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The Use of Energizers to Enhance Middle School EFL

Pupils' Motivation

The case of MS 4 Pupils at Aroussi Mohammad Sadek Middle School, Chetma.

A Dissertation submitted in partial fulfilment of the requirements for Master
Degree in Sciences of Language

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Declaration

I, OUASSAF Soundous, hereby declare that I carried out the work reported in this research in the section of English, University of Biskra, under the supervision of Mr. CHENINI abdelhak.

I solemnly declare to the best of my knowledge, no part of this research has been submitted here or elsewhere in a previous for award of a degree. All sources of knowledge used have been duly acknowledged.

Dedication

This dissertation is dedicated:

To my parents whose encouragement, love, and support have made my efforts worthwhile to bring about this dissertation.

To my brothers and sisters for believing in me, I hope my efforts make them proud and reward their faith in me.

To my friends whom spent with me my best life moments.

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In the Name of Allah the Most Grateful and the Most Merciful

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Abstract

This study attempts to determine the role of energizers on learning a foreign language for middle school pupils and to compare games with more traditional practices as effective learning tools and how they influence pupils' motivation. In this work we try to answer the following questions: 1/ How possible would it be in terms of time and materials to implement energizers activities in EFL classes? 2/ What is the impact of using energizers on pupils' motivation in learning EFL? Also we hypothesized two hypotheses: 1/ If teachers use energizers as an important part of the lesson, specify time and materials, students will be interested in learning EFL. 2/ The use of different games and activities during the lesson would meet pupils' needs and increase their motivation in learning EFL. The sample is MS 4 of Arroussi Mohammad Sadek middle school, Chetma. A descriptive research is conducted using two data collection tools; classroom observation and focus group discussion, on a group of pupils which was chosen randomly in Arroussi Mohammad Sadek middle school. And the results show that energizers have a good effect on middle school EFL pupils' motivation: It is recommended to use energizers since they are very effective especially for the middle school pupils in teaching a second language and energizers are helpful for both the EFL teacher and the EFL learner.

Key terms

EFL, energizers, language learning, middle school pupils, motivation

List of Acronyms

EFL: English as a Foreign Language.

ESL: English as a Second Language

L2: Second Language.

PA: Physical Activity.

PE: Physical Education.

TV: television.

TTT: Teacher talking time.

PTT: Pupils talking time.

List of tables

Table 2.1: Components of foreign language learning motivation.....	22
Table 2.2: Williams and Burden's (1997) framework of motivation in language learning.....	24
Table 3.1: Classroom observation checklist.....	38

List of contents

Declaration.....	I
Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Acronyms.....	V
List of Tables.....	VI
List of Contents.....	VII
General introduction.....	1
1. Statement of the problem.....	2
2. Significance of the study.....	2
3. Aims.....	2
4. Research Question.....	3
5. Research Hypotheses.....	3
6. Methodology.....	3
7. Research tools.....	4
8.1 classroom observation.....	4
8.2 focus group discussion.....	4
8. The sample.....	4
Chapter One: the use of Energizers in EFL teaching and learning	
Introduction.....	5

1.1. Concepts about energizers.....	5
1.2. Advantages of energizers.....	9
1.3. The effects of using energizers.....	12
1.3.1 on the teacher.....	12
1.3.2 on the learner.....	15
1.4. How to choose an energizer.....	17
Conclusion.....	17
 Chapter Two: middle school pupils' Motivation	
Introduction.....	19
2.1 Concepts about motivation.....	19
2.2 Types of motivation.....	23
2.3 Goals of motivation.....	25
2.4 The role of the EFL Teacher.....	26
2.5 The role of the EFL Student.....	27
2.6 How motivation can be enhanced in the school.....	29
2.7 Benefits of motivation.....	29
2.7.1 On the teacher.....	29
2.7.2 On the learner.....	30
Conclusion.....	30

Chapter Three: Field Work and data analyses

Introduction.....	32
3.1 Classroom observation.....	32
3.1.1 discussion of classroom observation.....	33
3.1.2 aims of the classroom observation.....	33
3.2 Focus group discussion.....	39
3.2.1 discussion of the results of focus group discussion.....	40
3.2.2 aims of focus group discussion.....	40
Conclusion.....	44
General conclusion.....	45
Limitations of the research	46
Recommendations.....	47

References

Appendices

المخلص

General Introduction

Teaching English as a Foreign Language to middle school pupils is not an easy job, it needs a lot of preparation and readiness. Teachers face many problems to find the best way to teach EFL; and in what way to motivate and encourage them to learn, and how teachers have their students' attention and interest for the whole class time.

As a new teaching tool; using energizers in teaching is one of the appropriate ways to encourage students to learn more. Energizers are made to fit different tasks to facilitate learning where children enjoy learning while playing, they should be relevant to the topic; it has to complement what the teacher is doing in the class.

Energizers give the students break and allow them to practice language, they are highly motivating, amusing, challenging and they encourage cooperation. Energizers help teachers to create contexts in which language is useful and meaningful, and they encourage students to maintain their interest and work, and to increase their motivation in the class.

Based on the evidence that students learn better when they are physically fit, it can incorporate subject content and allow students to be physically active while learning. It can be inserted at the beginning of the lesson to energize the students, in the middle to break up the work or at the end to review.

1. Statement of the problem

Students often find a lot of obstacles in learning English; lack of motivation, using ancient tools in learning-teaching process could be a serious problem in learning English correctly. To overcome this problem, interfering amusement into the teaching process may influence students' motivation to learn in a contemporary way that can be suitable for all levels and interests.

As a new and a trendy way of teaching English as a Foreign Language in middle schools classes, learners will be motivated by using energizers during lesson time.

2. significance of the study

The purpose of the study is to determine the dilemma that teachers and students face in learning teaching process, and to motivate students to learn English in a good manner. When it comes to the teaching process teachers use traditional techniques to teach their students a foreign language which causes lack of motivation. So teachers need to change their old techniques to new and modern ones to increase students' motivation. This research investigates the impact of using energizers as an essential tool in teaching.

3. Aims

This study shed the light on the importance of using energizers essential tools of teaching process of EFL classes, and shows its relation with the improvement of students'

motivation to the learning process. Because the lesson will be more enjoyable and successful for the students which makes the teachers achieve their goals in teaching a foreign language.

4. Research Questions

Through this work, we will try to answer these questions:

- 1- How possible would it be in terms of time and materials to implement energizer activities in EFL classes?
- 2- What is the impact of using energizers on pupils' motivation in learning EFL?

5. Research Hypotheses

In accordance, we hypothesize inductively from these previous questions that:

- 1- If teachers use energizers as an important part of the lesson, specify time and provide materials, students will be interested in learning EFL.
- 2- The use of different games and activities during the lesson would meet pupils' needs and increases their motivation in learning EFL.

6. Methodology

To reach the research aims and goals, we will rely on the qualitative method approach, (descriptive research) it is a methodology for conducting research that involves collecting, analysing and integrating qualitative data. It is used when this integration provides a better understanding for the research problem. One of its major advantages is the use of several

means (methods, data sources...) to examine the same phenomenon to analyse the data. It is used to look at a research question from different angles to clarify and to elaborate an unexpected finding, as well as to develop a theory and test it.

7. Research Tools

These two research tools helped us in analysing the data of our research:

7.1. Classroom observation: The action or process of closely observing or monitoring something or someone; to prove or disprove hypotheses using the scientific method.

7.2. Focus group discussion: the research objectives will be better accomplished through a dynamic discussion and sharing of ideas among participants.

8. The sample

The research sample is the fourth year grade (MS 4) on Aroussi Mohammad Sadek middle school at Chetma, Biskra. The sample was chosen randomly

Chapter One: Energizers

Introduction

1.1 Concepts about energizers

1.2 Advantages of energizers

1.3 The effects of using energizers

1.3.1 on the teacher

1.3.2 on the learner

1.4 How to choose an energizer

Conclusion

Introduction

In middle schools, some classrooms have been working hard without a break, and it causes boredom and tiredness for students and teachers. So it can be challenging for both middle school students and teachers to maintain enthusiasm in the classroom, using kind of activities called energizers. The Energizer is an activity that can be run to warm up individuals or a team and promote group interaction. It is a good meeting starter.

Middle school teachers can apply specific strategies to maximize student engagement and attention.

In this chapter many researchers try to investigate the effect of energizers integrated with academic lessons on children's academic motivation.

1.1 concepts about energizers

Energizers have many functions; they function as ice breakers, physical activities, classroom games which affect pupils' motivation and learning. Defined by many researchers as:

Warmups or energizers are activities the middle school teacher uses throughout the course to encourage the EFL students involvement and interaction. These activities may be used at the beginning of each day to bring the group together and begin work on a positive note.

Energizers are short classroom-based physical activities. By allowing students to stand and move during academic instruction, these activities provide students with an opportunity to increase daily physical activity levels during the school day. The activities last approximately 10 min, integrate grade-appropriate learning materials, involve no equipment, and require little teacher preparation. (Mahar et al.,2006)

Mahar and his colleagues defined energizers as short physical activities last approximately 10 min that allow students to move when learning.

An energizer is a 1-3 minute activity that can be based on content or may be a complete break from instructional topics. For example, the energizer may require students to find a new seat and discuss their content notes with new neighbours or it may be a chance for them to get up, stretch, and walk away from the material for a short period of time. (John. A.,2008)

John in his book declared that energizers are to discuss subjects with classmates in 1-3 min and to have the chance to stand and move freely.

Vazoua, Gavriloub, Mamalakib, Papanastasiouc & Sioumalab agreed that: “In-class physical activities typically last between five and 15 min at a time, either as short physical activity breaks or integrated with the academic concepts being taught.” (Vazoua, Gavriloub, Mamalakib, Papanastasiouc & Sioumalab, 2012)

Ice breaker activities help group members get acquainted and begin conversations, relieve inhibitions or tension between people, allowing those involved to build trust with and feel more open to one another. They also encourage participants by all, helping a sense of connection and shared focus to develop. Energizers can be used as transitions or a time to clear the mind encouraging vitality and enthusiasm. They are also lead to a free exchange of information and enhanced communication between pupils. In addition to simply helping to learn students' names, we have found using ice breakers brings humour into the class, establishes rapport, fosters a safe learning environment, and overall assists with content learning. Therefore, it would follow that implementation of ice breakers and re-energizers in the classroom might well contribute to improved students participation, increased student persistence, and ultimately enhanced student learning.

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun." (Mania, 2012)

Mania in her book said that language games are not ice breakers but also to make the learners use the language in the course of game that they should interested in.

Noting that it is important in communication in EFL classes between students; Teachers should find ways to help students to be comfortable with each other. Energizers and icebreakers are strategies that are vital in creating openness and trust in such classes. The icebreakers are activities designed to help students feel comfortable with each other, characterized by brevity, relatively low-risk involvement, and participation by all class members. They are used also to help students develop a sense of connection and shared focus in a designated group, characterized by an emphasis on one or more group variables.

Of note, the crowded school curriculum with an intense focus on academic achievement, lack of school leadership support, funding and resources, plus poor quality teaching are barriers to PA promotion in schools. The school setting and physical educators in particular, must embrace their role in public health by adopting a comprehensive school PA program. (Andrew, Donald, David, 2015)

It seems that in general, schools have made little progress in helping children and adolescents to be physically active during the school day by using energizers as a way to facilitate EFL learning.

Middle School Energizers are classroom-based physical activities that integrate physical activity with academic concepts. We hope these 10-minute activities make it easier for teachers to implement physical activity into the

classroom to improve classroom instruction and increase physical activity levels over the school day. (Mahar, Scales, Miller, Kenny, & Shields, 2006)

Mahar, Scales, Miller, Kenny, & Shields stated that energizers are physical activities integrated with academic concepts in 10 min.

“The students enjoyed the Energizers because they got a chance to “have fun” while learning different academic concepts (health, spelling, geography). They did admit that all the movement tired them out.” (Mahar et al, 2006)

Including physically active lessons in the day provides another learning opportunity for students. Just as audio and visual learning cues are varied, kinesthetic or movement oriented cues should also be included. The brain learns best in the calming state – physical activity helps the brain reach a balanced, calm state, increasing learning potential.

Andrea Bennett, (2011) overemphasized the power of games and play to facilitate deep and meaningful learning where most productive and motivating learning experiences are taking place outside of school through playing and participation where children do enjoy learning via having a sense of their own progression and where the learning is relevant and appropriate. (Awad, Ziyad, 2012)

Awad, Ziyad in their work stated that Andrea Bennett saw that games facilitate learning where students enjoy it.

Classroom energizers activate the brain, improve on-task behaviour and leave students more focused and ready to learn. There are many fun and creative ways to include fitness breaks in the daily schedule, and many resources available to help schools get started.

1.2 The advantages of energizers.

Energizers are the best way to get middle school ESL pupils to learn while thinking they're actually doing work. Learning without knowing they're learning. Doing this gets students up and active and often working together for a common goal or objective.

Wright, Betteridge and Buckby (2005) stated that language learning is very hard and efforts are required over a long period of time. Games help the teacher to create contexts in which language is useful and meaningful, therefore; they help and encourage students to sustain their interest and work. Ersoze, (2000) agreed with their view and added that well- chosen games are valuable highly motivating, amusing, challenging and they encourage cooperation. As they give students a break and at the same time allow students to practice language skills. (Awad, Ziyad, 2012)

Games help teachers to make language useful and meaningful in certain contexts, also help and encourage students to practice the language and its skills.

Classroom games come in many varieties and styles; Group games, individual games, games that require teamwork, games that require complex strategy. Each has their own benefits and drawbacks. Being able to appropriately execute them orderly can lead to great results in the future. It also reduces behaviour problems at school

Prabhu (1987) offers two main reasons why teachers should use games in teaching second language. The first reason is based on spontaneous interaction that games can generate amongst the children, 'creating opportunities for the deployment of their emerging internal systems' (Prabhu, 1987). A second major reason for using games is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher. (Simona, 2015)

Teachers should use games to develop students' internal systems and to support them to practice language between learners to feel free when speaking and making mistakes.

A major reason for restricting the amount of time that is available for PE is that schools are under pressure to meet stringent requirements for academic achievement with limited budget. In this context, PE is seen as antagonistic or an impediment to academic achievement. Consequently, in many high schools and in some middle schools, PE has been almost entirely eliminated from the curriculum (Vazoua, Gavriloub, Mamalakib, Papanastasiouc & Sioumalab, 2012)

In many middle schools energizers are eliminated for the sake of lack of materials and time, and the noise of pupils when learning.

Fromme, (2003) agreed with McFarlane and Sakellariou (2002) as they all emphasize the advantages of games from different sorts and points of view. First, games can lower anxiety, thus making the acquisition of the second language more likely. Second, they are highly motivating and entertaining and they can give shy students the opportunity to express their opinions and feelings. Finally, games enable students to acquire new experiences within a foreign language and add diversion to the regular classroom activities. Thus, creating a relaxed atmosphere in which students remember things faster and better. (Awad, Ziyad, 2012)

Games have many advantages; they lower anxiety, highly motivating and entertaining, they also give the opportunity for all learners to express themselves freely.

Energizers are easy to implement; both teachers and students enjoy the Energizers activities, use of Energizers activities improves on-task behaviour of students. And it increases the amount of physical activity accumulated over the course of the school day. Physical activity provides numerous physiological and psychosocial benefits on both teachers and learners.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process

[Learning language in traditional way] is by its nature time consuming and stress provoking... ..raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. One method has been developed to make students forget that they are in class.... relax students by engaging them in stress reducing task (games)." (Mania, 2012)

Mania (2012) mentioned in her research paper that there are many advantages of using games in the classroom:

- 1- Games are a welcome break from the usual routine of the language class.
- 2- They are motivating and challenging.
- 3- Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
- 4- Games provide language practice in the various skill-speaking, writing, listening and reading.
- 5- They encourage students to interact and communicate.
- 6- They create a meaningful context for language use.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ..raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. One method has been developed to make students forget that they are in class.... relax students by engaging them in stress reducing task (games)." (Mania, 2012)

The Energizers are easy to use and easily done in the classroom and highly flexible and adaptable to fit the specific requirements and limitations of the audience. They are easy to

adapt for all ages, subjects, and for special needs students. Thus they must not be seen as a way of passing or wasting the time, because they have multiple purposes. In addition to the major importance of games is influencing motivation and reducing the stress level in the classroom, energizers have a great advantage in the sense that pupils learn without knowing they are learning.

1.2 The effects of using energizers

Using energizers affects both EFL teachers and learners in various way, and some of them can be mentioned as follows:

1.2.1 On the teacher

In middle schools ESL classroom games are an important, almost vital, part of the ESL classroom. When teaching beginners, it's easy for the teachers to come up with simple games to incorporate into their lessons. With advanced learners, finding activities that are fun, engaging, and deeply beneficial gets a lot more challenging. English as a foreign language is better acquired and used by students if teachers include games and play in their teaching,

Classroom games are an essential part of the ESL classroom. You can engage students by telling a captivating story, explaining concepts in a way all students can understand, or simply creating a dialogue amongst students, even in the simplest of ways. Another way to get students attention is to play some fun and creative games.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used. (Mania, 2012)

Games should be chosen for level of learners' language level and games should fit the purpose of the content.

McFarlane, Sparrowhawk, and Heald, (2002) agreed with Sim City (2002) in the respect that they all showed the importance of cooperative games, competitive games and communication games as one of the most important ways to teach efficiently in a language class. (Awad, Ziyad, 2012)

Games are one of the most important ways to teach EFL efficiently.

When teachers use the appropriate educational games in the classroom, Students feel confident to use English outside the classroom as well. Energizers help the process of EFL learning to become spontaneous. Thus, the teachers' job is to guide this process of language learning so that the EFL learner can use it in other contexts confidently.

Lengline and Malarcher (1997) said that choosing a game is not an easy task; they added that it should be governed by some rules to guarantee the success of them. Therefore, while planning games teachers should take into consideration the following features: classroom space, noise, materials necessary for the game; the amount of time needed for each game, and the level, culture, interest and age of students. Furthermore a successful teacher should be aware of the relevance of the game to the topic, structure or function that is being used in the class: that's to say a game has to complement whatever a teacher is doing in the class. (Awad, Ziyad, 2012)

Choosing a game is governed by rules; to guarantee success. Space, noise, time, materials should have been taken in consideration.

Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programmed, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. (Mania, 2012)

Teachers should employ new vocabulary games that stimulate the students and tempt them to participate. Teachers should also consider games which are appropriate to students' age, cultural background and interests, and teacher should as well consider activities where students can experience success (Lightbown and Spada, 1999). (Muna, 2014)

New vocabulary should be employed in games. Games should be appropriate to learners' age, background, interests and capacities to be successful.

Keeping students engaged while sitting for extended periods of time is a challenge. For this reason, energizers are crucial. So get them up and moving! Keep in mind that good directions are often the difference between an activity working and an activity falling flat, and learn fewer energizers well (and know how to vary them) instead of trying to learn countless ones. Then you won't be stuck with tired, slumped, bored students. Energize their bodies and brains with music and activities. (Eric, 2017)

Games are to make students interested and involved in learning so they can not feel bored and tired to energize their bodies and brains at same time.

Ersoz, (2000) agreed that teaching English successfully is not just a question of method. He emphasized that 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 could be due to lack of fun and interest. (Awad, Ziyad, 2012)

Using energizers in teaching English as a foreign language to middle school pupils can create learning conditions and motivate students to learn more and better, so that the EFL learner feel comfortable and spontaneous when using new vocabulary. Educational games in classrooms can focus on various skills, grammar, listening, speaking, writing, reading, pronunciation, spelling and communication as well, so that energizers are used to facilitate them and to help the EFL teacher to create contexts in which the language is useful and meaningful.

1.2.2 On the learner

Educational games help EFL learners to acquire and remember new language easier and memorize more words. They also help students and develop their self-esteem and self-confidence, which are important factors in language learning. It's a new method to use the energizers and fun activities by introducing games for the sake to teach and learn better the foreign language. And it should be various and stimulating for middle school EFL pupils.

Awad and Ziyad declared that:

Schuna (2010) confirmed that playing educational games also helps learners with focus, self-esteem, and memory. Educational games can help children focus because they are being patient while waiting to achieve getting to the next level. Playing these games helps their self- esteem because sometimes they get a quicker reaction from the game system and they can really see how they have accomplished something. In the games, there are milestones that the children will have to reach and at the end of each stage they receive something that they will have to have in the next stage. (Awad, Ziyad, 2012)

Energizers have a great impact on and self-confidence and strengthen motivation as well. Students feel motivated and dynamic and also more confident to speak and to express themselves fluently and spontaneously, forgetting the fear of making mistakes and be judged. Sometimes, teachers face with situations in which some pupils do not have the confidence to enunciate and use new words in a context in front of the class. EFL pupils are more likely to say the new words when they play a game. During games, students do not worry much about grammar errors, because at that moment they focus on what they are trying to convey. Apart from having fun, they learn grammatical rules by playing appropriate games, and they stop thinking about language and begin using it in a spontaneous and natural manner within the classroom. Playing games in the classroom can increase pupils' ability in using and practicing language because they have the chance to use it with a certain purpose.

Motivated learners have, however, a better chance of learning vocabulary successfully; unmotivated ones will have a lesser chance of success. Thus, in order to enhance learners' learning vocabulary, they need to be motivated by playing a game to complete the task, and with the enjoyment achieved, learning the lexis occurs smoothly (Moon, 2000). Therefore, learning new vocabulary through enjoyable and out of the ordinary ways may assist the learners to learn vocabulary. (Muna, 2014)

Motivated learners learn better and successfully while unmotivated ones fail in learning.

Teachers should motivate them by using games to involve them in learning.

Games not only liven up the class, but also provide great material for learning and motivation. They help students achieve better results in English, and build-up their self-esteem. Their implications are higher than providing fun moments during a class. Games encourage students to learn, to participate in an activity and to motivate all students to acquire a new language, not only those who are already interested in doing so. (Simona, 2015)

Games effect motivation, they help students to learn EFL better interestingly, to increase their self-esteem and self-confidence.

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. (Mania, 2012)

Language learning is not easy for foreign learners. Middle school EFL pupils must make an effort to understand the foreign language, to pronounce and repeat accurately and fluently, and also to adapt and to use the new understood vocabulary in conversations and in written compositions. Therefore, energizers help and encourage many EFL learners, not only Middle school ones, to maintain their interest.

1.3. How to choose an energizer

Mania (2012) in her research paper pointed out to how to choose a game in classroom and how it should be:

- A game must be more than just a fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.

Conclusion

In summary, energizers are effective as educational tools that can provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, using them as short warm-ups.

Energizers are recommended for EFL teachers who may want to increase physical activity and/or on-task behaviour in their students. As well as games have a great impact on self-confidence and motivation. Students feel more confident to speak and to express themselves and to achieve better results in English. Also to encourage students to learn, to participate in an activity and to motivate all students to acquire a new language as well.

Using games in teaching English as foreign language motivate students to learn and to remember the new language easier and to develop their self-esteem. Students who participated

in the Energizers activities were more active during the school day than those who did not receive the Energizers activities. Being able to recycle our old games into something new makes classroom life so much more fun and interesting for both teacher and student because we all know happy students will make for a happy teacher!

There is a great Impact of energizers on middle school EFL pupils' motivation in classroom because the energizers encourage students to learn the foreign language in a fun and an easy way and to be able to participate and express themselves freely. The use of educational games in the classroom can increase enthusiasm, motivation, participation involvement and interest in English.

Chapter Two: Motivation

Introduction

2.1 Concepts about motivation

2.2 Types of motivation

2.3 Goals of motivation

2.4 The role of the EFL Teacher

2.5 The role of the EFL Student

2.6 How motivation can be enhanced in the school

2.7 Benefits of motivation

2.7.1 On the teacher

2.7.2 On the learner

Conclusion

Introduction

Motivation is extremely significant for L₂ learning, and it has widely accepted as one of the key factors that influence the rate of success of second/foreign language learning. Motivation provides the essential impetus to initiate foreign language learning. It is also considered as a force that generates energy to drive a person to do or accomplish something; as the desire to learn a target language; staying motivated keeps a person active and gives energy. As well as, motivation is defined as something that causes a person to act; learners' motivation is an essential consideration for all instructors in all disciplines. In education, middle school students who are motivated to learn a language are passionate and truly care about their learning. It drives and encourages them to study new things (vocabulary, grammar rules), and to try again when they fail in doing an activity.

In this chapter a wide range of studies has been carried out on motivation in second /foreign language learning, and researchers have recognized the importance of motivation in the process of learning another language.

2.1 Concepts about Motivation

Motivation is one of many factors that affecting learning. Defined as:

Internal factors that stimulate desire, enthusiasm and energy to be continually interested to a specific subject, and to make an effort to attain a goal. Learners who are motivated to learn a foreign language use higher cognitive processes in learning about it.

Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable

deficiencies both in one's language aptitude and learning condition. (Dörnyei, 1998)

Researchers from various fields (psychology, sociology) have tried to find explanations for the concept of motivation. Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals.

Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviours that have been rewarded in the past will be more likely to be repeated in the future. Therefore past experiences will motivate a student to perform in future ones. (Motivation, n.d.).

Students' motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although middle school students may be equally motivated to perform a task, but the sources of their motivation may differ. Therefore, we can say that motivation is a psychological phenomenon which means needs and wants of the individuals have to be tackled by framing an incentive plan.

Motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the

most important channel of social organisation embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture. (Dörnyei, 1998)

Motivation in EFL learning includes the psychological side; language role, culture and background.

Motivation, or more specifically human motivation, can be defined as an inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Motivation refers to a desire or need internal to the individual, thus it is not possible for others to actually motivate an individual but others must manipulate environmental variables that may result in an increase or decrease of motivation. (Kost. 2003)

As well as, motivation defined as a theoretical construct used to explain behaviour. It gives the reasons for people's actions, desires, and needs. Motivation can also be as one's direction to behaviour or what causes a person to want to repeat behaviour. A motive is what stimulates the person to act in a certain way, or at least develop a tendency for specific behaviour. For middle school EFL pupils, it is what derives them to want to learn English as a foreign language, increases their energy and enthusiasm to accomplish particular activities and tasks, and to develop their performance.

Student motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn. (Wieman, 2013).

In addition, motivation has to do with students' desire participate in the learning process. But it also concerns the reasons or goals that underlie their involvement in academic activities. Although students may be equally motivated to perform a task, the source of their motivation may differ. A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. An extrinsically motivated student performs in order to obtain

some reward or avoid some punishment external to the activity itself such as grades, stickers, or teacher approval. As stated above, the term motivation to learn has a slightly different meaning. ("What Motivation is and Why It is Important in Classroom Situation ", 2010)

Dörnyei, in his book 'Motivation in second and foreign language learning', developed a general framework of components of foreign language learning motivation.

• Language Level	Integrative Motivational Subsystem Instrumental Motivational Subsystem.
• Learner Level	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
• Learning Situation Level	Interest Relevance Expectancy Satisfaction
Course-Specific Motivational Components	
Teacher-Specific Motivational Component	Affiliative Motive Authority Type Direct Socialisation of Motivation * Modelling * Task Presentation * Feedback
Group-Specific Motivational Components	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Table 2.1 Components of foreign language learning motivation

Dörnyei categorised the components of foreign language learning motivation into three dimensions; the Language Level, the Learner Level, and the Learning Situation Level.

The first level of the framework is the language level which is consisted of two motivational subsystems, the integrative motivational subsystem related to the desire to learn about the culture of the community of the target language, instrumental motivational subsystem is when learning the target language for pragmatic purposes in order to receive high marks. The second level is learner level, it concerns with the learners, need for achievement the learners have the need to achieve their goals, self-confidence contains language use anxiety, perceived L2 competence, causal Attributions, self-efficacy. And the most detailed part is the learning situation level which is related with the language learning in a classroom setting. Course-specific motivational components are related to the syllabus, learning activities and tasks, the teaching methods and materials. Teacher-specific motivational components deal the behaviour, attitude, personality and teaching style of the teacher, and involve the affiliative motive to please and satisfy the teacher, authority type concerns with the teaching style given by the authority, and direct socialisation of motivation related to the students motivation; modelling, task presentation, and feedback. And group-specific motivational components are concerned with the dynamics group of the learner group, include goal-orientedness, the norm and reward system deals with reinforcement, and classroom goal structure can be competitive, cooperative or individualistic.

2.2. Types of motivation

The motivation to learn a language comes in two forms; intrinsic and extrinsic motivation. In one hand, intrinsic motivation is driven by a force that comes from within, resulting in activity engagement because the activity itself is interesting and enjoyable. The positive feelings arising from the task itself are the reason for performing the activity and it is

the most effective and longest lasting type of motivation. In the other hand, extrinsic motivation is linked to some external goals such as good grades, rewards, parents or teacher approval, or avoidance of negative consequences. In other words, the external goals are the reason for the behaviour.

Teachers tend to follow an extrinsic reinforcement model based on tests, grades, and competition among students. This tendency is based on the assumption that student success is directly proportional to external rewards. As of the past few decades, researchers have realized that extrinsic rewards encourage a weak understanding, and this understanding is less constant than if it were driven by intrinsic motivation.

Dörnyei, in his book ‘Motivation in second and foreign language learning’ discussed the Williams and Burden's (1997) framework of motivation in language learning.

Internal factors	External factors
Intrinsic interest of activity <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge Perceived value of activity <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity Sense of agency <ul style="list-style-type: none"> • locus of causality • ability to set appropriate goals Mastery <ul style="list-style-type: none"> • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy Self-concept <ul style="list-style-type: none"> • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern learned helplessness Attitudes language learning in general <ul style="list-style-type: none"> • to the target language • to the target language community and culture Other affective states <ul style="list-style-type: none"> • confidence • anxiety, fear Developmental age and stage Gender	Significant others <ul style="list-style-type: none"> • parents • teachers • peers The nature of interaction with significant others <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanction The learning environment <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos The broader context <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes

Table 2.2 Williams and Burden's (1997) framework of motivation in language learning

Williams and Burden (1997) attempted to summarise the motivational components that are relevant to L2 instruction. They see that motivation can be affected by two factors internal and external factors. “After reviewing a wide range of relevant motivational theories, Williams and Burden (1997) draw them together in a highly detailed framework of motivational factors”. (Dörnyei, 1998)

2.3 Goals of motivation

Motivating students in activities is important because motivated students are likely to put more effort into learning, stick with activities longer, direct themselves toward meeting goals, have better performance and pay more attention. Motivation leads students to: Builds friendly relationship between colleagues which brings stability and effective co-operation, and it helps them to achieve their personal goals.

Motivation is a very important in learning because of the following benefits it provides: If an individual is motivated, he will have leaning satisfaction and it will help in strengthening self-confident of an individual, and students would always gain by collaborating with dynamic colleagues. Goals can be also achieved if collaboration and cooperation takes place simultaneously which can be effectively done through motivation. As well as it leads to an optimistic and challenging attitude among students in the classroom.

Motivation is important because it provides the drive for people to accomplish their goals, maintain their responsibilities or solve problems. Motivation can be created or re-sparked by looking at one's goals, assessing the stakes of achieving those goals and creating milestones as well as personal rewards for gaining progress.

Motivation is of paramount importance to student success, Students work longer, harder and with more vigour and intensity when they are motivated than they are not. The source of motivation is complex. It can be categorized into internal and external. Intrinsic and extrinsic motivations are two types of

motivation that affect achievement of student. ("What Motivation is and Why It is Important in Classroom Situation ", 2010).

Motivation in education can have several effects on how students learn and how they behave towards subject matter, it can:

- Direct behaviour toward particular goals
- Lead to increased effort and energy
- Increase initiation of, and persistence in, activities
- Enhance cognitive processing
- Determine what consequences are reinforcing
- Lead to improved performance

2.4 The role of the EFL Teacher

“Teachers can play many roles in the course of teaching and this might facilitate the learning process”. (Chio, 2013)

“It makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgements about their effectiveness in terms of their ‘facilitator’ credentials”. (Chio, 2013)

One of the most difficult aspects of becoming a teacher is learning how to motivate your students, while motivating students can be a difficult task. EFL teachers can motivate their students during activities using some ways. When planning instructional activities, teachers need to learn what motivates their students so that they can choose the right activities that will benefit them.

There are many effective ways that EFL teachers use to get their students excited about EFL learning:

Middle school EFL teachers should encourage open communication and free thinking with their students to make them feel important, be enthusiastic, praise their students often, recognize them for their contributions. If the teacher's classroom is a friendly place where students feel heard and respected, they will be more eager to learn.

Teachers tend to encourage students and teach them responsibility to get them involved in the classroom, and interestingly participated by giving each student a job to do. Also EFL teachers should give students the freedom and the responsibility of tidying up or decorating the classroom. Furthermore, teachers should encourage collaborative and cooperative work in classroom.

While teachers are trying to motivate EFL learners, it is important that they keep themselves motivated because of two main reasons. Firstly, if teachers are motivated they can apply motivational techniques to learners in a better way, and secondly, they have to make sure that they are motivating students in the right directions to accomplish certain tasks

One of the most important things to consider in motivating EFL learners is that teachers must know how their students can be motivated. The motivational force for different students can be different; it depends on their needs and how to fulfil them, so every student is motivated with different method.

One of the major sources of stimulation of motivation is the teacher, because the teacher is a source of advice, facilitator of learning, evaluator, example of behaviour and hard work.

2.5 The role of the EFL Student

Students can be motivated when they have the desire to learn new information or new processes, and when teachers use the right method of teaching.

Students should act responsibly and to be self-reliant and independent in the classroom. Otherwise, students who are not motivated will not learn effectively.

Motivated students are more excited to learn and participate. In EFL classroom full of motivated students, students and teachers alike find it enjoyable. Some students are self-motivated, with a natural love of learning, but even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued.

When EFL learners are motivated, their self-confidence is sky high, and they feel extremely confident in accepting the classroom challenges. It becomes easier for them to reach educational objectives. If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it.

A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, students should be able to find some prior experience or knowledge to apply this new learning to. Moreover, Students should be responsible for gathering materials needed for an assignment, when given directions to where resources can be found.

The students are responsible for their own success in the learning process. They should be actively involved in the learning process and should behave appropriately for a learning environment. Students contribute to design language learning activities; the student is responsible for completing all assignments and encouraged to take learning responsibilities.

2.6 How motivation can be enhanced in the school

In middle schools, classroom atmosphere is important for the EFL learners. If students experience the classroom as a supportive place where there is a sense of belonging and everyone is valued, respected and treated equally, they will tend to participate more fully in the process of learning. Tasks should be challenging but achievable and noting the purposes of specific tasks, these tasks should be relevant to what they are studying in the classroom. On the other hand, extrinsic rewards should be carefully used, because they have the possibility to decrease the existing intrinsic motivation.

There are many external factors which influence learners; the influence of the family like parents, neighbours. The influence of the School, TV, films; and the influence of the native speakers they know, music, friends.

2.7 Benefits of motivation

Motivation in learning has many benefits and its major benefits in EFL leaning are as follows:

2.7.1 On the teacher

Motivation of teachers is very important for the achievement of educational objectives and it affects teachers' performance, responsibilities, job satisfaction. It plays a very significant role in attaining the overall educational aims and objectives in EFL learning and teaching, it affects not only EFL students but also EFL teachers to be motivated so they can satisfactorily perform their duty to become skilled workers who facilitate learning English as a foreign language.

The middle school teachers have been psychologically motivated to continue their work as efficiently and effectively as possible. Motivation of EFL teachers seen as to be working tirelessly in middle schools and classrooms, it brings about the use of good teaching methods in the classroom because teachers present the subject matter in a variety of ways which makes the lesson more interesting, effective and realistic. It also brings competition and increases EFL leaning efficiency on the part of the EFL learners and encourages them to study harder.

2.7.2 On the learner

Motivation has various benefits on middle school EFL learners. Through motivation the EFL learners can understand and value the learning goals and can be actively involved in the learning process, take learning responsibility and the sense of self-control. Motivation makes the EFL learners receive realistic feedback that enhances self-efficacy and also receive appropriate rewards for performance. Learners can have adequate time to practice and master the English language skills. Furthermore, EFL learners can be involved in self-evaluating process. To achieve effective performance in EFL learning and teaching, both students and teachers must be motivated. Contrariwise, lack of motivation may lead to stress which eventually may translate to ineffective classroom management and school improvement.

Conclusion

As this chapter has shown that motivation and energizers are interrelated it can provide the encouragement and the support for the learners to have the desire to learn English as a foreign language. Furthermore, Motivation concerned with how human beings are energized, sustained, and directed. Motivation is generally what energizes, maintains, and controls behaviour. Student performance might be energetic, enthusiastic and committed.

Motivation provides us with energy to pursue outcomes. The energy may come from an inside source or an outside source. These sources can be defined as either extrinsic or intrinsic motivation, and it varies from person to person depending on learning context and task.

Motivation energizes the behaviour of the student it also sustains their interests motivation a force that energizes and directs behaviour toward a goal perceived as one of the most important psychological concepts in education; any researchers have found a positive correlation between motivation and achievement.

Chapter Three: The Field Work

Introduction

3.1 Classroom observation

3.1.1 Discussion of classroom observation

3.1.2 Aims of classroom observation

3.2 Focus group discussion

3.2.1 Discussion of the results of focus group discussion

3.2.2 Aims of focus group discussion

Conclusion

Introduction

In this practical part of our research work, we try to prove the significance of the energisers role in the enhancement of the middle school EFL pupils' motivation; i.e. helping students achieve better results in their EFL learning through games. Before doing so, we found it logical to investigate how possible would it be in terms of time and materials to implement energizer activities in EFL classes? And we have also investigated the impact of using energizers on pupils' motivation in learning EFL?

In order to conduct our investigation, we have relied on two data gathering tools: the classroom observation and focus group discussion which addressed to the fourth year students of Aroussi Mohammad Sadek middle school.

3.1 Classroom observation

It is quite obvious that each teacher, whatever the subject she/he teaches, has his own way of preparing or designing a course and materials, also his own way of dealing with the students' differences and difficulties.

The researcher has used the classroom observation as a tool of collecting data to gather information about the students and also to observe students' attitude towards the energizers that we used in the classroom of the fourth grade pupils of Aroussi Mohammad Sadek middle school.

We have randomly chosen a group of a class of the fourth grade. The class consists of thirty six (36) pupils separated to two groups in the TD session, each group contains of 18 pupils. We dealt with the first group which consists of ten (10) females and eight (08) males.

We have chosen the fourth grade pupils because they are less noisy, serious and more interested in studying in order to not to find difficulties when working with them. The TD session was selected in order to practice the energizers in, every fifteen (15) days with the same group. The activities of energizers that we used were appropriate for the small groups

because dealing with the small group that consists of eighteen (18) pupils, the noise is limited and the group can be easily controlled.

3.1 Discussion of classroom observation

We attended six (06) sessions, three (03) we used the energizers and we observe how they can influence pupils' motivation, and three (03) sessions without using energizers to compare in which the pupils were more motivated, dynamic, and interested to participate and learn more.

The first session was on 26/01/2017. We submitted language games on the pupils to observe if the energizers influence their motivation, the objective of the language games was learning and using new vocabulary.

As a warm up activity we drew on the white board a boy and a girl. Then, we asked the pupils to give adjectives of the body parts (hair colour, eyes, tall, weight...) for both drawings the boy and the girl, and we asked them to make simple sentences describing the drawings (she is tall; he has a short black hair). The pupils started giving different answers enthusiastically, challenging each other trying to give more answers.

After that, we gave them an other activity which was a group work, we devised them into three (03) groups (A, B and C), six (06) pupils in each group and we suggested a game, each group describe one member of the other groups in two to three (2-3) lines paragraph in 2 min, one member of each group stand and read the paragraph anonymously without mentioning about whom it was written. They were so motivated and liked the atmosphere learning in a funny way, they learned new simple and compound adjectives, and they felt so close and knew each others more, collaboration and cooperation work were necessary.

The second session was on 09/02/2017. In this session we submitted many educational games, we divided them into three (03) groups (A, B and C), six (06) members in each.

The first game was a group work which was a cross words game, the answers were orally and we motivated them with extra marks to the group who answers correctly first. The pupils liked the game and worked collaboratively and challenging each other to have extra marks; they were so motivated, participated and interested to do the best.

The second game was a group work also as the first one three (03) groups. Each group select a word then one of them stand at the white board and try to describe the word by mimes and the other groups guess what the word was, and we correct the spelling mistakes if they were any. They found it a funny game and they could move and express themselves freely, they laughed a lot and learned new vocabulary and its pronunciation.

The third game was about remembering and repeating verbs; every pupils say a verb, the next pupil repeat the previous verb and add a new one, and the next pupil also repeat the two (02) previous verbs and add another verb, and so on with all members but who forgot a verb expelled from the game till we have a winner.

In this game they remembered verbs and make mistakes when pronouncing them; and learned new verbs from each other; we correct only the pronunciation to make them feel free when playing and learning at same time. And who gave a new verb he explained what was its meaning by his own way, it's a good way to make them learn better and have a huge amount of verbs whether regular or irregular verbs, and in different tenses to make the game more challengeable and enjoyable and enthusiastic.

The third session was on 23/02/2017 it was the last session that we use energizers in. we submitted three (03) different activities.

Firstly, we gave them a warm up activity to start the session with; it was about colours and body parts. We asked the eighteen (18) pupils to say the different colours and the body parts they know, and asked them to bring their colouring pens and link each body part to a colour and raise the appropriate colouring pen and put it at the body part that they mentioned;

e.g. we say red nose, they raise the red pens and put them at their noses and so on, and who make a mistake expelled from the game till we have a winner.

They played the game and learned new body parts because they had little vocabulary of the body parts in English, while colours they knew most of them. The pupils were motivated and participated.

The second activity was sports gallery, each pupil mimes using body language a sport and other try to guess what was that sport. They had fun at this game and moved freely, but they had lack of sports names in English, we helped them in this game with giving new names of sports and explain it to the volunteer who mimes and the answers in Arabic were accepted.

The third game, we asked them to make a circle and we gave them a word and the last letter of that word is the first letter of the new words (e.g. apple, egg, green) repeated words are not accepted and who made a mistake was expelled from the game till we had a winner. In this game five (05) pupils felt shy and did not stand in the circle. But the other thirteen (13) pupils were participated and dynamic and competitive.

In these three (03) sessions that we use energizers in, the pupils' talking time surpassed the teacher's talking time, the teacher gave only instruments. The pupils were motivated, excited and active but in every classroom there are some pupils who feel shy and introverted; they do not like being part of the game especially if there were movements in it.

They were five pupils three (03) males and two (02) females; a boy and the two (02) girls were introverted they refused participating in individual games but at the group work they worked with their group members and they did not like the movement games because they felt shy to stand and express themselves in front of their classmates. While the other two (02) boys found the energizers as for babies, they thought that they are adult enough to not to play games and stayed at the back of the class they were making fun of the other pupils who were participated and laughing on them.

In these sessions with energizers the teacher was only a guide and a help if he was asked to. We observed the pupils' attitudes during the first three (03) sessions. Some students appeared to be shy and timid, especially boys who felt as adults and were afraid of being laughed at by their classmates. While others were afraid of making mistakes even if the teacher helped them.

The class was noisy but we felt a good energy and motivation from the part of the pupils who were ready to start the session enthusiastically. Most of them had the opportunity to speak, give their opinion and express themselves freely regardless to the mistakes they made which increased greatly their motivation.

The other three (03) sessions left were when we observed the pupils' attitudes without using energizers to see if they affect the pupils' motivation.

The fourth session was on 02/03/2017. The teacher gave them a test to correct, they worked individually each pupils answered in his paper, they were calm, silent, no movement, and unmotivated, participation was only when some pupils asked the teacher for explanation of either a question was ambiguous or a new unclear vocabulary found in the text of the test paper.

The fifth session was on 06/04/2017, it took a long while since the previous session because of the tests and exams period and holidays. In this session the teacher taught them phonetics; how to pronounce two (02) diphthongs (/ei/ /i:/). The teacher wrote different words and questioned them what they noticed when pronouncing them and the teacher helped them in pronunciation.

Some of the pupils were attentive and calm while others were not interested and careless; they found it as a worthless and pointless lesson to pay attention to and wasting time. Teacher's voice was clear for the pupils even those who sit in the rear seats. The teacher's talking time surpassed the pupils' talking time though he encourages them to participate,

interact, and share their suggestions and ideas in the classroom. He tried to familiarize the diphthongs using examples.

The sixth session which was the last one of our observation was on 20/04/2017. The teacher gave them 2011 BEM exam to the pupils to work on it in pairs. The teacher read the exam questions and asked them to answer in papers without writing names to whom each paper belonged to. After they had finished the teacher gathered the paper and distributes the papers randomly to make them correct and evaluate each others' papers with marks, and at the end of the correction every pair got back their paper to see their answers and marks.

The pupils were divided into two (02) categories; some were working silently in answering and correcting the papers, and inactive and they only care about giving answers. While some were making noise, feeling bored, unmotivated, not excited at all, talking and disturbing others.

In these three (03) sessions boredom, lack of motivation was considerable. The pupils were not dynamic as in the sessions that we use energizers in, some of them were just silent and calm while others who thought that they are adults and it was a waste of time to pay attention to worthless and pointless subjects, so they made noise talking to each other.

Here is the classroom observation checklist that we depended on in our observation:

Points to be observed	Using energizers	No energizers
Types of activities	The researcher has prepared activities focusing only on the motivation and the enthusiasm of the pupils, to get them participated and learned in a funny way.	The teacher has prepared lessons and activities focusing teaching new lessons and on to correct tests and exams.

<p>Pupils Motivation and Involvement</p>	<p>The majority of pupils were motivated and the activities were chosen according to their level and interests they seemed funny and interesting for the pupils and they tried to complete the given tasks to challenge each other and to learn more funnily. Students interacted with each other around the content. Students were actively and enthusiastically participated in the activities.</p>	<p>They were all not motivated; some of them were not involved in doing the activities and disturbing the others, and they interacted with each other around non-academic issues, they were hesitant to enter into the activities. While some of them tried to complete the given tasks.</p>
<p>Teacher Talking Time (TTT)</p>	<p>The teacher tried to limit his talking time to explaining the different instructions precisely and concisely, and monitoring the pupils during the activities.</p>	<p>The teacher tried to limit his talking time to explaining the lesson and the different instructions but he found himself every time talking more than he has planned. He was the source of knowledge.</p>
<p>Pupil Talking Time (PTT)</p>	<p>The pupils enjoyed having the chance to learn in a funny and new way, they participated most of the time. They were communicating, challenging, and accepting critics from other pupils.</p>	<p>The pupils didn't talk much because some of them tried to find the answers and the correction to the test and exam, and giving attention to the teacher when he was explaining the lesson. While others were off-task.</p>

Table 3.1: Classroom observation checklist

As far as motivation is concerned, we noticed that some of EFL teachers lack motivation; they present their lessons in a monotonous and boring way, keeping the same

facial expression from the beginning till the end of the course, and this was clearly remarked on students' behaviours and attitudes who seemed passive; speaking and writing in a mechanic way and only when asked to. Some teachers who use mechanical activities of filling the gaps, repetition patterns, Students had no chance to express themselves but have only to repeat what have been already set.

On the other hand, if teachers use authentic materials as bringing English magazines, English songs, dialogues... Students will be really excited to be exposed to them; they will enjoy listening to native speakers and trying to imitate them.

3.2 Focus group discussion

The researcher's second data collection tool in the research is focus group discussion to gather pieces of information from different point of views,

A focus group discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. It is used to explore the meanings of survey findings that cannot be explained statistically.

In the last session of observation which was on 20/04/2017, we used focus group discussion as a second data collection in our research to gather more pieces of information and to see the pupils' points of view.

Our main objective was to have answers to our questions of this research. We developed six (06) questions to ask to the pupils in focus group discussion which are:

1. Are you motivated to learn English?
2. Do you participate in the classroom when the teacher uses the energizers (educational games)?
3. Do you consider energizers as a good motivator to learn more?

4. Does the teacher use appropriate time and material to use energizers?
5. Do you think using energizers enhance EFL learning?
6. What do you feel when your teacher teaches you directly?

We divided the eighteen (18) pupils into two (03) groups, six (06) pupils in each. We gave names to each group (A, B and C), and asked these questions to the three (03) groups and we took their answers.

Question 01: Are you motivated to learn English?

This question defines if the pupils were motivated to learn English.

1. Group A:

They answered that they liked English and loved to learn it because they saw it as the world's first language in use. And they will need in their future lives, in communicating, and in studying; especially to those who want to study abroad.

2. Group B:

They answered as follows; they liked to learn English and wanted to learn it because they always listen to English music and watch films and they wanted learn it to understand it's the music lyrics . And they have friends abroad chatting with, so they liked to learn English to communicate fluently with them on the social media. And other reason is that most of the new technologies need English concepts to be understood.

3. Group C:

This group has different answers; they thought that learning English was an obliged language to learn by the authorities and not optional for them.

Question 02: Do you participate in the classroom when the teacher uses the energizers (educational games)?

1. Group A:

These group members found that energizers encouraged them to learn better and in a funny way and they were interested in the session when the teacher used games, and they communicated with each other regardless to the mistakes they made in speaking. They saw that the teacher became lenient when they used energizers.

2. Group B:

They said that energizers were a funny way to learn more and to encourage them to participate, to be dynamic and enthusiastic during the activities. They liked to play and learn because it made them participated, motivated and involved in the activities.

3. Group C:

Energizers are considered as pointless and participation is not necessary in learning, and middle school pupils are adults to play games because who wants to learn would learn in different situations.

Question 03: Do you consider energizers as a good motivator to learn more?

1. Group A:

They said that energizers were a good motivator to learn English because they liked to learn in a funny atmosphere and the other classmates were also involved in the games and they played them in order to learn more.

2. Group B:

They declared that games increased the collaboration and cooperation between the pupils in the classroom. They talked to and dealt with other members that they did not talk to before and knew them better.

3. Group C:

They declared that energizers were only for having fun while learning needs to be in a serious and a sincere way. In learning no need to have fun because learning and teaching should be in a calm and serious manner for both the learner and the teacher.

Question 04: Does the teacher use appropriate time and material to use energizers?

1. Group A:

They stated that energizers needed appropriate materials and time; materials such as songs, magazines, cards to play with when using energizers.

2. Group B:

They said that energizers needed a suitable and appropriate time and the best time when it was applied was at the beginning of the session to motivate them for the whole session.

3. Group C:

They declared that their teacher did his best to make his students active and motivated, so the appropriate time and material made the pupils engaged within the activities.

Question 05: Do you think using energizers enhance EFL learning?

1. Group A:

They said that energizers were a good motivator to learn English, so it enhanced EFL learning. They saw games as a form of fun which gave the learners enjoyment and pleasure to learn better.

2. Group B:

The B group saw the energizers as an important factor in language learning, without energizers the session became boring.

3. Group C:

This group stated that energizers as games had no relation with language learning, the suitable atmosphere for it was to be serious in learning for the students and teaching for the teacher.

Question 06: What do you feel when your teacher teaches you directly?

1. Group A:

The answer was yes, they felt bored when the teacher taught them directly and seriously. They like when the teacher laughed and smiled, and when he became easy and tolerant with them.

2. Group B:

The group B found it boring, interesting, and monotonous when they learned without energizers, and it might make them hate the module and hate the teacher also. And they described the teacher when he taught them directly as aggressive and rude, so they disliked when he taught them directly.

3. Group C:

They found teaching is for the teacher and he did what he found it appropriate to do, it was up to him whether to teach them directly or to use games.

3.1 Discussion of the results of focus group discussion

In the focus group multi answers are said, different points of view, opinions, and thoughts. Each group gave his point of view; group A and B almost had the same opinions, they were both positive in their answers. While group C had a different point of view which we see it negative through their answers.

Concerning group A we found that their answers are convincing and logic, because English is considered as the world's language and it is used in all domains and studies so they

wanted to learn it for the sake of communication and studying and they liked when the teacher become lenient with them when playing games which encourage them to learn more.

The answers of group B were convincing as the new generation thoughts, because technology, social media, and music nowadays are important for them. They consider energizers are important in learning English; they increase collaboration among students.

While group C, their answers were somehow aggressive and offensive, they thought that it is obliged to learn English and not option for them. This group has a different point of view unlike the others; when we discussed with them the questions they were hesitant and careless; the important thing for them as adults is to study and succeed in the BEM exam. And energizers are for having fun and not learning itself.

Conclusion

Our attendance to many sessions with the 4th year students in the TD session proved that teachers transmit differently knowledge and students react differently to them. Motivation provides students with a purpose and direction to follow. For this reason, it has a great significance in learning.

We have introduced this chapter with the methodology of the current study, wherein we described the procedure of data collection, analysis and its interpretation. Our research is descriptive, we have utilised the qualitative methods, which is represented in classroom observation and focus group discussion. All in all, this chapter answered many crucial questions asked at the beginning of the current study.

General conclusion

As the research has shown that energizers are effective as ice breakers and educational tools that can provide enjoyment, pleasure, involvement, motivation among other benefits; which is willingness to learn English and reaching one's aims without any disturbances, the researchers supported the trend towards using them in EFL classes.

Educational games should be enjoyed and fun to encourage the EFL pupils and engage them into the activities, they are considered as a break from routine activities, but a way of getting the learner to use the language in the course.

Energizers are certain activities used as powerful ice-breakers in the classroom and as motivating power for learners in accomplishing certain activities. They also increase EFL pupils' involvement, motivation, and interest and allow the EFL teacher to be creative when presenting topics.

In sum, after the investigation that has been made during this period we conclude that the use of energizers enhances middle school EFL pupils' motivation.

Limitations

1. It is predicted that it may be difficult to get accurate data from the learners.
2. Limitation of time and materials.
3. Energizers is a new subject so there is a lack references and sources.
4. Not every teacher uses energizers.
5. This research is limited to fourth grade pupilsAroussi Mohammad Sadek middle school who are a game players may be easily can adopt the learning process compare with those who are not playing a game

Recommendations

- Students should be motivated to learn English.
- Teacher should integrate energizers when teaching English to facilitate both the learning and teaching processes.
- Students need to be active and motivated when learning so they love studying more and more.
- Energizers should be enjoyed and fun to encourage the EFL pupils and engage them into the activities.

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Appendices

Questions of focus group discussion

1. Are you motivated to learn English?
2. Do you participate in the classroom when the teacher uses the energizers (educational games)?
3. Do you consider energizers as a good motivator to learn more?
4. Does the teacher use appropriate time and material to use energizers?
5. Do you think using energizers enhance EFL learning?
6. What do you feel when your teacher teaches you directly?

المخلص

لق حاولنا من خلال هذا البحث كيف نساعد طلاب متوسطة عروسي محمد الصادق في تعلم اللغة الانجليزية. وكيف تساعد الألعاب التعليمية في زيادة التحفيز على الدراسي لدى التلاميذ، وذلك عبر مقارنة هذه الألعاب الجديدة مع الممارسات القديمة. عن طريق الملاحظة التلميذ في القسم والتغييرات التي تطرأ على طريقة تعلمهم بعد استعمال هذه الألعاب التعليمية، حيث أظهرت النتائج ان الالعاب التعليمية تؤثر بشكل إيجابي على تلاميذ المدرسة المتوسطة وتعمل على زيادة تحفيزهم على زيادة تحفيزهم تجاه تعلم اللغات الأجنبية وأيضاً تقوم بتسهيل عمل الأستاذ.