meaning pelling they are not necessary familiar with. Thus, learner's confidence is asserted.

Crossword puzzles helps learners to reinforce vocabulary, builds critical mind, sharpens the mind. It can also be exciting if learners are given their interested topics. Teaching vocabulary through crosswords is a tool by which pupils have fun and learn. Yet it should be taught with small groups. Moreover, teaching vocabulary should be done through other strategies like listening, reading, story telling...et

General Conclusion

As a basic skill in English language, vocabulary is one important aspect of writing skill that can be taught in various ways depending on the teacher background, and students' preferences. This research investigation is a try to find the degree of impact of crossword puzzles as a teaching strategy on the vocabulary acquisition of third year students of Middle school. It attempts to answer the statement of the problem :whether teaching through crossword puzzles as a technique helps students to acquire new vocabulary items , the teachers' interview has given important data about the teachers' concern with the affective side of the learner and the results have shown that teachers care about the students psychological side . So that they motivate them and try to create a relaxed atmosphere for in order to encourage and support their different styles, abilities learners' interests .In this respect, the teachers' techniques vary from one teacher to another one in order to support their learners . However, teachers should know that the learning process can be greatly affected by the psychological factors such as "motivation". In fact, this factor is known to have strong effects on the learner as well as his achievement. In addition, crossword puzzles can raise students' motivation, foster their self-confidence, and lower their anxiety. The Crossword puzzle has proved to be a good means in the field of teaching a foreign language. Syllabus designers and especially future teachers should take it into consideration as an effective teaching material that can help learners in their learning acquisition of the foreign language they teach, and no longer consider it as only a recreational, relaxing game.

Practicing crossword puzzles can be beneficial to both sides ; educational and emotional one because the use of such technique is a good means since it is proved to have a good effects on the learners' improvement. Additionally crossword puzzles motivate and provide challenges between learners to achieve the task ;as well as , it creates selfconfidence for the learners, a good educational atmosphere

for both the teachers and the learners, and a large source of vocabulary. However, crossword puzzles are considered to be an effective strategy, but teachers should be aware of the various techniques used in a better teaching and learning vocabulary. Hence, one can ask about the other techniques and strategies which are efficient besides the use of the crossword puzzles.

References

- Atkinson, D. (2003). L2 Writing in the Post- Process Era: Introduction. *Journal of the Second Language Writing*. pp. 3-12-15.
- Brown, H. Douglass (2007). *Principles of Language Learning and Teaching*. Fifth Edition. Pearson Education. Inc.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Longman.
- Carter, R. (1998). *Vocabulary Applied Linguistic Perspectives*. Routledge. London.
- Coady, J. and Huchin, T. (1997). *Second Language Vocabulary Acquisition*. Cambridge University Press. Cambridge.
- Corona, C. Spangenberg, S. and Venet, I. (1998). *Improving Students Writing through a Rich Environment*. Xavier University and Iris Skylight.
- Danesi, M. (1979). *Puzzles in Language Teaching*. The Canadian Modern Language Review/La Revue Canadian de Langue Vivants.
- Hatch, E., & Brown, G. (1995). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University.
- McCarthy (Eds.) *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press
- Nation, I. S. P. (1982). *Beginning to Learn Foreign Vocabulary*. New York: Newbury House.

Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.

Skehan, P. (1989). *Individual Differences in Second Language Learning*.

Schmitt, N. & Nuttal, C. (1982). *Teaching reading skills in foreign language*. Heinemann educational books: London.

Schmitt, N. (2002). *Vocabulary in language teaching*. New York: Cambridge university press.

Schmitt, N. (1997). *Vocabulary Learning Strategies*. In Norbert Schmitt & Michael

Williams, J.D. (2003). *Preparing to Teach Writing: Research, Theory, and Practice*. Lawrence Erlbaum Associates, Inc.

Internet Sites:

<http://www.Auburn.edu/nunnath/engl/6240/vocabul.htm/>

[http:// WWW.Vocabulary. Co. il.](http://WWW.Vocabulary.Co.il)

[http:// WWW.Wikipedia. Org.](http://WWW.Wikipedia.Org)

Appendicies

Appendix 1

Teachers' Interview

Interview for the teachers

Dear Teacher,

The following interview is part of research work that deals with the impact of crossword puzzles on the acquisition of vocabulary of the middle school learners . It examines the use of crossword puzzles as a teaching strategy to enhance students' knowledge of vocabulary. Your answers will be of great help for the research. Would you, please, answer the following questions :

And thank you in advance

Q1) Gender :

Male

Female.....

Q2)How long have you been teaching english in middle school?

.....

Q3) What are the strategies that you use when teaching vocabulary?

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

Q4) Do you use crosswords?.....

Q5) If yes, How do you use it in the class, individually in pairs or in groups ?

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

Q6) If no,

why?.....

.....
.....

Q7) If yes , Do you give a handouts , use pictures or draw them on the bord?

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

Q8) If no, how do you prefer to teach vocabulary?

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

Q9) What are the difficulties that you have when you applied the crossword puzzles? Can you suggest some solutions.

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

Q10)According to you, is the use of crosswords an effective strategy to teach vocabulary?

(when it is and when it is not ?) advantages and disadvtages

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

Appendix 2

Cross Word Puzzles Worksheet

NATURAL DISASTERS

Fill in the crossword and find the hidden words.



1

2

3



4



5

6

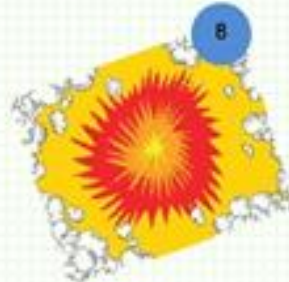
B

7

8

9

10



Y

AVALANCHE

EARTHQUAKE

VOLCANIC ERUPTION

FORESTFIRE

DROUGHT

LIGHTNING

WIND

FLOOD

EXPLOSION

TORNADO

Tsunami

ICE