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**Exploring of the effects of Language Games on
Developing EFL Learners Motivation
The Case of Fourth Year Middle School pupils at Ben badis, Djamaa, Eloued .**

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Fulfillment for the Requirements of the Master Degree in Science of Language.

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Dedication

Firstly and for most, my thanks are to the Almighty Allah for providing me with blessings and patience to finish this work.

I dedicate my work to family and many friends .A special feeling of graduated to my loving mother ,khira whose words of encouragement and push for tenacity ring in my ears. My brother Hamza, my sisters Chahinaz,Messouda ,and her daughter layan who have never left my side.

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Abstract

Games can be an effective factor in increasing the motivation of students because it provides them with the opportunity to produce a good language, in addition, playing games give learners a chance to use the language naturally and to play a greater role in managing the classroom talk. This study is based on tow questionnaires to both fourth year pupils and English, in addition to the classroom observation to get more insights about the impact of games on developing the learners' motivation . The analysis of the questionnaire showed that both learners and teachers consider that playing such games as an important factor in enhancing the students motivation , furthermore, the results of the observation are in agreement with the results of both students' and teachers' questionnaire .According to this study, we hypothesize that EFL learners need to play different games during their learning process in order to create a good atmosphere of motivation.

List of Abbreviations

EFL: English as a Foreign Language

SLA:Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

MT: Mother Tongue

MS:Middle School

FL: Foreign Language

L2:Second Language

Q: Question

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General Introduction

General introduction

Thanks to globalization, English becomes an international language that plays a significant role in the teaching/learning arena. The major aim of teaching and learning this language at schools and universities is to bring up learners to better understanding and better communication of the language; foreign learners want to master the English language for many goals, such as to chat with native speakers, or to do researches. EFL learners face many difficulties when learning this foreign language because of many reasons, including inefficient teaching methods and techniques, and learners' lack of motivation. This later is a crucial factor in the success of the teaching process of any foreign language, particularly English. If students feel bored and unmotivated during the lectures, their learning process will not achieve any remarkable progress, which affects negatively on both teachers' and students' performance inside the classroom. Therefore, the role of the teacher, among others, is to facilitate the learning tasks to the students and help them to create a healthy learning environment that makes them more motivated and exited about learning the English language. In order to meet this objective, the teacher can employ several different techniques to make the pupils motivated; one of them is teaching language games during English classes. Hence, this study is conducted to investigate whether teaching language games can help EFL teachers to motivate their pupils or not, and how can this technique play a major role on developing pupils' motivation.

1. Statement of the Problem

Games can be used as a teaching technique when teaching a language .Using word games is indeed a motivational technique in teaching and learning, particularly for beginners that may help also EFL learners to improve and develop their learning level of English as a foreign language .

This study attempts to examine, on the one hand, the importance and the use of word games in the classroom to develop EFL pupils' motivation, and also to stimulate English teachers 'awareness about the effectiveness of this technique. On the other hand, if language games are implemented effectively in the classroom; consequently, the learner's language level will develop significantly, mainly their vocabulary knowledge.

2. Aims of the Study

This research is guided by four objectives. The objectives are as follow:

- To identify word games as a new educational technique, and its importance for motivating EFL learners.
- To facilitate difficulties faced by EFL learners in improving their skills (speaking) while learning language. The more pupils practice language games ,the more they communicate.
- To make that language game technique useful in teaching English language.
- To find the effectiveness of using language games in teaching English and their role in promoting students opinions towards learning English.

- **3. Research Questions**

Our study aims at addressing the following questions:

- To what extent word games are motivational technique for EFL learners?

- How can language games technique motivate EFL middle school pupils to better understand , participate?
- What is the impact of using language games on students motivation ?

4.Research Hypothesis

- If the middle school English teachers use language games technique correctly the pupils' motivation will be raised.
- If the middle school English teachers use language games effectively the process of learning English as foreign language will be easier and more achieved. .

5.Research Methodology

Our study will be conducted through a descriptive method as an appropriate way of testing our hypothesis. This study deals with qualitative approach , it aims to describe and demonstrate language games role in improving both learner's motivation and vocabulary knowledge in Ben Badis middle school at Djamaa, Eloued.

1. Population and Sampling

- **Population**

The aim of this work is to examine the subject of the importance on using language games. Therefore, the research deals with all English middle school teachers at Ben badis. Thus, fourth year middle school pupils represent (117 of pupils) who are organized into groups are involved as a population of the study.

- **Sampling**

The sample of this study deals specifically 60 pupils from four classes chosen randomly from fourth year middle school pupils who are enrolled in the academic year 2016/2017. Each class has been divided into groups to learn English through using language games to practice language games activities which help them to learn English language in different manner.

2. Research Tools

To achieve the stated objectives, data will be collected by using two tools a questionnaires and classroom observation.

- **Questionnaire** a tool of gathering data through asking written questions.

It is addressed for both teachers and pupils of Ben Badis middle school in order to obtain their opinion about the research problem, and if, according to them, games are significant in enhancing their vocabulary level.

- **Classroom Observation** it is designed for fourth year middle school pupils to gain more detailed information on their reaction toward playing games. More specifically ;it attempts to check if pupils really learn from using language games activities.

6. Significance of the Study

Our research tackles one of the interesting topics for both educators and learners, which highlights the importance of using language games in improving students' motivation during the learning process. Also, we attempted, through this study, to help teachers understand the effectiveness of language games, and then overcome the difficulties they

may face while implementing this technique. This study attempts to provide teachers with the sufficient knowledge that helps them to introduce and present their lessons and activities in a motivational way, through this technique, to extend the amount of vocabulary pupils may attain during their English class.

7. Structure of the Study

This research is divided into three chapters. The first is devoted to discuss the use of Language games technique .Second chapter is devoted to examine motivation . The third chapter is devoted to the analyses the field work . Chapter one deals and explores the reasons of using language games, the different definitions, and its types, and games categories, its uses with the four skills .The second chapter discusses motivation definitions and its types, the theories of motivation, and the importance of motivation .The third chapter analyze the results of the tow tools. Finally, we conclude by some pedagogical recommendations are suggested for EFL teachers and learners

8. Limitation of the Study

These some limitations that we encountered in our classroom observation sessions' we have attended. The limited number of the attended sessions while using language games at the same time, and after using it because we started our classroom observation late. At the same time the state of the middle school that our classroom observation, is included faced by some difficulties, after heavy rains which did not helps us to attend extra sessions, and even pupils miss their session because the school

9.Literature review

Using language games in the classroom starts with motivating EFL learners, in this study; we will discuss the literature review of both motivation and language games. As a start, each researcher defines motivation in a different way. According to Tuzum (1994, p.12), motivation “is a word to describe those processes that can (a) arouse and instigate behavior (b) give direction and purpose to behavior , (c) continue to allow behavior to persists :and (d) lead to choosing or preferring a particular behavior ”. Another point of view was explained by Tumsden (1994, p.31), who defines learners’ motivation as “naturally has to do with learners desire to participate in learning process. But, it also concerns the reasons or goals that underline their involvement in academic activities”. Although it is agreed that using games in the lesson is motivating, but the teacher may face some difficulties in implementing games in the classroom.

Several researches have been conducted on the technique of teaching by using games. The researchers were able to come up with a number of studies which supported the use of games as an activity that motivate learning English language.

Moreover, many experienced writers argued that games are not just time –passing, but have a great educational interest. Bennett, (2001) overemphasized the power of games to facilitate deep and meaningful learning, where most productive and motivating learning experiences are taking place outside of school, through playing and participating. In such educational atmosphere, according to her, children enjoy learning via having a sense of their own progress and where the learning is relevant and appropriate .Therefore, using games is an effective technique to facilitate learning, and help learners taking experiences outside the school through playing

games because children like playing games. This can make pupils participate actively and progress in their learning process.

In addition, Erzoze (2000) agreed and added that chosen games are valuable, highly motivating, assuming, challenging, and they encourage cooperation. As games give fun and relax for the learners, he also continued that they allow them practice language skills. However, using that tool can benefit learners in different ways; motivational, challengeable, and encouraging pupils by allowing them practice the language.

In the same perspective, it is argued that teaching English successfully is not just a question of method (ibid). “The best lesson may fail due to the fact that the personal diversity and needs are underestimated; therefore, it is worth looking for reasons behind their passiveness which be due to lack of fun and interest(ibid, p.55).Therefore, teaching English, using this technique, has better chances to present successfully the lesson in an effective way because it involves fun. The Lexion universal Encyclopedia (1983, p. 27-29) defines games as “model of real situations in which the issues are quite simply drawn and participate can become engaged without any condition. Since games issues make learners participate and engaged”. Further, Zdybiewska (1994, p.6) supported this view as he believed “that games are a good way for practicing a language and help using a language in their daily life.”

Chapter One

Language Games

Chapter one: Language Games technique

Introduction

In this chapter, we will provide some literature about the process of learning by using language games, and we will discuss its importance. We shall also discuss some reasons on using games in education and its benefits for teaching and learning English language .We will also explain games categories and its uses with the four skills (Reading, speaking, writing, and listening).Indeed, this tool can implemented in the class in different ways we also discuss the favorable time of using games, and when not implemented. Therefore, games can be used in different kinds of classes while learning according to the level. Then, we will investigate in this study how EFL learners learn through playing word games with some examples of games. In addition, games can be good tool that help students learning the language.

1.Games

1.1 Definition of Games

Different definitions used to describe games in different ways.For Salen and Zimmerman definition ,“ a game is a system in which players engage in artificial conflict, defined by rules, that results in qualitative outcomes”(2003,p.96).Another definition is provided by Ingvar sirgurgeirson (1999) who defines games as a good technique when teaching various subjects because they are very likely to spark interest among students .They can be used with students of all ages .Therefore, using games as a teaching technique is considered as good tool that takes students’ interests for all ages and members. In addition, Elshamy (2001) describes games as a “competitive activity” played according to rules within a given context.(p.15)

1.2 Definition of Word Games

Word game as a term, according to Macmillan Dictionary refers to “language games” which a great way to learn all sorts of thing about English. These games are for English learners, or native speakers who are addicted to word games. (2007, p.27)

In the same path, Indiana university Bloomington’s definition of language games explains that “word games as a term refers to a fairly widespread language play phenomenon in which phonological forms of words are systematically altered so as to disguise that they are”. (1989, p. 1). Word games as a concept described as a system that deals with the phonological forms of words of language plays. Other terms that are used instead of language games are a secret languages disguised speech, play, languages and funs.

2. Games as a Teaching Technique

Teaching with techniques is differing from one teacher to another .Teaching today has changed from previous years. If you ask any teacher whether using games as a teaching technique is important, you will receive different answers, may be they positive a or the opposite. Azriel et al,(2005) say “regardless of ages or economic, ethnic, or social background, people understand the language of plays” (p.9).Therefore, games offer the appropriate environment for learners to explore and interrogate information in an enjoyable way with positive interaction. Therefore, teachers when they use language games in the classroom, they should motivate the pupils. As Biggs (2003) says, “being active while learning is better than being in active” (p.4).

When we consider how learners learn, we can appreciate the effectiveness of games as a learning tool that helps learning English language. Therefore, language game is a tool that encourages pupils to learn the language in different ways. Another key form using word games as a teaching technique is as a formative assessment element .As result pupils will react positively and they will be active and participate more .Also, the use of games as teaching tool is important because it keeps diversity in order to light and sustain students' interest .In other word, teachers can help students using word games activities even passive students can perform well and interact effectively because children on general prefer to play games, both passive and active one will play.

According to national curriculum (2007), “ games can be a good teaching technique ,such as role playing ,imitation games ,theoretical expression and problem solving activities are especially fitting for all stages of language learning ”(p.12).

3. Reasons of Using Language Games

Teaching by using language games has many reasons to apply it in the EFL classes. First of all, games are funny and enjoyable, which makes the learner engaged in the subject .But teachers should keep their students active and motivated .

Second, using games in EFL classes enables students to practice the four language skills to learn a language in real situations, for example, teaching them how to pronounce words with pictures through repetition, the teacher demonstrates the speaking skill to make them speak the language.

Third, games also help students to participate .Pupils when playing games in the classroom it can encourage them to share friendly relation , create a good atmosphere

, and makes cooperation for both passive and active pupils that is helpful in keeping the existence of learning .Fourth, games are good for shy learners ,also for low confidence one's. Because they get the chance to practice and improve themselves by expressing their ideas, solving problems, that is sometimes easier to forgot shyness and afraid it create better atmosphere which is not serious .Fifth, through playing learners can learn English in the same way that children learn their mother tongue. Thus, when they learn the language they are not aware if they are studying, without stress, precious, they learn much more because they think that they are just playing a game.

Sixth, According to Lewis (1999), the game context makes the foreign language immediately useful to the children. It brings the target language to life because when they are playing a game they learn foreign language and use the language effectively .It seems an easy task.

Finally, using games in the classroom is important because it gives the opportunity to pupils to learn a language through playing different games. According to Piaget, children's games reflect society ;and by playing games, children learn many of society's rules.

4. Techniques to Teach Language Games

Tyson (2001) claims that games started with fun first but it can end in bad way, so it is more than just a fun tool .In addition, it is hard to find the right game to use. When selecting a game, you should select the game as a recipe for good education it is one of fun and challenge techniques that motivate learners and make them interested on learning, the teacher should know how to use games appropriately.

5. Types of Language Games

5.1 Physical Games

A good example of physical games is “walking the line”, where participants have to walk a line and perform various types of tasks at the same time (,2000,p.). Another example of physical games according to Freeman (2000,p.107-111) “Simon says” fit the teaching method called total physical response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it.

5.2 Educational Games

Educational games are important to use that holds the educational domain .It consists of careful word lists of target language divided to several themes by educational experts .According to Prensky (2001), engaging educational games should also contain interaction and feedback mechanism that will help the player learn. Hays reports (2005) suggest a set of design recommendation for educational games, emphasizing on the instructional quality .These games should have .More specifically, the games should be integrated in to a large educational program, and it should also incorporate elements that help students build new knowledge structure or complete their existing ones.

5.3 Drawing Games

A good example of this game is “drawing in a foreign language”. That game is similar to “who am I” game that make students draw on the black board instead of acting.

5.4 Games for Large and Small Group

Games can be divided into groups, small and large ones. First, there are games that can be used prior to some group activity in order to divide the whole group into smaller group. A game that fits this type is the game “group dividing by miming”. The teachers should know how the game should be implemented when students are in divided groups.

6. Games and the Four Skills

Games can be used with the four skills listening; speaking, writing, and reading. Moreover; games offer a combination involves the four skills use. Therefore, they are tools that help learners and develop their language skills because they are designed to develop their skills and abilities. According to Betteridge, and Buckby (1997, p.1), “games can be found to give practice in all the skills reading, writing, listening, and speaking, for many types of communication”.

6.1 Writing Language Games

Writing skill is difficult task for students. Learners need to know how to write, including grammar, punctuation, paraphrase, and research. There are a number of approaches to practice the writing skills.

According to Harmer(2001) “we need to choose between them , deciding whether we want our students to focus more on the process than its product , to study different written genres, all to encourage creative writing either individually or cooperatively”.(p.33). Writing skills as a process aims to develop writing genres to encourage creative writing for individuals and groups. Games can be a good way

which provides writers with the desire to write because games are fun and easy to learn.

According to Hadfield(1990) a variety of interaction writing games can be found on the internet, and teachers can without much effort create a game that practice writing formal letter ,for example. A game when participants would have to rearrange sentences to positions them correctly ,so they make formal letters. Therefore, it is easy to found games and to teach by using it without much efforts especially creating games to practice writing skill. To illustrate, when teaching pupils writing a formal letter, in this game, learners would have to rearrange sentences correctly.

6.2 Speaking Language Games

Communication is very important because when we communicate, we practice the language. Also, learners need to practice the language, especially foreign languages. Speaking games used to help learners to communicate .Using games is enjoyable. According to Hadfield (1990) games in general might emphasize fluency. That category may be linguistic games and communicative games; both aim to teach speech in the target language .Indeed, games which emphasize on fluency can be divided into linguistic and communicative games.

6.3 Listening Language Games

Listening is necessary in learning a language .The more efficient listeners are successful ones .Listening skill was defined, according to the European Journal of Language and Literature Studies, as “ listening is not merely hearing it is a state of receptivity that permits understanding of what is heard and grants the listener partnership in the communication process ”(p9). Therefore, listening activities might

be an effective tool to train pupils. By combining listening with using games, teachers may prevent learners from boring activities or lessons.

EFL Learners need to listen carefully to develop their learning goals, especially when they need to communicate. For example, describe the place students into pairs and have them sit back to back. Give one students in the pair a unique picture with a simple shapes drawn on it .Then give the second student a blank piece of paper. The student with the picture must dictate to his/her partner how to draw the picture; so with this game, pupils develop their skill. This game can also be used to train learners for speaking, and communication.

6.4 Reading Language Games

Reading skill is important as the other skills for learning English language because when you are able to write you need to know how to read .EFL learners need to know how to read .As Harmer (2007,p.77)argue the application of listening language games is Iceland where the majority of the text books for university are in English ” .Reading skill is important and crucial that teachers seek appropriate means in order to keep students interested .Games in general provide fun .Thus ,students will be engaged .The European Journal of Language and Literature Studies(1988) has seen that through reading , we learn a lot, and it is the most prominent language skill.

7. Implementation of Language Games

The main issue in implementation of games is how can we create, with a minimum of efforts, the best possible chance that implementation of intended and approved complex innovations will actually take place, according to the practical ideas from the

literature on implementation. Games can be implemented in the classroom by a teacher in different ways, but it depends on choosing the appropriate timing.

8. Disadvantages of Games

Games are always loved and funny ,but using games can be negative. According to Pravita(2010) .First disadvantage in applying games in teaching and learning process was by attracting student's interest to game ,all of them were active and made noisy it is difficult to the teacher to control them they much moved and spoke a lot .second disadvantage timing the teacher only had little time to explain the material and gave some new vocabularies So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies. Third ,boring the students get bored and losing concentration if there is repetition of the same activity. Fourth, if the teacher not well designed for the game the lesson may fail.

9. Games in Different Kinds of Classes

Teachers need to take to consideration some characteristics when preparing and realizing a game in classes ; however, it is impossible to reflect on all existing classes. Therefore, we will take a closer look at using games in different types of classes based on the language level

9.1.1 Using games in language teaching according to level

9.1.2 For Beginners

Carrier (1990) ,teachers should first consider the level of the game to fit their students' language level. In classes teachers should use specific games with beginners; it is difficult to maintain the student's attention for too long. It is difficult for beginner pupils to remember all new words and expressions they need to acquire in order

proceed further . One of the most specific outcomes of using games in the class of beginner learners is improving the good relationship with the new language. According to Hadfield(1999) beginners' games are a collection of 40 games for beginner students of English, and language syllabus that matches the communication abilities of beginners and young learners.

9.1.3 For Intermediate learners

Intermediate learners have already gained amount of knowledge and skills regarding in the target language .They have already built the relationship; they are usually aware of and realize the fact that the language is a real spoken by real people. They are able to use the language actively , and therefore the ground is set for more complicated games if desired .Games for these students are not essential part of a lesson ;nevertheless, it brings the refreshment and enjoyment to teaching and learning process .It is also an occasion to use the target language in an active way .

9.1.4 For Advanced learners

Advanced learners have the ability to use language games without thinking about the learners groups are difficult .Games at this stage are not used very often , yet they still play an important role as tool of making the pupils live with language ,and use it not only for educational purposes.

10. Learning through Games

10.1 Puzzles

A puzzle is a type of games. In every day case, the puzzle solves the problems and a goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task. Many people are hooked on certain type of puzzles. For

example, some people routinely start the day spending time playing crossword puzzles in their morning newspaper. The fun is in meeting the challenge of the puzzle, making some or a lot of progress is completing the puzzle.

From an educational point view ,it is clear that solving crossword puzzles helps to maintain and improve one's vocabulary ,spelling skills and knowledge of many miscellaneous tidbit of information .Solving crossword puzzles tends to contribute one's self esteem .A puzzle game is a problem or enigma ,which is mainly designed for entertainment .Often ,the player can solve puzzle without having to draw upon deep knowledge of any discipline .A good example of this type of game is Jigsaw puzzle and Rubrics cube provides an example of this a child doing a Jigsaw puzzle is engaged in tasks that involve looking for patterns, using spatial visualization skills. Playing these puzzles may be done individually or in small groups. In the latter case, there is a strong social education aspect of putting together a jigsaw puzzle.

10.2 Sudoku

Sudoku is a type of game puzzle that is used to illustrate various aspects of learning to solve a puzzle and increasing one's level of expertise in solving a puzzle .The Sudoku puzzle requires the player to be able to recognize and distinguish between symbol.

10.3 Cross Words Puzzles

In this type of a game, the teacher provided a paper for each student containing crosswords puzzles with some public place pictures. Then, the teacher asked the students to do it. After that the teacher attached the crosswords on the white board. After that, she/he showed those pictures related to the crossword one by one to the

students. Next, the teacher asked each student to say the name of the picture showed by the teacher, spell the name, and write the name on the white board. If the students made any mistakes in saying the name of the picture, spelling the name, or writing the right name, corrected them.

10.4 Guess the Word

In this type of game, when the teacher asks one of student to stand in front of the class. The teacher gives to the pupils a word that cannot be seen by others. He/ She will draw on the black board a picture expressing the concept of the word .The rest of the class have to guess the word , the one who drew the picture gets the points if the class can guess the correct word will be rewarded.

10.5 Card Game

A card game is any game using playing cards as the primary device with which the game is played , including families of related games ,such as poker .A small number of card games played with traditional decks have formally standardized rules, but most are folk games whose rules vary by region ,culture ,and person .Many games that are generally placed in the family of card games do in fact use cards for some aspect of their game play .Similarly, some games that are placed in the card game genre contains a board .The distinction is that the game play of a card primarily depends on the use of the cards by players.

11. Uses of Games

11.1 Ways to Use Games

Most of games are for fun .Therefore, teachers should know how to control and ensure a positive atmosphere in the classroom .According to piedad (2002,p. 53) seen

that, "a game must be in synchrony with the environment and abilities of the students, because not all of games can be played inside the classroom". Sugar (1998, p.xvi) argues that students can play each and every game .The chosen game must be balance both fun and challenge. Langran and Purcell (1994) argue that the rules of the games must be specified clearly by the teacher before starting the game.

11.2 When to Use Games

According to Hadfield (1990,p.145), suggested that "games should be regarded an integral part of the language syllabus, not an amusing activity for Friday afternoon of for the end of the term." .First, vocabulary games make learning new words easy, and using them later interesting and fun through repetition of words .During the process the acquisition ,or learning of vocabulary become internalized. Second, when students lack interest, they do not understand the importance of the point being learnt .Employing games and fun activities may take their attention .Third, when they practice language classes are usually taken up as supplementary to students' main subject. Games can be refreshing; and they may change mood as well as reenergize students.

11.3 When Not to Use Games

Games for student which have not the pre- requisite qualities should not be played .Also ,sometimes when time is not enough .Timing must be planned properly , games needs more than it requires .so, teachers may face some problems during the implement of games .For example, noise , passive learners , and classroom organization all of these factors can affect on the teacher and learners use of games in the classroom.

Conclusion

Language games make learners understand better in an enjoyable way, and help them to facilitate some difficulties that they may face in learning foreign languages. They may help them also achieve better results .The role of language games in teaching English language is to develop their learning process because games can keep their minds active through playing words and develop the students' different skills, mainly their communication skills .Games offer the opportunity to the students for acquiring and learning new words as a motivational tool that enhance learning English language.

Chapter Two

Motivation

Chapter tow: Motivation

Introduction

In this chapter, we will discuss the different definitions of motivation and their types. We shall also illustrate the relationship between motivation and English as a foreign language. We will also explain how the teacher can enhance motivation in the classroom by implementing some suggested motivational strategies, and activities. We will discuss the relationship between language games and motivation. Then, we will discuss the positive impact of motivation in the English classrooms that our research attempt to improve

1. Definitions of Motivation

Motivation as a term has different definitions. According to Dornyei's definition (2001,p4),“motivation is frequent term used both in education and research context”. Motivation is “an abstract, hypothetical concept use to whole range of motives” *ibid*). Scheidecker et al (1999) define that motivation is “without question, the most complex and challenging issue that facing teachers today” (p.115).Therefore, motivation remains a difficult term to be explained by teachers.

In addition, other scholars define motivation as the following. Gottfried (1999) states that academic motivation is “enjoyment of school learning characterized by a mastery orientation ;curiosity ; persistence ;task-endogamy; and learning of challenging, difficult ,and novel tasks” (p.525).Therefore, academic motivation consists of many characteristics. For example, "enjoyment" , "mastery orientation", "curiosity" , "persistence", "endogamy -task and challenging of learning" .

On the other hand, Guay et al 's definitions (2010,p. 21) states that motivation as a term refers to “the reason underlying behavior” motivation as term originated from the Latin word “moveo-movere” means to “move” in English . Walker (2011) states that motivation is the element that moves humans to decide taking certain choice to be engaged and to be able to continue a behavior. Therefore, motivation is the key that guides humans to decide behaviors . For Homala defines the word motivation as “the common name for all impulses that lead to behavior, or as the case may be to certain behavior”(1972 p.11) .

Another definition by Gee (2003) who argued that “motivation is the most important factor that drives learning” (p.3).Therefore, motivation remains the important element that helps learning process. Brown (2000) proposed three definitions of motivation according to different schools of thoughts (behaviorist, cognitive school, and constructivist school) summarized in this table.

The behaviorist school	Cognitive school	Constructivist school
Motivation is seen as the anticipation of reward. The more we have reinforcement; motivation is more likely to be increased.	Motivation is related to the individuals decision and underlying needs to reach a given goals.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill needs, security, identify, and self-esteem.

Table 01:Brown’s three definitions of motivation (2000, p.160-161).

2. Motivation in Second language

Motivation to learn an L2 is complex and unique, even within motivational psychology, due to the multifaceted nature and roles of language itself, and describing its nature and its core features requires particular care.

According to Gardner (1985), defines L2 Motivation as “the extent to which an individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity”. (p.10). Language teaching article sees that motivation is important factor in learning success. As argues that traditional teachers uses the four skills to motivate learners as central element to teach the English language effectively.

Motivation is a difficult topic in education, Williams and Burdens’ frame work of L2 motivation (1997), considered that L2 motivation to be complex, multi-dimensional construct, but the grouping of the component followed different principals. Motivation in foreign and second language learning .For Williams (1994) “motivation involves choice about actions and behaviors including decision”.(p.77) .Another view, Bardwell and Braaksmá (1983), examine the issue of motivation in second language acquisition is complex and constantly evolving. Therefore, motivation is complex in the acquisition of L2.

3. Types of Motivation

Gardner and Ryan distinguished many types of motivation according to the purposes or the goals of the learners .Gardner(1985) claimed that motivation refers to the combination of desire and efforts to achieve a goal. He studied motivation from different perspectives, stating the following categories: intrinsic, extrinsic, instrumental, integrative.

3.1 Instrumental Motivation

Instrumental motivation explains the goals for L2 learning. English language is chosen as field of study in order to achieve aims. Dornyei (2001) stated that the functional reason for learning a language as a means of attaining certain instrumental purposes as a better job. In other word, instrumental motivation gives learners the desire for learning language for practical reasons. They use it in order to achieve their goals and needs, however; instrumental motivations make learners learn the language because of their specific reasons or needs. Hudson (2000) claimed that instrumental motivation is characterized by the desire to achieve something .Therefore, learners need to achieve goals refers to the desire, or the aims they want to realize.

3.2 Integrative motivation

Falck (1978) argue that most successful learners while learning a foreign language , are those who like the language and the culture which has positive attitude about the language study. This means that good learners are those who has an interest about learning foreign languages. Masgoret and Gardner (2003), sees that Integrative motivation as “a sincere and personal interest in the people and culture represented by the other language group”(p.98).

3.3 Intrinsic Motivation

Ryan and Deci(2000) states that “intrinsic motivation refers to doing something because it is inherently interesting or enjoyable”(p.55).Therefore, intrinsic motivation is defined as doing something with pleasure and enthusiasm . In addition, intrinsic motivation can be classified according to Noels (2001), as follows:

- IM -knowledge :which refer to the pleasure of knowing

- IM-accomplishment: which refer to the pleasure of accomplishing goals
- IM-stimulation: which refers to the pleasure sensed when doing the task

Another point by Takase (2007) , who stated that intrinsic motivation involves the desire to learn ,enjoyment, interest .Therefore, it refers to the self-desire that motivate people and engage them with the action. Thus, intrinsic motivation is the key that gives people desire for learning, enjoying, interesting, and engaging them because it is the most factor that control people.

3.4 Extrinsic Motivation

In contrast, extrinsic motivation refers to doing an activity in order to get enjoyment or fun .Also extrinsic motivation is concerned performing an action which aims to get a rewards .In sum, it refers to the behavior that leads to the external rewards .As brown (2007) argued that extrinsic motivation is “fueled by anticipation of rewards from outside and beyond the self”(p.172).

For Deci and Ryan(2000) , who proposed four types of extrinsic motivation as follows:

- Extrinsic regulation: which refer to the classic case of extrinsic motivation.
- Introjections regulation: This occurs when an individual’s takes in external regulation.
- Identified regulation: which refers to identifying individual’s values of behavior.
- Integrated regulation: which is the highest level of internalized extrinsic motivation ,integrated with other aspect of the self

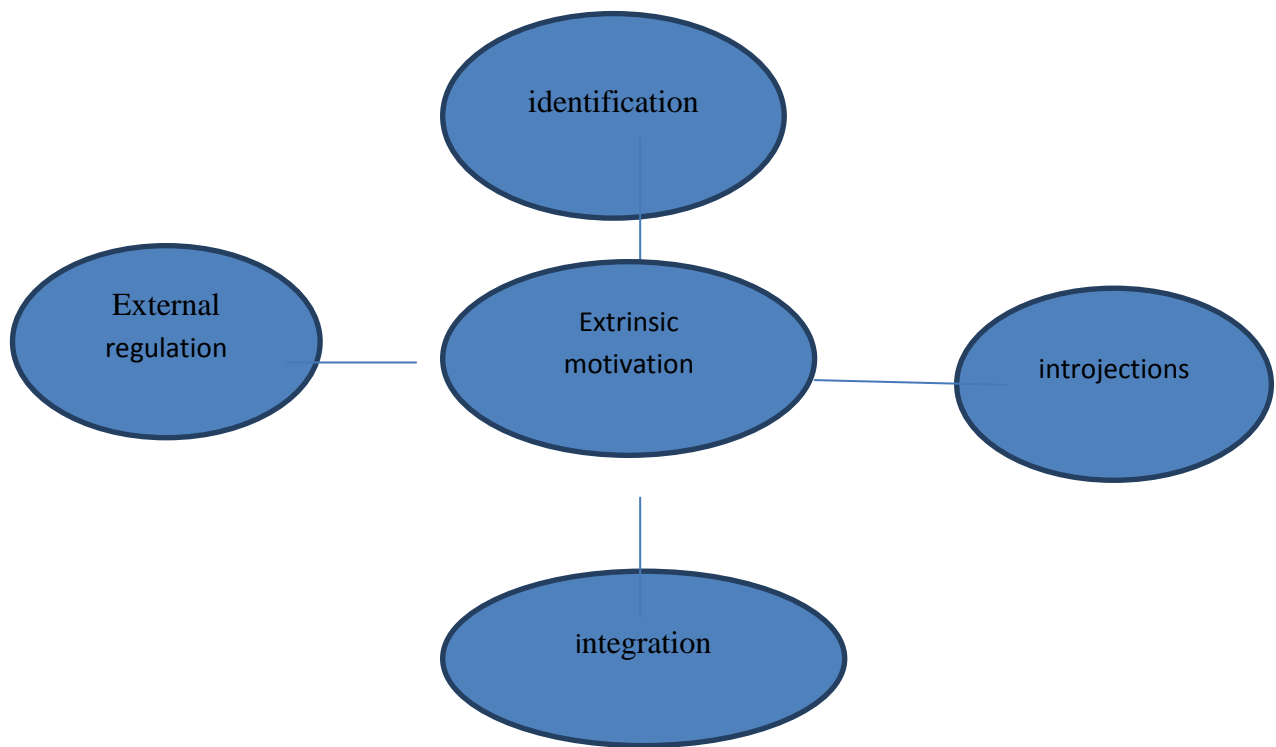


Figure 01: The components of Extrinsic motivation Deci and Ryan (2000)

4. Enhancing Motivation in the Classroom

Teachers may face both motivated and de-motivated pupils in the classroom, but the teachers should motivate their learners in different ways to avoid de-motivated learners. Many researchers discussed how to enhance learner's motivation in the classroom. According to Lightbown (1999) stated that "teachers can make the learners motivated by making classroom as supportive environment in which students are stimulated, and engaged in the activities"(p.163).Therefore, teachers can affect on learners motivation by providing them a healthy classroom environment which makes the learners engaged within the task.

Another way to enhance motivation in the classroom by creating group work as an example of that activity is group cohesiveness used by teachers as competitive tasks

which makes competition. Moreover, this type of activity encourage learners and makes them engaged by creating the sense of motivation

4.1 Motivational Strategies

Dornyei (2008) defines “motivational strategies as referring to (A)instrumental interventions applied by the teacher to elicit and stimulate students motivation,(b)self-regulation strategies that are used purposefully by individuals students to manage the level of their own motivation”(p.57). Motivational strategies frame work seen as the

following: ibi practice

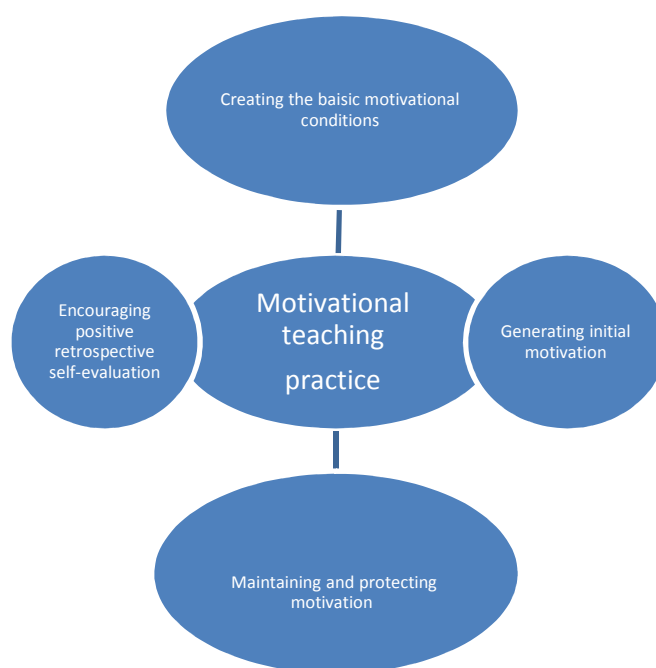


Figure 02: The main components of Dornyei (2001), motivational strategies.

Dornyei (2001) book motivational strategies in the language classroom, laid out thirty –five motivational strategies as follows:

(A) Create the basic motivational conditions,(B)generate initial motivation,(C)maintain and protect motivation, and encourage positive self-evaluation ,teaching motivational strategies in the classroom is complex task.

A-Creating the basic motivational conditions as follows:

- Appropriate teacher behavior.
- A pleasant and supportive.
- Atmosphere in the classroom.
- A cohesive learner group with appropriate group norms.

B-Generating initial motivation:

- Enhancing the learner's L2-related values and attitudes.
- Increasing the learner's expectancy of success.
- Increasing the learner's goals orientendness.
- Making the teaching materials relevant for the learners' beliefs.
- Creating realistic learners beliefs.

C-Encouraging positive retrospective self-evaluation:

- Promoting motivational attributions.
- Providing motivational feedback.
- Increasing learners' satisfaction.
- Offering rewards and grades in a motivating manner.

D-Maintaining and protecting motivation:

- Making learning stimulating and enjoyable.
- Presenting tasks in a motivational way.
- Setting specific learners goals.
- Protecting the learner's self-confidence.
- Allowing learners to maintain a positive social image.

- Creating learners autonomy.
- Prompting self-motivating.
- Promoting cooperation among the learners.

4.2 Motivational Activities

Teachers may use some motivational activities in order to help learners to learn English language easily, and in different ways .Teacher may design some learning activities. Ames (1992) who proposed five objectives for the learning activities .

- Focusing pupils attentions on the most significant and relevant aspects of content.
- Awakening their curiosity and interest through novel and entertaining activities.
- Setting tasks that involves a reasonable degree of challenge.
- Helping them to set realistic short term goals.
- Supporting the development of effective learning strategies.

Ames objectives explained as the following .First, teachers do not need to focus on taking pupil's attention, because they will lose their motivation to participate. Third and fourth objectives deals with conditions given that provide expectations and the experience of progress. Fifth and sixth objectives explain the development of effective learning strategies; we consider one elements of teaching for motivation.

4.3 Language Games and Motivation

Games provide language teachers with many advantages when they are used in classrooms. One of these advantages is that learners are motivated to learn the language when they are in games. Emphasizes usefulness of the game because of its

motivating importance. "It is clear then that games-since children naturally want to play them- can be motivating." McCallum (1980, p. ix) emphasizes this point by suggesting that "games automatically stimulate student's interest, a properly introduced game can be one of the highest motivating techniques." Avedon (cited in Deesri, 2002, p. 2) further argues that "games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses ". In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. Philips(1993) supports this opinion by her statement that enjoyable activity is memorable then and the possible success that the children could reach in language learning will develop motivation for their further learning .In fact, games are closely connected with motivation. For example, Khan (1991, p. 143) Motivated learners are easy to describe them. As Skinner and Belmont(1993) noted that although motivated learners are easy to recognize ,they are hard to find ,we would add, hard to create .Thus , despite of the fact that is easy to describe motivated learners ,but it is difficult to find and create them so it is difficult task for teachers .

Games on general make learning funny and enjoyable ,word games can also serve the process of learning it can help learners to communicate even while using tasks as basic for introducing alternate communicative activities , word games will add another dimension to the classroom .Another positive point on using word games in the classroom , word game also can unifying the students in general and specific groups , it create teams members .As Lamy and Laitenberger (1976) argues that the ludic element of playing games in a formal classroom environment may be bored the class member .

In addition, Moreno (1997) states that ludic tasks can benefit learners in the creation of the language classroom as follows. First, it can create contact among new students, it makes social contact and communication. Second, self-confidence and help inhibited learners to express themselves. Third, it makes creative capacity. Motivation allows learners input to determine how curriculum may be improved and gives the learners the sense of autonomy that in turn improves motivation to be engaged in the learning process. The teacher should know how he/she motivates the students by engaging them through activities. Therefore, using language games activities or ludic tasks helps students, and gives them different benefits. According to Schmidt and Watanabe (2001) discover that learners of foreign languages scored lowest on a battery of tests concerning motivation. Thus, most of EFL learners are demotivated to learn foreign language.

5. Impact of Motivation on the English Classes

Motivation is important while learning. As Stipek (1998) suggests many reasons why individuals lack motivation in the classroom. First, students need to pursue a written list of important person. Second, students should have positive feelings about the activities used by the teacher. Third, they should have enough self-confidence to perform and present activities. Finally, students should provide with sufficient extrinsic rewards in order to motivate them.

According to Huitt (2001), teachers can increase motivation on classroom in different ways. He categorized motivation into two elements as follows:

Intrinsic	Extrinsic
<ul style="list-style-type: none"> -Explain or show why learning a particular content or skill is important -Create and ,or maintain curiosity -provide a variety of activities and sensory stimulations -provide games and simulations -set goals for learning -Relate learning to students needs -Help students develop plan of action 	<ul style="list-style-type: none"> -provide clear expectation -give corrective feed backs. -provide valuable rewards -Make rewards available.

Table 02: Ways of increasing intrinsic and extrinsic motivation.

6.The Importance of Motivation

From what previous researchers found, it is clear that motivation plays a vital role in the learning process. Students need to have some factors which facilitate the process of learning. In this respect, Harmer states that “a variety of factors can create a desire to learn” (2001, p. 20). Therefore, the job of the teacher is to motivate learners and to increase the desire to achieve it. Harmer (2001, p. 20) notices that “one of the teacher’s main aims should be to help students to sustain their motivation”. Dornyei attributes this to a well-established principle, stating that “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students’ achievement”. (cited in Guilloteaux, &Dornyei, 2007, p. 55)

7. Theories of Motivation

The importance and direct relevance of motivation to learning in general, and to Language acquisition, in particular, has resulted in the postulation of several theories which aim at illustrating the nature of this concept.

7.1. The Behaviorist Theory

Brophy (2010, p. 3-4) claims that earlier views were influenced heavily by behavioral theory and research, and much of it is done on animals rather than humans. They consider humans as passive responsive to basic drives or needs. Later on, they shifted from drives or needs to focus on reinforcement as a primary mechanism for establishing and maintaining behavior patterns. A reinforce is:

Any thin that increases or maintains the frequency of a behavior.

Behaviorists usually talk about control rather than motivation when explaining how to establish And maintain desired behavior.

Moreover, they speak about using reinforcement to bring Behavior under stimulus control.

A stimulus is 'a situational cue that reminds earners that performing a certain behavior pattern in this situation will gain then access to reinforcement.(Brophy, 2010, p. 3-4)

7.2 Cognitive Theories

From researches that have been conducted since the mid 1970s, a cognitive approach has set the direction of motivation research in educational psychology. Dornyei (1994, p. 276) claims that cognitive theories of motivation views motivation to be a function of a persons' thought rather than of some instinct, need, drive, or state. The information encoded and transformed into a belief is the source of action. In the same vein, Dornyei (2001, p. 8) explains that the cognitive approach places focus on how the individuals conscious attitudes, thoughts, beliefs, and interpretations of events influence their behavior. To put differently, how mental processes are transformed into action.

7.3 Social Motivation Theory

Dornyei (2001, p. 11) suggests that it gives importance to environmental influences. Hence, a great deal of human motivation stems from the socio-cultural context rather than from the individual.

7.4 Humanistic Theories

7.4.1 Abraham Maslow's Hierarchy of Needs

Maslow (1962) suggests that human needs are arranged in a hierarchical way respecting

the following order of priority:

- ✓ Physiological needs: (sleep, thirst).
- ✓ Safety needs: (freedom from danger).
- ✓ Love needs: (acceptance from parents, teachers and peers).
- ✓ Esteem needs: (mastery experiences, confidence in ones' ability).
- ✓ Needs for self-actualization (creative, self-satisfaction or curiosity).

These needs must be satisfied respecting the previous order. If lower needs are not Satisfied, higher needs may not be recognized. Physiological needs are basic to survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal relationships and love needs may begin to motivate their behavior; hence, when love needs are satisfied, people may seek to satisfy esteem needs or even self-actualization needs. Frame (1996) states that as far as the classroom situation is concerned students who are not able to become engaged in lessons- because they come school tired, hungry, feeling anxious or unaccepted- are unlikely to overcome the intellectual difficulties and become less creative. The aforementioned hierarchy is a useful reminder that in order to motivate students successfully, we may need to

address their lower needs along with higher needs associated with school learning.
(cited in Brophy, 2010, p. 4-5)

8. Motivational Conditions

Motivational strategies cannot be employed successfully in a motivational vacuum. That's why certain preconditions must be arranged before attempting to generate motivation.

The following three motivational conditions are necessary:

- ✓ Appropriate teacher behaviors and good relationship with the students.
- ✓ A pleasant and supportive classroom atmosphere.
- ✓ A cohesive learner group with appropriate group norms. Dornyei (2001, p. 31)

These three conditions are interrelated because, for instance, you cannot have a Pleasant classroom climate if there is tension between the teacher and the students.

Conclusion

This chapter provides a main topic that has been studied for recent years which is motivation. Accordingly, the researcher has collected different information to define motivation, and to state its types. Thus, to facilitate and to make more interesting for them in classroom the researcher discusses some motivational strategies, and suggests some motivational activities in which a teacher could raise the classroom whether, intrinsically or extrinsically. Teachers can use many strategies to motivate their learners to learn such as, games as an example .The present study suggests games as a motivational technique in teaching that might raise students' motivation in classroom to. Therefore, we discuss also the impact, and its importance in the English classes with illustrating motivation theories .Finally, we conclude by some motivation conditions.

Chapter Three

Field Work

Chapter three: Field work

Introduction

The chapter deals with the issue to investigate about the importance of using language games on developing EFL learners motivation .For the requirements of this study, tow tools are used ; students' questionnaire, teachers' questionnaire, and a classroom observation checklist. The former is administered to the fourth year at Ben Badis middle school pupils and their teachers of English. These tow tools aim mainly at collecting data needed to reach our research goals. The present chapter analyzes the samples answers of both pupils' and teachers' questionnaires, as well as the classroom observation. It describes the design and the piloting of both questionnaires and classroom observation checklist .Then; it presents the analysis and findings of the tow tools. Finally, it is concluded by list of suggested recommendation for EFL teachers and learners obtained from fourth year pupils.

1. Description of language Games

- **Sample Language Games Used in the Classroom Observation**

We have adopted used tow sample games, derived from play games with English 1 teachers resource book, that are created to by Colin Granger with illustration by John plum to help pupils to practice their knowledge with their daily routines activity by playing verb crosswords, and mime game as an example of our study.

Its Objective: the main objective of these games is to help the pupils get engaged actively within the learning task when teacher uses this games activities.

Time this game does not require much time .The time should be limited by the teacher, from 5 to 10 minutes; and students were divided into groups while the

teacher explains the game to them. The overall time to play these games takes about one session; i.e., 10 minutes after the lesson.

Preparation: The teacher needs to prepare games handouts of these games, so that each one of them can practice language games in the presented lesson.

How to Play: it is an easy and simple game activity to be played. All what pupils need to practice this language games effectively is the teacher's presentation of a picture and number. The first group who had more answers, will be rewarded by the teacher, as kind of encouragement and motivation.

The reason for choosing this game it was the class teacher responsibility and choice because the game was a form of exercise from their lessons.

Research Tools:

1. Pupils' Questionnaire

1.1 Pupils' Sample

To carry this research, a sample of 30 pupils' who answered the questionnaire were chosen randomly from a whole population of 117 pupils, from four classes fourth year middle school at Ben Baddis school during the academic year 2016/2017 .The selection of such sample was based on the consideration that fourth year pupils of these classes have already experienced using language games activities.

1.2 Description of the Pupils' Questionnaire

This questionnaire consists of 16 questions, which are arranged in a logical way.

The pupils' questionnaire was distributed to thirty pupils. The questions are either closed questions, requiring from the students' to choose , "yes "or "no "answers, or a

multiple choice questions , which requires the pupils to pick up the appropriate answers from a number of choices or open ended questions, requiring from them to give their own answers ,and providing them with arguments. All the questions were translated to Arabic for the pupils due to their age, language level, and their English knowledge.

1.3 Pilot Study

Pilot study is undertaken to confirm that the questions used in the questionnaire are clear and understood for students, so the data is collected. During this stage the 13/04/2017 at Ben badis middle school pupils are given the opportunity to ask for clarification appropriately, if they did not understand the questions. All the questions are translated to Arabic in order to enable the pupils to respond easily.

1.2 Data Collection and Analysis

Part one: General Information

Q1 Pupils' gender

Opinions	Female	male	Total
Numbers	19	11	30
Percentages	63%	37%	100%

Table 01:pupils' gender

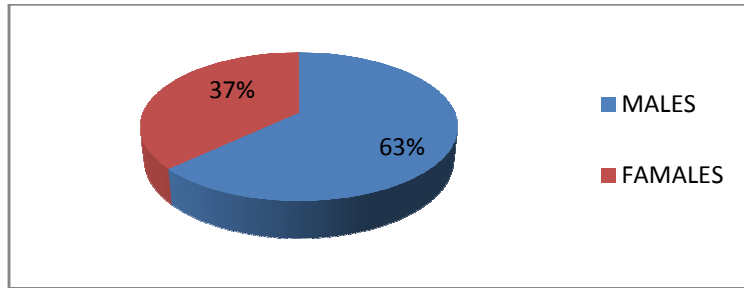


Figure 01: Pupils' gender

From the table above, we have noticed that this class (our sample) includes 19 females from total number of 30 pupils, 11 males .This might affect our study according to their different learning style. Females pupils' make up 63%of our sample. Whereas , males pupils are only 11 pupils and make up 37% of the sample under study.

Q2.Pupils' age

opinion	13	14	15	16	17	Total
Number	4	11	10	3	2	30
percentage	13.33%	36.66%	33%	10%	7%	100%

Table 02:Pupils' age

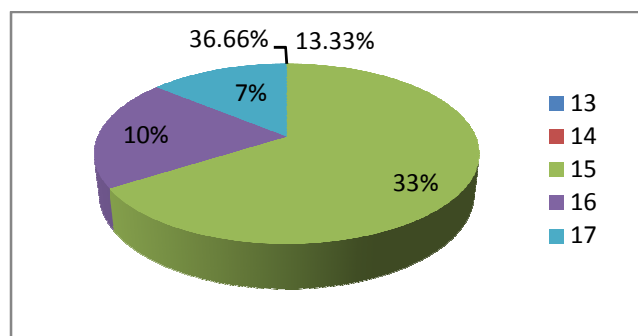


Figure 02:Pupils' age

The results shows that pupils' age of the chosen sample vary between 13and 17 year old. The pupils who are 14 years old (36.66).pupils who are 15 year old

represent 33% followed by 13 year old (13.33),pupils who are ages 16 represent (10%),pupils who are ages 17 year old represent a minority (7%)from the chosen sample for each group.

Q3. Are you interested in studying English language?

Opinion	Yes	No	Total
numbers	28	02	30
percentages	93.33%	6.66%	100%

Table 03:Pupils’ interest in studying English

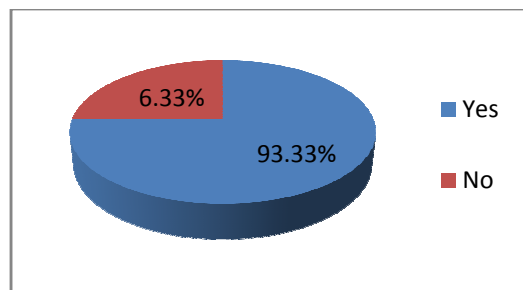


Figure03: Pupils’ interest in studying English

Throughout the results summarized in the table above, 93.33% of the respondents say that they are interested in studying English language. However, 6.66% of pupils they were not interested in studying English language. This means that most of fourth year middle school pupils are interest in studying English language.

Q4.Are you excited to play games in the classroom?

Opinion	Yes	No	Total
Numbers	29	1	30
Percentages	96.66 %	3.33%	100%

Table 04: Pupils answers about their inertest in play language games.

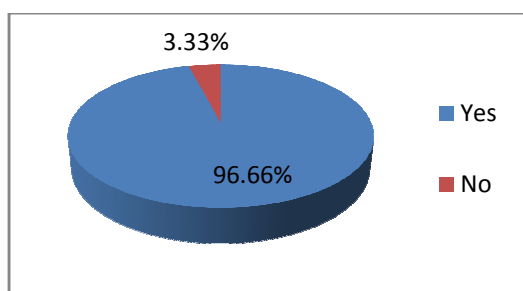


Figure 04: Pupils answers about their interest in play language games

From the table, we noticed that 96.66% of pupils are excited to play language games in the classroom, whereas just 3.33% of pupils are not excited in playing language games in the classroom. The majority of fourth year middle school pupils are excited while playing games activities.

Q5.How do you consider the teacher incorporation of language games?

Opinion	interesting	boring	Compulsory	Total
Numbers	29	0	1	30
Percentages	96.66%	0%	3.33	100%

Table 05:Pupils’opinions towards the teachers’ incorporation on word games.

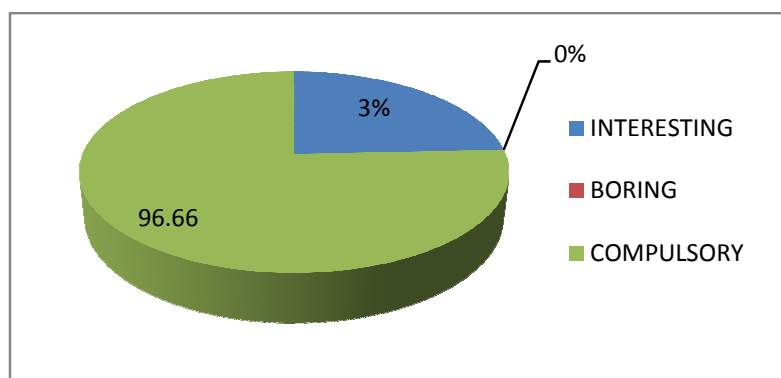


Figure 05: Pupils’ opinions towards the teacher’s incorporation on language games.

Pupils’ opinion about using language games in the classroom as follows. The data shown in the table above that the majority of the pupils (96.66%) find that the use of

language games activities is interesting .33% of pupils who find the use of language games is compulsory, whereas a 0% lower rate for pupils who feels bored.

Q6. Which activities do you prefer most?

Opinion	Discussion	Language games	Thinking	Total
numbers	09	17	03	30
percentages	30%	56.66%	10	100%

Table 06: Pupils’ opinions about the preferable activities

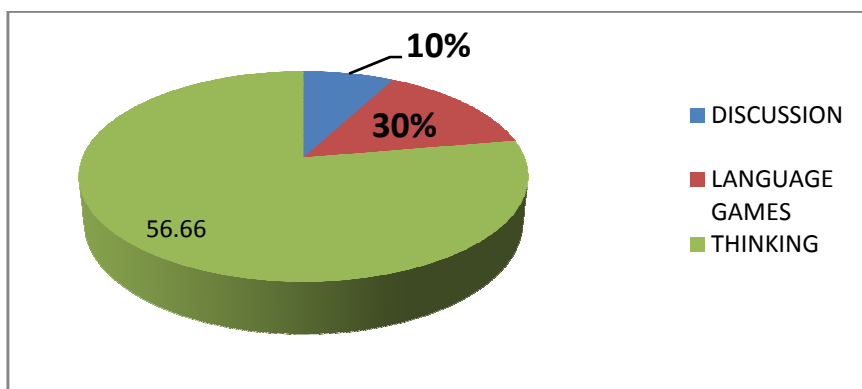


Figure 06: Pupils’ opinions about the preferable activities

We have noticed that the majority of pupils (56.66%) prefer the use of language games activities, whereas only 30% of pupils who prefer discussion activities, 10% of pupils who prefer thinking activities .Thus, most of fourth year middle school pupils they prefer to practice language games activities.

Q7.Which way do you prefer playing language games activities?

opinion	Individually	In pairs	In groups	Total
numbers	07	03	25	30
percentages	23.33%	10%	83.33%	100%

Table 07: Pupils' opinions towards their ways to play language games.

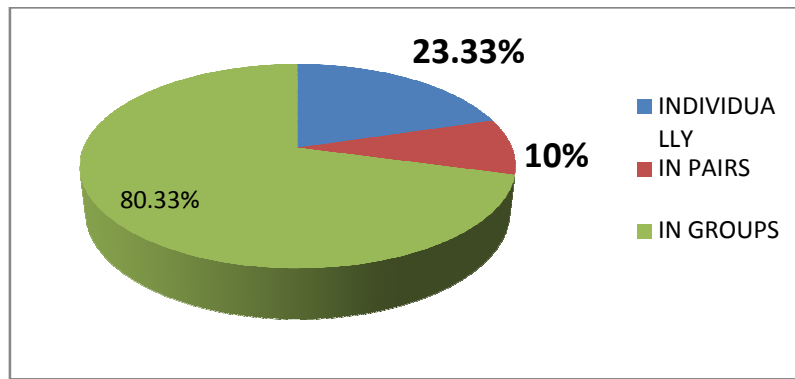


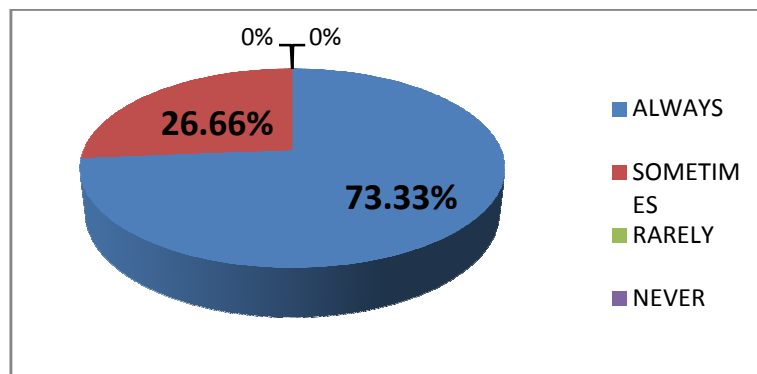
Figure 07: Pupils’ opinions towards their ways to play language games.

The statistics in the table show that 83.33% of pupils who prefer play language games in groups followed by 23.33% of pupils prefer playing language games activities individually. Only 10% of pupils who prefer play language games activities in pairs. These results ensure that most of fourth year middle school pupils they prefer play language games activities in groups.

Q8.Which time you prefer to play word games activities in the classroom?

opinion	Always	sometimes	rarely	Never	Total
numbers	22	08	00	00	30
percentages	73.33 %	26.66%	0%	0%	100%

Table 08: Pupils’ opinion about the appropriate time to play word games activities.



.Figure08: Pupils’ opinions about the appropriate time to play word games activities.

The results obtained demonstrate that the majority of pupils preferable time to play word games as the following (73.33%) .Minority of pupils who they prefer to play games sometimes (26.66%). Whereas, the lower numerical 0% for both never and rarely time .These result show that most of pupils who prefers to play language games activities always. These results mean that they like playing language games in the classroom.

Q9.Which type of language games you like?

opinion	cards	crosswords	puzzles	Guess the word	Sudoku	Total
numbers	08	04	02	07	09	30
percentages	26.66%	13.33%	6.66%	23.33%	30%	100%

Table 09: Pupils opinions about their favorite type of language games.

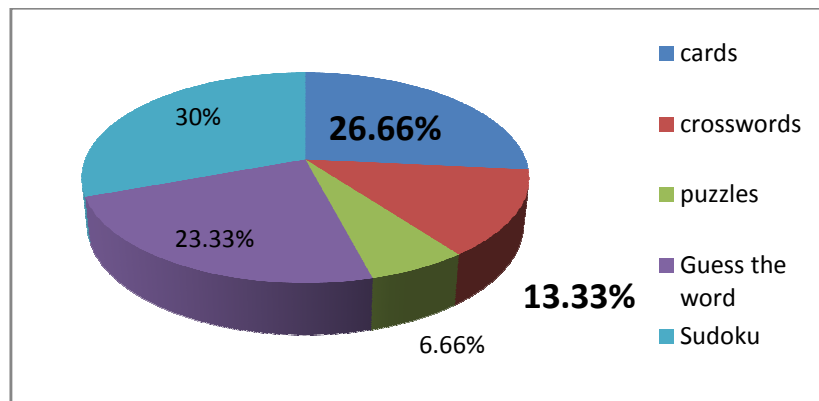


Figure09: Pupils' opinion about their favorite type of language games.

Through the above table and graph, we observe that most pupils' prefer Sudoku games making up a percentage of (30%). 26.66% of pupils' prefer playing cards games.23.33% percentage represent who have prefer guessing word games.13.33 % pupils' prefer playing crosswords games.Whereas,6.66% of represent the minority of pupils' who prefer playing puzzles .The statistics reveal that most of fourth year middle school pupils' prefer Sudoku type of language games.

Q10. Which activities you prefer to practice in the classroom?

Opinion	Games	songs	Short stories	others	Total
Numbers	21	06	01	02	30
percentages	70%	20%	3.33%	6.66%	100%

Table10: Pupils' opinions about their favorable activities.

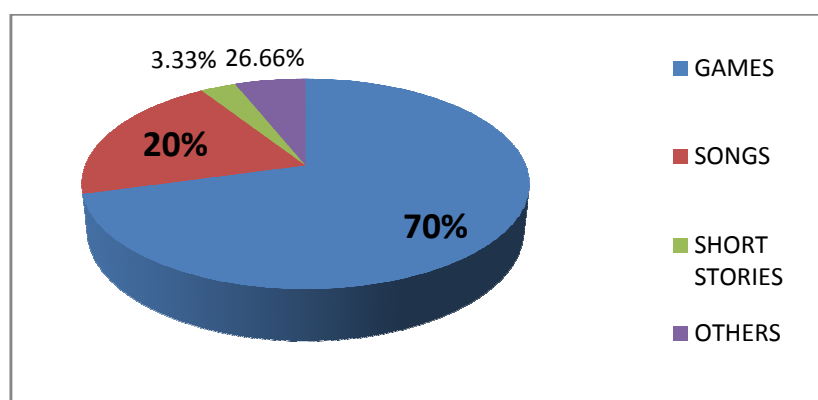


Figure 10: Pupils' pinions about their favorable activities.

Through the statistics shown in the table 10, we noticed that 70% of pupils' prefer games activities to practice in the classroom. 20% of pupils' who prefer songs to practice in the classroom. 6.66 percentage of pupils' who prefer short stories. A low result observed 3.33% of pupils' who prefer other things to practice in the classroom. We can draw a conclusion that most of fourth year pupils' prefer to practice games activities in the classroom.

Q11. Do you enjoy language games activities?

opinion	Yes	No	Total
numbers	30	00	30
percentages	100%	00%	100%

Table 11: Pupils' perceptions about playing language games activities.

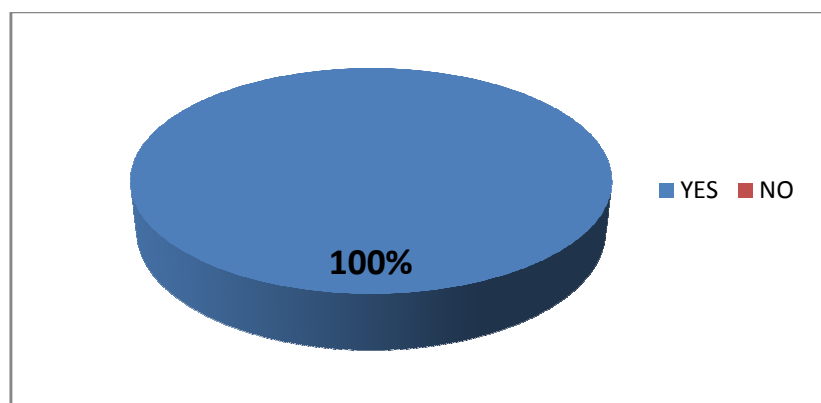


Figure 11: Pupils' perceptions about playing language games activities.

From the graphs, we noticed that most of pupils they enjoy language games activities. 100% of pupils who answered yes they find language games activities motivational. In contrast, 0% of pupils answers who did not enjoy this tasks. We conclude that all of pupils they get enjoyed when playing language games

Q12. Are you motivated when playing language games activities?

Opinion	Yes	No	Total
Numbers	25	05	30
Percentages	83.33%	16.66%	100%

Table 12: Pupils' motivation when playing language games activities

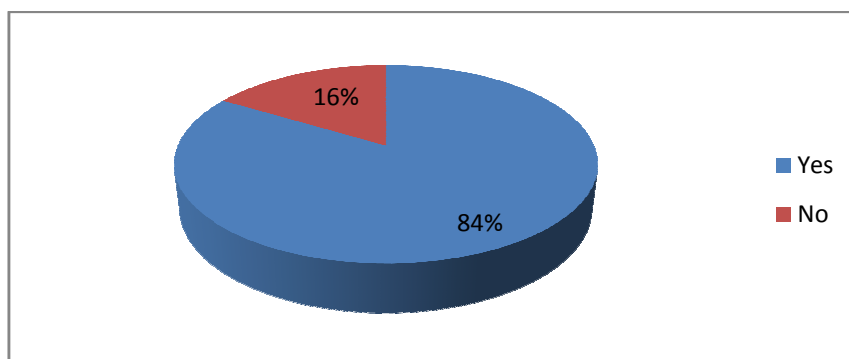


Figure 12: Pupils' motivation when playing language games activities

From the table above, we have noticed that most of pupils' are motivated when playing language games activities 84%. In contrast, 16.66 % percentage of pupils who are demotivated when playing language games activities. These, result shown the differences between pupils who are motivated and demotivated when playing language games .Most of fourth year middle school pupils are much motivated to play language games.

Q13. Did you spend long time when you are solving language games activity?

Opinion	Yes	No	Total
Numbers	15	15	30
Percentages	50%	50%	100%

Table 13: Pupils' opinions about playing language games.

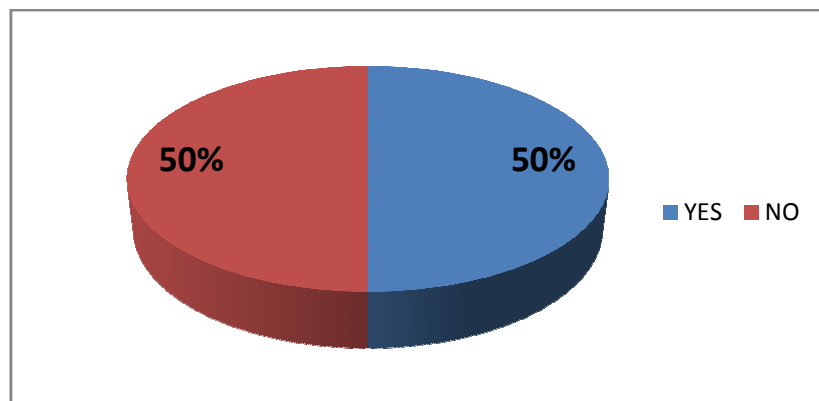


Figure 13: Pupils' opinions about playing language games.

From the table 12 , we have noticed that the percentages of pupils' who are spending long time both answers are the same 50% of pupils' who answers yes they spend long time when solving language games activities . 50% percent of pupils whose answers No they did not spend long time while playing language games activities .These , means that the fourth year middle school pupils have a balanced

answers some of them they spend long time .Whereas, others they spend short time while solving language games activities.

Q14.Do you acquire new words after playing language games?

Opinion	Yes	No	Total
Numbers	28	02	30
percentages	93.33%	6.66%	100%

Table 14: Pupils' opinions about acquiring new words

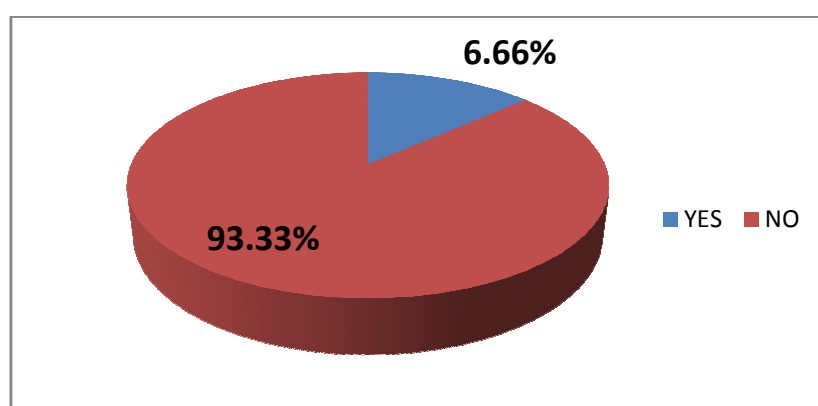


Figure 14: Pupils' opinions about acquiring new words.

From this figure, we conclude that most of pupils who acquire new words after playing language games activities represents 93.33% .Whereas; other pupils who did not acquire or learn new words as 6.66%.This means that the majority of them learn and acquire new vocabulary after playing word games task.

Q15. Describe your feeling when playing language games?

Opinion	exited	motivated	active	Relaxed	competition	Bored	Total
Number	10	3	3	6	7	1	30
Percentage	33.33%	10	10%	20%	23.33%	3.33%	100%

Table 15: The frequency of pupils' motivation while implementing language games.

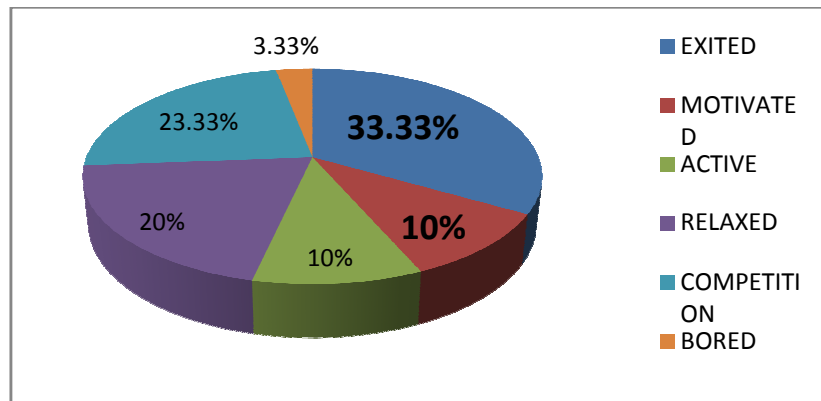


Figure 15: The frequency of pupils' motivation while implementing language games.

From the table above, we conclude that results 33.33% of pupils' who are excited when playing language games. 23.33% of pupils' who feels competent when playing language games. 20% percentage of students who are relaxed. 10% of pupils' who have active, motivated feeling. 3.33% pupils who get bored when playing language games. These results shown that most of fourth year middle school pupils are excited when playing language games activities in the classroom.

Q16. When the teacher use language games activities you feel:

opinion	Strongly motivated	Motivated	Less motivated	demotivated	Total
numbers	17	09	03	1	30
percentages	56.66%	30%	10%	3.33%	100%

Table 16: Pupils' feelings when the teachers implement language games.

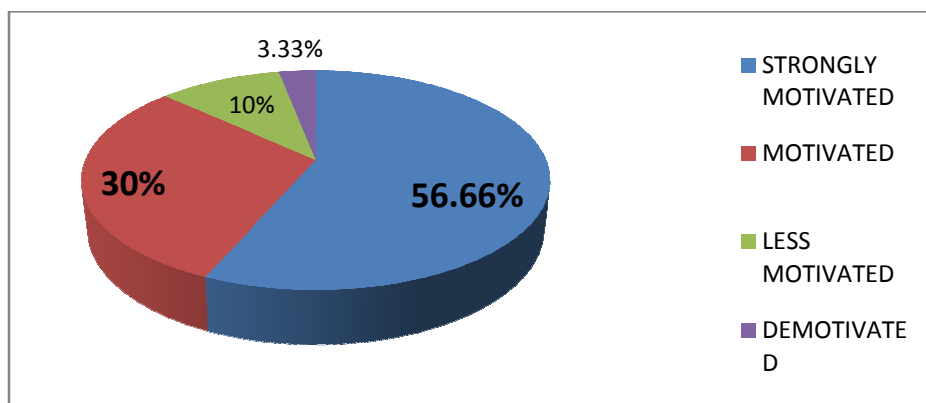


Figure 16:Pupils' feelings when the teachers implements language games.

Throughout the results summarized in the table above, we conclude that 56.66% of pupils' who have strongly motivated when the teacher use language games activity.30% of pupils' who are motivated when the teacher use games.10% of pupils' who feel less motivated .A low percentage 3.33% of pupils' who feel demotivation .This means most of fourth year middle school pupils' have strongly motivation when the teacher implement language games activities in the classroom.

1.5 Findings

Through of the analysis of the data collected, we generally remark that there are different opinions related to the use of language games in the classroom among EFL pupils'.

Although most of fourth year middle school pupils seems to be strongly motivated to play language games activities in the classroom, they prefer to use language games in to have funs, as well as to acquire new vocabulary knowledge .They think that the use of language games makes them developed by attaining new words after playing such games, and it is a helpful technique for them.

Furthermore, the role of the teacher is to raise their motivation by implementing word games. Finally, fourth year middle school pupils they prefer using language games activities in the classroom rather than other tools.

2. Teachers' Questionnaire

2.1 Teachers' Sample

A questionnaire was designed for all English teachers at Ben badis middle school. The teachers' questionnaire was conducted with three (3) teachers who actually teach English module in that middle school and who have long experience in teaching English language.

2.2 Description of Teachers' Questionnaire

The teachers' questionnaire is composed of sixty questions. The questionnaire was distributed to the all English teachers' that was present during using language games technique as observation of our study. It is introduced by a short paragraph which clarifies the aim of our study. The questionnaire consisted of 16 different questions .closed questions (Yes/No questions) , multiple choices questions, open ended questions. This questionnaire is used to take the teacher opinions and feedback on the importance of using language games on the development of EFL learners' motivation.

2.3 The Analysis and Interpretation the Result of the Teacher Questionnaire.

Part one: General Information

Q1. Teachers' gender

Opinions	Female	male	Total
Numbers	02	01	03
Percentages	66.66%	33.33%	100%

Table 01: Teachers' gender

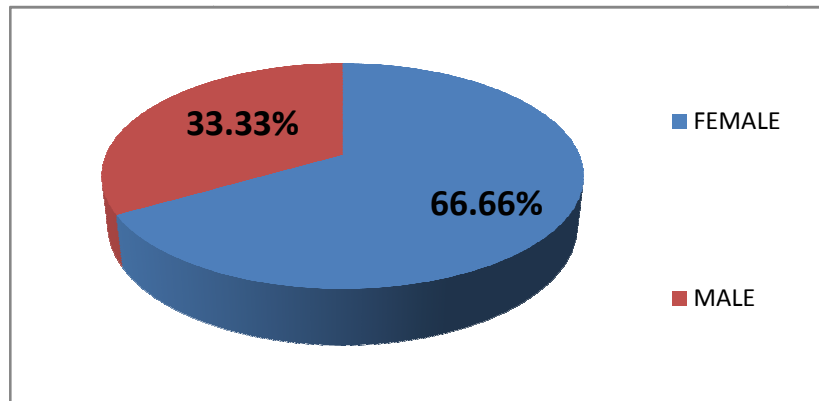


Figure 01: Teachers' gender

From the table above, we noticed that 66.66% of teachers are females. 33.33% of teachers who are males. These results shown that most English middle school teachers are females at Ben Badis middle school.

Q2. Teachers' age.

Opinion	50	23	total
Number	2	01	03
percentage	66.66%	33.33%	100%

Table 02: Teachers' age

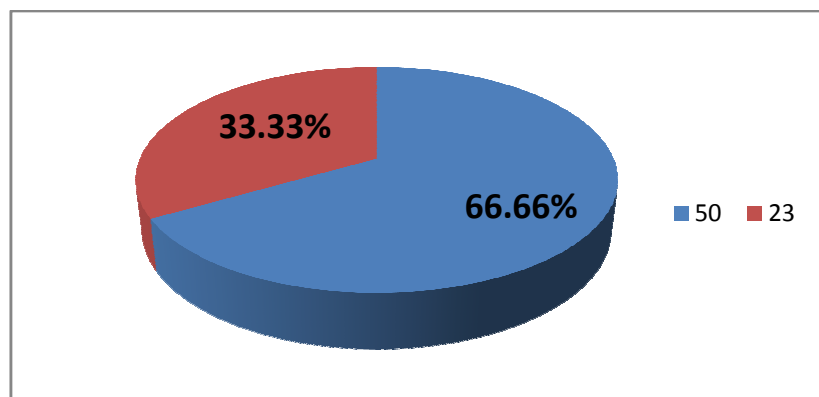


Figure 02: Teachers' age

From this table, we noticed that English teachers' age between 50 years are 66.66%. Whereas, 33.33% of English teachers who are 23 years. These results show that most of English teachers at Ben Badis middle school are between 50 years, which means that they have long experience in teaching English at middle school.

Q3. How long have you been teaching English language at middle school?

Opinion	One year	Five year	More than five year	other	Total
numbers	01	0	1	1	03
percentages	33.33%	00%	33.33%	33.33%	100%

Table 03: Teachers' experience in teaching English.

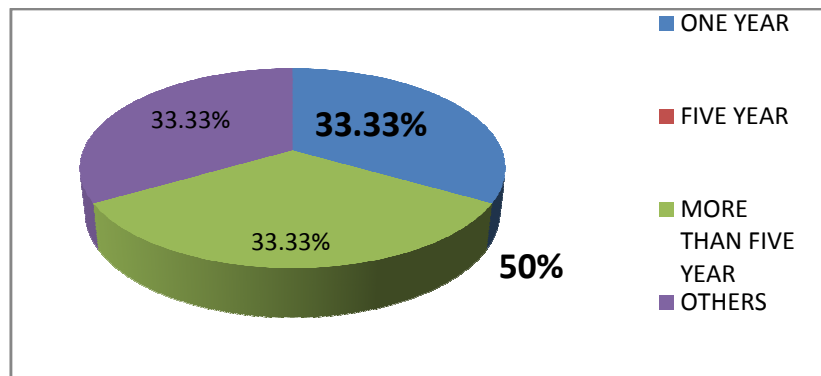


Figure 03: Teachers' experience in teaching English

Throughout this figure, we noticed that 33.33% of English teachers' experience are between one year. English teachers' experience who are teaching in that middle school more than five years are between 33.33%. Other teachers who are teaching English language in that middle school are 33.33%. A low percentage 0% of teachers' experience that are teaching English five years. This means that most English teachers teach more than five years at Ben Badis middle school.

Q4.Are motivated to teach English language?

opinion	Yes	No	Total
Number	03	00	03
percentage	100%	00%	100%

Table 04:Teachers answers about teaching English

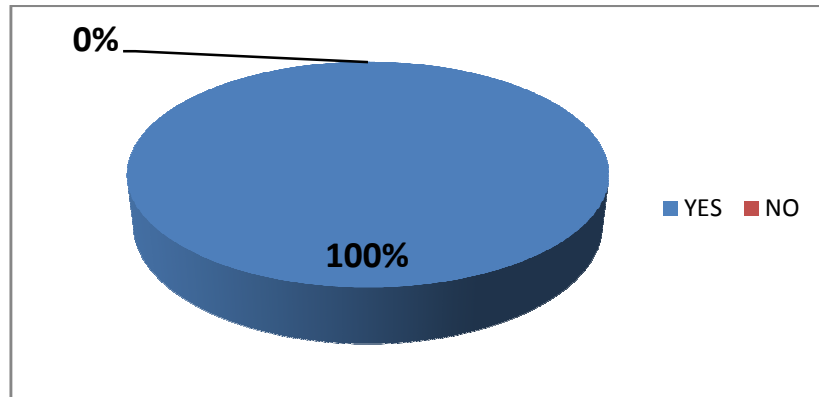


Table 04:Teachers' answers about teaching English

From the table above, we conclude that most English teachers' answers yes. 100% of teachers who are motivated in teaching English language. Moreover, these results show that most of English teachers are motivated in teaching English language.

Furthermore, some teachers explain and justify that point as the following.

- First, it is very interesting to teach foreign languages.
- Another teacher explains that point she like English language .Also, she like most to teach it.
- Third, am much more motivated in teaching English language.

Q5.According to your experience language games are:

Opinion	Entertaining Technique	Educating technique	both	other	Total
numbers	0	01	02	0	03
percentages	0%	33.33%	66.66%	0%	100%

Table 05:Teachers' experience on using language games.

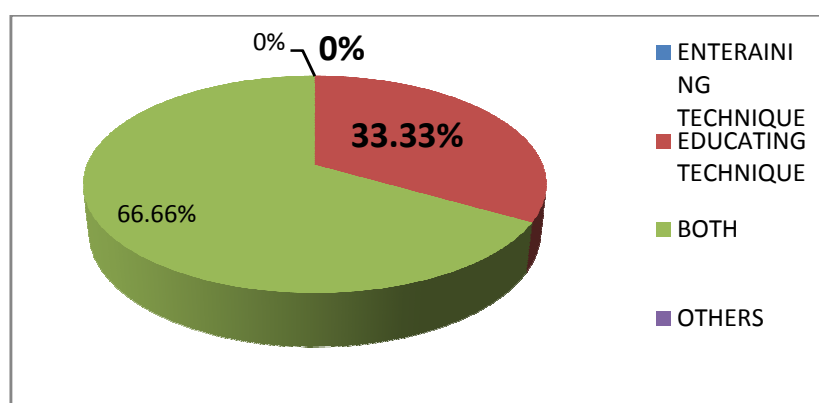


Figure 05:Teachers' answers about the use language games.

The result obtained make up it clear that the majority of English teachers' experience on using language games think that language games are both entertaining and educating technique (66.66%). Thus, 33.33% of English teachers' who think that language games are educating technique. This means that most English teachers' think that language games are both educating and entertaining technique.

Q6.Do you think that language games are an effective tool that helps learners acquire new words?

opinion	Yes	No	Total
Number	03	00	03
percentage	100%	00%	100%

Table 06:Teachers' answers about the efficiency language games.

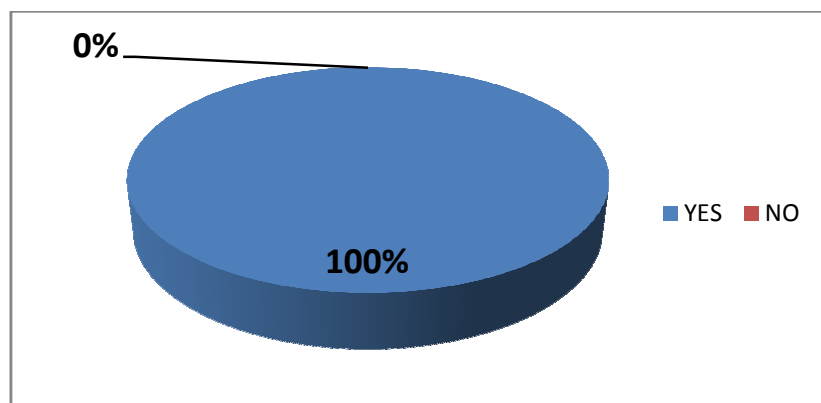


Figure 06: Teachers' answers about the efficiency of language games.

Teachers' answers about the efficiency of using language games most of English teachers think that language games are effective tool that helps learners' to acquire new word ,the data shown in the table 7 and the graphs .(100%) of teachers who answered yes they find using word games in the classroom are effective tool .In contrast , 0% of English teachers whose answered no. The statistics reveal shown that most English teachers middle school think using word games are effective tool that helps learners' acquire new words after playing this games in the classroom which help them also to improve their level.

Q7.How often you implement language games in the classroom?

opinion	Rarely	sometimes	Always	often	Total
numbers	0	03	00	00	03
percentages	00%	100%	00%	00%	100%

Table 07: Teachers' frequency of implementation of language games.

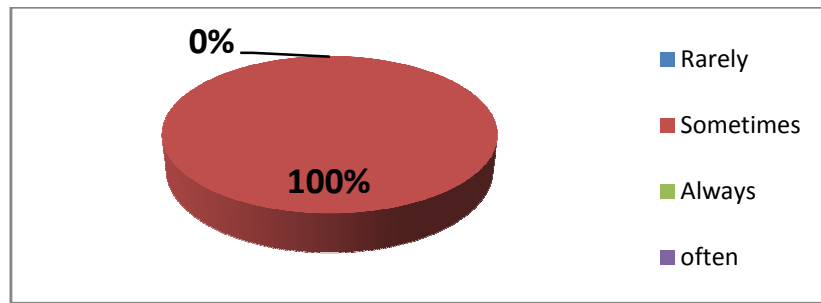


Figure 07: The frequency of teachers' implementation language games.

The result obtained demonstrates that the majority of English teachers answered yes, they agreed that they implementing language games techniques sometimes represent(100%).This means that the appropriate time for implementing language games in the classroom is occasionally because most of English teachers' prefer to use games for short time as breaking ice.

Q8. Which appropriate skills that deal with language games?

Opinion	Reading	writing	speaking	listening	Total
Numbers	00	01	02	00	03
percentages	00%	33.33%	66.66%	00%	100%

Table 08: Teachers' perception about the develop skills by language games

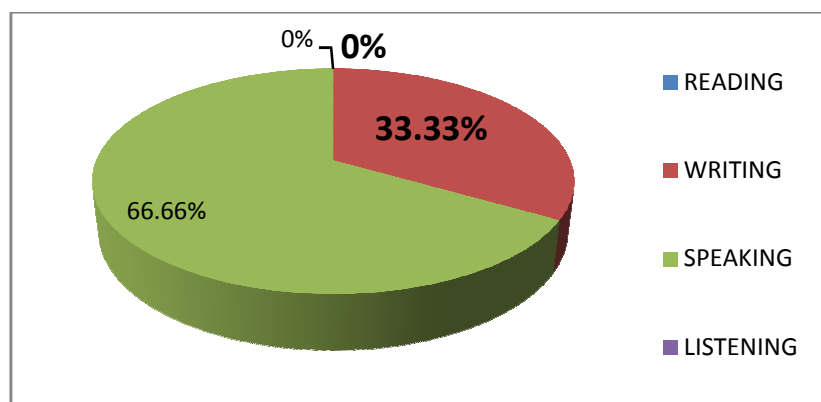


Figure 08: Teachers' perception about the develop skills by language games

From the table above, we notice that the appropriate skills that deal more with word games are speaking skill (66.66%). Minority of English teachers (33.33%) believe that writing skill is the appropriate skill for language games technique. A low rate (0%) of teachers whose think that listening and reading skills are appropriate to use with word games. This means that the most appropriate skill that has a relationship with language games are speaking skill.

Q9.As a teacher are there any difficulties you face while implementing language games?

opinion	Yes	No	Total
Number	03	00	03
percentage	100%	00%	100%

Table09: Teachers' difficulties while implementing language games.

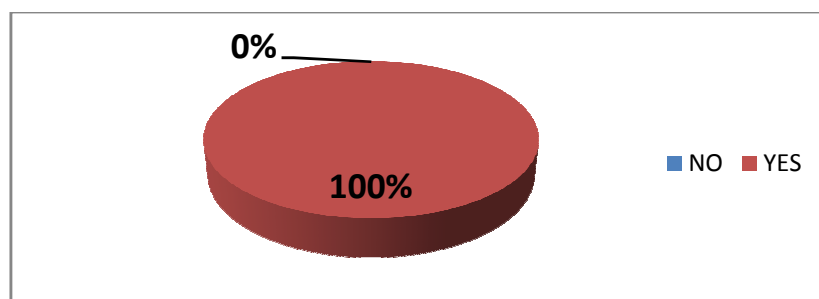


Figure 09:Teachers' difficulties while implementing language games.

Statistically, (100%) of English teachers who answered yes they face some difficulties while implementing language games in the classroom.(0%) of English teachers who answered no .These difficulties as the following.

First difficulty is noise because pupils when playing word games activities they feel free, fun, enjoy, most of students when working on language game activity they

will be motivated and the teacher cannot control all students because it is game. Second difficulty which is large class number of students can affect. Third, some teachers do not prepare game activities and do not know how to use it . This means that most of English teachers they face some difficulties when implementing word games.

Q10.According to your experience are there any benefits of using language games in the classroom?

opinion	Yes	No	total
Number	03	00	03
percentage	100%	00%	100%

Table10:Teachers’ answers about benefits of using language games

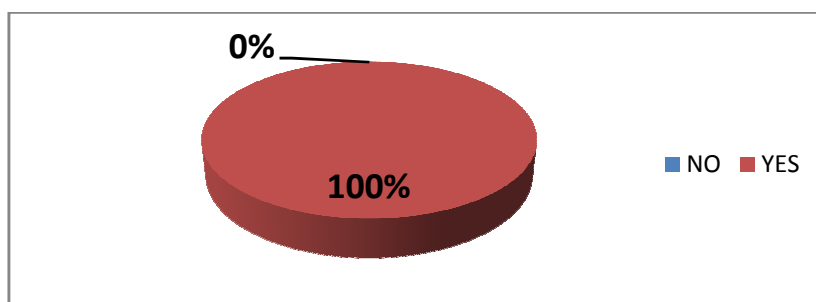


Figure 10:Teachers’ answers about benefits of using language games

In this figure, we noticed that (100%) of English teachers who answered yes they find using word games in the classroom is beneficial.(0%) of English teacher who answer no. Thus, they mention this benefit as the following:

Language games makes pupils learn how they listen carefully and speak new words, it also improves pupils spelling and motivate them to learn a language. Language games it attract pupils interest , learning new vocabulary .These technique it keeps s motivated, participate, and learn in easy way. This means that most of English teachers find language games beneficial.

Q11.Do you think that using language games will improve the relationship between the teacher and his/her pupils'?

opinion	Yes	No	total
Number	03	00	03
percentage	100%	00%	100%

Table11:Teachers' opinions about the role of language games in

Improving teachers and pupils relationship.

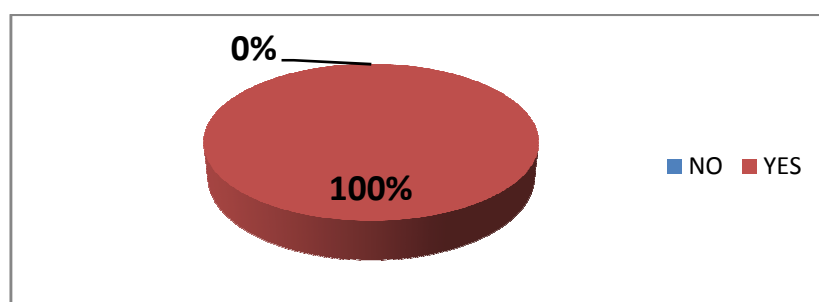


Figure 11: Teachers' opinions about the role of language games in improving teachers and pupils relationship

In this figure, we conclude that most of English teacher believe that using language games improve the relationship between the teacher and the students.(100%) of teachers who answered yes. (0%) of English teachers who answered no.

First, learners feel more comfort and closeness to the teacher they break all the obstacles good atmosphere. Second, playing games helps the teacher to make fun , enjoyments with his /her students because pupils like playing games on general. This result shown that most of English teachers think that language games it improves the relationships between the teachers and the students.

Q12.Do you use any different types of language games?

opinion	Yes	No	total
Number	03	00	03
percentage	100%	00%	100%

Table12: Teachers' preferable type of language games.

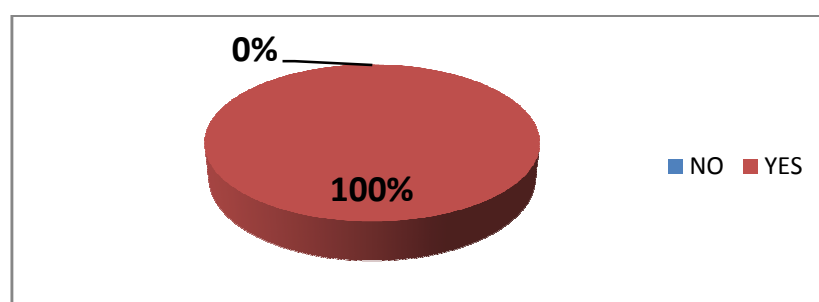


Figure 12: Teachers' preferable type of language games.

From this figure12, we notice that the majority of English teachers use different types of language games.(66.66%) of English teachers implement different word games .A low rate (33.33%) of English teacher who answered no. As an example of these games are puzzles, word search, crosswords, and song games. We conclude that most of English middle school teachers use different types of language games.

Q13.Are you motivated to use language games in the classroom?

Opinion	Yes	No	Total
Number	03	00	03
percentage	100%	00%	100%

Table13: Teachers' motivation about using language games.

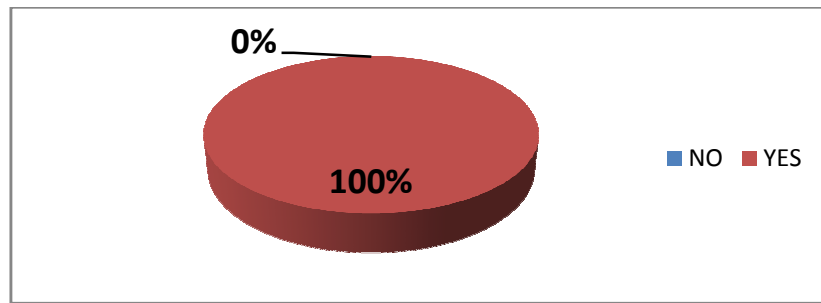


Figure 13: Teachers' motivation about using language games.

Through the statistics shown in the table 13, we conclude that most of English middle school teachers are motivated to use language games in the classroom 100%. A low rate 0% of English middle school teachers who answered no. This means that most of them are motivated to implement word game technique in the classroom.

Q14. Do you use any techniques to reduce demotivation in the classroom?

opinion	Yes	No	total
Number	03	00	03
percentage	100%	00%	100%

Table14: Teachers' use of techniques to reduce demotivation.

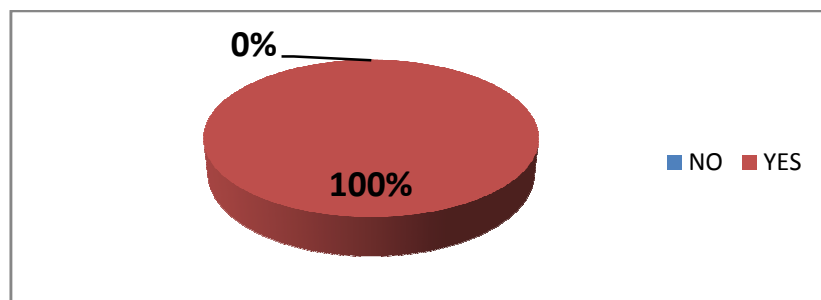


Figure14: Teachers' use of techniques to reduce demotivation.

From this figure, we noticed that 66.66% of English teachers who answered yes they have other uses techniques to reduce demotivation in the classroom. 33.33% of teachers who answered no they have no plans or other techniques. This result showed that most of English middle school teachers who have different use of technique to reduce demotivation in the classroom.

Q15. Are you encouraging your pupils' in the classroom?

opinion	Yes	No	Total
Number	03	00	03
percentage	100%	00%	100%

Table15 :Teachers' encouragements for their pupils

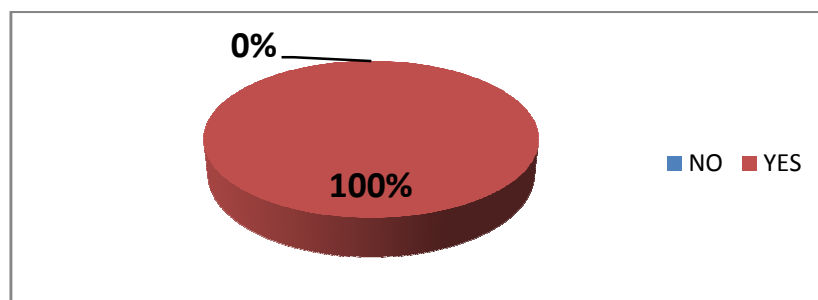


Figure 15:Teachers' encouragements for their pupils

The result obtained in this figure 15, demonstrate that the majority of English teachers encourage their pupils in different ways 100% . A low rate 0% of English teachers who answered no, they did not encourage them. These results shown that most of the English teachers they really encourage their pupils in the classroom.

Therefore, some of them suggest ice breaking activities, different learning strategies, also implementing different games. Another encouragement tool using jokes, songs, and short stories .Language games are a good example that teachers may use in the class to encourage students in different . The teacher may add pionts in their TD marks if they solve games activity as reward.

Q16.Do you think that using language games will motivate EFL pupilss to learn English language?

opinion	Yes	No	total
Number	03	00	03
percentage	100%	00%	100%

Table 16:Teachers’perception about language games as motivational technique.

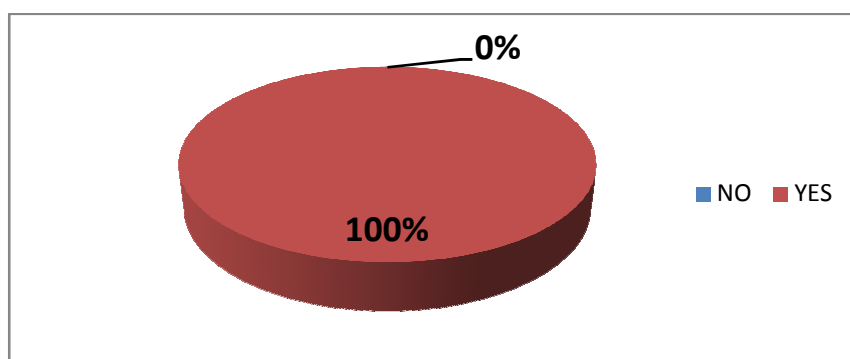


Figure16: Teachers’ perception about language games as motivational technique.

From the table above, we noticed that 100% of teachers who answered yes .0% of teachers who answered no .Thus, most of English teachers they think that using language games will motivate EFL learners to learn English language.

Furthermore, they explained that point as the following. Language games improves their leaning foreign languages, it can help them to learn in an easy, and funny way. These results shown that most of English teachers believe that the use of word games, will motivate EFL learners to learn English language.

2.5. Findings

The results obtained from teachers' questionnaire are important to reach the aims and the objective of this study. After analyzing teachers' answers, we find the following results:

- Language games technique according to the teachers' experiences is both entertaining and educating technique at the same time.
- A language game is an effective tool that helps learners to acquire new words.
- Most of English middle school teachers' prefer implementing language games technique occasionally because games considered as fun aspect.
- The appropriate skill that deals more with word games is speaking skill.
- The difficulties they may face during implementing word games are noise, and large classes.
- Some teachers think that language games are beneficial in the classroom may help pupils listen carefully..
- This technique it may improve the teacher and students relationship by avoiding seriousness.
- Most of teachers are motivated to use this technique in the classroom because this techniques considered as motivational, and helpful tool which pupils prefer to deal with more..
- EFL learners are motivated to learn English after using language games because pupils like playing..

Classroom Observation

4. Classroom Observation checklist

For further discussing data, to answer our research questions the researcher attended five sessions as a neutral observer with four different classes of English in the same middle school, in order to see the importance of using language games teaching technique, whether it is a motivational one for EFL pupils. After observing these classes those teachers of English use this technique, some important findings were observed and stated in the coming sections.

4.1 Classroom Observation Sample

All fourth year pupils who were observed are from the fourth classes at Ben Badis middle school Djamaa, Eloued. The selection of such sample was based on the consideration that fourth year students' middle school of these classes was the same class that used to select game.

4.2 Description of the Classroom Observation Checklist

This self-designed checklist contains two sections to compare between the changes that happened after using language games .Checklist contains two sections, section one deals with using language games in the class, while section two deals with teacher and students interaction.

	1	2	3	4	5
Number of sessions					
Time	14:00	15:00	11:00	08:00	09:00
Class	4m.s1	4m.s.3	4m.s.2	4m.s.3	4m.s4
Date	11-04-2017	12-04- 2017	13-04-2017	16-04-2017	17-04- 2017

Table01:Classroom observation

4.3 Limitation of the Study

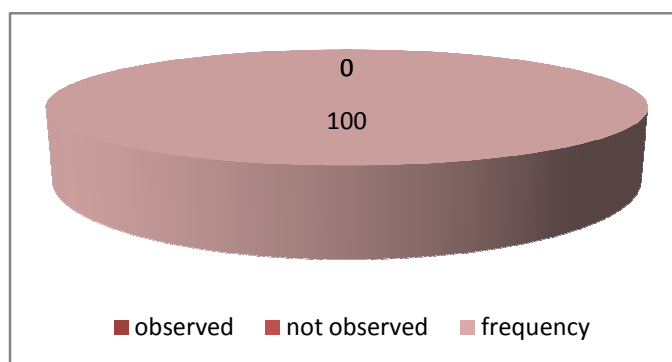
These are some limitations that we encountered in our classroom observation sessions we have attended. The limited number of the attended sessions while using language games at the same time, and after using it because we started our classroom observation .The state of the middle school that our classroom observation is included faced by some difficulties, after heavy rains which did not

helps us to attend extra sessions, and even pupils miss their session because the school was closed at that time 9/10-04-2017.

4.4 Analysis and Results of the Classroom Observation Checklist

Section one: Using language games in the English classes

Item one: The teacher use language games



In the first session, we have noticed that all English teachers use language games ,but occasionally according to the task. Also the teacher use different language games after the lesson in order to avoid repeated activities. At the beginning of their class activities the teachers informs the pupils about using language games as final task as kind of preparation , and even to raise their motivation , and participation during the lesson.

In general throughout the attended five sessions we answered the following as results for the first observed item, we can argue that:

- Most of pupils were excited and happy about playing the language games; including passive pupils which makes them participate ,and motivated to finish the lesson quickly .Because they are restricted by the different tasks of the syllabus.

Item tow The pupils' interaction about games.

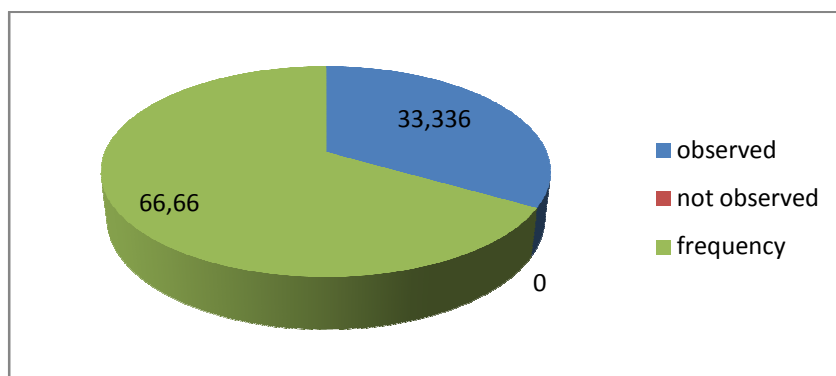
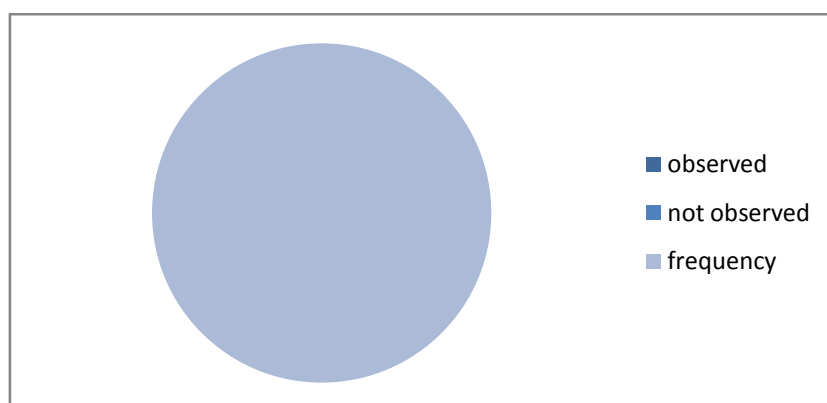


Figure 02: The pupils' interaction about games.

According to the second item we have noticed that most of the pupils interacted with the incorporation of games activities in a short period of time. Therefore, the main results demonstrated that most of them they were actively engaged within the task even more than their involved toward the lesson itself.

Item 03: The teacher asks pupils to solve problems.



Concerning the third item (93.33) of pupils who answer most of the four language games activities, involved in each of the five attended sessions .The teachers choices. It also observed that teachers sometimes chooses randomly one of the pupils ,and asks him/her to answer the activity , due the fact that pupils have different language levels and in order to given an opportunity to all pupils

(most of them) to take part ,participate, and answer this game activity regardless their level. This will also help the teacher to know and check which one of the presented language games is the most appropriate for his pupils level. In order to focus on it the next session .Finally, was that while the teachers asks to answer this activity , some pupils were shy to participate individually , but when they worked in groups “ as the teachers instructed /asks them in oderd sessions , the result was different ” , so that even these pupils were motivated more which have been reflected through their participation.

Item 04:Teachers’ sdesign of games activities according to pupils’ levels

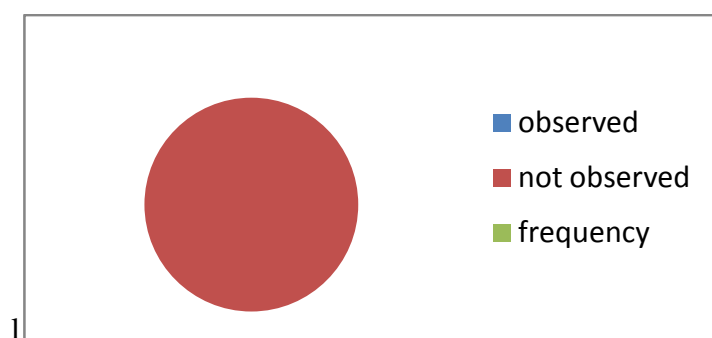


Figure 04:Teachers’ s design of games activities according to pupils' levels.

In regard to this item, we have observed the following:

- First, the teachers of English did not design game activities according to the level ,but they used simple ones to facilitate the task of answering for them, or to make them able to answer them.
- Second, as an example the teacher used Mime game, verb crossword while implementing these games pupils solve most of mime games because it seemed an easy task for them. Yet, the teachers design their language game activities according to the general level of this class rather than other focusing on individual level, of each or some pupils.

Item 05: Teachers' implementation of language games through: Puzzles, crossword, Sudoku, guess the words, cards.

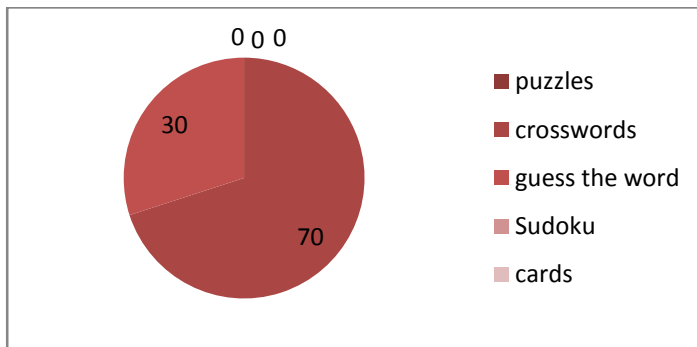


Figure 05: Teachers' implementation of language games through: Puzzles, crossword, Sudoku, guess the words, cards.

Concerning the fifth item, we have noticed that the usual games activities used by the teacher mainly are language games crossword, and guessing word games activities each time is repeated during this sessions. Concerning the crossword game teachers used them always, while guessing is used from time to time .Thus, the other game activities was not used by the teachers.

Item 06 :Pupils are engaged and they participate in the language game the activity.

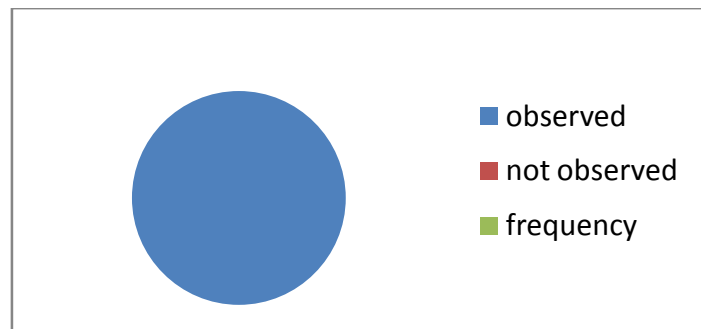


Figure 06 :Pupils are engaged and they participate in the language game the activity.

From item number five, we conclude that most of pupils engaged in the task when playing language activities, also they participate more and solve most of games . In addition, the teachers also participate and play with their pupils. The result showed that this game activities makes pupils think, imagine, remember, and guess the

words. This kinds of games , pupils sometimes struggle to answer which means they are motivated and involved when playing language games activities.

Item 07: language games is motivational tool for learning new words

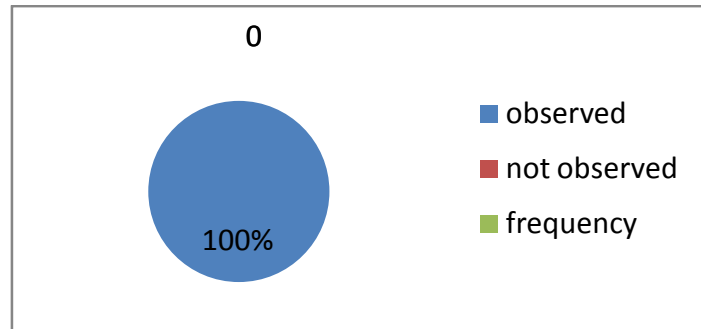


Figure 07: language games is motivational tool for learning new words

When the teacher uses language games activities , we observed that most of pupils seem more motivated, and interested in the lesson .As well as they showed more concern about learning new vocabulary items. Therefore , be consider that language games playing an important role as motivational technique that enhance pupils motivation .Notely, the observer asked an extra question for the pupils after playing this types of games about whether they have learned new words or not from this activities , and their answers was positive and some of them (pupils) have even repeated the new acquired words for as.

Section two: Teachers' and pupils' interaction

Item 01: The pupils' feel free to ask, agree, and express their ideas.

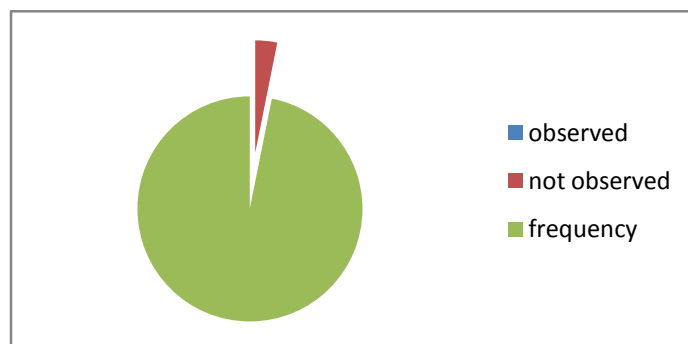


Figure 01: The pupils' feel free to ask, agree, and express their ideas.

We conclude that when playing language games activities most of pupils ask their teachers for clarifying some ambiguous points repeating some missed points , and they are allowed to express their ideas while answering .For example ,some pupils provided the teacher and their peers with important suggesting solutions for these games.

Item 02: the teacher can control and manage the class while playing word games.

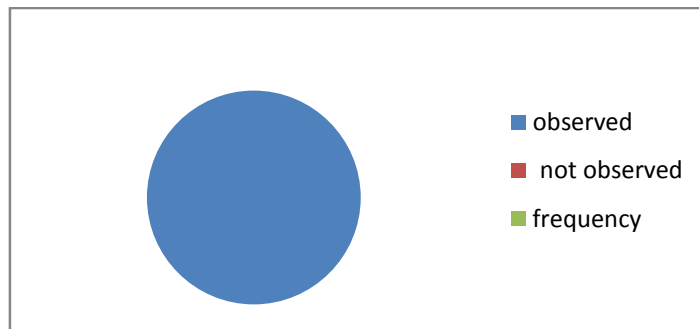


Figure 02: the teacher can control and manage the class while playing word games.

Item 2 Showed that, although the teacher was able to make this class under control her/his pupils discipline and noise, but we have observed that the teacher used the data show to present ones the language games, pupils created a noisy atmosphere in order to avoid passing one by one to answer this task. However, classrooms with a considerable number of good pupils tended to play these language games is an organized way and well disciplined manner.

Item 03: pupils are encouraged and motivated to answer these activities.

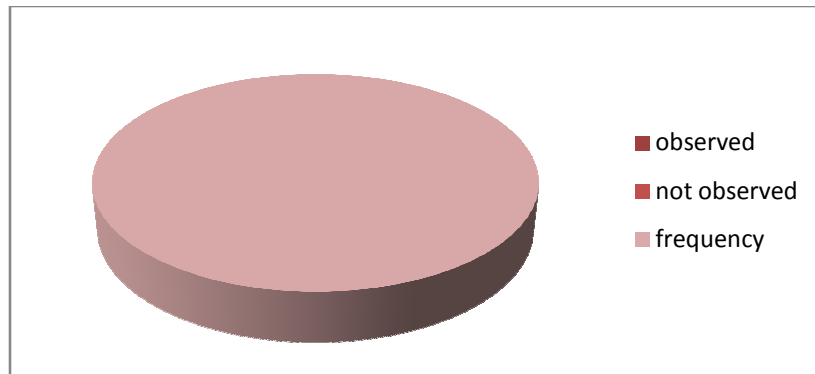


Figure 03: pupils are encouraged and motivated to answer these activities

We conclude that, most of pupils when they play games activities, they seem motivated and encouraged more with these activities.

Item 04: pupils are motivated to learn and practice language games activities provided by the teacher.

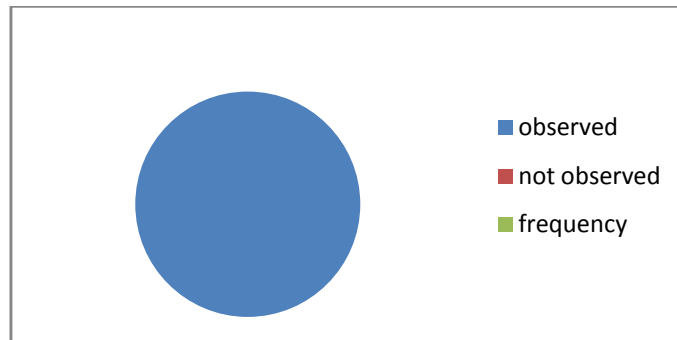


Figure 04: pupils are motivated to learn and practice language games activities provided by the teacher.

In item four, the results showed that pupils are much more motivated to practice Language games activities provided by the teacher, when the teacher informs her/his pupils during the session this attracts more the pupils attention for the lesson and increase their attention , raise their motivation.

Other Observations

- The teacher use different games activities, they prefer to change these activities from one session to another.
- Time is not sufficient for pupils to answer language games activities, because of the mainly refer to the time restriction of the session (one our) divided for different tasks , and the last one is language games..
- Using languages games sometimes create an opportunity for some to miss behave or make noise.
- Sometimes the teachers use video games, personal computer other aids to break routines.
- The teacher also choose a volunteers for different activities
- Pupils are often divided into different groups, and most of them were given a chance to answer by turns. The teacher changes the group member to encourage them get involved, participate in answering the activity.
- Males are motivated more in answering this type of activity rather than females.
- Even novice and shy pupils show more concerned in playing games.
- Some teacher tends to use song games because their pupils prefer singing rather than other types.
- Concerning the verb crossword game pupils face difficulties in the correction of verb tenses.
- Sometimes pupils are organized in separate groups even to prepare them playing language games.
- Some teachers use rewarding in order to encourage their pupils to participate more and perform better in these activities.
- Teachers usually explain difficult words in these activities for their pupils

Conclusion

From the analysis of the classroom observation checklist , pupils and teachers questionnaires and the interpretation of the result ,we conclude that section one when the teacher use games pupils interact with each other and the teacher games positively and they pay more attention to the lesson , also this activities raises their interest ,and find solutions ,however; most of time the teacher tend to use different language games activities from one class to another , and from one session to another to avoid repetition and Borden .Mot of teachers try to design their language activities according to general level of their pupils. Most of time teacher , mainly implement language games through using puzzles ,and crosswords in both large and small groups , and they mainly focus on using crossword . Pupils mainly are actively engage, and involved in the lesson throughout their participation, this means that using word games is motivational tool for both teachers and pupils .Mainly from the observation result we conclude . Therefore, using word games seems as a motivational tool for both teacher and learners, we conclude that teacher help s pupils to develop their language acquisition.

General conclusion

Learning and teaching through language games may facilitate for both teachers to teach the language, and for learners to learn the language at the same time acquire new words knowledge. The current study focuses on the importance of using language games on developing EFL learners' motivation .This confirmed by the result obtained from the analysis of the two tools, students' and teachers' questionnaire, and classroom observation. The ultimate goal of teachers is to raise the pupil's motivation to learn English language, and develop their level while playing games. In its sense, teachers use an efficient technique that may encourage EFL learners' .Thus, the present study highlighted the use of language games and motivation. Its theoretical part covered two chapters including language games and motivation. The practical part is concerned with analyzing of the students and teachers questionnaire, and classroom observation.

The aim of this study was to identify the importance use of word games to develop EFL learners motivation it followed by objectives. In order to define this investigation, several research questions were asked .Firstly ,what is the importance of motivation in EFL learning. Secondly, to what extent word games are motivational technique for EFL learners. Thirdly ,how can this technique motivate EFL pupils to better understand , participate, and accumulate particularly more vocabulary. Moreover, pupils answers to the proposed questionnaire, EFL learners they consider the use of language games

are motivating and interesting. Furthermore, the results obtained from the teachers questionnaire shown that teachers are interested on using language game technique that motivate their students, and develop their level.

Some obstacles have been raised throughout this work. First, the questionnaire was used as data collecting, but some pupils did not respond to the all questionnaire.

Therefore, These some limitations that we encountered in our classroom observation sessions we have attended. The limited number of the attended sessions while using language games at the same time, and after using it because we started our classroom observation late. At the same time the state of the middle school that our classroom observation, is included faced by some difficulties, after heavy rains which did not helps us to attend extra sessions, and even pupils miss their session because the school was closed.

This study based on tow hypothesis .First ,if the English teachers use language games technique correctly the pupils' motivation will be raised. Second, if pupils are motivated enough, by using language games their amount of vocabulary knowledge will significantly develop .Finally, this hypothesis is confirmed that word games is an important technique that helps EFL learners to develop their level , and motivate them .

Recommendation

In our present study, we suggest that in order to develop pupils' motivation, it is quite important to focus on using language games in teaching in the classroom, well prepared lessons and activities. Therefore, we suggest the following recommendations:

- ✓ The teachers have to provide the classrooms with the appropriate tools such as light, furniture, and audio-visual aids.
- ✓ Teachers need to seat their pupils in suitable arrangement, and teachers also have to vary in their classroom activities, so this could help teachers in presenting effectively their lessons.
- ✓ Teachers should maintain discipline at the same time a guide to encourage his /her pupils to take part in these language games activities to avoid wasting time in each session , which incorporate that tasks. .
- ✓ At the beginning of the academic year they need to be sure that they explains the different rules for their pupils to help them .
- ✓ Pupils should practice more activities in oral lessons so this will help them to increase their ability to speak properly and be motivated.
- ✓ Teachers have to create a good classroom environment to make students feel Free in order to contribute in their learning success.
- ✓ Teachers should understand the important of language of games that will motivate their students to enhance their learning process.
- ✓ Teachers have to invite their students to speak more by encourage them during the oral lesson to develop their language skill through using songs games.
- ✓ Teachers must give the chance to their students to give their opinion and practice the language.

- ✓ Teachers have to enhance the students' participation in the group work and the second one states help between the members to achieve the group goal.

To end with, Teachers' could not take all the responsibility alone; they need the help of the administration and even from their students. As a result, it would be useful step if both teachers and administration work together in using language games effectively which help pupils to be motivated . For example, Teachers help in preparing effective lessons and controlling students and classrooms, the University Administration can help in providing useful classrooms and different materials and appropriate tools. Finally, the students' role is to respect the teachers' procedures and keep classrooms clean and well organized for better learning and teaching.

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Appendices

Appendix I: The Pupils' and Teachers'

Questionnaires

Appendix II: The classroom

observation

Appendix I

Pupil's questionnaire

استبيان التلاميذ

Dear pupils

We would be grateful if you answer the following question for the sake of our study. It aims to investigate about the importance of using language games in developing EFL learner's motivation.

هذه الدراسة تهدف إلى التحقيق من مدى أهمية استخدام الألعاب اللغوية في تحفيز التلاميذ لتعلم اللغة الانجليزية كلغة الأجنبية

Please tick the appropriate answer.

رجاء اختر الإجابة الصحيحة

Part one : Background information

Gender:

Male

Female

Age:

Part two: pupil's opinions about language games

Q1-Are you excited to play games

هل أنت متحمس للعب الألعاب اللغوية في القسم.

Yes No

Q2-How do you consider the teacher's incorporation of language games?

كيف ترى استخدام الإستاد للألعاب اللغوية في القسم.

-an interesting مهمة

-boring مملة

-compulsory إلزامية

Q3-which activities do you prefer most

اي نشاط تفضل استخدامه أكثر في القسم.

-discussion activity تمارين المناقشة

-language games activity أنشطة الألعاب اللغوية

-Thinking activity أنشطة التفكير

Q4-In which way you prefer playing language games activities?

-Individually

-In pairs

-In groups

Q5-Which time you prefer to play language game activity in the classroom

-always

-every week

-sometimes

-rarely

Q6-Did you face any difficulties while plying game activity?

هل تواجه أي صعوبات أثناء ممارستك لتمارين الألعاب اللغوية

Yes

No

If yes which difficulties

.....

.....

.....

.....

Q7-Which type of game you prefer?

أي نوع من الألعاب تفضل من خلال

- cards البطاقات
- crosswords الكلمات المتقاطعة
- puzzles الاحجيات
- guess the word حرز لكلمات
- Sudoku الألغاز

Q8-which means you prefer to practice in the classroom

ما هي الوسائل التي تفضل استخدامها في القسم

- Games الألعاب
- songs الأغاني
- short stories القصص القصيرة
- other أشياء أخرى

Part three: pupils' motivation

Q1-Do you enjoy language games activity

هل تستمتع إثناء استخدام الإستاد للألعاب اللغوية

Yes No

Q2-Are you motivated when using language games activity

هل تجد نفسك متحفز أثناء استخدام الألعاب في القسم

Yes No

Q3-Did you spend long time when you are solving games activity

هل تمضي وقت أطول في حل تمارين الألعاب اللغوية

Yes No

Q4-Did you acquire new word after playing games?

هل تكتسب وتتعلم مفردات جديدة بعد حل تمارين الألعاب اللغوية

Yes No

Q5-Describe your feeling when playing language games

أوصف شعورك أثناء ممارستك لنشاطات الألعاب اللغوية

-exited متحمس

-active نشيط

-relaxed مرتاح

-competition تنافسي

-boring ملل

-motivating متحفز

-other أخرى

Q7-when the teacher use language games activity you feel:

-strongly motivated جد متحفز

-motivate متحفز

-less motivated اقل تحفزا

-de-motivated

Appendix II: The classroom observation

Classroom observation checklist

Observer name

Date

Teacher name

The observed class

Topic

Time

school

Section one: Using language games in the class	observed	Not observed	frequency
1-The teachers use language games 2-The pupils interaction toward language games 3-The teacher asks pupils to solve problems 4-The students try to find solution 5-The teachers' design of games activities according to the pupils level: 6- Teachers 'implementation of language games through: a-puzzles b-Sudoku c-crosswords d-guessing the word d-cards 7-pupils are engaged and participate with the activity 8-language games is motivational tool for learning new words			

Section two: Teachers' and pupils' interaction	observed	Not observed	frequency
<p>1-The students feel free to ask, agree, and express their ideas</p> <p>2-The teacher can control and manage the class while playing language games</p> <p>3-The students are encouraged and motivated to answer game activities</p> <p>4-Pupils are motivated to learn and practice language games activities provided by teacher</p>			

Other observations

Teachers' questionnaire

Dear teachers

The following questionnaire is a part of research work that deals with language games and its importance on the development of EFL learner's motivation for the fourth year middle school pupils.

Your answer will be of great help for our research, you are kindly asked to tick the appropriate box and make statements whenever is required.

Thank you very much in advance

Part one: background information

Sex:

a) Male:

b) Female:

Age:

Q1-How long have you been teaching English at middle school?

a)-five year

b) - one year

c)- More than five year

d)-other

Q 2-Are you motivated to teach English language

Yes

No

Explain.....

.....

.....

Part two: language games technique

Q1-According to your experience language games are:

a)-Entertaining technique

b)- Educating technique

c)-Both

d)-other

Q2-Do you think that language games are an effective tool that helps learners acquire new words?

Yes

No

Q3-How often you implement language games in the classroom?

- Rarely -Sometimes
-Often -Always

Q4-Which appropriate skills that deals with language games:

- Writing -listening
-Speaking -Reading

Q5-As a teacher are there any difficulties you face while implementing language games?

- Yes - No

If yes please mention them?

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

Q6-According to your experience are there any benefits of using language games in the classroom?

- Yes -No

If yes please mention them?

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

Q7- Do you think that using language games will improve the relationship between the teacher and his/her pupils?

- Yes No

Explain.....
.....
.....

Q8-Which type of language games you prefer to use?

Yes No

If yes please mention them

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

Part three: pupils' motivation

Q1-Are you motivated to use language games in the classroom?

Yes No

Q2-Do you have any plans to reduce de-motivation in the classroom?

-Yes No

Q3- Do you encourage your students in the classroom?

Yes No

If yes how?

.....
.....
.....
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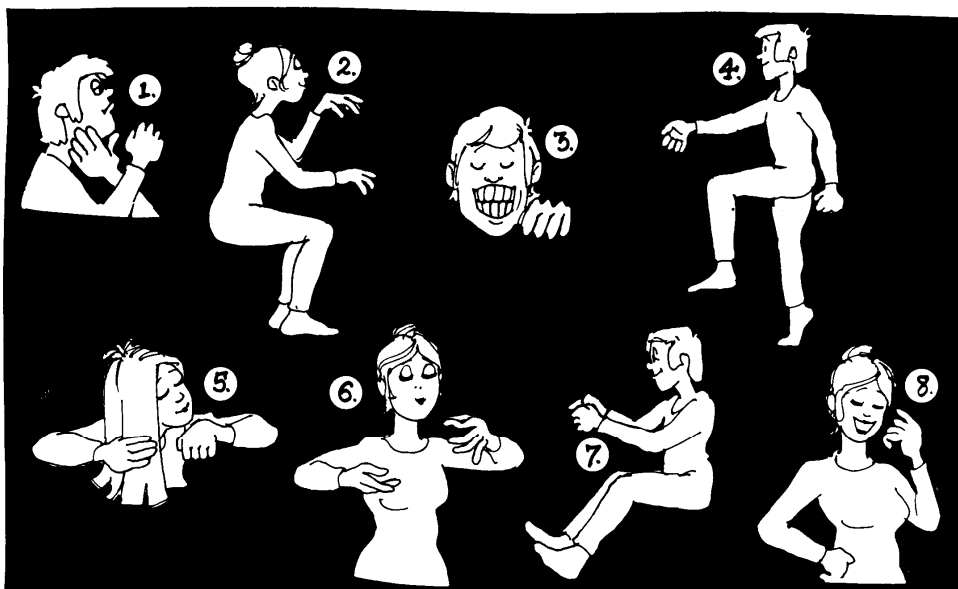
Q4-Do you think that using language games will motivate EFL learners to learn English language?

-Yes No

Explain.....
.....
.....
.....

MIME GAME

What are these people doing?



Use these words:

shave

clean his teeth

comb her hair

drive a car

go upstairs

drink a cup of tea

phone

play the piano

1. *He's shaving.*
2.
3.
4.
5.
6.
7.
8.

MIME GAME

Present Continuous: *He's shaving.*

Divide the class into small teams of two to three players and appoint team secretaries. Set a time limit of five to eight minutes for the team secretaries, helped by the rest of their team, to write down the actions being mimed in the pictures. The team with the most correct sentences is the winner.

Hints: Point out the spelling rule SHAVE + ING = SHAVING before playing the game.

- | | | |
|-----------------|-----------------------------|---------------------------------|
| ANSWERS: | 1. He's shaving. | 5. She's combing her hair. |
| | 2. She's playing the piano. | 6. She's drinking a cup of tea. |
| | 3. He's cleaning his teeth. | 7. He's driving. |
| | 4. He's going upstairs. | 8. She's telephoning. |

MIME GAME – extension

Present Continuous: *Are you combing your hair?*
Yes, I am./No, I'm not.

Ask one of the players to write an action on a slip of paper and hand it to you, without any of the other players seeing it. Mime the action for the rest of the group to guess: *Are you combing your hair? Are you brushing your hair?* Answer with *Yes, I am* or *No, I'm not*. (Your mime does not have to be good — the more amateur the mime, the more questions will have to be asked.) Give verbal hints if necessary. The player who guesses the right answer then gets the chance to mime an action for the others to guess, and so on, until everyone has had a turn.

Hints: You could practise *Is he/Is she* questions by getting two students to think of an action; one then mimes the action while the other answers the questions. If the players cannot think of an action to mime, you could suggest *washing hands, telephoning, driving a car, playing chess, lighting a fire, making an omelette, having a shower*. Another variant of the game is to suggest different categories such as *eating something, cooking something, doing something in the house, playing a game*. Each player then has to mime, for example, eating a different kind of food for the others to guess, e.g. *eating spaghetti, eating an egg, eating peas*.

VOCABULARY QUIZ

Vocabulary Revision

Working individually (or in pairs), the players complete the six sections of the vocabulary quiz. Set a ten minute time limit. Score 1 point for each correct answer. The player with the most correct answers is the winner.

ANSWERS:	Opposites thin/thick cheap/expensive love/hate large/small easy/difficult early/late near/far short/long	It's a ... 1. A screwdriver 2. A heater 3. A pillow 4. A kettle 5. A tap 6. A fork 7. A plug 8. A saucepan	Synonyms like=enjoy close=shut answer=reply return=come back sick=ill tidy=neat sad=unhappy correct=right
	Odd Word Out Colours - dark Animals - beef Vegetables - pears Clothes - feet Relatives - boy Furniture - window Jobs - husband Materials - strong	Spelling OPTICIAN SHOWER KITCHEN HAMMER SHEEP SPOON SAUSAGES LORRY	Countries and Nationalities 1. France - French 2. Russia - Russian 3. India - Indian 4. Egypt - Egyptian 5. Kenya - Kenyan 6. Brazil - Brazilian 7. Canada - Canadian 8. Sweden - Swedish

THE CROSSWORD GAME

Vocabulary Revision

Each player draws a square divided into five squares by five on a piece of paper. (If the class is larger than eight players it is probably better to play in teams of pairs.) Each player in turn calls out any letter of the alphabet. As each letter is called, all players write it into a square of their choice. The aim is to form as many words as possible of two or more letters reading either across or down. Players continue to call out letters until all the individual squares have been filled in. The players then total up the points they have scored. The number of points scored is equal to the number of letters in each word they have made. Thus a three-letter word scores 3 points. One-letter words do not count. Letters cannot be used twice in the same direction; for example the same *p* cannot be used twice to make *pop* and *pot*. Long words could be rewarded by giving a bonus point for five-letter words. The player with the highest score is the winner.

Hints: Play a trial game on the board with one student to illustrate how the game is played before playing properly. Before playing, tell the players (a) once a letter has been written down it cannot be moved to another square; and (b) no abbreviations or proper nouns are allowed.

Go round the class as the game is being played to check that everybody understands what to do.

CHANGE A LETTER

Vocabulary Revision

Begin by saying *play*. Explain that the first player has to make a new word out of *play* by changing one letter. For example, he or she could say *plan*. The next player then has to make a new word out of *plan* by again changing one letter, e.g. *flan*. The game continues with each player in turn trying to make a new word out of the word he or she has been given. Players get a minus point if they (a) can't think of a new word; or (b) hesitate too long. Example round with a group of five players:

Player 1: *Plan*.
Player 2: *Flan*.
Player 3: *Flat*.
Player 4: ... (This player can't think of a new word and so gets a minus point.)
Player 5: (This player starts with a new word.) *Make*.
Player 1: *Take*.

And so on. The player with the least number of minus points at the end of the game is the winner.

Hints: Play a trial round before playing properly. It is probably best to stick to words of three or four letters at this level.

المخلص

تتناول هذه الدراسة الحالية أهمية استخدام الألعاب اللغوية في تحفيز و تطوير مستوى التلاميذ ا لمتعلمين للغة الانجليزية كلغة أجنبية على أساس الحماس و التحفيز في قسم الانجليزية بمتوسطة ابن باديس جامعة الوادي. في بداية بحثنا هذا اعتمدنا على الفرضية انه لو استخدم أساتذة اللغة الانجليزية الألعاب اللغوية داخل أقسامهم بفعالية فإنهم ربما يساعدون الطلبة في تطوير مهاراتهم وتحفزهم لاكتساب مفردات جديدة مما يساعدهم على زيادة الرغبة في التعلم , لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل تحفيز التلميذ في القسم , وأخر فرضية آدا استخدم التلاميذ الألعاب اللغوية بنسبة تحفيزه كافية ستتطور مهاراتهم في تعلم واكتساب مفردات جديدة .وللتأكد من صحة الفرضية قمنا بتطبيق هذا البحث على مجموعة تلاميذ السنة الرابعة متوسط في مادة الانجليزية بتوزيع استبيان مع ترجمته باللغة العربية قمنا أيضا بتصميم استبيان خاص بأساتذة مدرسي مادة الانجليزية من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى استخدام لغة لغة الألعاب في ا لقسم من اجل تطوير المهارات و ا لكفاءات التحفيزية . إن عملنا هذا ينقسم إلى قسمين, القسم الأول يتضمن مفهوم لغة الألعاب القسم والعناصر المهمة التي تتضمنه.والقسم الثاني يحتوي على التحفيز و مفهومه و أهم العناصر. أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل لاستبيان التلاميذ و الاساتذة الذي قمنا بتوزيعه على أساتذة و ملاحظات بعض الحصص.وقد تحصلنا من خلال بحثنا هذا على أن لغة الألعاب لها دور فعال وكبير في مساعدة الطلبة في تطوير الكفاءات التحفيزية لهم ومساعدتهم على تعلم و اكتساب مفردات جديدة, كما أن التفاعل الجيد يساعدهم في التقليل من صعوبات التعلم للغة الانجليزية.