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The Role of Using Crossword puzzles as Teaching Strategy to Enhance Students' Vocabulary

Case study: Third year learners at Abadi Bouswalim and Cherif Largate
Secondary School at Bordj Bou Bouararidj

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the requirement for the degree of Master in sciences of languages.

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Dedication

   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 who supported my decision for higher education , to my mother who encouraged me all the time .

   To all my beloved sisters: Sarah and Donia especially my little sister Nagham.

   To my brothers: Djellel and Choayb.

   To all my family ………………….

   I would like to dedicate this work to all my respectable teachers especially my supervisor Mrs. Aichaoui who has supported me and helped me a lot to finish my thesis.

   Special mention must be made here for you Naser.

   I also dedicate this work to all my friends.

Acknowledgement:

Abstract

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 hypothesis 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. The research is qualitative. 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 talk about the important concern of this study which is crossword puzzles; we talk 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 on two means of research; the teachers' questionnaire and students test .First, the teachers questionnaire was to gather data about the different techniques which the teacher use to teach new words in their lessons. Second, the test was divided into pre-test and post-test; in the pre-test the students were supposed to fill in the crosswords with the appropriate word and the theme was" stages of life", and in the post-test the students were asked to write a paragraph about these theme,. The results show that the students 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.

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General Introduction

1. Introduction

Many studies have been carried out and given more attention and interest to lexis. That is why we have chosen this topic as fields of interest .We believe that learning a language goes with knowing its vocabulary. Teachers and learners noticed the fact that to be effective users of language, the knowledge of vocabulary is necessary. A rich vocabulary gives the learner the right words to use at the right time. Nowadays teaching vocabulary has such importance in teaching English as a foreign language in classrooms and it should therefore be part of the syllabus and taught on regular base. Any foreign language learner is always in need to learn and enrich his vocabulary. Beginners often manage to communicate in English using individuals words and they cannot most of the time convey meaning without necessarily having acquired grammar but at the same time grammar is not sufficient and this lead to give more importance to vocabulary.

One of the activities of teaching and learning vocabulary which is believed to be the best effective is through game .It has been shown that it has advantages and effectiveness in learning vocabulary in various ways ; first , games bring in relaxation and fun for students ,thus help them learn and retain new words more easily ,second games usually involve friendly competition and it keeps learners interested ,also these games create motivation for them ,third vocabulary games bring real world context into the classroom .

One of the most famous games is crossword puzzles which has been beneficially used in teaching learning process Paul (2003 p. 99) claimed that "crossword puzzles can be used at any level and it is a wonderful way to bring vocabulary from many different lessons".

The use of crossword puzzles is considered as a means that allows teachers to add a color to their classroom and to make them lively by creating challenges and entertainments at the same time.

2.   The Statement of the problem

Vocabulary knowledge has an important side in language. It enables students to master the language in order to communicate appropriately. EFL students; however face serious troubles regarding this aspect of language , the reason behind this is due to the techniques which the teacher uses to teach vocabulary because the improvement of students knowledge of vocabulary depends on the strategies the teacher uses about how to transfer their knowledge to the learners and the methods they use. In addition to this teachers should pay attention to the choice of the techniques and decide which one is suitable.

This research attempts to bring a new strategy by teaching vocabulary through a language game which is crosswords, and also we will try to demonstrate whether crossword puzzles can be used as a strategy to improve the students vocabulary.

3.   The Significance of the study

A crossword puzzle is an important strategy which is used to teach vocabulary, this strategy can create challenges and entertainment between students. In this research, it is important to realize the problem which students face when they learn vocabulary and evolve such methods and techniques which should help learners to improve their knowledge of vocabulary.

4. The statement of the purpose

The reason behind the interest of this subject is to highlight the role of using crossword puzzles as teaching strategy to improve learners' knowledge of vocabulary .Our aim is to propose a way in order to enrich students vocabulary stock in the classroom, however teachers are responsible to create conditions which encourage learners for promoting their knowledge of vocabulary .The purpose of this study comprises the following

1. To study the concept of vocabulary in depth.
2. To identify the importance of using crossword puzzle.
3. To explain the suitable strategy to improve students' knowledge of vocabulary

5. Research question and sub-questions

In our research we will try to answer some of the following questions:

- Would the use of crosswords help students to enhance their knowledge of vocabulary?
- Is it possible that the use of crosswords can improve students' familiarity of new words?
- Could students difficulties be lessened when they use crossword puzzle to acquire vocabulary

6. Hypothesis

We hypothesize that `` if the students learn vocabulary through the use of crossword puzzle, their level will be increased``.

7. Research methodology:

In this study we are going to use the descriptive methods and test in order to discover the importance of using crossword puzzles to improve student's knowledge of vocabulary.

The choice of method: we tend to use this method (descriptive) because it is the appropriate one to acquire and gather data about this issue.

Research tools: in order to obtain sufficient data for this research we are going to use questionnaire administered for teachers, and also we are going to make pre test and post test for students about crosswords.

Sampling: the subject of our study is the students' of third year secondary school at Bordj Bou Araridj; the sample is 30 students of literacy stream and eight teachers.

8. Structure of the study:

The present research will be basically divided into three main chapters, the two chapters are concerned with the theoretical background of our research; the last chapter is concerned with practical part.

The first chapter includes 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.

The second chapter includes the main concern of our study which is crossword puzzles; we talk about the definition, the history, and its terminology .and then we see the types of clues, grids, as well as the types of crosswords .After that, we introduce the educational value of crossword puzzle.

The last chapter is concerned with the data collection and interpretations of the teachers' and questionnaire and the students' test 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 recommendations.

Part One: LITERATURE REVIEW

Chapter One: Vocabulary Acquisition

Introduction

Vocabulary has a significant role in language; basically learning language is a matter of learning vocabulary of that language .Researchers has 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.

In this chapter we 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 we have chosen it as a field of interest. We believe 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 .A rich vocabulary gives the students the right words to use the language at the right time.

1.1. Definition of vocabulary

The definition of vocabulary relates to different views about the nature and the use of vocabulary. It is impossible to learn a language without knowing its vocabulary .Vocabulary is defined in Oxford Dictionary (2006) as "all the words that somebody knows or that are used in a particular book or subject or all the words in a language ".

Longman dictionary (1995) defines vocabulary as "all the words that someone knows, learns, or uses."

According to Lehrer (2000, p. 4 15.416) the term vocabulary:" refers to the knowledge of words and their meaning in both oral and print; the oral vocabulary: refers to the words we recognize and use in listening and speaking and print vocabulary: include those words that we recognize and use in reading.

Through this definition we understand that the author wants to say that the term of vocabulary is defined as "the knowledge of words meaning in both oral and print language in productive and receptive forms".

1.2.The importance of vocabulary

Any foreign   language learner is always in need to learn and develop his/her vocabulary this is supported by Wilkins (1972,p.111) who states that "without grammar very little can be conveyed; without vocabulary nothing can be conveyed .As cited in (Thornberry 2002,p.13) learners often decide to communicate in English using their own words and most of the time they can convey meaning without necessarily having acquired grammar .This is the prove that in learning a language, grammar is not sufficient and more importance has to be given to vocabulary .

Wilkins (1972) also states:

> 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".

This means that vocabulary has an important role when the learners try to communicate because they face serious troubles to convey the meaning to native speaker and this can be done through using words rather than grammar rules.

1.3.Steps of Teaching and Learning Vocabulary

1.3.1. Steps of Teaching

In the area of teaching vocabulary, Notion and Newton as cited in (coady .j.Hukin 1997,p.239) suggest that the teacher must take into consideration three main principles which are: selection, sequencing, and presentation of the course.

1.3.1.1. Selection.

According to Ben Sola (2012) Researchers searched for the suitable vocabulary that can result to a best learning. They found lists of the most widely used words in early stages of learning (which is about 2000 words) in addition to this they add second important parameters of vocabulary selection which is the range of words used in spoken language and also there is other factors such as combination , definition and substitution of words .In this step the most appropriate learning strategy is "selective attention" which means that the teacher should draw the leaner's attention to the target word and he should make sure that they notices it(p. 30)

1.3.1.2. Sequencing.

In teaching vocabulary there are two main sequences which the teacher should follow: the first one is the level of vocabulary and the second one is grouping and ordering of words. In the first sequence the type of levels are: high frequency, academic vocabulary, and technical

vocabulary and low frequency words. In the first level the use of English is based on 2000 high frequent words and the learner here acquires these words and moves to the next level which is academic vocabulary which means that if the learner wants to carry on his studies s| he is obliged to acquire some academic words, however low frequency words is used in order to use it for social purposes .technical vocabulary is very narrow because each domain has its own technical terms.

In the second sequence grouping items which means to group items within a lesson is not established through learning items together that are synonyms or opposites , and the last one is ordering which is very essential in teaching because there is kind of combination between words for the purpose of creating meaningful sentences . Ben Sola (2012, p .31).

1.3.1.3. Presentation.

In order to facilitate vocabulary to the teacher and the learner the lists are so important. So in this type, vocabulary exercise and individual learning are used to teach high frequency vocabulary and it includes few numbers of frequent words however low frequent words are a lot in number. We say that the teachers' main concern will develop some strategies and in the other hand the learner will concentrate with a specific piece of learning with the help of the strategies. There are different principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly. The direct approach of teaching includes word building such as crossword puzzles activities, and the teacher concentrate on explicit exercises. Vocabulary learning goes with communicative skills such as listening to stories. Ben Sola (2012, p .33).

1.3. Steps of Learning Vocabulary

The teacher must use the language which the learner interest in order to acquire new words. As a result learners should be provided with a large range of vocabulary which enable them to discuss any topic .Hatch and Brown (1995) suggest five steps that seem essential for learners in their vocabulary learning which is shown in figure 15.1 (374)
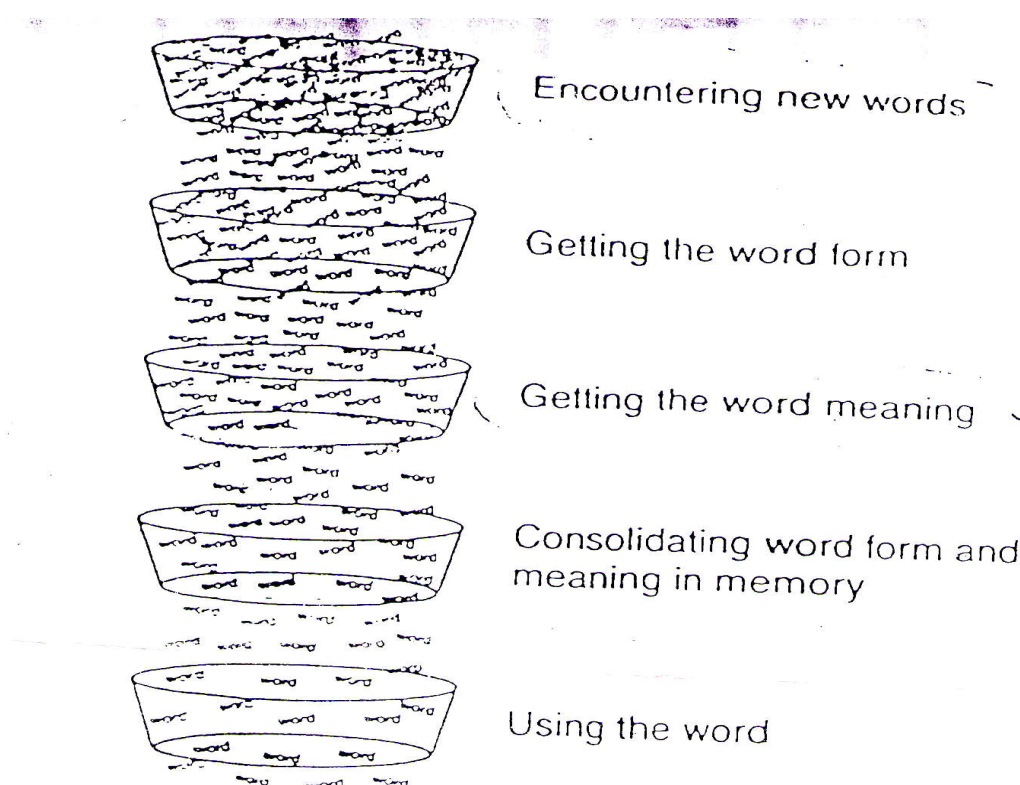
Figure 1: Five essential steps to learn new words (Hatch, Brown 1995,p.374).

1.3.2.1. Encountering New Words.

According to Hatch and Brown(1995) The first main step in learning vocabulary is encountering a new word which means finding a source for words .Here the learner strategies

include reading books magazines, news papers, and stories to practice the crossword puzzles and to listen to radio program and also television and even to songs. There are some factors which control the learners' acquisition of words: motivation and interests that lead learners to focus on learning. Some words rather than others .For example, boys interests are more directed to learn names of vehicles, animals while girls are much more interested in learning items which related to fashion and jewelry. In addition to interest, learners need may also make difference in learning new words they always need to acquire words which will fulfill their needs. Encountering words may be more effective under some circumstances which are interactive video materials which mean that words seem to be learnt more quickly than others in written form or exercises. So the frequent words used by the teacher many times increase the learners' acquisition. (p.373).

Single words are learnt easily in their appropriate context, This way of learning is called accidental learning where the vocabulary can be learnt unintentionally which is the result of unplanned activities such as reading passages and other materials. That is to say that learning vocabulary items incidentally, the learner tries to guess the meaning of new words through the clues available in the text. Lehrer (1984) claims that "words lists are probably the most widely used approach to vocabulary development in formal setting and also sources where new words and new use of old words can be encountered

1.3.2.2. Getting the Word Form.

The second essential step for vocabulary learning is getting a clear image of the word form, spelling, pronunciation or even both. According to Hatch and Brown (1995,p.378) this can be done through many steps:(1)associating new words with 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 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 so the importance of getting the form of the word also appears when students are asked to give definition for words.

1.3.2.3. Getting the Word Meaning.

According to Hatch and Brown (1995) the third main step for vocabulary learning is getting the words meaning. This step is based on some strategies such as asking native English speakers 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 and right words.

Word definition differs according to the requirement of the task and the level of the learner .Advanced learner see satisfied with quite general meaning more advanced learner often need more specific definitions in order to make difference between near synonyms.

Another way of getting definitions is having a bilingual friend or teacher who will help the learner to get the word meaning through their clarification.

Finally one popular way of learning words meaning is through context, learner guesses the meaning of words from the situation discourse or context in which they are used. 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 guessed from the clues just within the sentence in which it occurred (p.382).

1.3.2.4. Consolidating Word Form and Meaning in Memory.

Hatch and Brown (1995) claim that the fourth step requires the consolidation of form and meaning in memory. This technique calls for learning word through their appropriate context in which learners can acquire the word meaning and form at the same time .There are many useful drills in this step such as matching exercises, crossword puzzles through the practice of the crossword puzzles the learner can decode the words meaning from the context of the clue and consolidate the words form to fit the squares of the puzzles. (p.387).

1.3.2.5. Using the Word.

The final step in learning words is the use of those words; some argue that this step is not important if all that is desired is receptive knowledge of the words however if the learners' goal from knowing a word is productive, the word use is essential to test the learners' knowledge Hatch and Brown(1995, p .390).

As a conclusion, the learner needs all these five steps in learning vocabulary (as cited in Hatch and Brown 1995) which can be applied in our study .we believe that in doing different crossword puzzles the learners can encounter new words and phrases they're never known before. Thus with practice they become familiar with them , Get a clear image of the word form , meaning , spelling and even pronunciation and consolidate them in memory , then students find themselves using them in conversation or writing. This strategy can offer for

students so many chances to learn vocabulary since both entertainment and enjoyment are present.

1.4. Strategies for Teaching Vocabulary.

In language classroom, teachers appear to monitor their vocabulary choice, they are also supposed to adopt strategies and techniques to deal successfully with unknown words .this includes planned and unplanned vocabulary teaching and some techniques in teaching vocabulary.

1.4.1. Teachers- centered strategies.

In the classroom, the teacher interference is unavoidable; thus, teachers are obliged to create strategies and techniques to deal successfully with unfamiliar words, this includes unplanned and planned vocabulary teaching.

1.4.1.1. Unplanned Vocabulary Teaching.

Seal (1991,p.403) defines this term as "the teaching of vocabulary problem that come up without meaning in the course of a lesson "unplanned vocabulary happens when students feel that they are in need of the meaning for a vocabulary item during a lesson and sometimes the teacher feels that it is important to make some clarification, so the teacher improvise and explain more , seal suggests a method which he calls the three C's which are: convey the meaning , check the meaning and consolidate the meaning , In the first one the teacher tries to convey the meaning of the target word using different ways such as miming , giving synonyms or an anecdote . In the second one the teacher checks that the meaning is understood. This may be done through a series of questions or doing some activities to test the learners

understanding. In the final one the teacher tries to consolidate the information by pushing the students to use the word in other context or in personnel experience.

1.4.1.2. Planned Vocabulary.

Seal (1991,p.405) defines planned vocabulary as "when the teacher goes into the classroom with an item or set of vocabulary items that he or she has decided before that it will be taught during the course. Seal stated that there are two types of this kind of vocabulary. The first one seems like the unplanned vocabulary where the teacher predicts that certain vocabulary items will cause problems for student understanding so he is already prepared how to teach them and the second type can be described as vocabulary lesson. There are several techniques to be followed in teaching vocabulary of a foreign language.. We can use either the dictionary or the glossary.

1.4.1.2.1. Dictionary.

The use of the dictionary is one of the best way to learn the meaning of new words .dictionaries are useful for understanding the key words, in general learners consult dictionaries to check spelling, to see the meaning of the words Nuttal (1982,p.79) Gu (2003,p.6-8) and Grave et al (2004) (as cited in sebti,2007p.63) claims the following techniques to use the dictionary. First, learners have to be specific when they look about words and limit the number as much as they can, the second step is how they are going to find the word because some students face difficulties when they search about a word in a dictionary, so the students must be trained about how to look about words which is very important and the last one is to make students practice how to select the suitable word and this can be done by helping them with a text which includes unfamiliar words.

There are three types of dictionaries; the first one is bilingual dictionary which provides a translation of the target words in native language and the monolingual dictionary which is specific to foreign learner and the last one which is the standard monolingual dictionary which is related mainly to native speakers.

1.4.1.2.2. Glossary.

A glossary according to Oxford Advanced Learners' Dictionary "a glossary is lists of technical or special word especially those in specific text which explain its meaning". Students also find that the glossary is one of the best ways of acquiring vocabulary.

1.4.1.2.3. Translation.

Translation is the process of giving the equivalence of words in target language from the native language or another language, it is a means of acquiring vocabulary" .This technique may affect on students abilities in making intelligence.

1.4.2. Learner-centered strategies.

Here the teacher is going to be the main factor in dealing with the vocabulary issue that is why researchers such as Nutall (1982) Smith (1985) Read (2000) et al stated that the strategies adopted by learners; how they are going to ask question of unknown lexis when there are no help of the teacher, these researchers have suggested certain strategies to handle the question of unknown words, this include ignoring the unknown words and guessing the meaning

1.4.2.1. Word Ignorance.

According to smith (1985,P.94) as cited in Sebti (2007,P.61) "the most preferred and efficient strategies for proficient learner when they come across a word that is unfamiliar are to skip or to predict from context" so instead of searching about this unknown word and being frightened from this new words the learners tries to skip.

1.4.2.2. Dictionary Use.

The use of dictionary is very important to learn the meaning of the word, it includes a words spelling syllable, pronunciation, meaning …..Etc **.**Using the dictionary give the learner the power to use the words. It helps them to build their vocabulary; in addition it is a comprehensive source of general information. As cited in Sebti (2007,P. 63).

1.5. The best way to Increase Ones Vocabulary in a Foreign Language

Improving ones vocabulary stock in a foreign language is not an easy task, so the learner should follow this steps which are cited by Thornbury (1989, p.22) (as cited in Bouaouina .2009, p: 30) the first step is:

1.5.1. Observation.

Here the learner should observe the unknown words in its context and more clearly the neighboring words should be noted. At this stage the learner should refer to the good dictionary and, the examples which are used to these words should be also noted.

1.5.2. Imitation.

The learner should use the new words he has encountered in its appropriate context by imitating the instances he has already noted and the final stage which is

1.5.3. Repetition.

The learner will need to practice by using the word several times before he makes sure that he can use it correctly. In other words repetition is very important in the case in which the new word is used to enter the student's active vocabulary.

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. On the whole, there must be an emphasis on the fact that the mastery of vocabulary is an essential component of second or foreign language.

Chapter two:Using Crossword as Teaching Strategy

Introduction

The use of crosswords puzzles 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, we will try to provide a discussion about crossword puzzles; its terminology, and different types, as well as its type of grids and clues .In addition to this a discussion about the educational value of practicing crossword puzzles.

2.1.Definition of crossword puzzles

Jean vabeau (2007) stated that " crossword puzzles is an interesting strategy and I think that the most striking educational aspect of crossword puzzles is how you must think using several parts of brain at once :definitions ,spelling and synonyms."

Crossword puzzles is a word puzzles that normally takes the form of a square or rectangular grid of white and shaded squares , the goal is to fill the white squares with letters forming words or phrases by solving clues which lead to the answers , in a language which is written left to right , the answer words and phrases are placed in the grid left to right and from top to bottom .These shaded squares are used to searate the words or phrases ,squares in which answers begin are usually numbered ,the clues are then referred to by these numbers an d with direction. Retrieved from (http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.)

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. As Cited in (www.The Free Dictionary.com/crossword puzzle).

2.2. The history of crossword puzzles

According to Shukayr (1996) The first story of crossword puzzles appeared on September 14, 1890 in the Italian magazine Seclo Illustro Della Domencia which was organized by Giuseppe Airoldi and named by ''Per Passare il Tempo'' and it means ''to pass the time'' .Airoldis puzzles included horizontal and vertical clues which is four by four grid with no shaded square.

On December 21, 1913, the first word cross in New York was created by Arthur Wayne who was a journalist from Liverpool, and it contained thirty-two clues and contained a simple definition .after that crossword puzzles became a regular a feature in newspapers and spread on other newspapers. Then the Boston Globe published them at least as early as 1917.

By the 1920, the crossword puzzles phenomena was starting to attract the people, in 1921 the New York public library reported that '' the craze to strike libraries in the crossword puzzles

In October 1922, newspapers published a comic strip by Briggs named '' Movie of a Man doing the Crossword Puzzles''.

In 1934, Simon and Schuster published the first book of crossword puzzles and it became the craze of 1924, the term crossword puzzles first appeared in dictionary in 1930 the New York Times stated that ''crossword puzzles is not a game at all and it hardly can be c alled a sport get nothing out of it except a primitive form of mental exercises and success or failure in any given attempt is equally irrelevant to mental development ')Retrieved from http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.

Today, there are many American newspapers which consider crossword puzzles the most prestigious and among the most difficult to solve (Retrieved from http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.

2.3. Terminology

The crossword puzzle has a specific terminology which is:

- **The entries or answers** which mean the horizontal and vertical lines of white cells into which answers are written:
- **The definitions**: are lists of clues or the clues.
- **The white cells**: they are also called lights.
- **The shaded cells**: which are sometimes called darks, blanks or blocks. Shaded Squares make the constructor's job much easier.
- **The crossed or keyed cells**: which is part of the two entries (both cross and down).
- **Unchecked cells**: they are part of only one entry; they are also called unkeyed or uncrossed.
- **The cruciverbalism**: is the creating of crossword among its practitioners.

The cruciverbalists: they are the creators of crossword puzzles (Retrieved from

http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.

2.4. Types of grid

According to Burrows   the crossword puzzles take the form of square grid of white and

black squares. According to Wikipedia, there are four types of grids: American, British,

Japanese and the Swedish style of grid. (N.D).

2.4.1. American style grid.

In the North American style crossword puzzles is described by the fact that every letter in

the puzzle is a latter in a crossword, and also in a down word. Shaded squares are mainly used

in the North American style. It is also characterized with rotational symmetry which means

that if the grid has 180 degree, the patterns appear the same Retrieved from

http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.
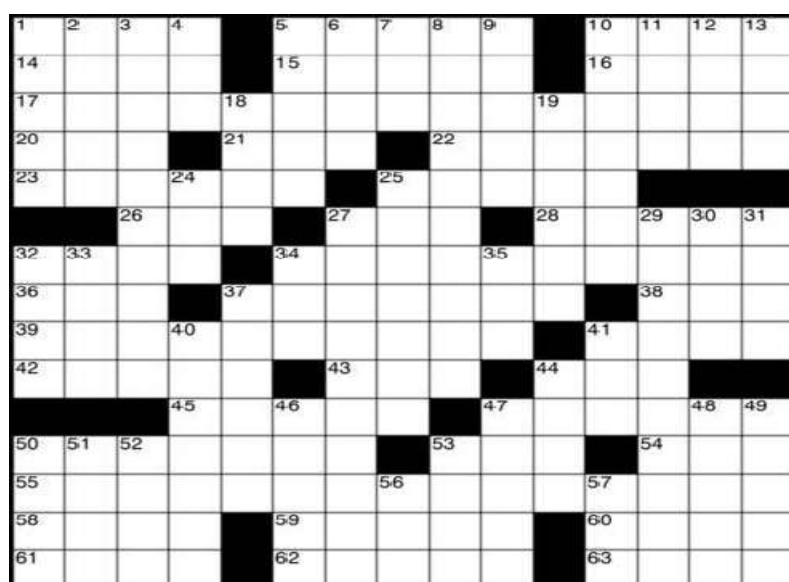
Figure 3: American Style Grid (www. Wikipedia. Org)

2.4.2. British style grid.

British crosswords puzzles has also 180 degree rotational symmetry, so that its patterns look the same if the paper is turned upside down ,however there are some differences between the American style and the British one and which means that shaded squares are used with higher percentage and uncrossed cells are also involved . For example if the first row of the crossword puzzle is in an across way, then, there will be no across in the second row, as shown on figure 4. (Retrieved from http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.
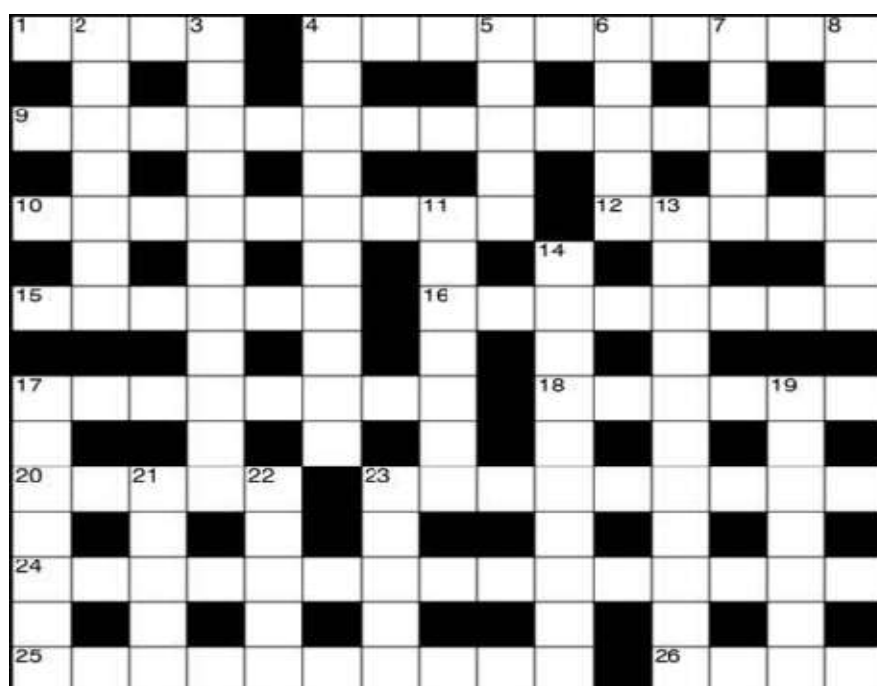
Figure 4: British Style Grid (www. Wikipedia. org)

2.4.3. The Japanese style grid.

The design of Japanese crossword puzzles grid follows two additional rules:

- The shaded cells may not share aside

- The corner must be white. And which is shown in figure 5 (www.Wikipedia. org) .The Japanese grid uses the diagonal blanks
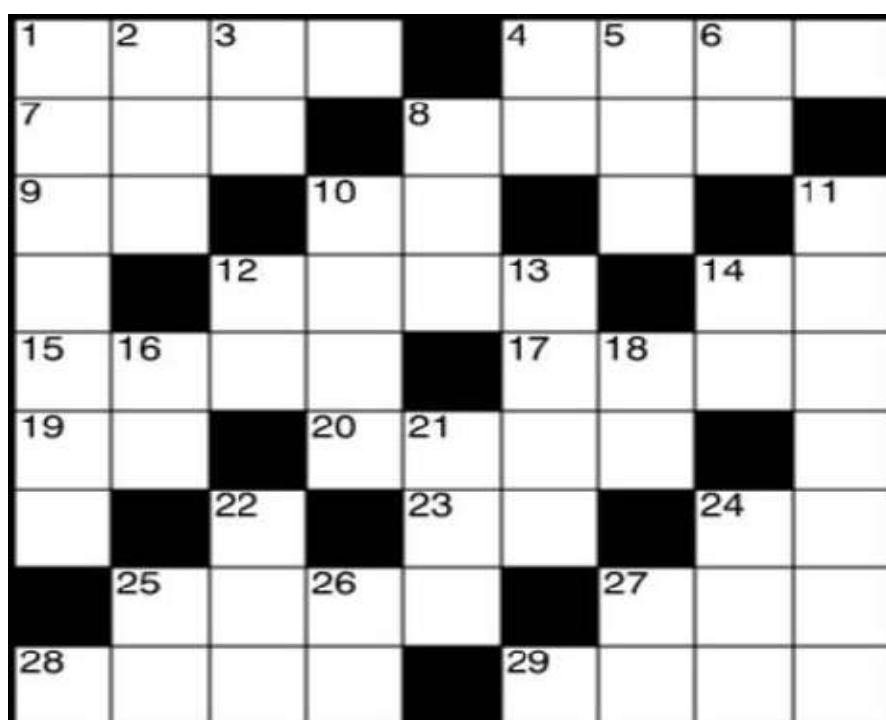
Figure 5: Japanese Style Grid (www. Wikipedia. Org)

2.4.4. The Swedish style grid:

This type of grids is different from the other grids, in the Swedish style grid the clues numbers are not used, this clues are included in the cells which would normally be shaded in other countries .Arrows are indicated in this style of grid. The shaded squares can be also replaced by a photo or a movie star and it serves as a clue to an

answer. It is also used in many countries other than Sweden, as shown in figure below.

(Retrieved from http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.
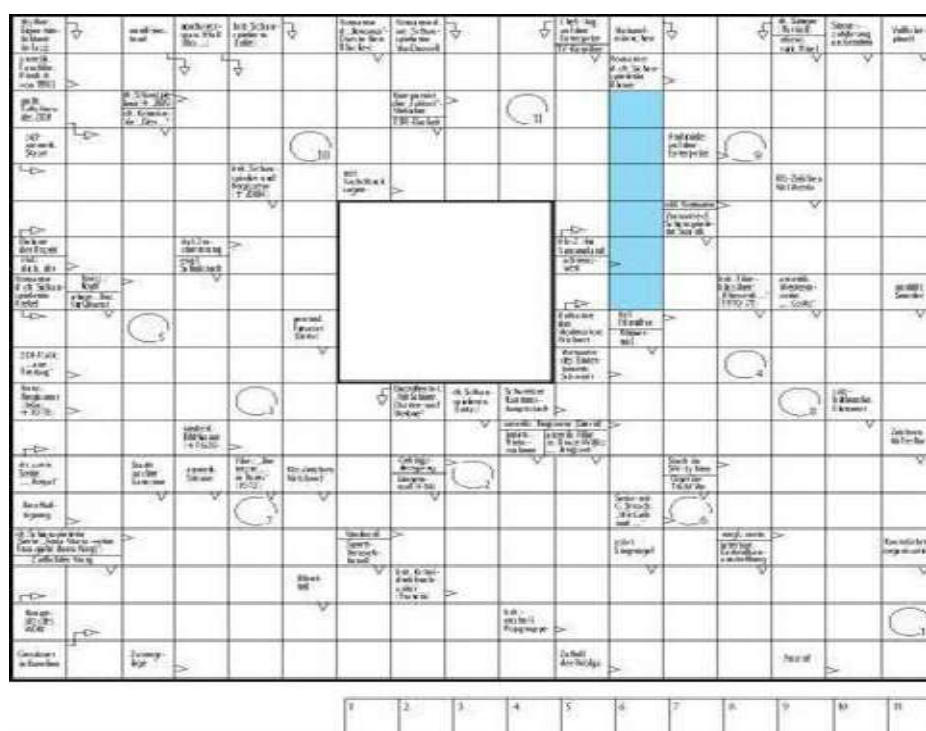
Figure 6: Swedish Style Grid (www. Wikipedia. Org)

In addition to the previous types there are other types which are:

- **Banned crosswords** which use bold lines between squares instead of shaded squares to separate answers.

- **Free form crosswords** which have simple asymmetric designs, they are often seen at school, worksheets and kids menus

2.5.Types of clues

There are different types in which the solver rely on in order to answer the crossword puzzles

2.5.1. Straight or quick.

In some crossword the clues are usually simple definitions for the answers .The crossword clues should be consistent with the solution .For instance the clues and their solution should always agree in tense, number and degree .If the clue is in the past tense, the answer should be in the past tense.

There are some clues examples:

- Fill in the blanks clues are often the easiest in a puzzle .eg, Boleyn=Anne.

- There are quick clue which contain colloquial answers , in other words entries in the puzzle grid that try to replicate every day colloquial language .in such puzzle one might see phrases such as "what's up" or "as if".

- There are some clues which end by question mark and indicate some sort of pun or word play.

- The non dictionary phrases are also used in answers which means that the clues "mocked" could result in the grid entry "laughed at"

- The use of foreign language or a foreign place within the clues indicates that the answers are also in a foreign language.

2.5.2. Crossword themes.

Many American crossword puzzles contains a theme which include a number of long entries, the theme is the general category or class where all the answers of the puzzles belong to that general class. As an example, the New York Times crosswords of April 26, 2005 by Sarah Keller featured five theme entries ending in the different parts of tree:

- **SQUAREROOT**
- **TABLELEAF**
- **WARDROBETRUNK**
- **BRAINSTEM**
- **BANKBRANCH**

The above is an example of a category theme where the theme element are all members of the same set .there are other types of themes which are quote themes and rebus themes.

2.5.3. The first entries.

This kind of clues relates two or three words into phrases. For example, "Dimmer Allies" it would become "Demoralize", this type becomes the most popular among British newspaper.

2.5.4. Indirect clues.In many puzzles, some clues are not presented in their literal meaning. In this type the puzzle creator might represent it with a question mark at the end of

the clue or with a modifier such as "may be". This type is difficult for student to decode the meaning of the answers (clues)

2.5.5. Cryptic crossword.

In cryptic crosswords the clues are puzzles in themselves .This type contain both definitions at the beginning or the end of the clue, Cryptic usually give the length of their answers in parentheses after the clue ,This type of clue is popular in united kingdom .the cryptic includes anagram clue. There are many types of word play used in cryptic crossword puzzles;

- ➢ **The straightforward definition:** This means using parts of a word.
- ➢ **The homophone:** relate to a sound or hearing can be used to signal the presence of a homophone clue.
- ➢ **The double meaning:** this type is the only type of cryptic clue without word play.

To sum up, each cryptic clue is usually sufficient to define its answer uniquely so it should be possible to answer each clue without use of the grid.

2.5.6. Double clue lists.

Sometimes a grid can be filled by solving either of two lists of clues, usually one is straight and the other one is cryptic. The solution given by the two lists may be different in which the student must decide at the outset and which list they are going to follow, or the solution may be identical in which the straight clues offer additional help for a student which have difficulty

with the cryptic clues, this type of clues allows both beginners and experts to work the same puzzle.

2.6. Types of crossword puzzles

There are common crosswords variants which may vary from regular grid shape or unusual clues .there are five types which are: Retrieved from http://en.wikipedia.org/w/index.php?title=Crossword&action=edit.

2.6.1. Cipher crosswords.

Cipher crosswords include numbers in the clues so the student must break the cipher to read the clues and solve the puzzles. 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 In a cipher crossword the 26 numbers serve as a cipher for those letters cells that share matching numbers are filled with matching letters and no two numbers stand for the same letter thought the entire puzzle.

2.6.2. Fill in crosswords.

A fill in crossword may have longer word length than regular crossword puzzles in order to make the crossword easier to solve and symmetry is often disregarded.Fill in crosswords is characterized by entering a full list of words to the grid but it does not give explicit clues for where each words goes .So the constructor has to figure out how to integrate the list of words together with exact spelling within the grid so that all intersection of words are valid because any mistake or missing a word may distort the whole puzzles.

2.6.3. Cross numbers.

A cross number is the numerical analogy of crossword in which the solution of the clues are numbers instead of words .The clues are usually arithmetical expressions but also it can be general knowledge in which the answer is a number or a year such as dates or population.

2.6.4. Acrostic puzzles.

An acrostic puzzles is a type of word puzzles that consists of two parts; the first one is a set of lettered clues which has numbered blanks represents the letters of the answer and the second part is a long series numbered blanks and spaces which represent a quotation or text in which the answers for the clues are fitted.

2.6.5. Diagramless crosswords.

This type of crosswords is also called "Skelton crossword "or" carte blanche "and it is originated from the united kingdom, the grid offers an overall dimensions, but the location of most of the clue number and shaded squares are unspecified, a solver must not deduce only the answer to individual clues but how to fit answers into larger chumps by using properly set shaded squares. Diagram less crossword puzzle cannot be solved until the students can break down the clue numbers and the symmetry. And figure number 7 show as.
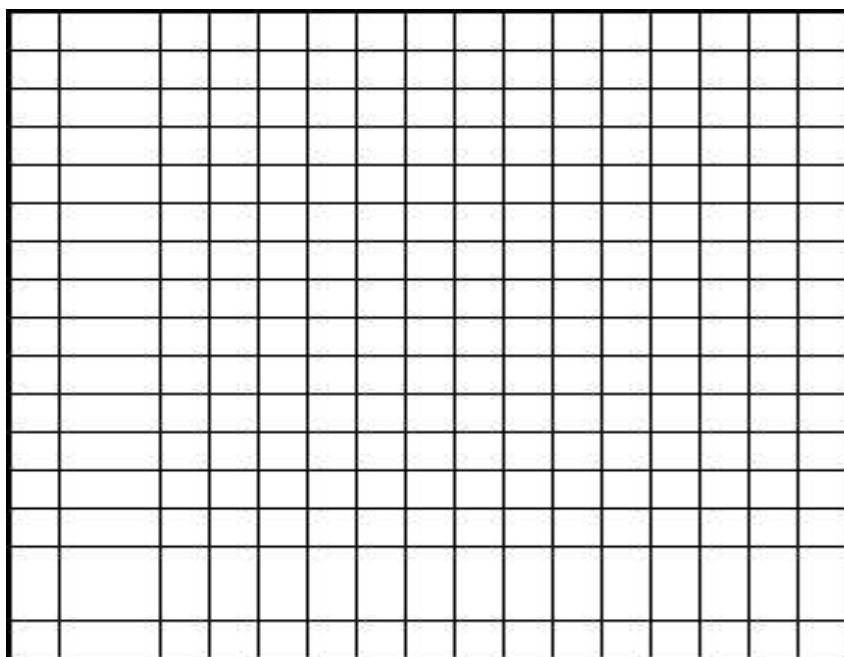
Figure 7: Diagram less Crossword Puzzle Style Grid

2.7. The educational value of crossword puzzles

The crossword puzzles involve many useful skills which includes; vocabulary knowledge, spelling, practicing the skill, less threatening. Kerry Jones stated that there are many benefits of crossword puzzles in EFL classrooms (N.D):

2.7.1. Vocabulary knowledge.

To solve any crossword puzzle, a learner must have the ability identify and understand the term being used, and this can be done by acquiring new vocabulary items. It can also involve making differentiation between similar words or phrases, and this create self confidence which means that the learner can use the word appropriately without making any

confusion in the form, meaning, and class and even in the pronunciation of the word.Harmer (2001) considered self-confidence as an important factor.

2.7.2. Practicing skills.

The practice of crossword puzzles pushes the learner to be able to practice their skills, evaluating choices and drawing conclusions.

2.7.3. Exact spelling.

When the learner tries to solve the crossword puzzles, he or she must first understand the clues that lead to the answers, and if the learner cannot answer any crossword question he or she may refer to the dictionary to get the right answer and use the exact spelling and this will lead to many results in improving the learners skill or proficiency, so that the learner will be able to practice spelling and pronunciation and even word identification.

2.7.4. Less threatening.

Another benefit of using of crosswords puzzles in classroom is less threatening which means that the learners who might practice tests, flashcards or review sessions with the teacher find puzzles solving to be much less threatening and more like game play.

2.7.5. Memory and recall.

Brown stated that "when we solve themed crossword puzzles, memory and recall also came into play. The teacher can create specific curriculum of crosswords with little troubles. A Crosswords puzzles with specific vocabulary subject can be created with ease and in short amount of time.

2.7.6. Different learning styles: Solving puzzles has different learning styles:

2.7.6.1. Visual learners.

They often have strong puzzles –solving skills and feel great satisfaction when they complete one.

2.7.6.2. Auditory learners.

It means enjoy step-by-step reasoning so they also benefit from the sequential steps of completing crossword puzzles.

Conclusion

Crossword puzzles 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. Crossword puzzles are a great way to have fun while learners build their vocabulary at the same time .learners' vocabulary can be expanded through playing with words because their brain will be forced to play with letters. Thus, it will be better and effective to study a language by using another part of language. This activity keeps the learners' mind active, and leads them to a more lively participation and practice of the language, especially in matters of vocabulary.

Part Two: Field Work

Chapter three: Data Analysis and Interpretation

Introduction

This chapter presents the study on which we have focused on the teachers 'questionnaire and the learners' test   .This research is designed to investigate the role of using crossword puzzles as a teaching strategy to improve the learners' knowledge of vocabulary. This work is provided to collect data about the effective side of the learner, the strategies that the teacher follows in teaching vocabulary, and also crossword puzzles. And the second side is the investigation which attempts to gather data about the learners' interpretation about crossword puzzles; a pre test and post test were organized.

3.1 Teachers' questionnaire.

This questionnaire is designed to the teachers of secondary school at Bordj Bou Araridj .it aims at answering the research questions and it explores whether teachers use crossword puzzles in teaching English .The sample population was eight (08) teachers , the administration of the questionnaire was given to the teachers hand to hand .

3.1.1. Administration.

The questionnaire has been administered at the secondary school of Bordj Bou Araridj in 20/03/2013, the teachers preferred to answer it at home and return it the day after.

3.1.2. Description.

The questionnaire is divided into four sections:

Section one: general information Q1-Q3

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

Section two: teachers' concern with the affective side of the learner Q4-Q6

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 three: teaching vocabulary Q7-Q9

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

Section four: crossword puzzles as teaching material Q10-Q15

This section deals with the main element in this research which is crossword puzzles. It investigates whether the teachers use this technique in classroom and also its impact on students' vocabulary knowledge.

3.2 .Students' test.

In order to gather data about the learners' knowledge in the area of vocabulary through crossword puzzles, a pre-test and post-test were organized.

3.2.1. Description of the pre-test.

In the pre-test, the learners are supposed to solve the crosswords which is about "stages of life" .They are going to fill this crosswords with the appropriate word which is placed

horizontally as well as vertically corresponding to the clues ; the difficult words are explained and also the level of the learners' is taken into consideration .

3.2.2. Description of the post-test:

In the post-test, the learners' are supposed to write a paragraph in order to memorize the new words

3.3. Analysis of the results.

3.3.1 Analysis of the teachers' questionnaire.

3.3.1.1. Section one: General information.

Q 1: Gender

Gender	Number	Percentage
Male	01	12.5%
Female	07	87.5%
Total	08	100%

Table1: teachers' gender.

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

Q 2: Teaching experience.

Experience	Number	Percentage
Up to 1 year	03	37.5 %
5 to 10 years	02	25%
10 to 15 years	01	12.5%
More than 15 years	02	25%
Total	08	100 %

Table 2   Teachers' experience

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

Q 3: Age

Age is considered in order to see and confirm the period of teaching.

3.3.1.2. Section two: Teachers' concern with the effective side of the learner.

Item4: Do you think that it is the teacher who should motivate learners to learn more?

Options	Number	Percentage
Yes	06	75%
No	02	25%
Total	08	100%

Table 3: Teachers' Perception of Students' Motivation

The results show that six (06) teachers corresponding to (75%) state that it is the teacher job to motivate learners. This means that the teachers give much important to motivation because it plays a great role in language learning, so teachers should create a sociable and friendly atmosphere.

Item5: Do you try to create a relaxed atmosphere during the session?

Options	Number	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Table 5: Establishing a Relaxed Atmosphere

As it is shown in this table, all teachers (100%) claim that they make their best to create a relaxed atmosphere for learning, and this means that the teachers are aware of the importance of the atmosphere while learning.

3.3.1.3. Section three: Teaching vocabulary.

Item6: Do you present new words in every lesson?

Options	Number	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Table 6: Teachers who Present New Words in Every Lesson

As it is shown in this table all the teachers (08) corresponding to (100%) present new words in every lesson, this means that the teachers give much importance to vocabulary teaching.

Item 7: Do students face difficulties with the mastery of vocabulary?

Options	Number	Percentage
Yes	05	62.5%
No	00	00%
Sometimes	03	37.5%
Total	08	100%

Table 7: Students' Difficulties with Vocabulary Mastery

The results show that some teachers corresponding to (62.5%) said that students face some difficulties with the mastery of vocabulary, and (37.5%) claim that sometimes the learners have difficulties with vocabulary acquisition.

Q 8: When you teach new vocabulary do you use:

Options	Number	Percentage
A : Translation	00	00%
B : Definition	00	00%
C : Synonyms	00	00%
D : Antonyms	00	00%
A+B	01	12.5%
A+C+D	01	12.5%
B+C+D	04	50%
All of them	02	25%
Total	08	100%

Table 8: the techniques used by the teacher to teach new words

It seems from this table that most of the teachers (04)corresponding to (50%) use definition ,synonyms, and antonyms as a technique to teach new items because, they said that it is the suitable way to memorize new words , and (02) teachers corresponding to (25%) claim that they use all of them because translation is sometimes necessary when students face difficulties with this new word . other teacher (01) corresponding to (12.5%) said that translation and definition are enough to memorize new words .And the last teacher (01) corresponding to (12.5%) depend on definition ,synonyms, and antonyms and they said that it is very sufficient .

In addition to these , each teacher add another technique in order to memorize this 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 this items clear enough.

3.3.1.4 .Section four: Crossword puzzles as a teaching strategy.

Item9: Do you use language game during the session?

Options	Number	Percentage
Yes	07	87.5%
No	01	12.5%
Total	08	100%

Table 9: Teachers who Use Language Games in Class

The table shows that the majority of teachers (87.5%) use the language game; and that's means that the teachers are aware about the benefits and the advantages of using language game. Only (12.5 %) do not use it during the session.

If yes, which ones:

The teachers who state that they use language game during session mentioned crossword puzzles such as ; who wants to be a millionaire , find you partner.

Q10: Do you use crossword puzzles in the classroom?

Options	Number	Percentage
Yes	06	75%
No	02	25%
Total	08	100%

Table 10: Teachers who Use Crossword Puzzles in Class

Most of the teachers at the secondary school of Bordj Bou Arreridj corresponding to (75%) use the crossword puzzles in the classroom, and only (25%) do not use crossword puzzles in the classroom.

Item11: Do you think that the practice of crossword puzzles will improve the learners' familiarity with new words?

Options	Number	Percentage
Yes	08	100%
No	00	00%
Sometimes	00	00%
Total	08	100%

Table11: Teachers' Perception about Crossword Puzzles and Students' Familiarity with

New Words

This table shows that all the teachers corresponding to (100%) claim that crossword puzzles are so effective for acquiring new vocabulary items and through practice learners will improve their level and their familiarity of new words.

Q12: How do you consider teaching with vocabulary?

Options	Number	Percentage
An educational strategy	00	00%
An entertaining strategy	00	00%
Both	08	100%
A waste of time	00	00%
Total	08	100%

Table 12: Teachers' perception about teaching vocabulary with crossword puzzles

This table indicates that all teachers (100%) consider teaching vocabulary with crossword puzzles as both educational and entertaining strategy .This means that learners entertain when they fill in the puzzles, and when learners learn while having fun is so effective.

Q13: What is the educational value of crossword?

The effectiveness of crossword puzzles differs from one teacher to another, since that the majority of teachers (75%) use the crossword puzzles in the classroom ,this means that teachers recognize the educational value and the advantage of teaching vocabulary with crossword puzzles .All the teachers claimed that crossword puzzles had some advantages and all of them explain and provide different answers: to start this a teacher said that crossword has a positive effect on the learners' motivation; in other words he means that crossword puzzles make the teaching of vocabulary more motivating and easy task.

Another teacher claimed that the educational value of crossword puzzles is to get more information and to be rich in different domains, this teacher added that this game allow and motivate the learners to make researchers and use dictionaries

Another teacher said that crossword puzzles create a relaxed atmosphere to measure the new items and help the learners to master new lexical items.

Other teacher emphasized that with doing crossword puzzles; the learners' familiarity with new words can be increased.

So practicing crossword puzzles can increase the learners' knowledge of vocabulary, this means that learners can face new words and phrases they never met before.

3.3.2. Analysis of the test.

3.3.2.1 Analysis of the pre-test.

3.3.2.1.1. Description, analysis and interpretation of the first crossword puzzles.

The crossword which was described in (appendix 2) was given to the students of third year secondary school which is about "**stages of life",** the first step was how the puzzles should be solved were given to the students and the difficult words were explained at the bottom of the paper, and also the teacher played a great role in explaining this words. In addition the clues were shown to them and the number of answers' letters was specified at the end of each clue, the use of dictionaries were allowed to help the students to understand the meaning of words .Because of their level in English; it was explained to them that they could ask any question whenever they did not understand a given clue and also some advices

concerning the crossword puzzles were given to them .the students were motivated in solving

the crossword puzzles.

C2: Someone born yesterday. (4 letters)

	Number	Percentage
Correct answer	30	100%
Wrong answer	00	00%
No answer	00	00%
Total	30	100%

Table13: **Students' answer of the clue C2**
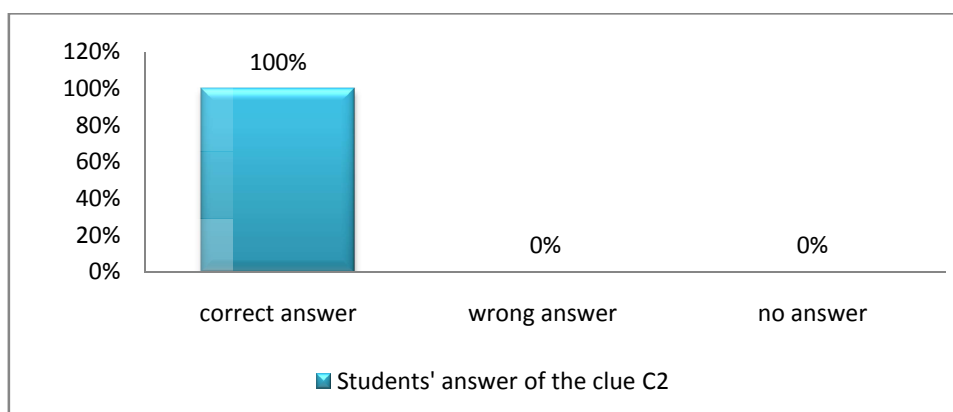
Graph 07: students' answer of the clue C2

This clue was an example for the students to make things clear for them, and as a result all the

students (100%) got the right answer which is "baby"

H2: Number of years old (3 letters)

	Number	Percentage
Correct answer	06	20%
Wrong answer	03	10%
No answer	21	70%
Total	30	100%

Table14:   Students' answer of the clue H2
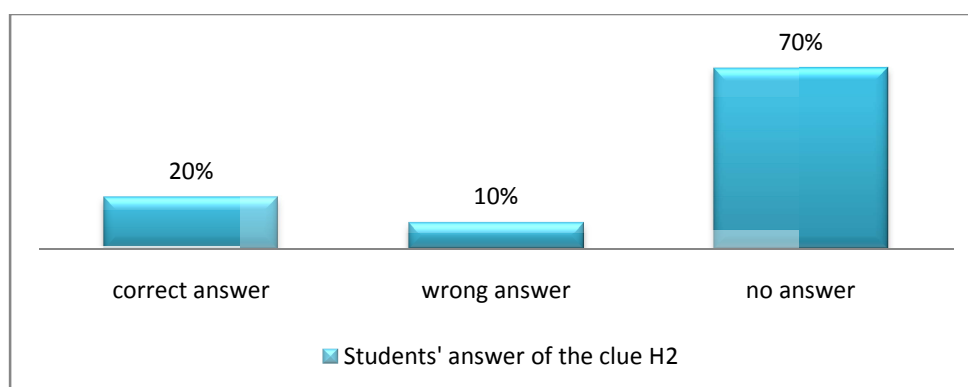
Graph 08: students' answer of the clue H2

This results shows that few students (20%) got the right answer which is "Age" ,and the majority of students (70%) left the squares white and the reason behind this that they did not understand the meaning of the clue and (10%) represents the students who answered wrongly ;however , a simple words are used and many explanation were given to them.

C4: Dead body (6 letters)

	Number	Percentage
Correct answer	03	10%
Wrong answer	21	70%
No answer	06	20%
Total	30	100%

Table15: Students answer of the clue C4
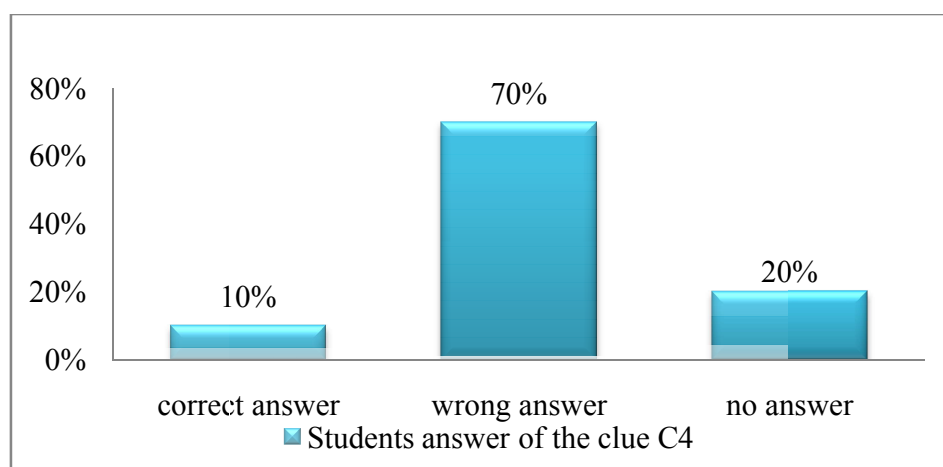
Graph 09: students' answer of the clue C4

The results of the clue C4 shows that most of the students did not understand the meaning of the clue so only (10%) get the right meaning and the majority of them (70%) were not able to guess the meaning, and (20%) did not fill in the squares .Many explanation were given to the students and the answer of this clue was "corpse"

D6: Young person (5 letters)

	Number	Percentage
Correct answer	27	90%
Wrong answer	03	10%
No answer	00	00%
Total	30	100%

Table16: Students' answer of the clue D6
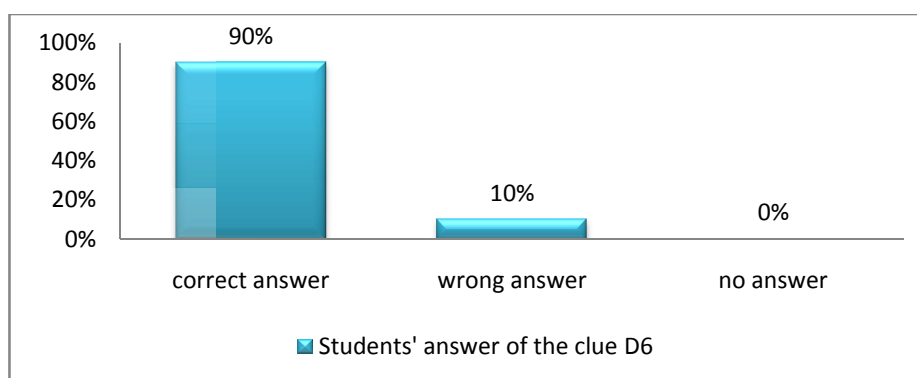
Graph 10: students' answer of the clue D6.

The result shows that the majority of students (90%) guess the right meaning of this clue which is "child" and only (10%) were not able to got the right meaning and also some students face difficulties to write it correctly because they spell it" chald " instead of "child".

H7: Between 13 and 18(4 letters)

	Number	Percentage
Correct answer	06	20%
Wrong answer	15	50%
No answer	09	30%
Total	30	100%

Table 17: **Students' answer of the clue H 7**
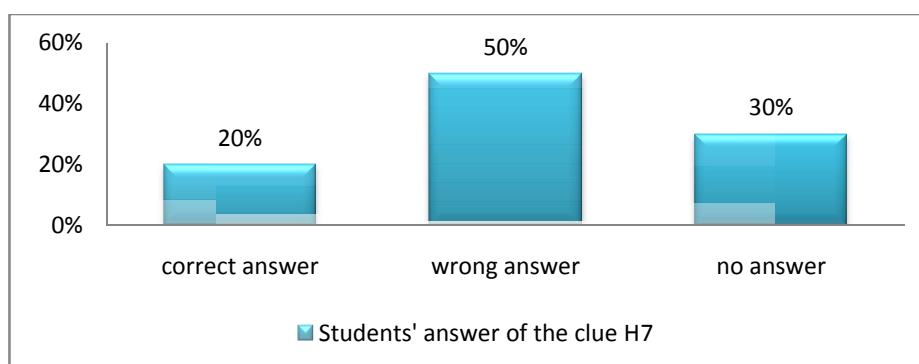
Graph 11: students' answer of the clue H7.

The results show that the majority of students (50%) did not understand the meaning of these statements and they answer wrongly because they think that the answer is the number "five" and not a period of the person's life; however (30%) left the squares white .And only (20%) who answered correctly.

C10: Burial take place here (5 letters)

	Number	Percentage
Correct answer	21	70%
Wrong answer	00	00%
No answer	09	30%
Total	30	100%

Table 18: Students' answer of the clue C10
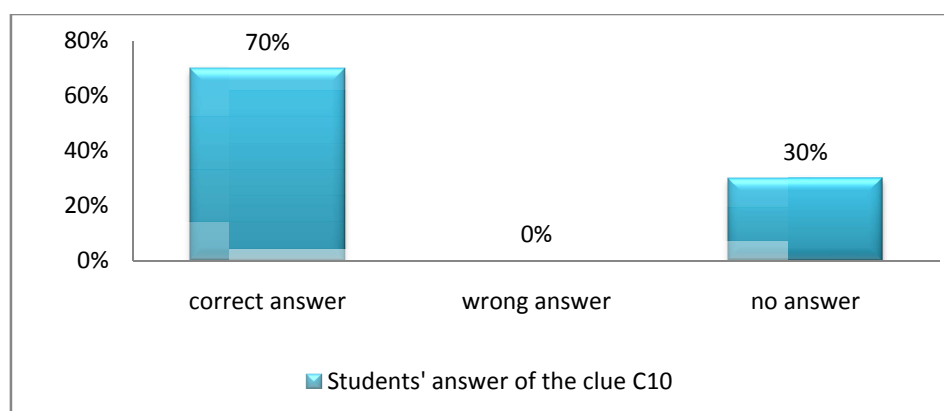
Graph 12: students' answer of the clue C10.

The table shows that the majority of learners (70%) were able to solve the clue "C10" at first they did not understand the meaning but latter the difficult words in the clue was explained at the bottom of the paper and this facilitate to the learners to guess the right meaning while (30%) who got the wrong answer .the correct answer is "grave".

A3: Grow…………..gracefully (3 letters)

	Number	Percentage
Correct answer	03	10%
Wrong answer	18	60%
No answer	09	30%
Total	30	100%

Table19: Students' answer of the clue A3
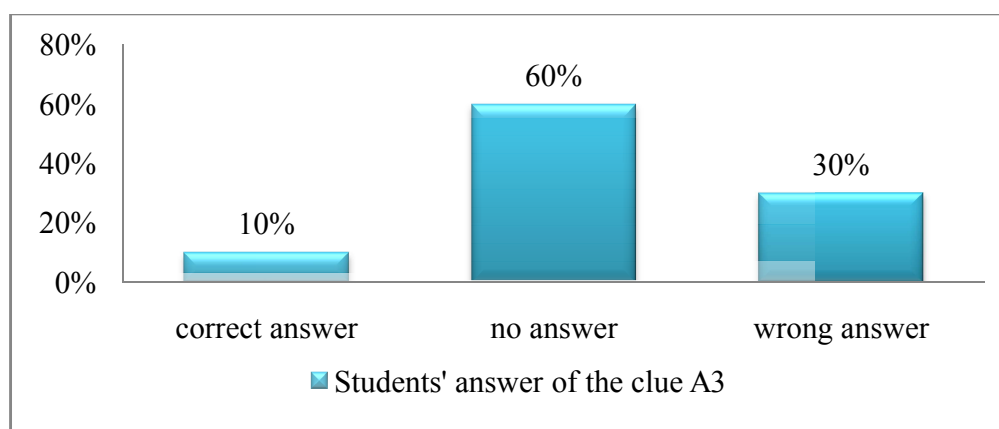
Graph 13: students' answer of the clue A3.

The results show that this clue is somehow difficult so that the students were not able to solve it, (10%) can guess the meaning and this with the explanation and also the help of the teacher; however, the majority of the students (60%) answered wrongly, and the rest of them were not able to fill in the gap of this clue.

C7: Husband gives wife this (4 letters)

	Number	Percentage
Correct answer	24	80%
Wrong answer	06	20%
No answer	00	00%
Total	30	100%

Table20: Students' answer of the clue C7
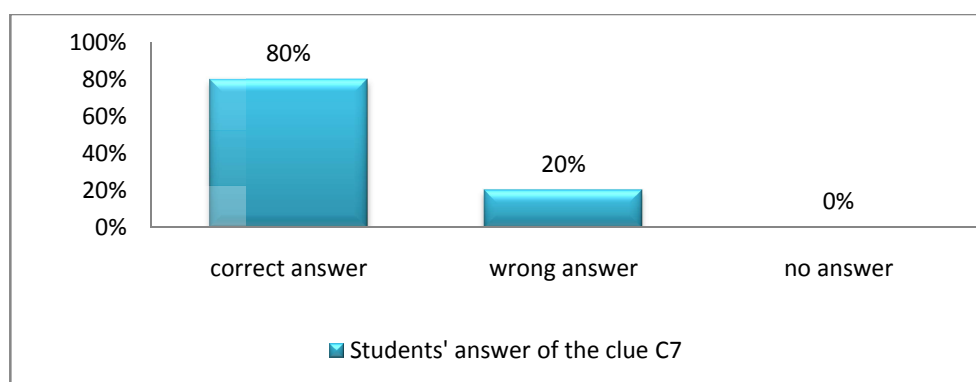
Graph 14: students' answer of the clue C7.

This table shows that most of the students (80%) guess the right meaning of the clue "C7"which is "Ring" .In this clue the students ask many questions, only (20%) who answered wrongly because they think that they think that the right answer is "love

E2: Mother give ……….to child (5 letters)

	Number	Percentage
Correct answer	18	60%
Wrong answer	12	40%
No answer	00	00%
Total	30	100%

Table21: Students' answer of the clue E2
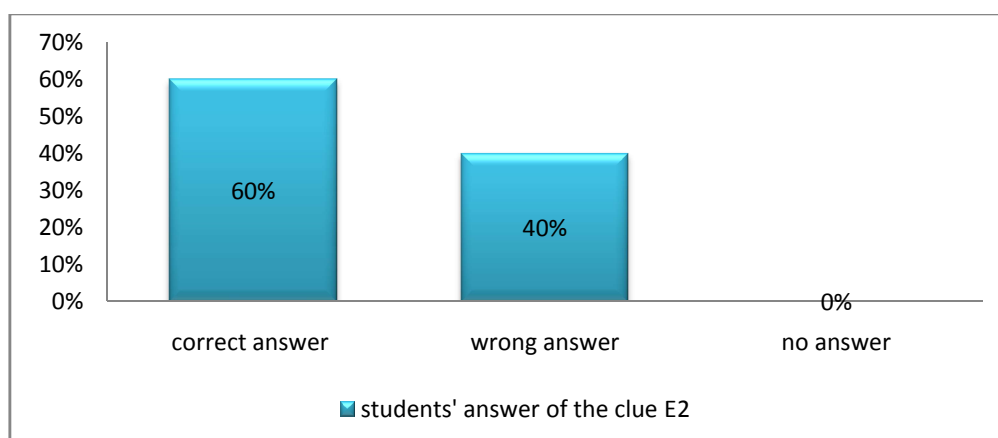
Graph 15: students' answer of the clue E2

The table shows that the majority of students (60%) were able to solve the clue correctly which is "birth" however some of them did not write it correctly ;they write it "borth" instead of "birth" ,and (40%) answered wrongly and they said that mother give life to his child.

E9: To use speech

|	Number	Percentage
Correct answer	30	100%
Wrong answer	00	00%
No answer	00	00%
Total	30	100%

Table22: Students' answer of the clue E9
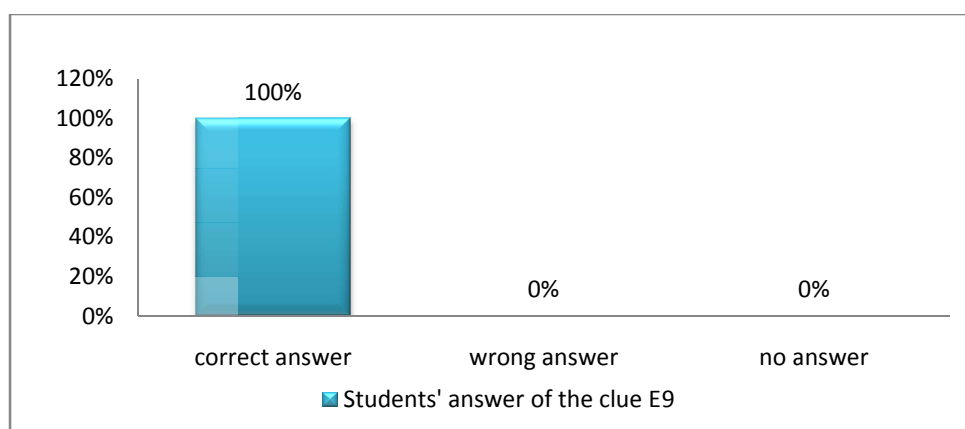
Graph 16: students' answer of the clue E9.

The results of the clue "E9" was not as it was expected because all the students (100%) were able to answer this clue which is "talk" this clue was very easy for the students, first they answer it as "speak" but this word contain five letters whereas the number of the answer of the clue was only four and this lead the students to find a word with four letters.

H1: Health……….. (4 letters)

	Number	Percentage
Correct answer	09	30%
Wrong answer	03	10%
No answer	18	60%
Total	30	100%

Table23: Students' answer of the clue H1
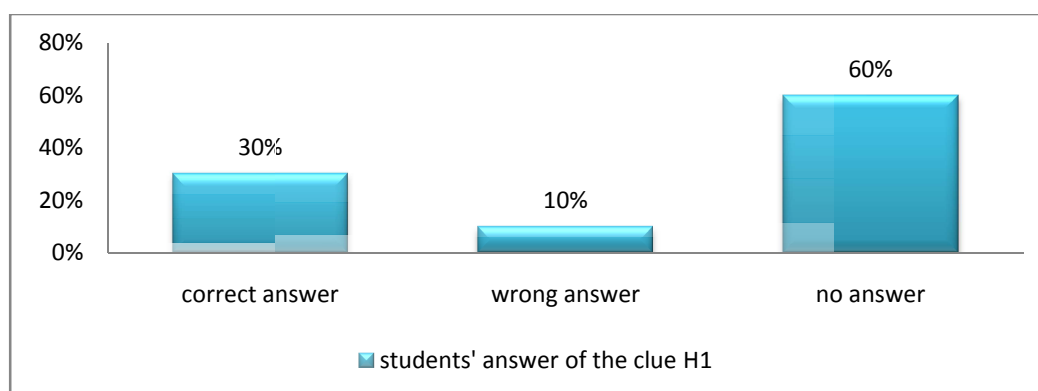
Graph 17: students' answer of the clue H1.

The table shows that the majority of students (60%) were not able to solve this clue; they find it so difficult to guess the meaning .The appropriate answer of this clue was "care", this implies that students did not know this word before and it was not familiar for them. However, only (30%) who get the right answer and (10%) left the squares white.

E10: Go on this before marriage (4 letters)

	Number	Percentage
Correct answer	09	30%
Wrong answer	15	50%
No answer	06	20%
Total	30	100%

Table24: students' answer of the clue E10
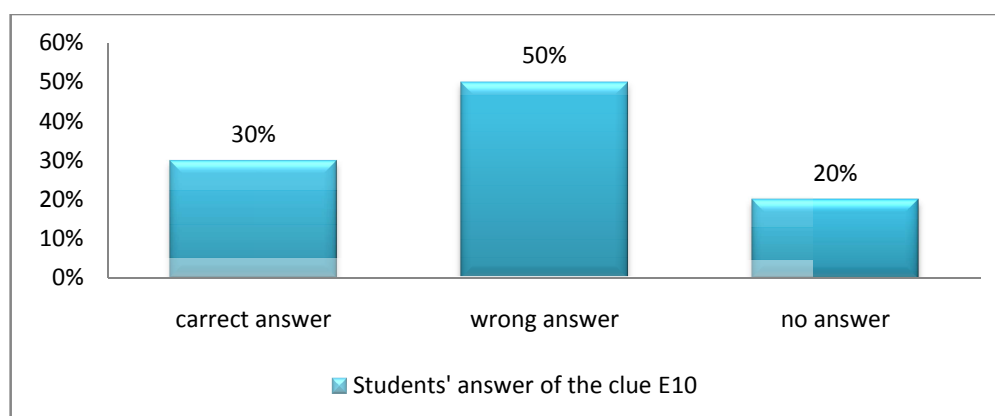
Graph 18: students answer of the clue E10.

The results show that (50%) of students answered wrongly the clue H6 and the reason behind this was that the students face a lot of difficulties to understand the meaning ;and only (30%) were able to got the right meaning which is "date" and the rest of students left the squares white.

Conclusion

From the analysis and interpretation of the first crossword we can say that students were unfamiliar with the vocabulary of some clues; however, the difficult words were explained at the bottom of the paper, the number of the answer's letters was specified at the end of each clue, in addition to the different explanation of the clues during the session .In this session the student were not able to spell some words correctly .we believe that spelling is an important factor in order to write effectively so we will see in the next crossword puzzle whether students can memorize the words they learnt in the first crossword puzzles with the exact spelling.

3.3.2.1.2 Description, analysis and interpretation of the second crossword puzzles.

As a reviewing tool before the second crossword puzzles, a test of the previous clues was given to each student ,in other words ,the teacher introduced the definition or the clues and the student were asked to find the answer orally in order to memorize the previous words and all students participate in this work and the results shows that the students answer's was correct .After that the second crossword puzzles (appendix 3) was given to them ; it contained new definition in addition to the previous clues which the students face difficulties to solve it ,the students were exciting to see the crossword and whether they are easy or difficult .

During this session, the students were working seriously and asking questions whenever they did not understand a given clue then the papers were collected and then we correct them orally.

D1: Frame for getting around (6letters)

	Number	Percentage
Correct answer	00	00%
Wrong answer	00	00%
No answer	30	100%
Total	30	100%

Table25: Students' answer of the clue D1
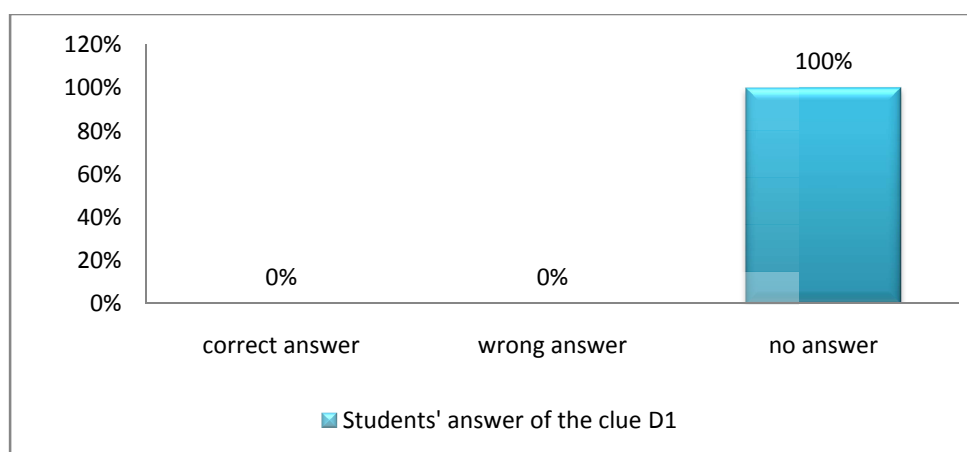
Graph 19: students' answer of the clue D1.

As it is indicated in this table ,all the student (100%) were unable to got the right answer because it was so difficult and this statement was unfamiliar for the student ;however they were informed that they can use dictionaries and many explanation of the same clue were presented during the session .We explain this statement word by word. The right answer of this clue was "walker".

A4: Vaccinations or ……… (5 letters)

	Number	Percentage
Correct answer	00	00%
Wrong answer	18	40%
No answer	12	60%
Total	30	100%

Table26: Students' answer of the clue A4
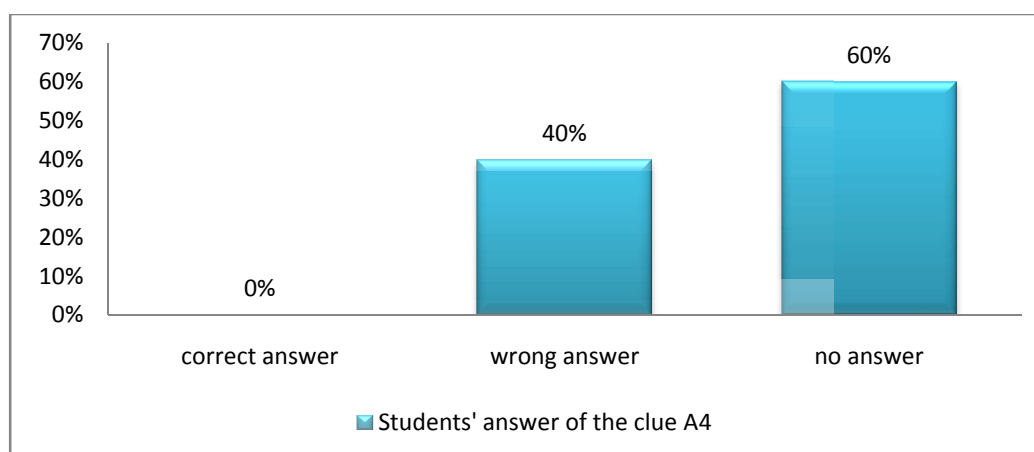
Graph 20: students answer of the clueA4.

The results show that the students did not guess the right answer of the clue "vaccinations". This word is a noun and in the plural form thus the answer should be in the plural form so the clues and the answer should be related to each other in terms of tense and form ;(60%) of students left the squares white and (40%) have wrongly answer with "inject". This lead us to say that this clues was difficult for students to solve it with "shots"

F6: Burial takes place here (5 letters)

	In the first crossword puzzle		In the second crossword puzzle	
	Number	Percentage	Number	Percentage
Correct answer	21	70%	30	100%
Wrong answer	00	00%	00	00%
No answer	09	30%	00	00%
Total	30	100%	30	100%

Table27: Students' answer of the clue F6 in the first and second crossword puzzle
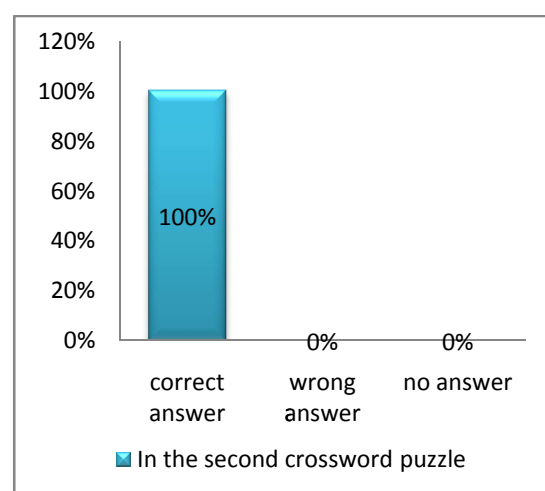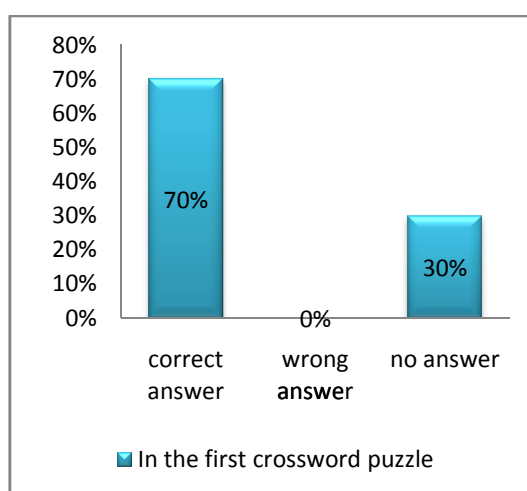
Graph 21: students' answer of the clue F6 in the first and second crossword puzzle.

The table shows that the results changed from the first and second sessions; in the first only (70%) of students got the right answer and (30%) did not get the meaning of the clue so they left the squares white; however, in the second crossword puzzle all the students (100%) were able to answer the clue easily and as a result the students problem of spelling can be improved through practicing crossword puzzles.

G9: What a baby does after crawling.

	Number	Percentage
Correct answer	09	30%
Wrong answer	00	00%
No answer	21	70%
Total	30	100%

Table28: Students' answer of the clue G9
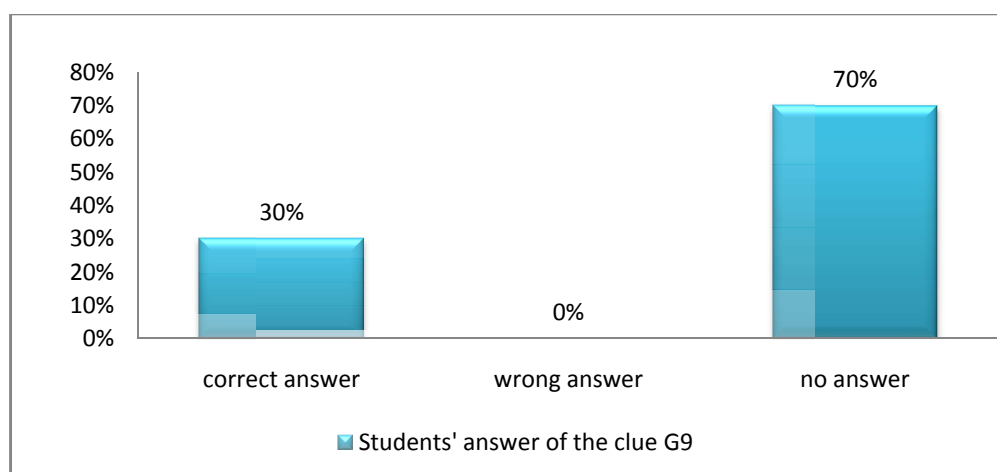
Graph 22: students' answer of the clue G9.

The results show that the majority of students (70%) did not understand the meaning of the clue so they left the squares white ,a lot of explanation about this clues were given to them ;however only (30%) were able to answer correctly because the word "crawling" and the answer was "walk" .

I12: with age hair turns (4 letters)

	Number	Percentage
Correct answer	15	50%
Wrong answer	12	40%
No answer	03	10%
Total	30	100%

Table29: Students' answer of the clue I12
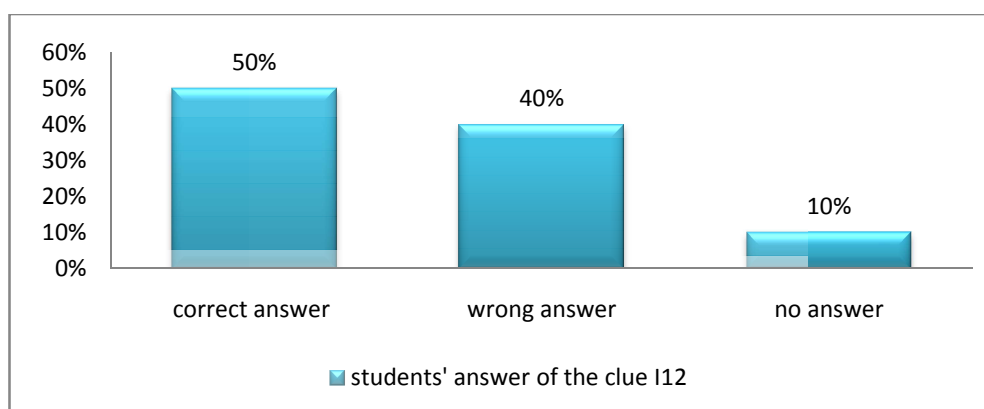
Graph 23: students' answer of the clue I12.

This table indicates that the majority of students (50%) were able to fill in the crossword puzzles and the other students who answered wrongly (40%) they answer it as "black" because they misunderstood the meaning of this clue and only (10%) left the squares white

A8: Dead body (6 letters)

	In the first crossword puzzle		In the second crossword puzzle	
	Number	percentage	Number	Percentage
Correct answer	03	10%	27	90%
Wrong answer	21	70%	03	10%
No answer	06	20%	00	00%
Total	30	100%	30	100%

Table30: Students' answer of the clue C4
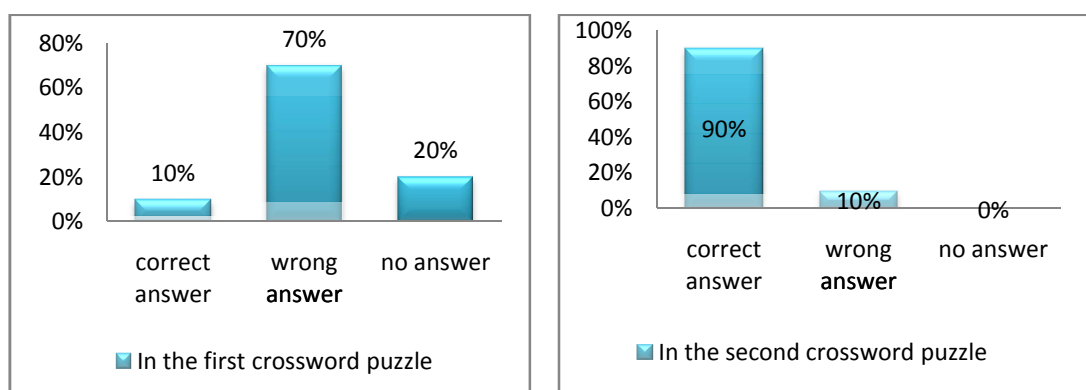
Graph24: students' answer of the clue C4 in the first and second crossword puzzle.

From the results we can say that there is total a change in the first and second crossword puzzles; so there is an increase in the correct answer from (10% to 90%) and a decrease in the wrong answer from (70% to 0%) and the also the number of the students who left the squares white decrease from (20% to 0%) so practicing crossword puzzle help the students to memorize the new words.

B10: Young person (5 letters)

	In the first crossword puzzle		In the second crossword puzzle	
	Number	Percentage	Number	Percentage
Correct answer	27	90%	30	100%
Wrong answer	03	10%	00	00%
No answer	00	00%	00	00%
Total	30	100%	30	100%

Table31: Students' answer of the clue B10 in the first and second crossword.
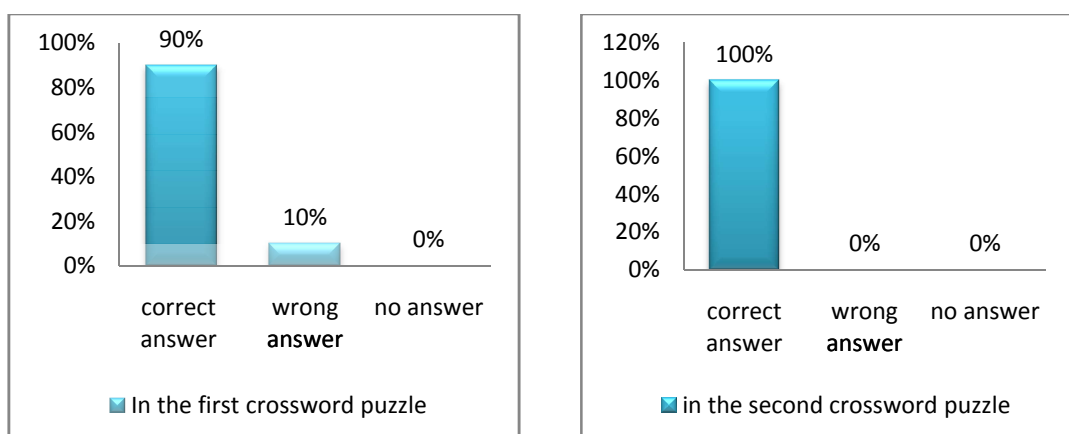
Graph 25: students' answer of the clue B10 in the first and second crossword puzzle.

The results show that the students improve their level because; in the first session (90%) were able to answer correctly however in the second session all the students (100%) answer this clue and also the number of the wrong answer decrease from (10% to 00%) so practicing crossword puzzles increase the students' familiarity with new words and with the exact spelling.

A6: Mothers gives ………to child (5 letters)

	In the first session		In the second session	
	Number	Percentage e	Number	Percentage
Correct answer	18	60%	27	90%
Wrong answer	12	40%	03	10%
No answer	00	00%	00	00%
Total	30	100%	30	100%

Table32: Students' answer of the clue A6
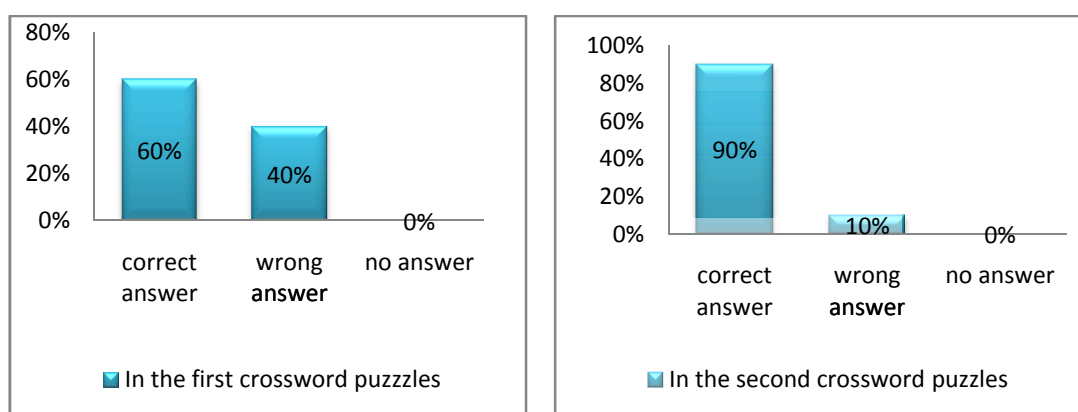
Graph 26: students' answer of the clue A6 in the first and second crossword.

The results show that there is a change in the two sessions; and this change can be seen (from 70% to90%) in the right answer. And in the second session there is a positive decrease in the wrong answer (from 40% to%10%).

A1: Toddlers often make a …………. (Letters)

	Number	Percentage
Correct answer	00	00%
Wrong answer	00	00%
No answer	30	100%
Total	30	100%

Table33: Students' answer of the clue A1
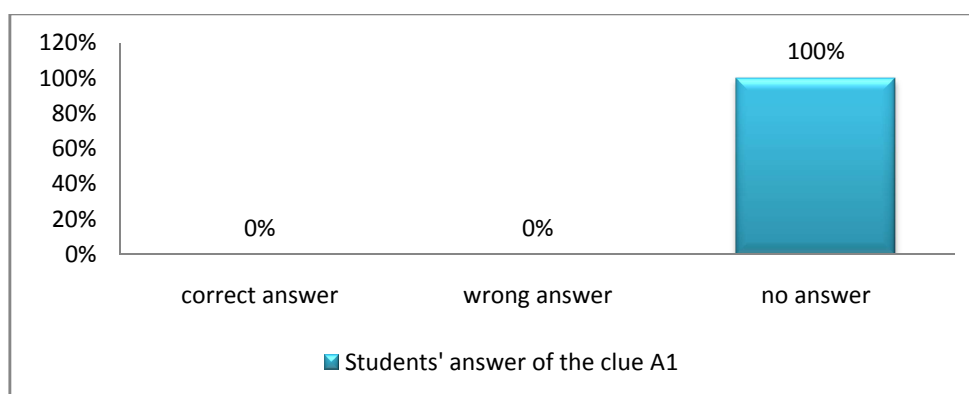
Graph 27: students' answer of the clue A1

The word "**toddler**" make a confusion to the student however this word was explained at the bottom of the paper and many explanation from the teacher were given to them ;so the students find this clue so difficult to understand and as a result all the student (100%) were not able to solve it .

D1: To create letters (5 letters)

	Number	Percentage
Correct answer	27	90%
Wrong answer	03	10%
No answer	00	00%
Total	30	100%

Table34: Students' answer of the clue D1
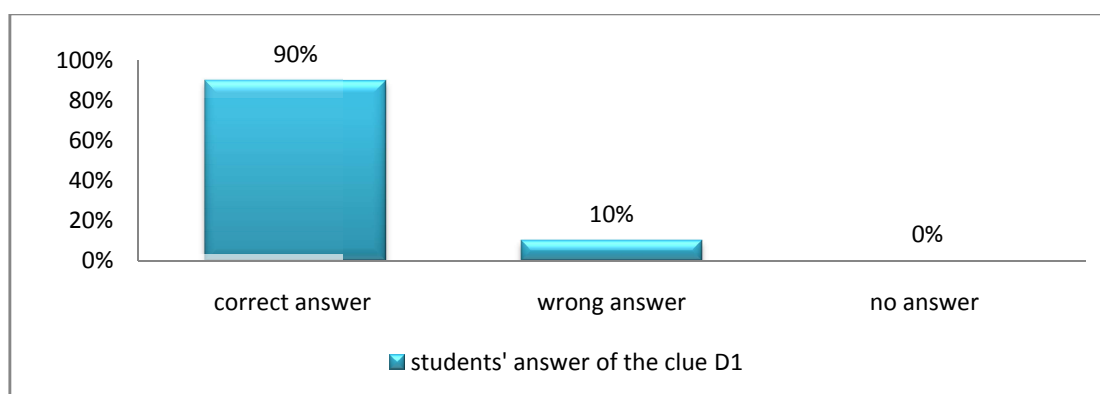
Graph 28: students' answer of the clue D1.

As it is indicated in this table the majority of students (90%) find this clue easy to solve it and they find the right answer which is "write" however the (10%) who answered wrongly they did not understood the clue. Spelling is considered as an obstacle which students can face because they write it "wreit" instead "write"

G1: ………garten (6 letters)

	Number	Percentage
Correct answer	18	60%
Wrong answer	00	00
No answer	12	40%
Total	30	100%

Table33: **Students' answer of the clue G1**
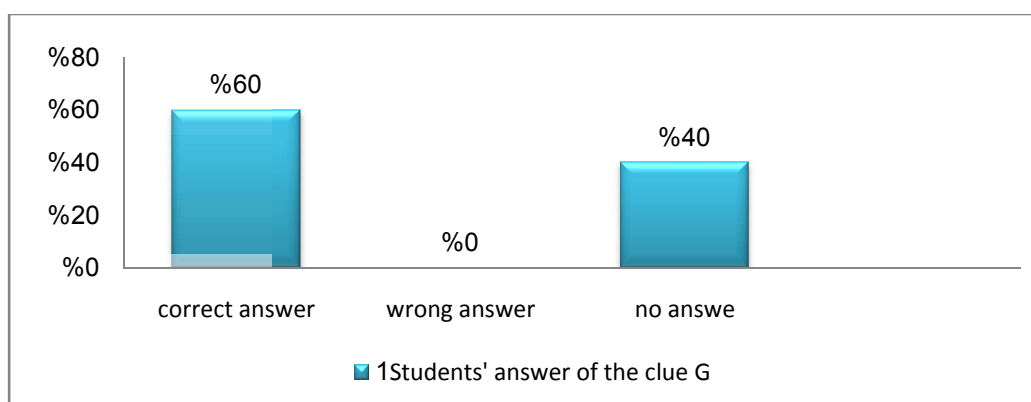
Graph 27: students' answer of the clue G1.

The table shows that the majority of students (60%) got the right meaning, and (10%) did not fill in the squares; at the beginning the students ask many questions about the meaning of the word "garten" so many explanation were given to them ;"garten" is a half of a word and the students were supposed to complete it by adding the other half and it means " a school for young children aged from 3 to 5 years" and this help the student answer correctly as "kindergarten " .

I9: Blessing for ………life (4 letters)

	Number	Percentage
Correct answer	09	30%
Wrong answer	00	00%
No answer	21	70%
Total	30	100%

Table36: Students' answer of the clue I9
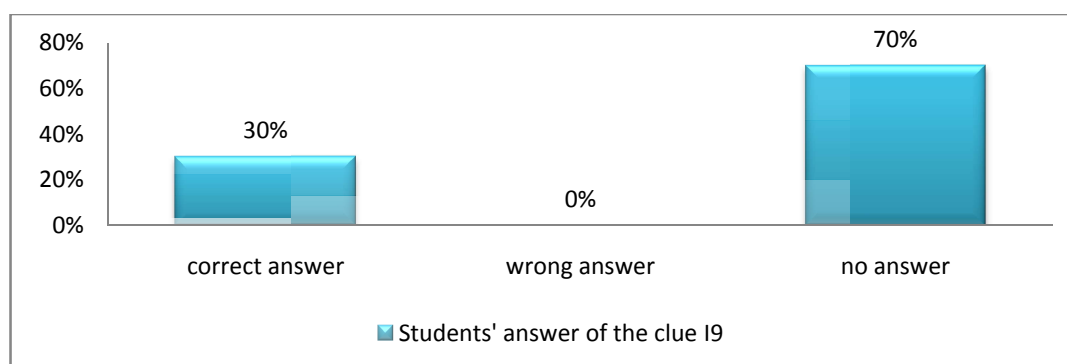
Graph 30: students' answer of the clue I9.

The results show that (70%) were not able to answer this clue correctly and the reason behind this is that they did not understand the clue however (30%) were able to answer this clue correctly but there are some mistakes in writing this word because some students write it "lang" instead of "long".

J4: Between 13 and 18(4 letters)

	In the first session		In the second session	
	Number	Percentage	Number	Percentage
Correct answer	06	20%	30	100%
Wrong answer	15	50%	00	00%
No answer	00	930%	00	00%
Total	30	100%	30	100%

Table37: Students' answer of the clue J4
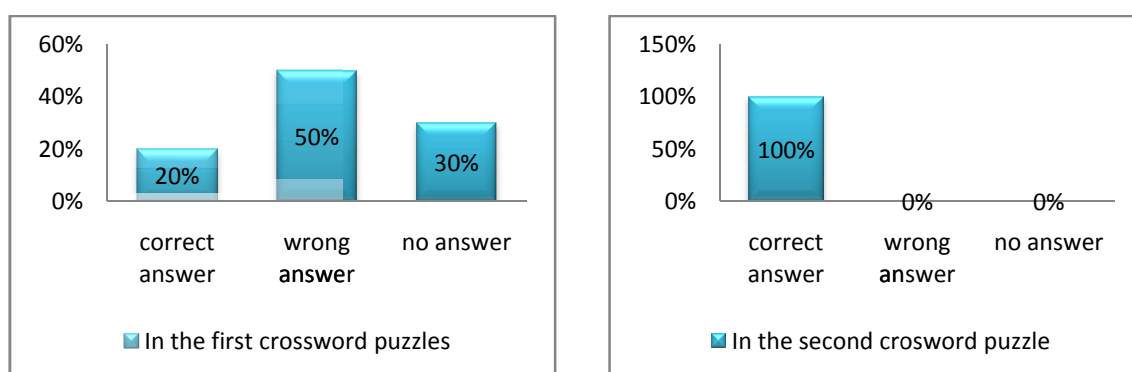
Graph 31: students' answer of the clue J4 in the first and second crossword puzzle

This table that the results change from the first crossword to the second one .|In the first crossword puzzle the majority of students misunderstood the meaning of the clue because they did not get as a period of persons' life; however in the second crossword puzzle all the students (100%) answered correctly as "teen"; so practicing crossword puzzle help to memorize new words with the exact spelling.

L2: Husband gives wife this (4 letters)

	In the first session		In the second session	
	Number	Percentage	Number	Percentage
Correct answer	24	80%	30	100%
Wrong answer	06	20%	00	00%
No answer	00	00%	00	00%
Total	30	100%	30	100%

Table38: Students' answer of the clue L2
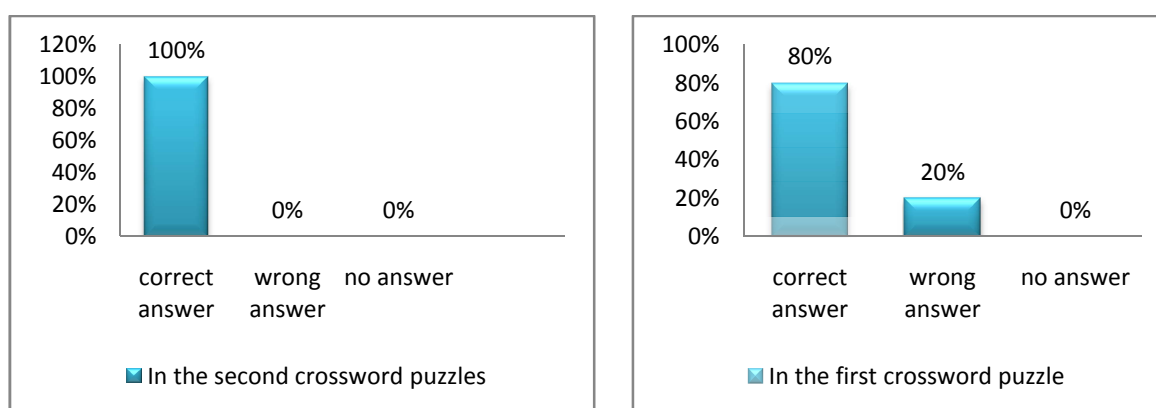
Graph 32: students' answer of the clue L2 in the first and second crossword puzzle.

The results show that there is an improvement in both sessions the first and second one ;(from 80% to 100%) in the correct answer and also a decrease in the wrong answer (from 20% to00%) because all student understand that husband give "ring" and not "love" especially in this clue and the reason behind this the letter "G" of the word "grave".

L10: First thing a baby does (3letters)

	Number	Percentage
Correct answer	27	90%
Wrong answer	03	10%
No answer	00	00%
Total	30	100%

Table39: Students' answer of the clue L10
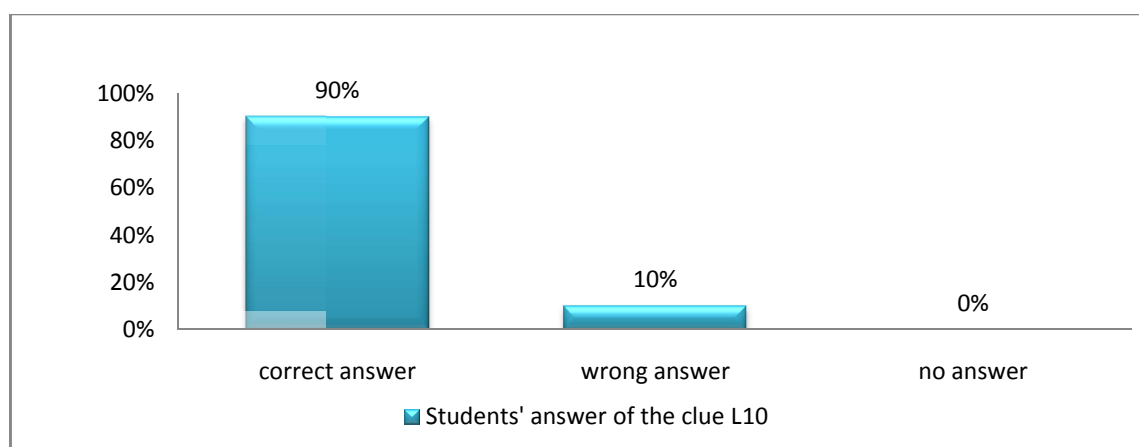
Graph 33: students' answer of the clue L10.

We can say that the majority of students (90%) were able to got the right meaning of the clue which is "cry" and with the explanation they immediately get the meaning and the "Y" of the word "grey" facilitate the work of the students and only (10%) were not able to answer it .

Conclusion

The analysis and interpretation of the second crossword puzzles shows that third year students of secondary school can benefit from practicing crossword .In addition to this the students enjoy learning with this strategy because they improve their acquisition of new words in terms of meaning and spelling .

3.3.2.1.3.3. Description, analysis and interpretation of the third crossword puzzle.

The third crossword puzzle as it shown in (appendix 4)was given to the student on Sunday from 8:00 to 9:00 ;it contains new definition related to the same theme which is **"stages of life"** in addition to the previous difficult clues in which the students were unable to give the exact answer **.**The difficult and new words is also explained at the bottom of the paper .challenges was one of the main interests of student .They asked many questions whenever they did not understood any word or clue .

E4: Burial take place here (5 letters)

|	In the first session		In the second session		In the third session	
	Number	Percentage	Number	Percentage	Number	Percentage
Correct answer	21	70**%**	27	90%	30	100%
Wrong answer	00	00%	00	00%	00	00%
No answer	09	30%	03	10%	00	00%
Total	30	100%	30	100%	30	100%

Table40: Students' answer of the clue E4
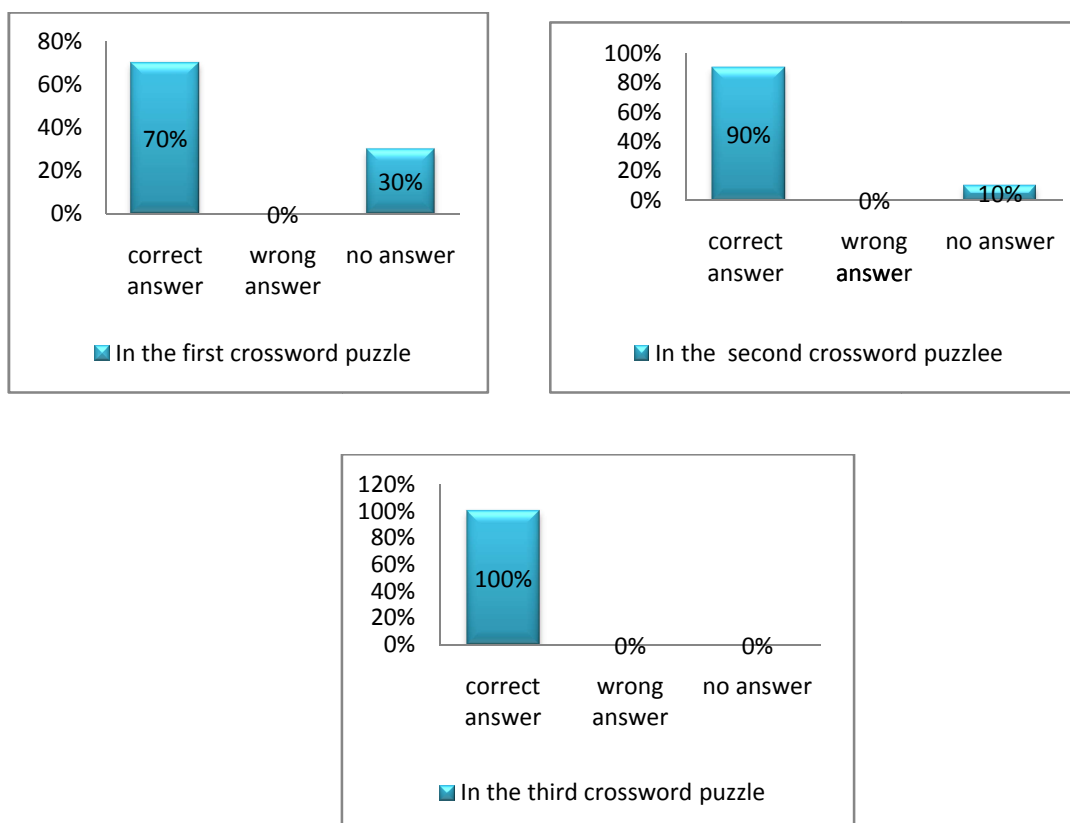
Graph 34: students' answer of the clue E4 in the first, second and third puzzle.

The results show that all the students (100%) answers were correct because the students have dealt with this clue many times and they become familiar with such items ;these lead us to say that crossword puzzles can help the students to memorize new words .So they can use them in their speech and writing .

A6: After weaning a baby will (3 letters)

	Number	Percentage
Correct answer	24	80%
Wrong answer	00	00%
No answer	06	20%
Total	30	100%

Table41: Students' answer of the clue A6
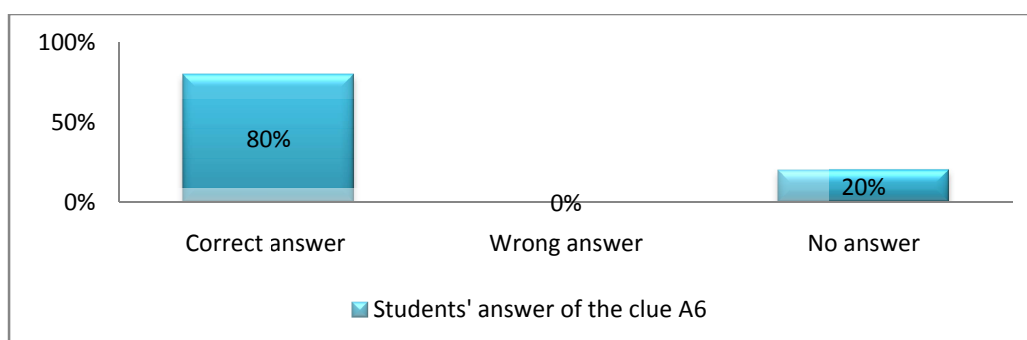
Graph 35: students' answer of the clue A6.

As it is indicated in the this table the majority of students (80%) understand the meaning of "weaning" because it was explained at the bottom of the paper and this help the students to find the answer easily which is "eat" however only (20%) of students who were not able to got the answer .

F6: Between 13 and 18 (4 letters)

	In the first session		In the second session		In the third session	
	Number	Percentage	Number	Percentage	Number	Percentage
Correct answer	06	20%	27	90%	30	100%
Wrong answer	15	50%	03	10%	00	00%
No answer	09	30%	00	00%	00	00%
Total	30	100%	30	100%	30	100%

Table 42: students' answer of the clue F6 in the first, second and crossword puzzles
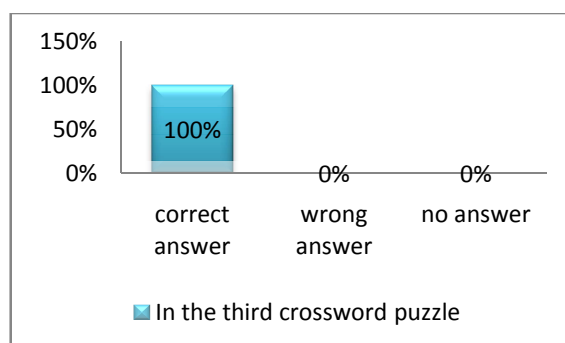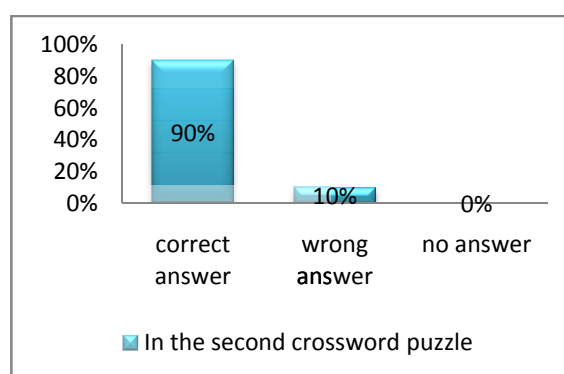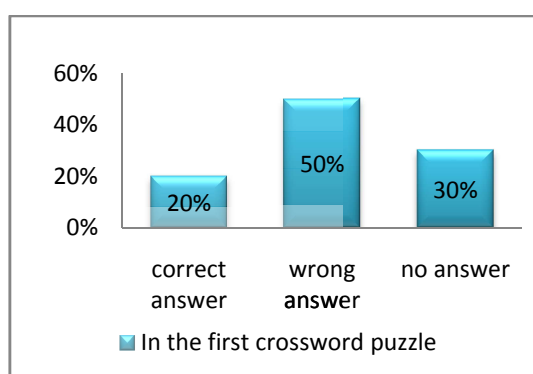
Graph 36: students'answer of the clue F6 in the first, second and third crossword puzzles

As we see in this table there is an improvement in the results from the first session to the third session ;in the first session the students didn't recognize the meaning so they did not

understand the clue however in the second session the students got the meaning of the clue as a period of persons life so there was a change in the answers and the number of the wrong answer decrease and in the third session all the students were able to answer the clue correctly in terms of meaning and spelling .

B11: Vaccinations or ……… (5 letters)

	In the second session		In the third session	
	Number	Percentage	Number	Percentage
Correct answer	00	00%	30	100%
Wrong answer	12	40%	00	00%
No answer	18	60%	00	00%
Total	30	100%	30	100%

Table43: Students' answer of the clue B11
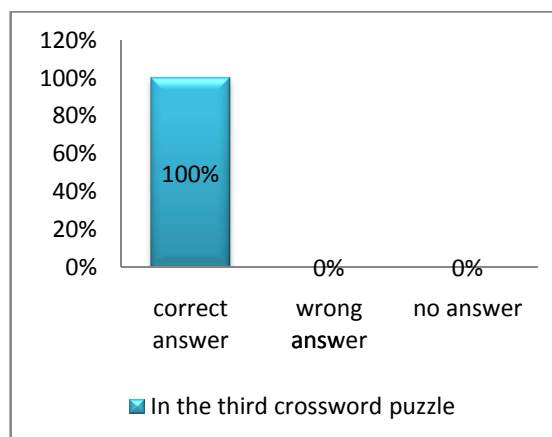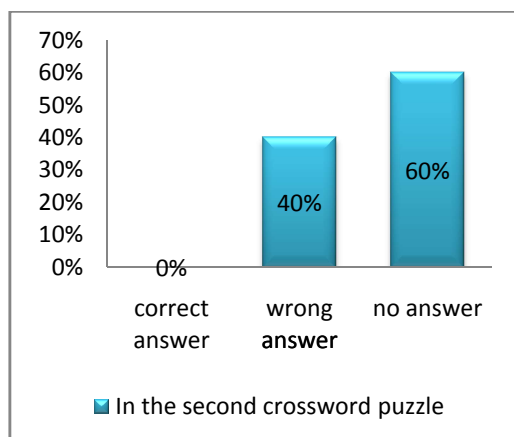
Graph 37: students' answer of the clue B11 in the second and third crossword puzzle.

As it is shown in this table there is a total change in the answers; in the first session the students were not able even to get the meaning until we translate the word and with the

explanation so:(60%) left the squares white and (40%) answered wrongly but in the second crossword puzzle all the students (100%) answer it correctly "shots" and also they pay attention to the plural form as we mention it in the second chapter.

H10: Bring home a report (4 letters)

	Number	Percentage
Correct answer	03	10%
Wrong answer	00	00%
No answer	27	90%
Total	30	100%

Table44: Students' answer of the clue H10
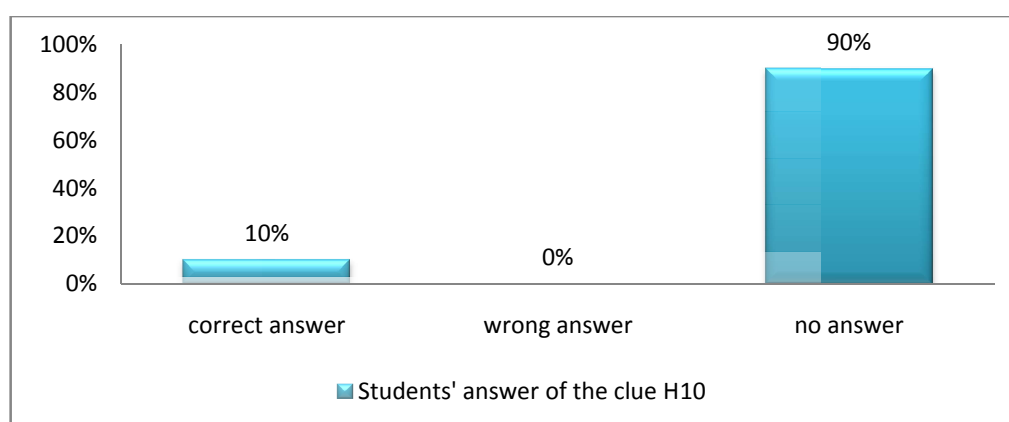
Graph 38: students' answer of the clue H10.

As it is shown in the table most of students (90%) were not able to answer the clue and they left the squares white; the students have asked many questions concerning this clue however (10%) who got the right answer which is "card" and the reason behind this is the

explanation and the students pay attention to the letters when they work across and down in addition to the previously answered one.

E12: Get this after college (3 letters)

	Number	Percentage
Correct answer	27	90%
Wrong answer	03	10%
No answer	00	00%
Total	30	100%

Table45: Students answer of the clue E12
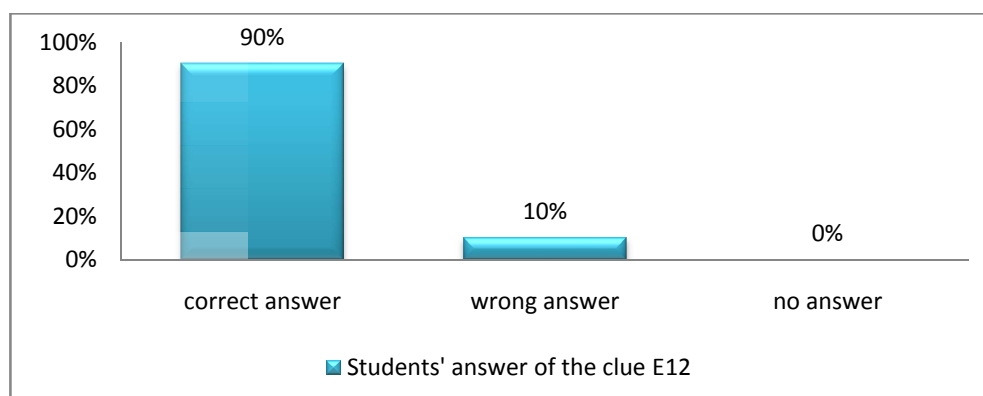
Graph 39: students' answer of the clue E12.

The table shows that the majority of students (90%) find this clue easy and they understand it; so they answer correctly as "job", however (10%) did not understand this clue

A1: Frame for getting around (6 letters)

	In the second session		In the third session	
	Number	Percentage	Number	Percentage
Correct answer	00	00%	21	70%
Wrong answer	00	00%	00	00%
No answer	30	100%	09	30%
Total	30	100%	30	100%

Table46: Students' answer of the clue A1
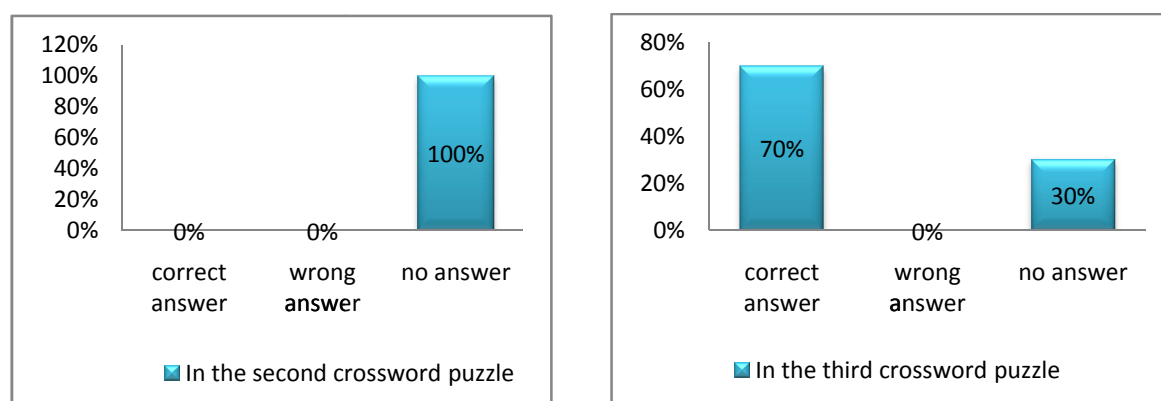
Graph 40: students' answer of the clueA1 in the second and third crossword puzzle.

The results show that there is a change in the answer and this after dealing with the clue before. The students show a progress (from 0% to 70%) concerning the correct answer and there is also a decrease in the number of students who did not answer (from 100% to 30%) .These improvement show that students were not familiar with this new words but after practicing crossword puzzles the memorization of words is asserted.

I1: Health……… (4 letters)

	In the first session		In the third session	
	Number	Percentage	Number	Percentage
Correct answer	09	10%	30	100%
Wrong answer	03	30%	00	00%
No answer	18.	70%	00	00%
Total	30	100%	30	100%

Table47: Students' answer of the clue I1
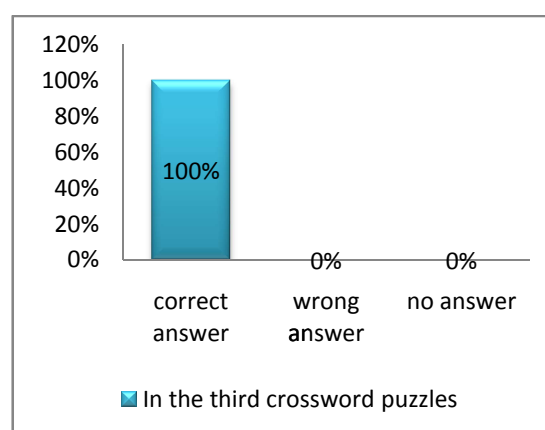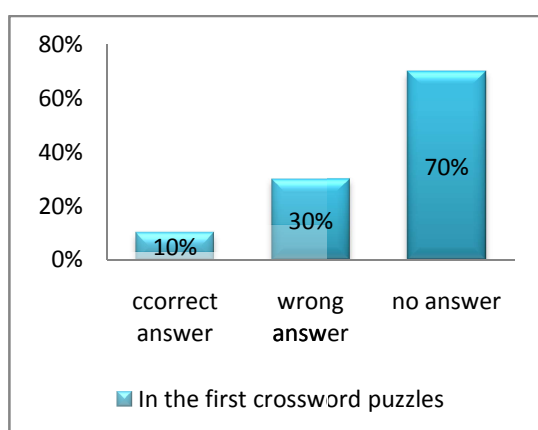
Graph 41: students' answer of the clue I1 in the first and third crossword.

A total progress has been observed from the first to the third crossword puzzle, the change was (from 10% to 100%) concerning the right answer; and as result there is a decrease in the number of the students who left the squares white .The students have understood that the appropriate answer is "health care" thus all students rightly answered the clue "I1"

C6: Many elderly have false …………. (5 letters)

	Number	Percentage
Correct answer	00	00%
Wrong answer	09	30%
No answer	21	70%
Total	30	100%

Table48: Students' answer of the clue C6
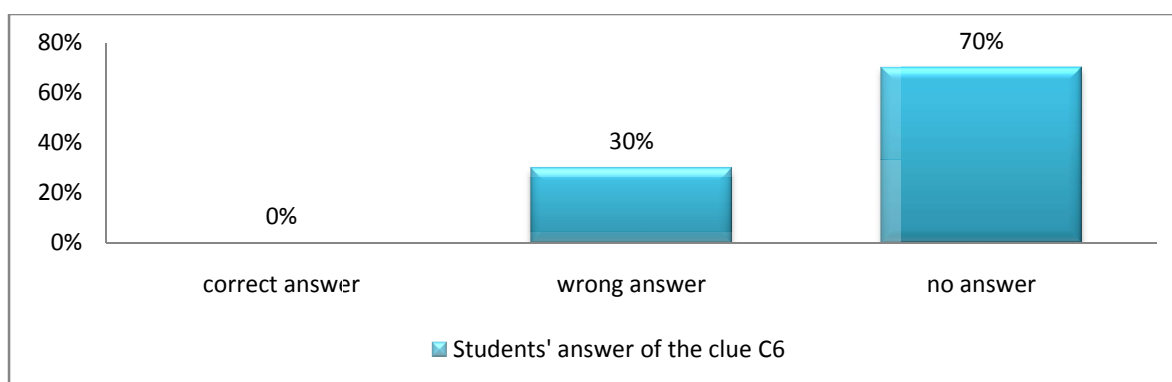
Graph 42: students' answer of the clue C6.

The results show that the majority of students (70%) did not understand the clue so they left the squares white and the (30%) of students who answered wrongly ; they said that the correct answer "teach " but the appropriate answer of this clue " teeth"

E7: A heart ………indicates life (4 letters)

	Number	Percentage
Correct answer	15	50%
Wrong answer	03	10%
No answer	12	40%
Total	30	100%

Table49: Students' answer of the clue E7
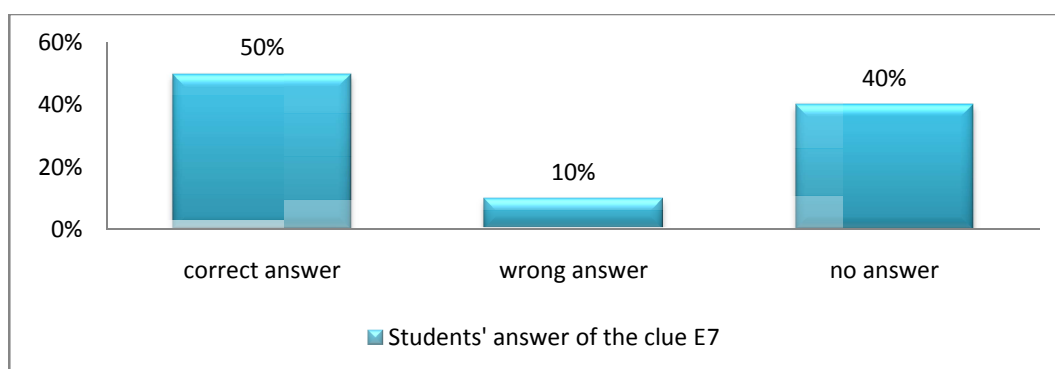
Graph 43: students' answer of the clue E7.

The results shows that the half of students (50%) were able to fill in the blank with the correct answer because they understand the meaning of the clue and all of them write it correctly which is "beat "however the (10%) who answered wrongly they write it "peat" instead of "beat "and as we see a phoneme distorts the whole meaning of the clue

G2: A level at school (5 letters)

	Number	Percentage
Correct answer	21	70%
Wrong answer	00	00%
No answer	09	30%
Total	30	100%

Table50: Students' answer of the clue G2
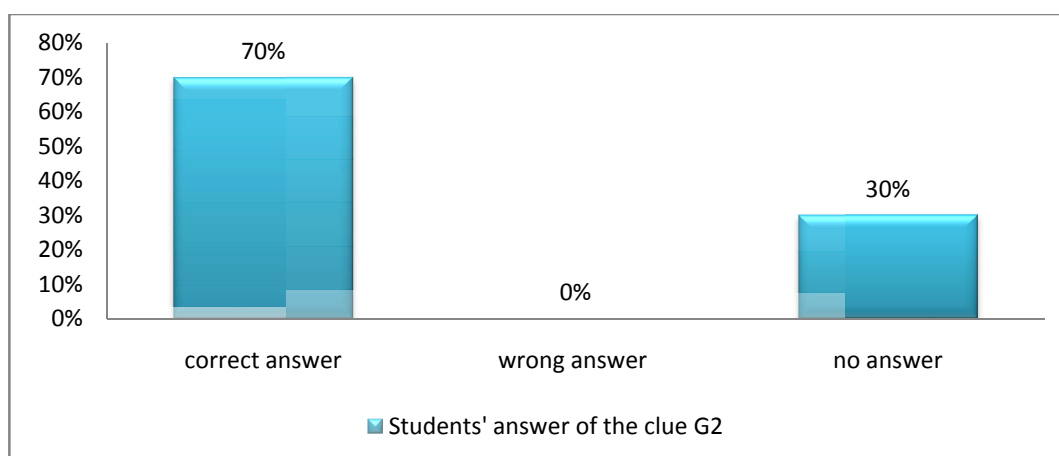
Graph 44: students' answer of the clue G2.

As it is shown in the table, the majority of students (70%) were able to guess the meaning of this clue; the proposed answer of the student was "grade or stage "both answers were correct. (30) Who left the squares white they did not find the equivalent word to the clue.

I1: Many elderly walk with a …….. (4 letters)

	Number	Percentage
Correct answer	00	00%
Wrong answer	00	00%
No answer	30	100%
Total	30	100%

Students' answer of the clue I1
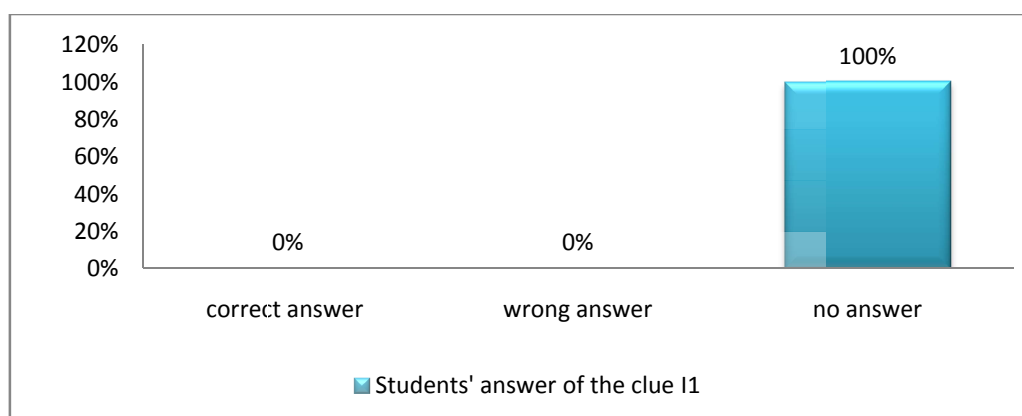
Graph 45: students' answer of the clue I1.

The results show that the entire student (100%) did not understand the clue and they left the squares white ;the students ask many question also many explanation were given to them .the appropriate answer of this clue is" cane".

I9: Not to fail (4 letters)

	Number	Percentage
Correct answer	27	90%
Wrong answer	03	10%
No answer	00	00%
Total	30	100%

Table52: Students answer of the clue I9
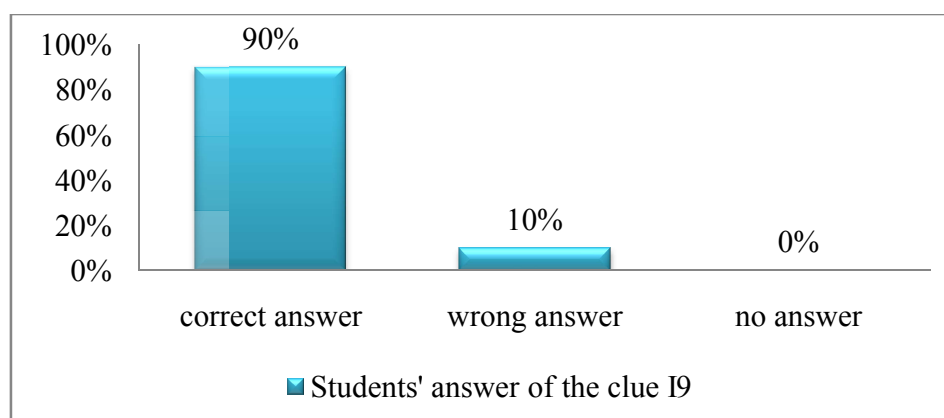
Graph 46: students' answer of the clue I9.

The table shows that the clue I9 was very easy for students to find the right answer; and it was given to them as an opposite to the word "not to fail" so (90%) got the right answer which is "pass" and (10%) were not able to answer it they use the word "succeed" and they do not pay attention to the number of the letters.

K6: Young person (5 letters)

	In the first session		In the third session	
	Number	Percentage	Number	Percentage
Correct answer	27	90%	30	100%
Wrong answer	03	10%	00	00%
No answer	00	00%	00	00%
Total	30	100%	30	100%

Table53: Students' answer of the clue K6 in the first and third crossword puzzle
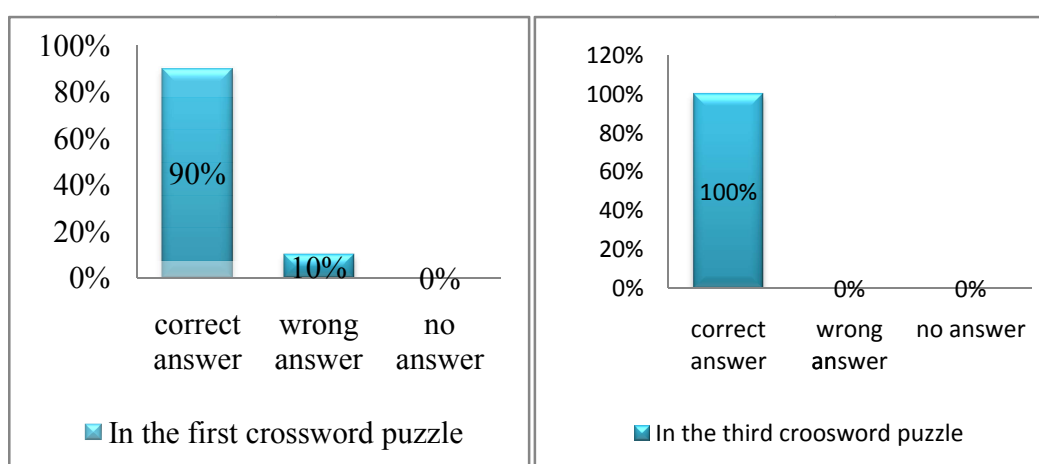
Graph 47: students' answer of the clue K6 in the first and second crossword.

As we see in this table that there is a increase in the right answer (from 90% to 100%) a decrease in the wrong answers (from 10% to 00%) so the students understand the clue in terms of both meaning and spelling.

C1: Blessing for ……… life (4 letters)

	In the second crossword		In the third crossword	
	Number	Percentage	Number	Percentage
Correct answer	09	30%	24	80%
Wrong answer	00	00%	00	00%
No answer	21	70%	06	20%
Total	30	100%	30	100%

Table54: Students' answer of the clue C1 in the second and third crossword puzzles
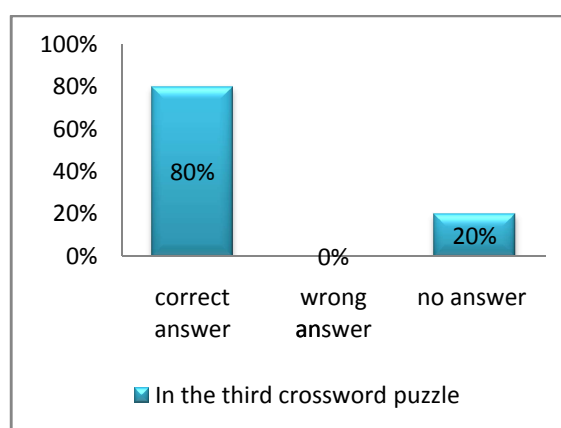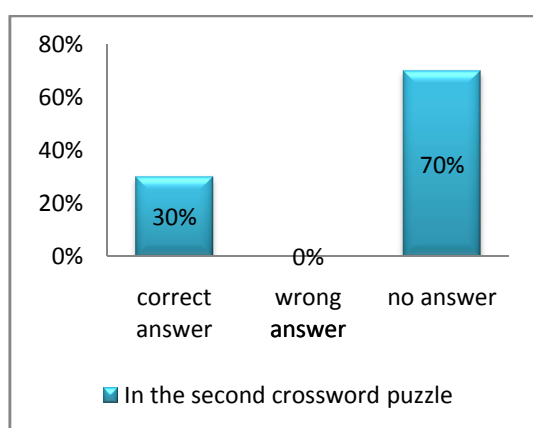
Graph 48: students' answer C1 of the clue in the second and crossword puzzle

The results show that there is an improvement from the second session to the third session (from 30% to 80%) in the correct answer because all the students were able to fill in the squares; however concerning the students who left the squares white (from 70% to 20%) the only difficulty that students face is spelling because they write it "lang" instead of "long".

A5: Toddlers often make a …… (4 letters)

	In the second crossword		In the third crossword	
	Number	Percentage	Number	Percentage
Correct answer	00	00%	18	60%
Wrong answer	00	00%	12	40%
No answer	30	100%	00	00%
Total	30	100%	30	100%

Table55: Students' answer of the clue A5 in the second and third crossword puzzles
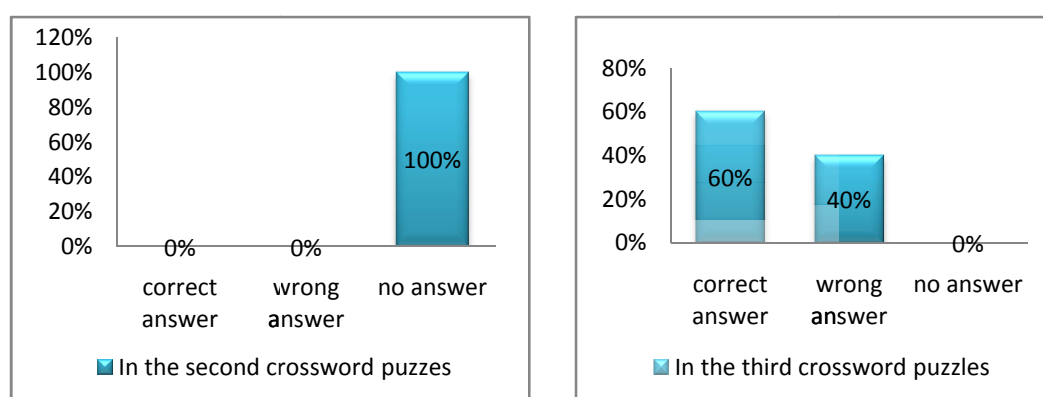
Graph 49: students' answer of the clue A5 in the second and third crossword puzzle.

Concerning this clue we can say that there is a change in the results from the second to the third crossword puzzle (from 00% to 60%) for the correct answer and this is due to the different explanation which was given to the students .In the second crossword puzzle the students correct answer was "mess" .

Conclusion

The analysis and interpretation of the third crossword puzzles allow us to say that practicing crossword puzzle can help the students to understand the new vocabulary items and it increase their familiarity with them in terms of meaning and spelling.

It is clear that crossword puzzles are beneficial to review vocabulary and we will see in the next session if the students can use these words which they learnt from the first crossword puzzle to the third one in their writing.

After the analysis of both teachers' questionnaire and students' test, now an attempt is made to compare the results from two perspectives to see what the teachers of secondary school at Bordj Bou Araridj do in class to teach vocabulary and whether they incorporate crossword puzzles in teaching.

Analysis of the post-test:

While doing the post-test we ask the teachers of secondary school whether the students can write in English or not? They answer that they were not able to write and this is due to many factors ; that they face problems at the level of organization of ideas and the lack of vocabulary items which means how they express their ideas ,many teachers refer the disability of students to the fear of committing grammatical mistakes .We state in the second chapter that motivation play an important role for the students to carry on their writing task ;so the teachers should find their ways to motivate the students and look for the real problems which the students face when they try to write and also to create such methods for teaching in order to solve the students' problems . When we tend to make our experiments all the teachers claim those motivations play a great role in successful language learning.

When we start the post-test we ask the students to write a paragraph in which they talk about stages of life; the results show that the students did not use all the words which they learnt before ,the reason behind this is that the students did not understand when and where they put words ,in addition the students did not focus on the details and they eliminate some words which are not related to the topic such as "**card ,teeth, date, grey"**because they think that they did not fit the context.

As a result, students have used only what is appropriate and relevant such as "**baby, birth, cry, eat, child, talk, walk, kindergarten, old, age, care, long, cane, grade, stage and grave** .the reason to use some words that are not relevant to the topic is in purpose to examine the understanding of the students to use only what is appropriate .

In fact , the students have achieved more than what they really expected to do because in their writing they use most of the words which they memorize from practicing crossword puzzles ;at first students face many difficulties to understand these words and finally they use it correctly in both meaning and spelling .

As a conclusion , the results proved that most of the teachers use crossword puzzles in teaching vocabulary in class ,in addition it is said that crossword puzzles is a good means in the domain of teaching foreign language.

Discussion of the results

As we said before that the teachers of secondary school 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.

The reason of the teachers who said that it is their job to motivate students is that: establishing a good and relaxed atmosphere can be affected positively on the learners' achievement, thus the students would feel comfortable with learning and they will be encouraged even if their English is not good and only two teachers answered by saying that it is not the teachers' job to motivate students with the argue that there are many external factors and the teacher would be not able to fight these external factors .So the notion of motivation seems to be understood differently by teachers but generally motivation seems to have place in their teaching plans.

All the teachers claim that they try to create a relaxed atmosphere for learning .So this implies that they are of the great importance of providing such atmosphere while learning, creating a relaxed atmosphere help the students a lot to behave positively in class

The results shows that all teachers present new words in every lesson ; so the teachers of secondary school at Bordj Bou Araridj give importance to vocabulary teaching and they consider it as a component in their teaching .Teachers used a lot of techniques to present this words ; however the most used techniques are by giving definition, synonyms, and antonyms because they think that these techniques help the students to memorize the new words easily

;however, some teachers state that they use translation only if it is necessary, in addition each teacher add another technique such as the use of audiovisual , pictures, and also asking the students to use the dictionary , the results obtained about teaching vocabulary show the importance given by the teacher to teach vocabulary with different technique .Despite the numerous techniques which are used by the teacher , they state that some students still face difficulties with the mastery of vocabulary.

The majority of teachers said that they use language game during the session this implies that they are aware about the benefits of using this strategy in class and all of them mention that they use crossword puzzles because it is beneficial and educational at the same time and it create challenges between the students, they also believe that students have fun while fill in the puzzles and only one teacher did not use crossword in the class.

The majority of teachers recognize the educational value of teaching vocabulary through crossword puzzles and their recognition of the effectiveness of crossword puzzles differs from one teacher to another ; so all the teachers claimed that crossword puzzles has some advantages ;to begin this one teacher said that crossword puzzle help the students to enrich their vocabulary and to express their ideas with confidence and another teacher claim that it helps the students to master the new lexical items and also to consolidate vocabulary and spelling and to make teaching of vocabulary more motivating and easy. Another teacher said that practicing crossword puzzles increase the learners' level of motivation and they help in acquiring new vocabulary items in an interesting way.

The analysis of the pre-test has revealed that third year students can benefit from practicing crossword puzzles since they enjoy to learn with it and also they can develop their

level in terms of meaning and spelling even if they were not familiar with this new words before; in the pre-test the students show an improvement concerning the solving of the three crossword puzzle in terms of comprehension of words meaning ,this lead us to say that crossword puzzles have contributed in the acquisition of new words and they have also increased students' familiarity with them , also students who were the victims of spelling have recognized their mistakes and correct them .

For the post-test students did not use all the words they have learned in the three crossword puzzles because when they write the paragraph they did not focuss on details.

Finally, the results have proved that most teachers at secondary school use crossword puzzles in teaching vocabulary in class because it is believed that it is a good mean in the field of teaching foreign language.

General conclusion and recommendation

Vocabulary is considered as one of the important aspects in teaching and learning which can be taught in various ways depending on the teacher background; however, teachers should know that learning process can be affected on the learners' achievement.

The first chapter deals with the importance of vocabulary in learning and teaching, then; steps of teaching and learning vocabulary as well as the teachers' strategy and techniques for teaching vocabulary are highlighted.

The second chapter is a clear image about crossword puzzles including its definition, history and terminology, in addition to the different types of clues, grids and types of crossword puzzles, and also its educational value.

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 secondary school .We tried to answer the statement of the problem :whether teaching through crossword puzzles as a technique helps students to acquire new vocabulary items , the teachers' questionnaire has given important data about the teachers' concern with the affective side of the learner and the results have shown that our teachers care about the students psychological side ;so that they motivate them and try to create a relaxed atmosphere for them in order to encourage and support them .In this respect, the teachers' techniques vary from one teacher to another one in order to support their learners .Despite the fact that the teachers of secondary school at Bordj Bou Arraridj use such techniques in their classes because they think that it is very beneficial.

The results of the test showed that the learners acquired the majority of new words which they dealt with in the pre-test , they have also confirmed the hypothesis that such activities as crossword puzzles contribute in the development of vocabulary acquisition of third year secondary school students and also it increase their familiarity .So practicing crossword puzzles can be beneficial to them in both sides ; educational and emotional because the use of such technique is a good means because it is proved to have a good effects on the learners' effective side especially the psychological side of the learners in the sense that they motivate students and provide challenges between them to achieve the task ;as well as , they create self-confidence to the learners .So practicing crossword puzzle helps learners to develop the degree of comprehensibility , and the acquisition new vocabulary items . We believe that strong vocabulary gives the students the right words to use at the right time .In the light of our analysis and finding, we recommend the following:

- It is necessary to think about how to make the learners get crossword puzzles activities such as how to use dictionary and how to decode the clues.

- The syllabus designers should introduce crossword puzzles in syllabus that will be intended in secondary school.

- The teachers should exploit the learners writing by asking students to write paragraphs related to what they practiced in solving a given crossword puzzles.

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Appendix 1

The Teachers' Questionnaire

The following questionnaire is part of research work that deals with the impact of crossword puzzles on the acquisition of vocabulary of third year secondary school learners at Bordj Bou Araridj. It investigates the use of crossword puzzles as a teaching strategy to improve students' knowledge of vocabulary.

Your answers will be of great help for the research. Would you, please, tick the appropriate box and make statements when ever required.

Thank you in advance

Section One: General Information

Q1: Gender: Male ☐

Female ☐

Q2: Teaching experience: Up to 1 year ☐ 5 to 10 years ☐

10 to 15 years ☐ More than 15 years ☐

Q3:Age

………………………………………………………………………………………

………………………………………………………………………………………

Section Two: Teachers' Concern with the Affective Side of the Learner

Q4: Do you think that it is the teachers who should motivate the learners to learn more?

Yes ☐

No ☐

Q5 Whether your answer is yes or no, please explain it

....

....

....

....

Q6: Do you try to create a relaxed atmosphere during the session?

Yes ☐

No ☐

Section Three: Teaching Vocabulary

Q7: Do you present new words in every lesson?

Yes ☐

No ☐

Sometimes ☐

Q8: do learners face difficulties with the mastery of vocabulary

Yes ☐

No ☐

Sometimes ☐

Q9: When you teach new vocabulary do you use?

A: Translation ☐

B: Definition ☐

C: Synonyms ☐

D: Antonyms ☐

Others: please, specify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Three: Crossword Puzzles as a Teaching Strategy

Q10: Do you use language games during the lesson?

Yes ☐

No ☐

Q11: If yes, which ones

……………………………………………………………………………………………………...

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Q12: Do you use the crossword puzzles in the classroom?

Yes ☐

No ☐

Q13: Do you think that the practice of crossword puzzles will improve the learners' familiarity with new words?

Yes ☐

No ☐

I don't know ☐

Q14: how do you consider teaching vocabulary with crossword puzzles is it?

a. An educating strategy ☐

b. An entertaining strategy ☐

c. Both ☐

d. A waste of time ☐

Q15: What is educational value of crossword puzzles?

……………………………………………………………………………………………...

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Thank you for your cooperation

Appendix 2:

Complete the following crossword puzzle with the appropriate word corresponding to the clues.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Diagram less Crossword Puzzle "Stages of Life"

Across

C2: Someone born yesterday. (4 letters)

H2: Number of year old. (3 letters)

C4: Dead body. (6 letters)

D6: Young person. (5 letters)

H8: Between 13 an 18. (4 letters)

C10: Burial takes place here. (5 letters)

Down

A3: Grow -------------- gracefully. (3 letters)

C7: Husband gives wife this. (4 letters)

E2: Mothers gives ---------to a child. (5 letters)

E9: To use speech. (4 letters)

H1: Health --------------- (4 letters)

H6: Go on this before marriage. (4 letters)

☐**Burial**: The ceremony when a dead body is buried.

Appendix 3:

Complete the following crossword puzzle with the appropriate word corresponding to the clues.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Diagram less Crossword Puzzle "Stages of Life"

Across

D1: Frame for getting around. (6 letters)

A4: Vaccinations or------------------- (5 letters)

F6: Burial takes place here. (5 letters)

G9: What a baby does after **crawling** (4 letters)

I12: With age hair turns ------------- (4 letters)

A8: Dead body. (6 letters)

B10: Young person. (5 letters)

A6: Mothers give --------to a child. (5letters)

Down

A1: Toddlers often make a ---------- (4 letters)

D1: To create letters. (5 letters)

G1: ---------------- garten. (6 letters)

I9: Blessing for ------------ life. (4 letters)

J4: Between 13 and 18. (4 letters)

L2: Husband gives wife this. (4 letters)

L10: First thing a baby does. (3letters)

Crawling: To move slowly with the body on the hands and knees. **Toddlers**: A child who has only just

learnt to walk

Appendix 4:

Complete the following crossword puzzle with the appropriate word corresponding to the clues.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Diagram less Crossword Puzzle "Stages of Life"

Across

E4: Burial takes place here (5 letters)

A6: After **weaning** a baby will ---------- (3letters)

F6: Between 13 and 18 (4 letters)

B10: Vaccinations or --------------- (5 letters)

H10: Bring home a report ------------- (4 letters)

E12: Get this after college (3 letters)

A1: Frame for getting around (6 letters)

I1: Health……... (4letters)

Down

C6: Many elderly have false -------- (5letters)

E7: A heart ---------- indicates life (4 letters)

G2: A level at school (5 letters)

I1: Walk with a --------------- (4 letters)

I9: Not to fail (4 letters)

K6: Young person (5 letters)

C1: Blessing for………life (4letters)

A5: Toddlers often make a………….. (4letters)

• Weaning: To start feeding a baby with other food as well as its mothers' milk

APPENDIX 5:

• Using the word which you have learnt from the previous crossword puzzles write a paragraph in which you describe stages of life.

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