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Investigating the Impact of Using Games on English Language Learners Classroom Interaction

Case Study: First Year Pupils at Tarek Ben Ziyad Middle School

Dissertation submitted to the Department of Foreign Languages as Partial Fulfilment for The Master's Degree in Sciences of Language

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DEDICATION

This work is dedicated to

To my biggest superheroes My mom and dad

To My annoying Sister and Brother, I still love you

To The ones that I've been blessed to know

To My friends from group six (2010) I'll never forget you

Those who sincerely supported me with their prayer, kindness, and efforts

To all of you, I gladly dedicate this work and these words

Thank you

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List of Abbreviations

EG: educational game

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Question

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

%: Percentage

CI: Classroom Interaction

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Abstract

The idea of including educational games in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through educational games, knowledge can be constructed and skills can be developed.

Teacher's roles and responsibilities were shifted in the direction of facilitators of the learning and teaching processes. In this environment, learners are supposed to be given the opportunity to enjoy using the language naturally other than only memorizing discourses and pattern practice. The present work aims at showing that educational games can be one of the best pedagogical Strategies to enhance classroom interaction among learners.

This study is based on classroom observation on using educational game, as well as a student questionnaire and a teacher interview to get information about the impact of educational games on classroom interaction. The analysis of the questionnaire, the interview, and the classroom observation showed that both learners and teachers consider that educational games has significant effect on classroom interaction.

Introduction

Introduction

Classroom interaction is one of the main factors that can facilitate the students' language development and their communicative competence. It is very important in language learning; however, in the same time, it is very stressful and scary process for many pupils. For example, middle school EFL learners encounter difficulties when expressing themselves. They feel anxious and uncomfortable. For this sake, educators and teachers are searching for useful methods and strategies to facilitate the language learning process.

There are many techniques that can be used to enhance pupils' interaction. One of the most used is teaching through games. According to (Prensk, p6), "play has a deep biological evolutionary important function, which has to do specifically with learning''. An educational game is a game designed to teach learners about specific subject or to develop a specific skill. Games are motivating because they are highly amusing and interesting; they can be used to give practice in all language skills and to improve pupils' interaction in the classroom.

1- Literature Review

Recent studies proved that using games in the classroom help and encourage many learners to sustain their interest and work. Accordingly, language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, to produce and to manipulate the target language. As quoted in Hogle (1996, p3), Rogers & Sharapan stated that:

> **"Play** *is a very serious matter....It is an expression of our*
>
> *creativity; and creativity is at the very root of our ability to*
>
> *learn, to cope, and to become whatever we may be."*(**1994***, p1)*

Aydan Ersöz (2000) added that: "*well-chosen games are invaluable as they give students a break and help them practice language skills. Games are highly motivating since they are amusing and challenging at the same time. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation*".

In (2006), Sandford, Ulicsak, Facer and Tim Rudd conducted a one year project through which they aimed to identify the impact of using entertainment games in school. The key findings of the project were that the teachers and students in the case studies generally reported that using games in lessons was motivating. However, the study suggests that the students' motivation might be more likely to arise first when students were using games familiar from their home environment. Second

when students were able to have some degree of autonomy in playing the game. Lee Su Kim (1995) argued that there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time.

Many experienced textbooks and methodology manuals writers have argued that games are not just time-filling activities, but they have a great educational value. According to Toth (1995), a game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language". They can be used to enroll pupils inside the classroom.

The use of games must respect some rules and follow some kind of planning. They should be used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979, p3). Even if games resulted only in noise, entertained students are still paying attention to them; therefore they should be implemented in the classroom since they motivate learners, to promote their communicative competence, and to generate their fluency.

2- Statement of the Problem

Middle school learners in Algeria face various obstacles to learn English as a foreign language .One of the challenges they face is the lack of interaction inside the classroom. The moment learners leave the classroom, they enter their native language world where they do not

have the opportunity to use what they have learned inside the classroom. Consequently, teachers should create an appropriate environment, in which learners can interact as much as possible through fanny, attractive and interactive activities. Games have a number of advantages as lowering anxiety, and making learners comfortable to learn and acquire knowledge; they are one of the tasks that encourage learners since they prefer to study in an enjoyable manner. This research will aim at investigating the usefulness of using educational games to enhance the pupils' classroom interaction.

3- Limitations of the Study

This study will focus only on the significance of games in improving the pupils' interaction inside the classroom. Furthermore, it aims at investigating how teachers can adopt interactive activities to benefit from them as much as possible in enriching the learners of English language there were several limitation to this study including the limited number of the sessions wish was only five sessions that controlled the field work of this study and the reason behind that is the long strike that the teacher had this year ,also the administration refusal the use of videotaping to record the observed sessions .

4- Aims of the Study

This study aims to:

➢ investigating the effect of using games on English language teaching.

➢ Identify the appropriate games to use in the middle school classes.

➢ Show the importance of using games in changing pupils' behavior in term of classroom interaction.

5- Research Questions

This study attempts to answer the following questions**:**

➢ How did the students perceive the use of games in the classroom?

➢ What are the advantages of using games to teach English?

➢ What are the appropriate games that can be used inside the classroom?

6- Hypotheses

As a first attempt to answer the preceding questions, we hypothesize that:

a) If teachers use educational games, pupils will respond positively, change their

Attitude towards learning English as a foreign language and improve their performance.

b) If teachers use educational games, they are likely to improve the interaction with

Their learners.

7- Population and sample

This research will be conducted in middle school. As a population, it would be better to choose first year pupils since they are beginners and less motivated to learn a foreign language. And as a sample, a group of approximately 37 pupils will be chosen from Tarek Ben Ziad middle school.

Introduction

When dealing with second language acquisition, interaction has been considered essential in Language learning. Interaction in a way of learning in over-all and developing the language skills in Specific, this chapter we intend to deal with the concept of interaction as a phenomenon that takes place in classrooms, starting with a brief view about communicative language teaching (CLT), afterward we will present the concept of interaction and the important of implying it in the classroom in order to communicate and develop the learning-teaching process. We will be giving an overview of the nature of interaction, define three keywords in interaction (input, output, and interaction), furthermore we will talk about types of interaction in general, and we will move to the aspect of interaction, in the following section applying interaction in the classroom will be presented, then we specify the types of classroom interaction. Next we will discuss roles and responsibilities of both learners and teachers, and finally how to develop interaction between learners.

1The Communicative Approach

 English in the most dominant language in today's world, teachers search for a significant method to encounter the need that learners have to use the language for communication. The (CLT) is considered to be the best method for such purpose. It is mostly associated or linked to the idea that "*Language learning will take care of itself*" (Harmer, 2001, p70).

A deep understanding of CLT principle and its implication for the classroom is vital for both learners and teachers, because the main purpose of it is to help learners use the target language for communication. Lindsay and Knight argue that CLT appeared around the end of 1960s and continued to progress. Nowadays, it is not intended as a method nonetheless as an approach for

Teaching founded on the idea that language learning means learning how to use the language to achieve a better communication in and outside the classroom (2006).

CLT developed because of the limitations of the previous methods, it mostly emphases on the ability to communicate and interact which was lacking in the other methods. Harmer (2001) also makes the significant point that learners are always in need to be exposed to language and be given chances to use this language in order to develop their knowledge and skills.

1.1 Communicative Competence

The communicative approach is primarily built on the theory of communicative competence that contains grammatical, sociolinguistic, discourse and strategic competence. According to Hedge (2000) who has been explaining these competences or abilities required to produce a coherent conversation, grammatical or linguistic competence refers to the different characteristics of the language; syntax, phonology and lexicology, i.e. it is associated with the knowledge of spelling, pronunciation, and grammatical structure.

Sociolinguistic competence or pragmatic competence refers to the social rules of language use which consist of a better understanding of the social environment where communication takes place like the shared knowledge of the participants; it is also called the illocutionary competence. Discourse competence deals with the ability to comprehend individual messages and to identify all the discourse features. Strategic competence consists of the approaches involved for a successful communication, such approaches take place when learners cannot express what they want to say because they lack the means to do so. In the communicative approach, researchers agree on the requirement for the communicative competence to support learning and make the classroom interaction successful. Johnson claims that "*classroom communicative competence is essential in*

order for the second language students to participate in and learn from their classroom experience." (1995, p161)

1.2 Interaction as a Type of CLT Frameworks

Many researchers examined classroom communication that involves interaction; they displayed the significance of interactions in building knowledge and refining skills. For Allwright (1984) it is important to sustain learners active in the classroom, which means decreasing the amount of teachers talk in the classroom and increasing the pupil's conversation time. Obviously, they will talk to each other through pairs or groups where each learner gets his time to Talk. Teachers frequently seek to move on from getting learners talking to each other to the more difficult problems of getting them communicating, and that is the outcome of what is called the communicative approach. CLT depend primarily on the value of interaction; person to person Encounters. Teachers and pupils then should differentiate between interaction and communication; they must not reflect them as synonyms, in meanness of the fact that many of them consider that communication refers individually to people interacting with each other.

2.1 The Nature of Interaction

When we speak we notice that there are two function of speaking transaction and interaction. For transaction function exchanging messages is the primary reason of speaking. However, the interaction function has to do with two or group of people communicating with each other in order to establish and maintain social relationships. To discuss the nature of spoken interaction, we should distinguish between what (Bygate, 1987) in (Nunan, 1989: 30) calls motor-perceptive skills and interaction skills. The former is based on the grammatical and phonological rules which help

learners to use the language correctly. As a contrast, the latter is concerned with the use of the motor-perceptive skills in specific contexts for communicative purposes. It has mentioned that in order to communicate in the foreign language effectively, learners should first master the motor-perceptive skills. But this concept is not always the case; FL learners could develop these skills by the direct practice in the language for communicative interaction purposes. According to (Bygate, 1987) in (Nunan .1989), "…learners need to develop skills in the management of interaction and also in the negotiation of meaning."(p. 30) Moreover, grammar and phonological rules will be developed by using the FL for interaction purposes, exactly by learning how to start and close a conversation, how to take and yield the floor and how to ensure that every learner have been understood by everyone.

2.2Definition of interaction:

According to Khosrowpour (2012) "*Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena. Interaction has different tailored meanings in various sciences Changes can also involve interaction*."(p. 510), the term interaction is a kind of discourse that is defined by Ellis and Barkhuizen (2005) as "discourse that involves two   or   more   participants   communicating   with   each   other."(p.   166)

2.3 Input, Output and Interaction

Johnson defines these three terms in the context of 2L/ FL acquisition, the first concept is the input. Which refers to the language that the learner receives from those who communicate with them. Secondly, there is the language that they produce themselves, which we call output. The third concept includes both input and output, it is interaction. The exchanges which happen between the language providers and the acquirers which is important to the acquisition process. (2008) (p.79)

2.4Types of interaction:

According to Hye-Jung Lee and Cheolil Lim there are three types of interaction in learning they are academic, collaborative and social interaction,

2.4.1Academic interaction:

is the ability to understand and be understood when interacting with teachers or professors and native speakers its primary focus is on using the correct terms locating places and giving direction, understanding instruction also interacting during office hours, participating in class and in seminars, and delivering formal and informal presentations. In addition, advice is provided for communicating via email with professors and working in groups with native speakers in general it is the ability to communicate in a formal academic setting. (Feak .2009).

2.4.2Collaborative interaction:

Accordingly collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry   roles   (Mitnik,   R.   2009).

In general Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills like asking one another for information, evaluating one another's ideas, monitoring one another's work.

2.4.3Social interaction:

Social interaction is the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform toward each other and the responses they give in return.

2.5Aspects of Interaction

Ellis and Barkhuizen (2005) discuss three main aspects of interaction which are the negotiation of meaning, communication strategies and error treatment. (p. 166)

2.5.1Negotiation of Meaning

Negotiation of meaning is defined by Ellis and Barkhuizen (2005) as the term which "refers to the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen." (p. 166.167) In other words, negotiation of meaning refers to some expressions that are used in conversations in order to ask for clarification when participants do not understand what the speaker has said and to utterances that produced by speakers to explain their ideas.

Negotiation of meaning is certainly connected to interaction hypothesis which is suggested by Long. Evelyn Hatch (1978), Michael Long (1983, 1996), Teresa Pica (1994) and Susan Guass (1997) in Lightbown and Spada (2006) which argue that conversational interaction is an important aspect, even if it is not sufficient, in acquiring the target language. This importance appears when

speakers modify their speech in order to be understood and help the other participants to participate. Thus, from what we have mentioned above, we can say that FL learners do not need to simplify linguistic forms but they need to interact with others and understood what they have said in order to communicate with them.

Long in Lightbown and Spada (2006: 43) summarizes the concept of interaction hypothesis and the importance of modification in acquiring the TL in the following formula: 1 Interactional modification makes input comprehensible. 2 Comprehensible input promotes acquisition. Therefore 3 Interactional modification promotes acquisition. In the late or revised version of Long's hypothesis, he emphasizes the importance of corrective feedback during interaction. Light bown and Spada (2006: 44) state that Merril Swain (1985) extends the view of comprehensible input and corrective feedback by proposing "The comprehensible output hypothesis". Comprehensible output is important because when learners produce the FL, they test their capacities in the TL, see their language limits and try to find ways to express themselves better. Ellis (1985: 159) summarizes the suggestions that are put by Swain to direct us to the ways in which output is important in the following issues: "(1) the learner may be pushed to use alternative means where there is communication breakdown, in order to express a message precisely, coherently, and appropriately; (2) using (as opposed to simply comprehending) the language may force the learner to move from semantic processing which is characteristic of the early stages of SLA to syntactic processing (i.e. whereas comprehension can take place by simply attending to the meaning of content words, production may trigger the focus on formal features); and (3) the learner has a chance to test out hypothesis about the L2"

2.5.2Communication Strategies:

Communication strategies are defined as speaker-oriented strategies that are used by learners to compensate for the lack of L2 knowledge or their inability to access the L2 knowledge they have. In other words, communication strategies are ways used by speakers when they do not have enough knowledge about the target language or when they are not able to express themselves in the language even if they have enough knowledge about it. So, communication strategies are ways that are needed to build the bridge between FL learners and produce the TL. The following examples are the main strategies used:

- Avoidance: avoid speaking about specific topics that they dislike or have not much information about, even topics for which they lack the necessary vocabulary or other language skills.

- Paraphrase: use approximates in place of the exact word or concept, it's using different words or phrases to express their intended meaning.

- Conscious transfer: the use of L1, like inserting a word from the first language into a sentence.

- Mime: the use of gestures to replace verbal communication.

Three main models are discussed in order to classify these strategies:

- Faerch and Kasper put all the communication strategies under one general model of speech production. They suggest that these strategies are used in order to solve the problems that face learners in their initial stage which stop their initial performance (1983).

- Bialystok distinguishes between two types of communication strategies, knowledge based and control-based (1990).

* Knowledge-based are strategies which deal with changing message content by treating that content's knowledge by supplying a definition or paraphrasing.

* Control-based strategies deal with expressing content but using another means by going outside the TL and using the mother tongue or gestures.

- The last model divides the strategies into two types which are conceptual strategies and linguistic strategies. The former is divided into two main types (Analytic strategies and Holistic strategies):

* Analytic strategies: they involve the use of features. These features are given by paraphrasing a concept, describing a situation or using more words than it is necessary to express a concept.

* Holistic strategies: they involve giving a superordinate, subordinate or coordinate term instead of the exact term that makes the problem. However, linguistic strategies involve the use of L1 and mime. Ellis and Barkhuizen (2005: 172- 173) discuss the role of communication strategies by giving a general role and some researchers suggestions: The general role is that they help in understanding the L2 communication.   Krasper and Kellerman suggest that "communication strategies are an important vehicle for producing pushed output, which… contributes to acquisition. ……they help to develop semantic connections in the learner's mental lexicon and still in word formation." (1997). Corner (1978) suggests that "achievement strategies will foster acquisition, but that avoidance strategies will not." (Achievement strategies are strategies like paraphrasing). Tarone (1980) suggests that "achievement strategies…… help learners negotiate their way to the correct target language forms. They may also assist acquisition by helping to keep the conversation going, thus securing more input for learners." However, Shekan (1998) has another idea in the role of communication strategies. He sees that using these strategies   in the controlling of the linguistic problems may harm the development of the interlanguage knowledge resources.

2.5.3The Treatment of Errors:

Ellis and Barkuizen (2005: 173) discuss three main characteristics of teachers" error correction that are practiced in the classroom:

- Imprecision: teachers do not give details about the error that have been made by learners but keep repeating the same behavior (repeating the error that have been made) in order to indicate that there is an error and reinforce correction.

- Inconsistency: teachers correct some student's errors and do not do so for other learners who have made the same errors.

- Indirectness: teachers do not always like to tell their students that they have made errors. Some teachers prefer to follow indirect strategies like recasts to respond to learners errors.

- Recent research in error treatment gives more attention to the role of negative evidence, that is defined by Long, 1996; in Ellis and Barkhuizen 2005: 169 as "*input that provides direct or indirect evidence of what is grammatical.*" Moreover, negative evidence in error treatment is used by teachers in order to correct learners errors. Long suggests that negative evidence is an important aspect in error treatment because it enables learners to see the differences between interlanguage formulation and TL construction. Two important questions are raised which are: "Does error treatment enable learners to notice their errors and to learn from them? And even some types of errors are better than others?" To answer these two questions, two lines of research are discussed by Ellis and Barkhuizen (2005: 174- 175). The first line examined the changes of learners" output according to the correction feedback that is given by the teacher in the uptake move. In other words, this line of research sees that learners learn from the treatment of their errors by repeating the teacher's feedback, for example. The other line of research is built on the

distinction between implicit and explicit theories of feedback. It mentioned some studies

which discuss error treatment and its role in the uptake move.

Communicative classroom studies see recasts, which are seen as the main means in classroom

interaction, as the main means for treating learner's errors even if its success in the uptake move is

variable. Lyster and Ranta (1997) studies see that uptake is a low successful move in learning the

L2, especially when learners respond to a recast by continuing speaking about their topic instead

of repairing.

2.6 Classroom interaction:

The Cambridge International Dictionary of English defines the verb 'to interact' as 'to

communicate with or react to (each other)'. The New Oxford Dictionary of English defines the

noun 'interaction' as a 'reciprocal action or influence'. Hence interaction is more than action

followed by reaction. It includes acting reciprocally, acting upon each other. Rivers (1987, 57)

describes the word through its Latin roots: 'agere' meaning 'to do' and 'inter' meaning 'among'.

It shows us the active and social part of a human being that affects other people through

interaction. Brown (2001, 165) relates interaction to communication, saying, "…interaction

is, in fact, the heart of communication: it is what communication is all about".

Finding the relationship that link the development of the TL with the classroom is the main focus

of resent research.

1.6.1Types of classroom interaction:

There are three types of classroom interaction Student-Content Interaction, Student-

Instructor   Interaction   and   Student-Student   Interaction.

2.6.1.1 Student-Instructor Interaction:

According to the Academic Partnerships consistent interaction with learners on a personal and group level—helps support academic expectations among students and gives a presence they can count on. It's not just the mandatory forms of communication (like responses to email inquiries, assignment feedback), but also to prove the teachers' abilities to stimulate classroom interaction.

This type of interaction according to Coulthard (1977) has received a great deal from teachers in a extensive variety of disciplines. It accrues between the teacher and one learner or more, that is to say the teacher takes a part in such interaction. He discusses with his students the content of the course, asks questions, uses pupil's ideas, lectures, gives instructions, criticizes or justifies student exchange responses. On the other hand, the students will advantage by drawing on the knowledge of their teachers on how well to interact in the way that is most operational. Scrivener (2005: 85) made the following diagram to show how the interaction happens between the teacher and the students.

Diagram1: Interaction between teacher and students

Key:

↗   Teacher interacts with student

↙   Student interacts with teacher
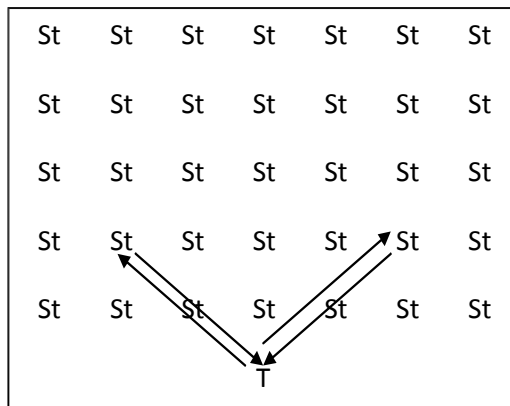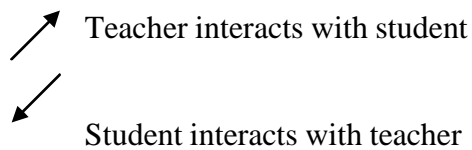
St   Student

T   Teacher

Through teacher-learner interaction, the students pursue to prove their speaking and listening skills in front of their teachers, which is why latter should consider his way of interacting which is very critical in learning and teaching. According to Harmer (2009) teachers ought to focus on three things when they talk with their students. Firstly, they must pay attention to the sort of the language the students are able to comprehend i.e. teachers should deliver an output that is understandable for the level of all the students. Secondly, the teachers must think about what they will say to their students, therefore the teacher speech is as a resource aimed at learners. Finally, teachers also have to recognize the ways in which they will speak such as the voice, tone and intonation.

1.6.1.2: Student –Student interaction: Several theories of learning sustain that knowledge is actively constructed and skills enhanced through interactions between learners as it is shown in the

Diagram 2 done by Scrivener (2005: 86)

Figure 2. Interaction between students

Key:

Student-student interaction

St   Student   T   Teacher

Johnson (1995) supports that if student -student interaction is well structured then it can be an important aspect of cognitive progress, educational accomplishment of students and evolving social competencies. It can also develop the pupil's abilities through collaborative works. So, students will create social relationship through this kind of interaction.

The teacher interaction with students remains vital, but encouraging peer-to-peer communication is just as essential. To prevent a boring, repetitive, and isolating learning environment, the teacher must build activities and assignments that ignite classroom discussion. These discussions help alleviate students from feeling isolated from one another and instead create a dynamic sense of community. These discussions can occur in various formats:

-Discussion threads

-Group projects

-Peer reviews

-Study groups (developed based on observed, organic interaction among students)

-Video chat sessions (e.g., for discussing readings or discussion prompts) (Academic Partnership)

2.6.1.3 Student-Content Interaction:

According to (Davis .1993) assignments, activities, goals, and assessments implemented within the course must reinforce active learning—that is, the process through which students actively assimilate rather than passively absorb learning material .teachers can spend time picking out quality reading materials and designing the appropriate activity but should not neglect to make content dynamic.

2.7 Learners' and Teachers' Roles and Responsibilities in Communicative Classrooms

With time change also did the teaching, learning process, if we to compare traditional classroom with modern one in term of the roles they both play, we will find that the main inconsistency to be found. Is that Traditional classrooms have monitored teacher-centered instruction. i.e. the teacher is the only responsible person in the teaching process. Moreover, the teacher who should design the course, put the plan of the lesson, present it and do everything in the classroom and that learners should do nothing except respond to their teacher. Nevertheless, modern classrooms are based on learner-centered instruction the learner must interact and tray to find the core of the course by himself   with   the   teacher   guiding   and   observing.

2.7.1 Learners' Roles and Responsibilities

Recent research in EFL gives more attention to the roles that are played by learners. It is based on learner-based instruction that gives more responsibilities and roles to learners. One important question that is asked by Hedge (2000: 34) and considered as the core of recent debate about learner-centered ELT is that "whether teaching is more effective hen teachers and learners share the same purpose in approaching an activity and, if so, how shared perceptions can be achieved?" He mentions four main perceptions which their results are summarized as "In

contributing to course design, learners can research their needs, negotiate content, and help to monitor the process of the course. In contributing to activity design, learners must explore and experiment. In developing a more independent approach, learners can plan, initiate, and organize their own work. And in the classroom where participation is high and its nature flexible, learners can question, clarify, suggest, and comment." (Hedge 2000:36) These roles that are mentioned by Hedge above are divided into two main headlines. The first one is concerned with the theoretical part of the teaching process like the design of the course and the plan of the lesson. The second headline is based on the practical side of the learning process which means the actual use of the language   in   the   classroom   for   interaction   purpose… Littlewood (1981: 18) specifies learners" roles in communicative activities. He claims that learners are the persons who are responsible for directing the activity, which is put by the teacher, from the beginning to the end. But if we include what Hedge has said above and Littlewoods concept of learners" roles to communicative activities, we can say that learners could have more responsibilities by sharing their teachers in putting the activity. In oral expression module, learners choose with their teachers the topic that will be discussed.

2.7.2Teachers'Roles and responsibilities

when we come across the expression "learner-centered instruction", it may occur to us that teachers have no role in the   teaching   process. Conversely, following this concept means that teachers role is less dominant but not less important. (Littlewood, 1981: 19). Moreover, teachers should share learners in taking decisions about course design and activity design because they are not capable to take such decisions alone.

For interaction and communication inside the classroom, teachers have no specific role. However teachers can help learners by guiding   them and improving their skills and

intensifying their strengths. In some cases, teachers can take a part in the interaction between learners and be co-communicators. (Littlewood, 1981: 19)

2.7.3Developing Interaction among Learners

The dynamic goal of EFL learners is that being able to use English for their purposes and to express their own thought. Yet, learners cannot express their own thought in the FL in an easy way without having much experience and confidence in order of being able to do that. One way that helps learners in getting such experience is that taking the responsibility of learning, what to learn and how to learn it. This accountability will be acquired in interactive situations through co-operating, sharing ideas, making mistakes providing help among learners and evaluating success ofactivities

2.8conclusion

The main drive that guides EFL teachers is to show learners how to use English for their purposes and to express their own ideas. Nevertheless, learners need to build confidence in order to convey their thoughts, and that's why having a successful classroom interaction is the key to successful experience for both learners and teachers, good classroom interaction leads to good atmosphere and a good relationships that will lead the learning in the right direction.

Chapter two: educational games

Introduction

Games have a great educational worth and it can be used in the classroom to make learners practice the language. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. In this chapter we will present educational game, we will start with definition of games in general then we will move to defining educational games, we will talk about games as a teaching method and why we must use them . After that we will explain how to use them according to language level and class size, and in the end we will give some examples of educational games to be used.

2.1Definitions of game:

According to the oxford dictionary "a game is a form of competitive activity or sport played according to rules." Catherine Soubeyrand also defined games as a structured playing, usually commenced for enjoyment and occasionally used as an educational tool, games are different from exertion, which is usually carried out for compensation, and from art, which is more often an expression of aesthetic or conceptual elements. Nevertheless, the difference is not straightforward, and many games are also considered to be hard work (for example professional players of spectator sports/games) or art (such as jigsaw puzzles or games including an artistic layout such as Mahjong, solitaire, or some video games).

Fundamental constituents of games are challenges, goals, rules, and interaction. Games usually include mental otherwise physical stimulation, and sometimes both. Many games assist in developing practical skills, function as a form of exercise, or otherwise accomplish an educational, simulation,   or   psychological   role.

For more formal definition "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Salen & Zimmerman, p 2)

2.2 Educational games:

Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. Games are material designed to motivate learning by adding game rules to learning activities.

The main idea is that children like to play at any time and any place, and having them site through 7 or 8 h can get frustrating and boring to them; therefore, by modifying something they love witch is games to help them learn and have fun at the same time. All types of games may be used in an educational environment. Educational games are games that are designed to help students to learn about certain subjects, expand concepts, understand an historical event or culture, or assist them in learning a skill as they play. Game types include board, card, and video games. Teachers, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become very popular. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, creativity, social interaction and emotion. (Peter Ljungkvist, Peter Mozelius)

2.3Games as a teaching method:

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998.p. 3).

Learning should be fun. We should want to learn rather than be forced to learn. Our current method of teaching children however is very rarely fun. Without a doubt, it seems to push children away from wanting to learn, rather than drawing them to it.

To keep the teaching method diverse is an important aspect of teaching a foreign language in order to light and sustain interest among student Teachers can help sustain diversity in a many ways, for example by using activities that require students to be creative in thinking and by focusing on individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to use games freely as teaching method along with other methods. According to the national curriculum games can be a good teaching method and games, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning (Sigríður Dögg Sigurðardóttir .p.10).

Howard Gardner in his book Frames of mind: The theory of multiple intelligences humans have, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner.2006.p 142) .

In addition Armstrong (2000) suggests some kind games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction   between   students   and   also   teachers   .

2.4Why must we use games:

There are many reasons that games are a must in the English language classroom, the most obvious reason is that they are fun, which is very important because they can motivate students who may have been inactive before, due to the lack of interest and boredom inside the classroom and if the student don't participate the teacher can't actually teach him anything .

Second, games also play a big part in helping participants build relationships, enjoy a positive aura, and to feel Equal. Playing games in the classroom can also help create a friendly atmosphere where seat organization can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the most common reason people want to learn a language is to be able to use it in real Life situations, for example when travelling. Games can be a very good way to practice this skill   because they can easily be used to act several situations from and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a more freedom and independent, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also boost student confidence level (Langran & Purcell.1994. p.12-14).

Fourth, language students need to be emotionally involved, while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning and more connected to it therefore likely to have a positive effect on language learning.

Fifth, games are good for introverted students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class

and feel embarrassed about it . Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness. (Langran & Purcell.1994. p.12-14).   Six, games can be a good strategy when teaching various subjects because they are very likely to intrigue student interest. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work (Ingvar Sigurgeirsson.1999.p. 80). A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school (Lovísa, Laufey & Samúel. 2006. p. 34). Finally, using games in the classroom is important because many children do not get enough time or opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier and less safe which means that more and more parents are hesitant to let their children play outside and be kids.

2.5How to use games:

As much as we would love to, games are not appropriate all the time, some types of games can be helpful to memorize vocabulary or grammar, it can reduce anxiety aroused from practicing a foreign language. As Demes da Cruz also states while playing language games, students can be exposed to the target structures. However, because this is done in a context of a game, they relax and forget that they are being watched. They often become so involved in the game that they stop feeling anxious about their mistakes."(2008, p.18)

But equally important, the overuse of games can prevent student from working individually, it can also create an overall class atmosphere that is far more playful for series learning, making it very difficult   to   concentrate   on   studying   for   important   subjects   such   as   exams.

And of course there is the risk of student getting bored with all the playing, not to mention that for specific student like high secondary school or adult will not appreciate being treated like little kids, they need to feel like they are accomplishing something and not merely playing. However, confirms that abandoning games in the classes of the older group age would deprive the teaching-learning process of enjoyment, which enriches and motivates the students, it is also necessary to mention the teachers" need to enjoy their work, enjoy the classes and activities realized. „The moment we enter the classroom, we must act as people who are looking forward to whatever is coming." (Paterson, 1996, p.13). To fulfil that, games are of great help to keep the teaching work still enjoyable. According to Bönsch (quoted in Ma ák & Švec, 2003, p.126). When utilizing game-like activities in the teaching process, it is necessary to realize that, despite many shared features, between the games and studying there is also a certain variance, as whereas play does not pursue strictly defined objectives, tuition is essentially target-orientated.

While overcoming this tension, the didactic play must avoid two extremes: pursuance of the teaching aims must not superimpose the essence of play itself to such an extent that the pupil does not perceive the activity as a game; on the other hand, inexpedience and latitude of the game must not reach a degree when the actual aim of the teaching slips out .

2.6 Using games in language teaching according to language level:

2.6.1 Beginners:

In classes of beginners, it is a hard task for student to maintain attention for too long, especially in cases when they are to learn a foreign language and they are not used to trying to operate in other than their own mother tongue. It is very difficult for beginners to remember all the new words and expressions they need to acquire in order to proceed further. It is therefore most

useful to incorporate games and other fun activities in the teaching learning process. This not only helps the students to relax from the „serious learning, it also helps them to reinforce the new vocabulary. (Kamila Palánová. 2010 .p18)   Aldo it's very helpful if the student have a positive view for the new language. Once they learn to feel easy and happy about the foreign language being around them and being used, it becomes much easier later to build on this relationship and make further progress.

2.6.2 Intermediate students:

"Intermediate students have already gathered vast amount of knowledge and skills regarding the target language. They have already built the relationship; they are usually aware of and realize the fact that the language is a real thing spoken by real people, rather than mere lists of words and set of rules." (Kamila Palánová. 2010 .p18).therefore they can advance using games and enjoy their time with it. Games for these students are not an essential part of a lesson, nevertheless, it brings the refreshment and enjoyment to the teaching-learning process, It is very important that the students use the language without careful thinking about a correct way to express themselves. An instinctive and immediate reactions and use of language reinforces the language abilities further and helps the students to adopt it as one of their basic skills.

2.6.3 Advanced students:

In the case of advanced student, they have almost complete knowledge of the target language and also possess the ability to use it spontaneously, usually when students are in this level they become very challenging to satisfy. The teacher is not concerned with the basics any longer and give more   focus to the foreign language culture, games in this stage are rarely used, but still have a major impact as a way for the student to relate to the language   and use it not only for academic   purpose   but   for   interaction   and   source   of   enjoyment.

2.7Using games in language teaching in classes according to class size:

Which game the teacher uses also depends on a class size. This part of the paper will take a look at the way, how a class size influences games, the class sizes in question are small classes and big classes.

2.7.1Small classes:

Small classes seem to be the most appropriate for using any games in general. However, the teacher is probably going to have to change some games if the number of student playing isn't suitable for the original version of a desired game. There may be games which cannot be played in a setting of a small group, like games where several small groups are required. If the teacher tray to make a small group do the work of a larger one student twill feel pressure and anxiety, in general they will feel bad for not succeeding in the game, if this accrued the most important purposes of the game will not be fulfilled which is - "to help students relax within the target language." – The teacher should not put the students under an unnecessary pressure, which would discomfort them and prevent them from learning in a stress-free environment. Even though, the teacher is still left with many games which can be played in small groups successfully.

2.7.2Big classes:

Big classes may be difficult to control at times, which may be the reason why the method of teaching by playing games is not often used in real practice in schools. However, this class size enables the teacher to make use of many interesting games which may also help students to acquire the language in natural way. While guiding a game, the teacher has an opportunity to monitor the student's communicative language skills and find out which one require closer attention. An

important factor of using games in big classes is creating and maintaining a good classroom dynamics. Also classroom atmosphere and relationships will be more positive. Another plus is that the student will get to communicate and interact with each other more often than usual in friendly environment.

2.8Appropriate situations to use games:

The use of game in the classroom is not appropriate at all times and in all situations "Wherever they come from, though, do try games; they create that intense desire to communicate which is the prerequisite for learning any language. And they make your lessons fun. However, don't play one game too often, or too long. Petty (2004, p.255)

7:

There are many types of games the teacher may make use of. They are aimed to train different kinds of skills desired for students to be acquired. Over the time, it is helpful to keep changing the types of games to keep the student exited and surprised, in order make certain They won't get used to the game and bored with it, and that will make the hole activity will lose its purpose.

2.9.1 Listening and reading game: a board game

the idea for this game from the „„„Filling in a chart" game where participants have to fill in a chart with names of countries, animals, foods and city´s that begin with certain letters from the alphabet (Ingvar Sigurgeirsson.1995.p. 160). Sigríður Dögg Sigurðardóttir made this game into a board game where each square has a certain letter on it and every time a player lands on a specific square the player sitting to his or her right has to draw a card with that same letter on it, and read it out   loud,   asking   him   or   her   the   question   written   on   the   card.

Objective/s: it is to get students to practice their reading skill by reading out loud a short text and asking another player a question. Secondly it is to get students to practice their listening, because they have to listen carefully in order to be able to answer the question correctly

Time: It is necessary to assume this game will take a whole lesson, but the time depends on how many participants are in each group.
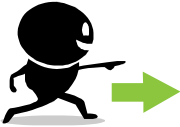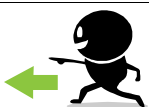
Age: This particular reading text would be appropriate in lower secondary level, but this game idea can be augmented to suit younger students

How to play: Player A throws the dice and moves his piece. If he lands on a square with a letter on it then the player sitting on his right hand draws a card with the same letter on and asks him the question from that card. If the player is unable to answer the question correctly then he has to go back to the square he came from, but if he answers correctly he gets to stay on that square. Each player only gets to throw the dice once during each round. Other squares in the game have directions on them, such as "throw the dice again" or "wait here one round", which need to be followed in the event someone lands on them. To finish the game players have to actually land on the finish square. Players are not allowed to pass the finish square so in the event they throw the dice and the number that comes up exceeds the number of squares until the finish then they will be forced to move backwards. The player who is the first one to manage to land on the finish square wins the game.   An example of the inside of the cards:

| An example of a type of food that starts with an A is Apples. Can you think of another type of food that starts with an A? *Asparagus, Almonds* | Do you like sports? What is your favorite one? Basketball starts with a B. Can you think of others who start with B? *Boxing, Bowling* | Many delicious types of food start with the letter C, for example chocolate. Can you name another one? *Carrots, Chicken* | I consider many foods to be divine, for example Dip. Can you name two types of food that start with the letter D? *Doughnuts, Dressing* |

The outside of the cards will look like   this is The board:

Start	A	B	C	D
E	Take one step forward	F	G	Throw the dice again
H	I	J	K	L
M	Throw the dice again	N	O	Wait one round
P	R	Take one step back	S	T
Go up	V	Wait one round	W	Finish

2.9.2listening and writing game: the jobs game

Description: it's a very simple game pupils need to listen carefully for the teacher to pronouns the name of the job and learners need to write down the correct job name next to the picture representing it.

Objectives: the objective of this game is to teach the students both listen and write.

Time: it will only take one session in the form of exercise.

Preparation: the teacher need to prepare the cheat paper that includes the pictures in advance.

2.10 Back to school game: game board

As the title say this game is more of a revising previous knowledge kind of game; this we specific board was fond on the website (Pin it).

Objective/s: The main objective of this game is so that the student revise what they have already learned inside the classroom before a summer break or a holyday and doing it in way that get them excited to remember.

Time: this game will not take much time because student already possess the necessary information, it also can be giving as a fun home work.

Preparation: the teacher need to prepare copies of the game board according to class number

How to play: it's a very simple game to play all what student have to do is answer each question to move from box to the other in order to help the student get to school .

Chapter three field work

The game that we applied on our sample ……………………………………

1The classroom observation check list …………………………………………

1.1The Sample…………………………………………………………………..

1.2Description of the checklist…………………………………………………..

1.3Limitation of the study…………………………………………………….

1.4Analysis and interpretation of the classroom observation checklist result.

1.5Conclusion…………………………………………………………………

2The teacher interview………………………………………………………….

2.1The sample: ……………………………………………………………….

2.2 Description of the interview……………………………………………………

2.3The analysis and interpretation the result of the interview data………………..

2.4Conclusion …………………………………………………………………..

3 The Students' Questionnaire………………………………………………...

3.1. The Sample……………………………………………………………….

3.2. Description of the Questionnaire………………………………………….

3.3The analysis and interpretation the result of the Students' Questionnaire……

3.4Conclusion ………………………………………………………………

Recommendations for a Better use of educational games ………………………

General conclusion ……………………………………………………

Chapter three field work

The game that we used

The game name: Daily routine crossword puzzle

This game was fond online, from a web page cold English language teaching resources, it was created to help student practice their knowledge with their daily routine activity by playing crosswords puzzle.

Objective/s: The main objective of this game is so that the student revise what they have already learned inside the classroom and memorize the specific terms they learned about daily activities.

Time: this game will not take much time because student already possess the necessary information, but to divide the class into groups and explain the games and the overall all time to play it, tack about one session i.e. one hour .

Preparation: the teacher need to prepare copies of the game board according to groups' number.

How to play: it's a very simple game to play all what students have to do is to fill in the crosswords with the right term that is presented with a picture and number, the first group to have most of the answer will be rewarded by the teacher

The reason for choosing this game: it was the class teacher choice because the game was a form of exercise of their previous lesson and it suited their program.

DAILY ROUTINES CROSSWORD PUZZLE WORKSHEET

LOOK AT THE NUMBERS ON THE PICTURES AND WRITE THE DAILY ROUTINES IN THE CROSSWORD PUZZLE

1The classroom observation check list

1.1. The Sample The thirty seven students who were observed , were the chosen class by the teacher responsible,   from the six classes in the first year middle school of tark ben Ziyad The selection of such sample was based on the consideration that first year students of this class were   the   same   class   that   used   the   select   game   .

1.2. Description of the checklist: This self-designed checklist consists of seven observed behavior which are arranged in a logical way. To compare the change of behavior that accrue to the student after the use of the game.

 1.3Limitation of the study: there are several limitation to this study 1: the limited number of the sessions wish was only five sessions that included observations before using the game and after also we need to mention that the result are based on observation .

1.4Analysis and interpretation of the classroom observation checklist result

The first observed behavior: Paying attention to the lesson.
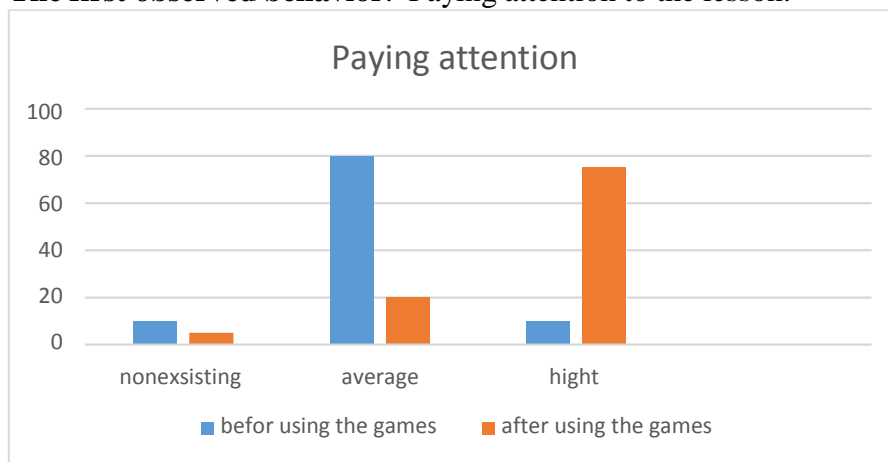
We noticed that the student span of attention to the content of the lesson before the use of the game were mostly average, however after using the game, it was very noticeable that the student

Were very intrigued with lessen, that is probably due to fun relaxing atmosphere while playing the game.

The second observed behavior: Asking for clarifications during the lesson.
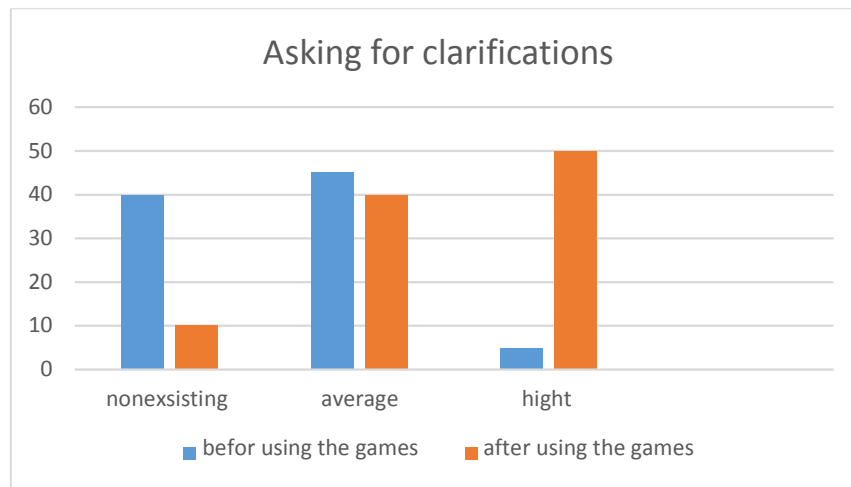
We notice that the student before the use of games their record for asking for clarification about the lessen were average to non-existing

The third observed behavior: Asking and answering specific questions about the activity.
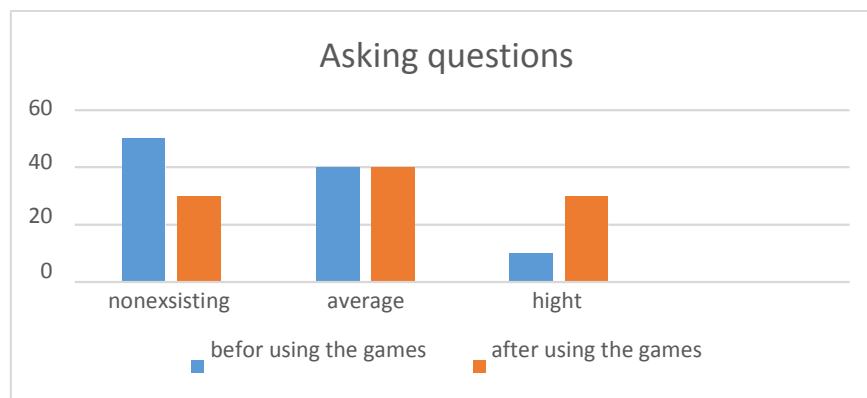
From the chart above we can see that when it comes to student asking and answering questions about the activities there is a slight increase of the behavior of student asking questions after the use of games, comparing to before using them, the reason behind that is probably due the nature

of the activity, students ask questions during the game because of their genuine interest with it

and their desire to participate.

The forth observed behavior: Discussing the different ideas of the lessen
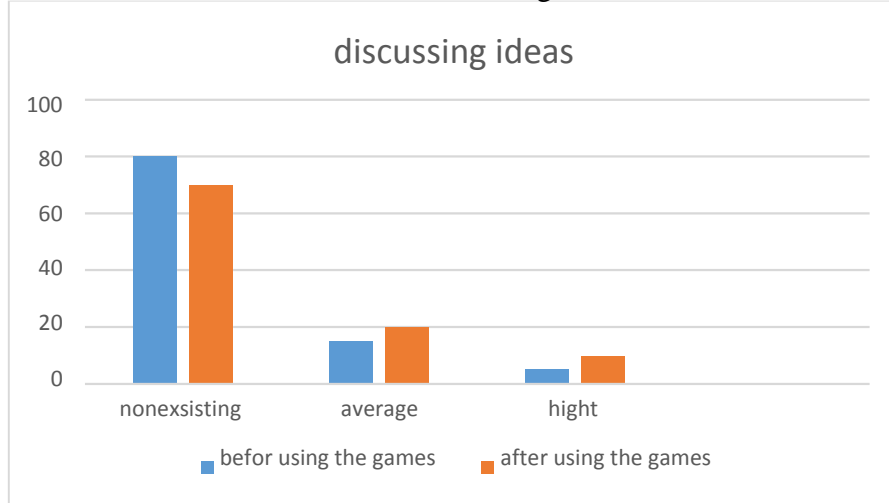
From the chart above students discussing their ideas on the lesson did not change match before or

after using games. That is probably due to the fact that it's their first year learning English and

they need more time build confidant in their knowledge.

The fifth observed behavior: Volunteering to answer the questions
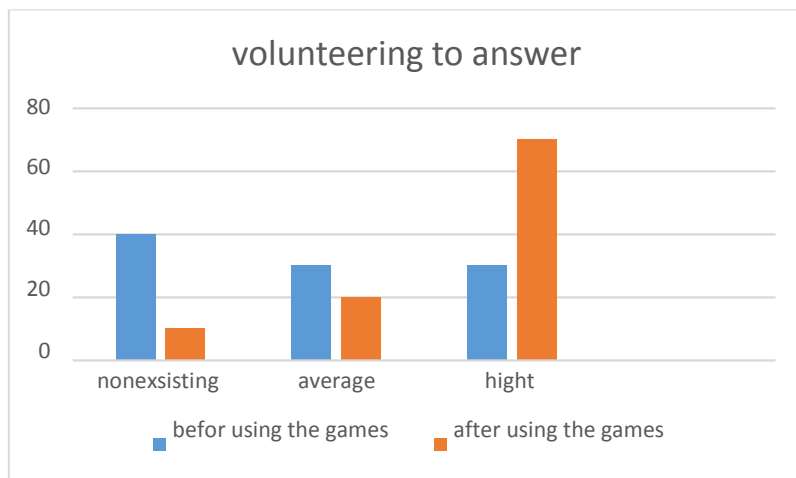
From the chart above we can clearly notice the increase of volunteering to answer the questions

after the use of games, which is probably due to students having fun and wanting to participate.

The six observed behavior: Enthusiasm about grope work.
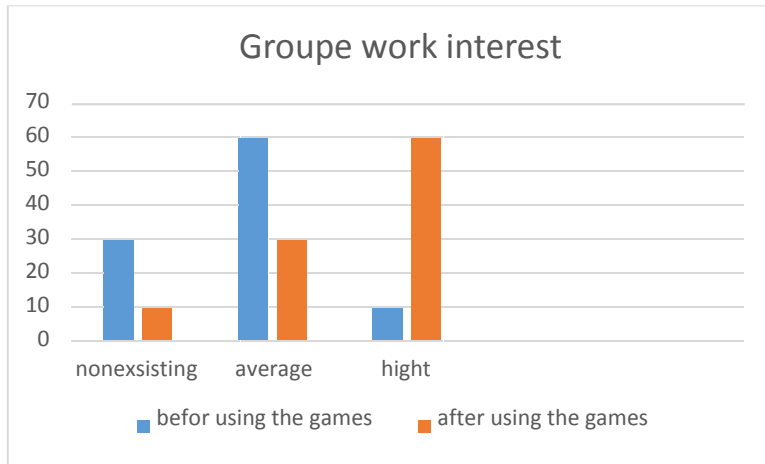
From the chart above we notice that before the use of games students' interest in grope work were average, they did not seem to have desire to work with each other however; after using games students seem to love the idea of working i.e. playing together.

The seven observed behavior: Initiation conversations and communicating thoughts.
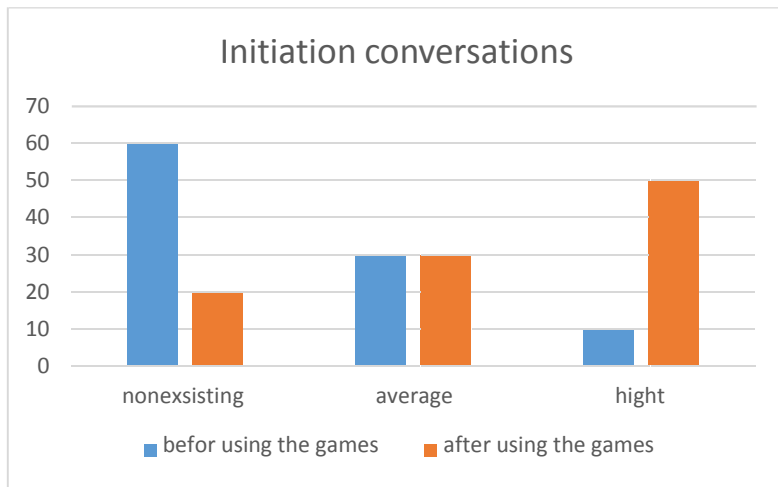
From the chart above we can clearly notice the different between before and after using games in term of students initiating of conversations, it seems that the use of games has helped students to surpass their anxiety and fear to start a conversation in the classroom.

1.5 Conclusion:

From the analysis of the classroom observation checklist and the interpretation of the result we conclude that :1 before using the game, students did not appear to pay attention to lesson in general, most of the students seems to be bored with the session however; after the use of games, most of the student give the impression that they are much focused .2 after using the game students showed curiosity and genuine interest with the task, that they asked a lot of questions and appeared to have the desire to know the answers .3 it also appeared that playing games distracted the students from their shyness and anxiety and give them the ability to discuss their ideas and thoughts during the lesson.4 the last point we concluded from observing the student that games give them the motivation to initiate conversation and increased their want to be part of group work .

2The teacher interview

2.1The sample: the English teacher of all the first year classes in Tark ben Ziyad middle school

2.2 Description of the interview: this interview is with the English teacher that was present during using the game .to take her opinion and feedback on the effect of using EG to enhance classroom interaction

2.3The analysis and interpretation the result of the interview data

Question1: How long have you been teaching English language, and have you always been a middle school teacher?

Answer1: "*I have been a teachers for the past 28 years of my life, this year is actually my last one before I retire and yes I have always preferred to start with my student young, "*

Comment: from the teacher answer we verify that she have a very long experience with middle

school students i.e. when they have their first contact with English as foreign language, her help will be very beneficial for the research .

Question 2: How does your first grade students' respond to English as a foreign language?

Answer2: *"It depends, some classes are great, student listen they do their work others make me Want to stay at home, but in general student like the idea of learning something new and due to Today's TV programs they already have an idea and some of them are even eager to learn it."*

Comment: from the answer above we conclude that there is no define or predictable respond that students have to learn English as a foreign language .

Question 3: How would you describe your students' interaction with you during class, do they ask you questions openly and respond to yours or they are more preserve?

Answer 3:

   "This generation is not shy, and they are not afraid to speak their mind, they ask question and answer when I asked ,it's all determined by the teacher to draw the introverted students to him/her and help them participant ."

Comment: according to the teacher answer student interaction inside the classroom is first According to their personality and second to the ability of the teacher to draw them in

And get them to open up and participate**.**

Question 4: Do you think that learning English as a foreign language is stressful for student?

Answer 4: **"I** *don't think so, maybe for those with strict parents or the ones who have a high scores, they are the ones that usually get stressful over marks, the rest of the student and especially in the first grade get a little nerves at first but with time they get used to it"*

Comment: according to the teacher learning English as a new language is not stressful process for the majority of student .

Question 5: In your opinion, what are the most common mistakes a first grade English student makes?

Answer 5:

"They make all sort of mistakes………………………., but the most noticeable ones usually involves pronouncing words and speaking, it tack some times for them to be able to provide a correct sentence or use the correct pronoun"

   Comment: from the answer we notice that most of the student face difficulties with their oral performance when dealing with English language as a foreign language, as well as dealing with grammar that can go back to the influence of the rules of the first language.

Question 6: In your opinion, is student-teacher interaction important in the learning process?

Answer 6:

"Absolutely it is, the teacher cannot tell if the student understand or not, if the student doesn't

say so it doesn't matter even if the teacher possess an outstanding knowledge, if the students

don't communicate with him he will not succeed in teaching"

Comment: from above we conclude that student-teacher interaction is highly important in

the learning process that it can actually determine whether its successful or not.

Question 7: Do you think that a good relationship between students and teachers will affect

the students' outcome?

Answer 7:

"I don't think a good relationship is important, as long as there is a mutual respect it's all fine

In fact I encourage all new teachers to distant theme selves from their student, keep the relations

professional and not too friendly"

Comment: it seems that the teacher don't think a good relationship between her and the

student is important, she believes that a mutual respect is what needed in the classroom, that can

go back to the age gap between her and the student or the old mentality that all senior teacher have

Question 8: Have you ever used educational games before?

Answer 8

"No never before"

Comment: the teacher has no previse experience or background knowledge with EG

Q9: Do you think using E-games will improve the relationship between students and

teachers?

Answer 9:

"After the game we had last week, I don't think it's a bad idea to use games and grope work

especially if the teacher is young and happy to do the extra work and have the energy for it ,

Games are good as an extra activity but I don't think they are good for all the lessens or all the

time ………….. well the student loved them so I guess it's a good"

Comment: we can see that the teacher did not exclude the idea of using EG in classrooms,

but with some preservations like using the games as forms of activities and not when dealing with

series lessens.

Question 10: Do you think using E-games will enhance classroom interaction and help

students to have a positive perspective on learning English?

Answer 10:

"The student liked playing at class, but I don't know I don't think we can decide that after only

one game"

Comment: it seems that even though the teacher was supportive of the use of games in

classroom, she believes we need more research to decide its effect on the student in the future.

Question 11: When do you think is the appropriate time to use E-games in the classroom?

Answer 11:

"Only as a an extra activity or as an exercise, I don't think they'll be good teaching grammar or

something complicated"

Comment: the teacher think that the appropriate time to use EG exclude grammar or language

structure lessens, and only apply on exercises or extra activities, that is probably due to the short

time and the minimum use that the teacher has with EG.

Question 12: Do u think making a positive response to learning English at early age will help

students peruse to continue studying English in the future?

Answer 12:

"Sure why not"

Comment: the teacher agree with the idea that making a positive response to learning

English at early age will help the students peruse to continue studying English in the future.

2.4Conclusion

From the analysis of the teacher interview we conclude that 1 there is no define or Predictable respond that students have to learn English as a foreign language, that each individual Learner learning process in unique 2 student interaction inside the classroom is according to their personality and the teacher ability to attract the students and get them to open up and participate 3 most of the student face difficulties with their oral performance when dealing with English language as a foreign language, as well as dealing with grammar and structure lesson that can go back to the mother tongue influence 4 according the teacher a good relationship between teacher and student is important, even though the teacher has no experience with EG she teacher did not exclude the idea of them in classrooms, in general it was very helpful for the research to know the reaction of An experienced teacher when dealing with EG.

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3 The Students' Questionnaire

3.1. The Sample the thirty seven students who answered the questionnaire were chosen class by

the teacher responsible from the six classes in the first year middle school of tark ben Ziyad

The selection of such sample was based on the consideration that first year students of this class

already experienced using educational games. Moreover, by the recommendation of their teacher

this class has the most divergent levels out of all the first year classes

3.2. Description of the Questionnaire

 This questionnaire consists of fifteen (16) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose „yes‟ or „no‟ answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Ps: all of the questions were explained in Arabic for the students due to their age and their English knowledge, they were also recommended to answer in Arabic in the case of the questions they were asked their opinion.

3.3The analysis and interpretation the result of the Students' Questionnaire.

1. Specify your g ender

Options	Subjects	Pecentage
Female	22	59%
Male	15	41%
Total	37	100%

Table one: students' gender
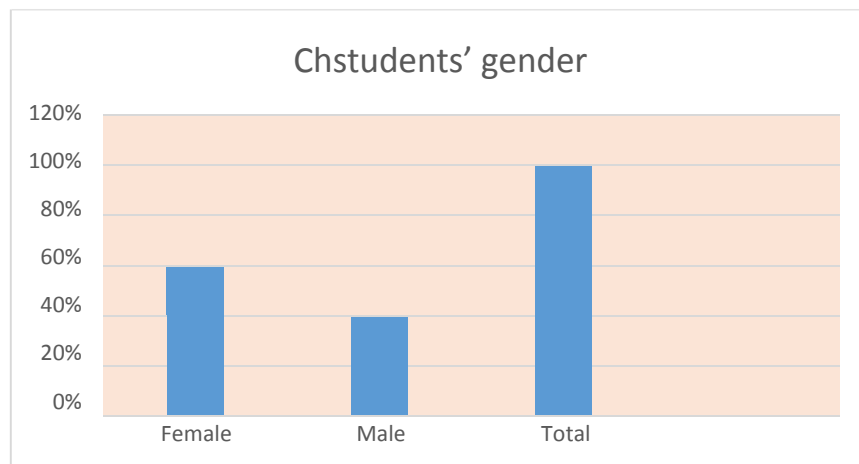
We have noticed that this class (our sample) includes more females then males. This might affect our study because the learning styles differ between females and males. We will take this difference in consideration.

2. How would you describe your level in English?

Options	Subjects	Percentage
Good	14	37.80%
Average	11	29.70%
Less than average	7	18.91%
I do not know	5	13.51%
Total	37	100%

Table two: students' level
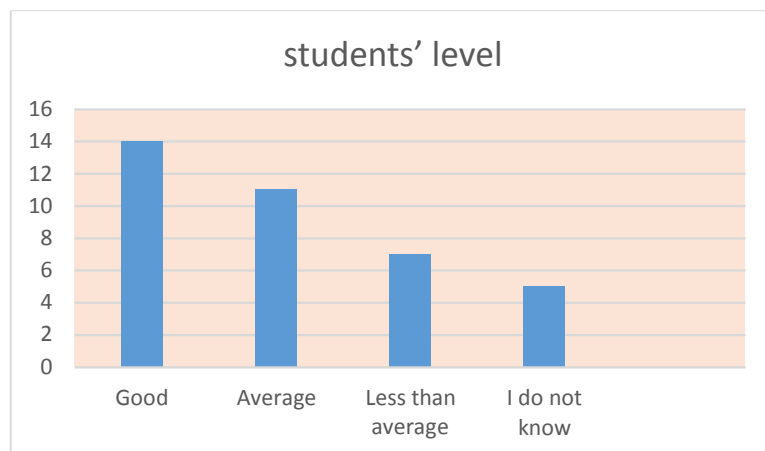
More than 37% consider themselves as good in English language; this can be due to level of learning provided by the teacher or due to the desire to learn English. However about 30% of them either see themselves as less than average or they have no clue about their level; this problem is very common for first year student when they first encounter new language such as English.

3. Who does most of the talking in the classroom?

Options	Subjects	Percentage
Teacher	35	95%
Students	2	5%

| Total | 37 | 100% |

Table three: Who does most of the talking in the classroom.
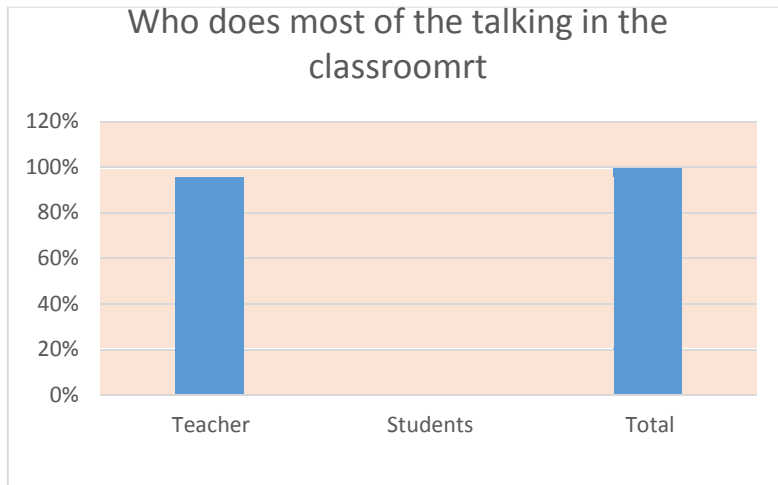
The teacher role as information source, the guider, the care-taker and the leader appears very clear in the students' answer 95% of the classroom time the teacher is the speaker, this does not sound a good way to teach first year student because they have to use this new language but the role of the teacher still taker all the medals.

4. How often do you interact with your teacher?

Options	Subjects	Percentage
Always	6	16.26%
Sometimes	18	48.61%
Never	13	35.13%
Total	37	100%

Table four: student's interaction with the teacher
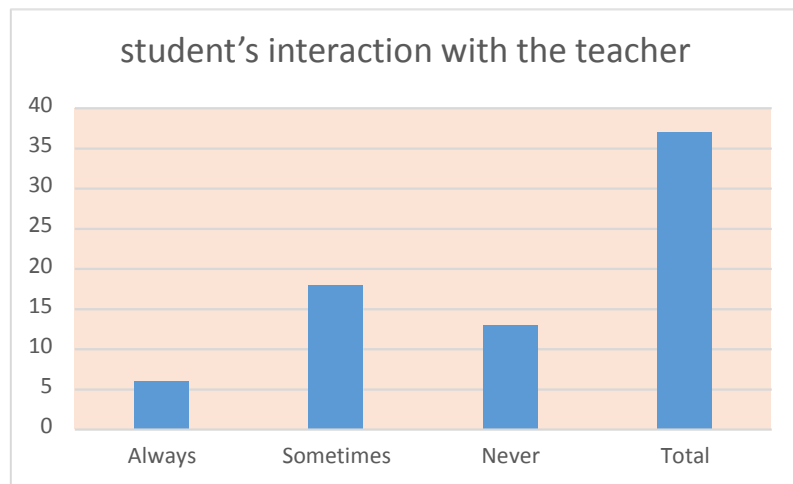
48% of the student appears to be working hard to keep up with the teacher they attempt to participate whenever is possible. The first encounter with English language can hard to deal with that is why we see more than 35% of student never interact with the teacher; this can be due to the society and these student never heard or use the English language before.

5. Does your teacher always provide comprehensible input that is understandable by you?

Options	Subjects	Percentage
Yes	22	59.45%
No	15	40.54%
Total	37	100%

Table five: student's understanding level
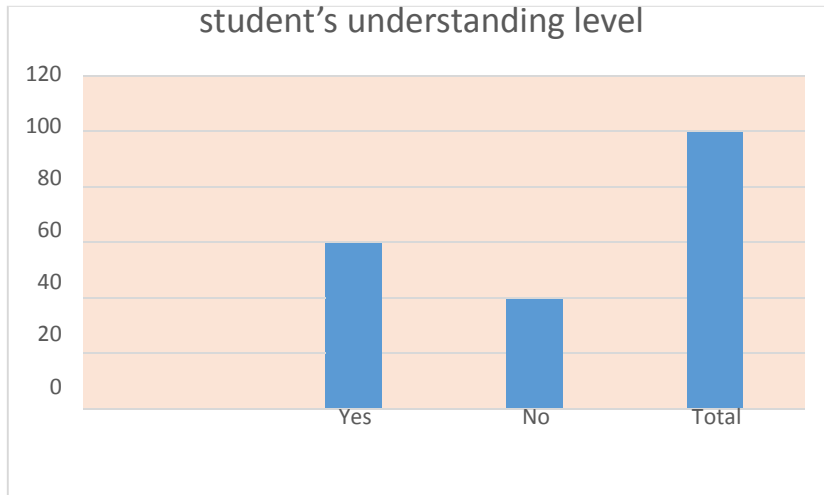
Even though 40% of the students think that the teachers' input is not comprehensible, we can see almost 60% of them are doing fine with the same input; we can say this might be due to the differences in learning styles that the teacher should take in consideration.

6. How often do you interact with your classmates inside the classroom?

Options	Subjects	Percentage
Always	16	43.24%
Sometimes	18	48.64%
Never	3	8.10%
Total	**37**	**100%**

Table six: classmates' interaction inside the classroom
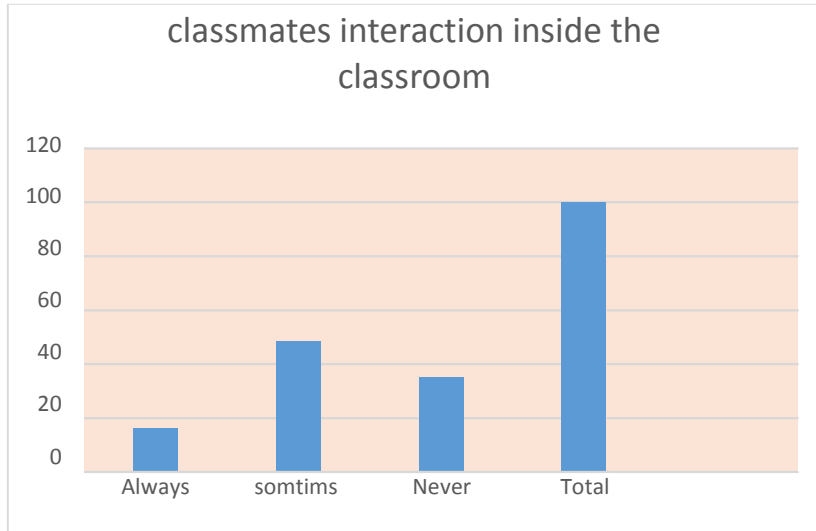
Almost all students do interact with their classmates inside the classroom most of the student answered the question with always or sometimes which show that the students relations with each other are good and the overall class atmosphere is friendly.

7. Do you interact in English with your classmates outside the classroom?

Options	Subjects	Percentage
Always	0	0%
Sometimes	0	0%
Rarely	8	21.6%
Never	29	78.37%
Total	37	100%

Table seven: classmates' interaction outside the classroom
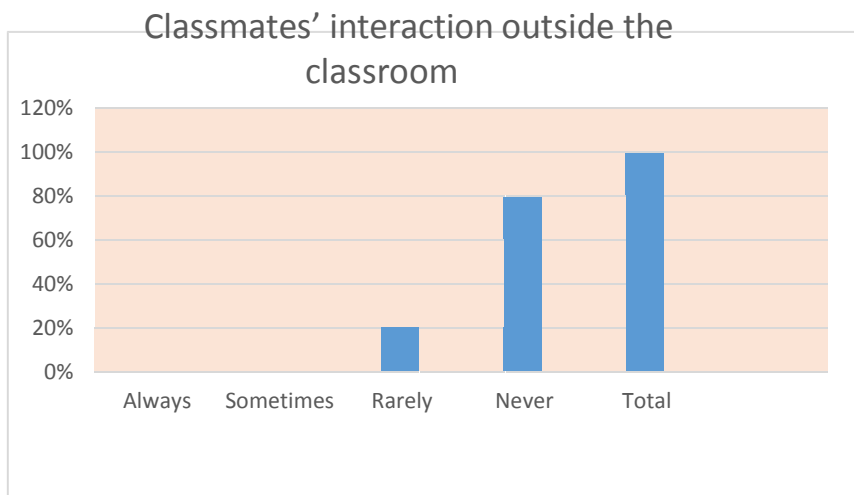
Unfortunately, 78% of the students never use English as a mean of communication. This might be due to the lack of vocabulary, shyness or difficulties in speaking. Either ways the teacher should encourage such behavior inside the classroom and we have taken some experiments that have shown us how the students use English to play educational games.

8. When you interact in the classroom, is it

Options	Subject	Percentage
Because you want to	**33**	**89%**
The teacher asks you	**4**	**11%**
Total	**37**	**100%**

Table eight: why pupils interact in the classroom
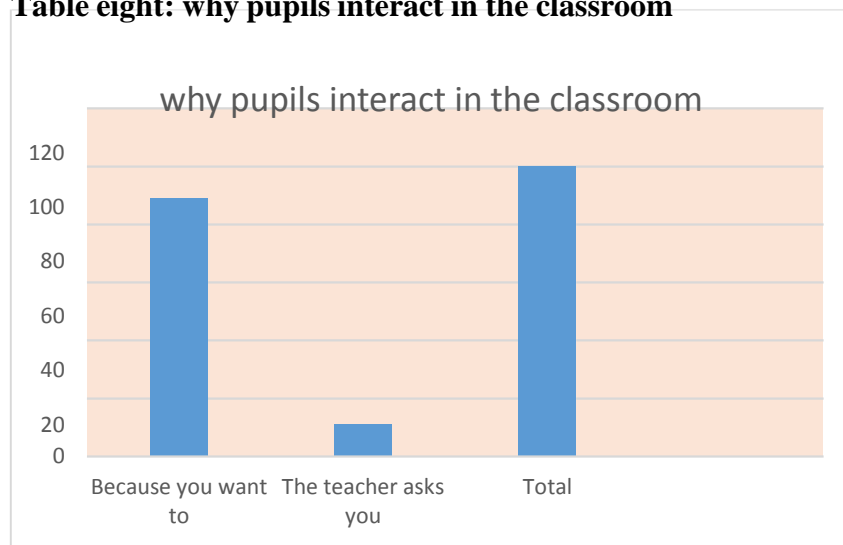
89% of the student said that they speak because they want to. There is nothing stronger than the one desire to do something. The teacher can ask them to speak but he/she better encourage them so they can be more confident and comfortable.

9. Which of the four language skills you wish to master most?

Options	Subjects	Percentage
Listening	0	0%
Speaking	34	91.89%
Reading	2	5.40%
Writing	1	5.40%

Table nine: language skill mastering
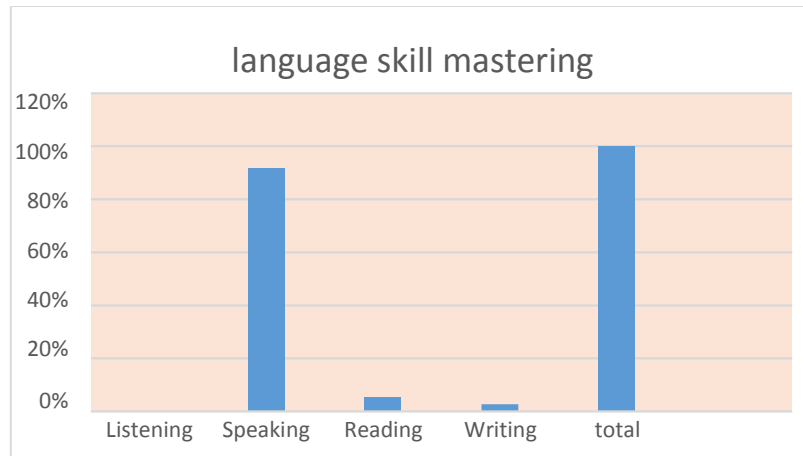
The only skill that appears students want to master is speaking. This is a logical choice for any new English learner. Speaking is the first way to communicate and also it can carry great deal of message in addition to this speaking can be the easiest skill to prove because it does not lie under streaked rules.

10. What do you usually play games for?

Options	Subjects	Percentage
Passing time	30	81.08%
Entertainment	5	13.51%
To develop skills	0	0%
To communicate	2	5.40%
Total	37	100%

Table ten: why pupils play games

Why pupils play games
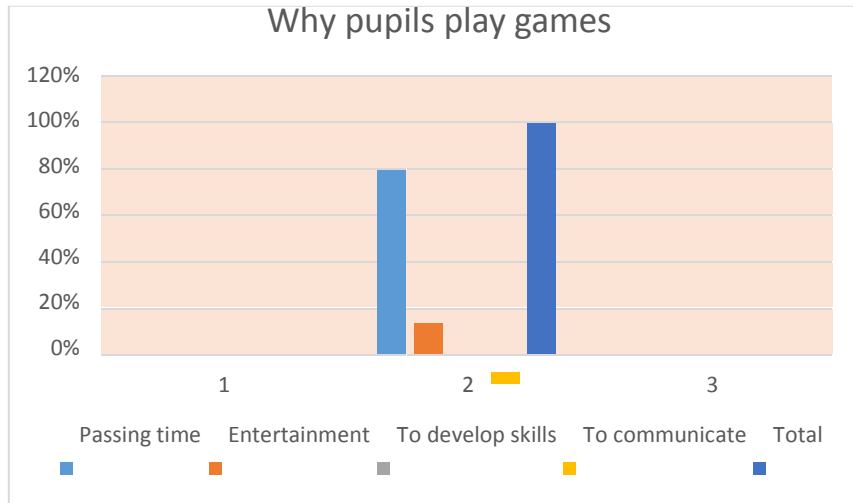
81% of the students attempt to use game as a means of passing time, but we all know that learning should be fun especially for young learner because they lack the ability to deal with abstract ideas and rules.

11. Playing games in classroom is fun, do you?

Options	Subjects	Percentage
Strongly agree	32	86.46%
Agree	2	5.40%
Disagree	3	8.10%
Total	37	100%

Table eleven: pupil's opinion on playing in class

pupil's opinion on playing in class
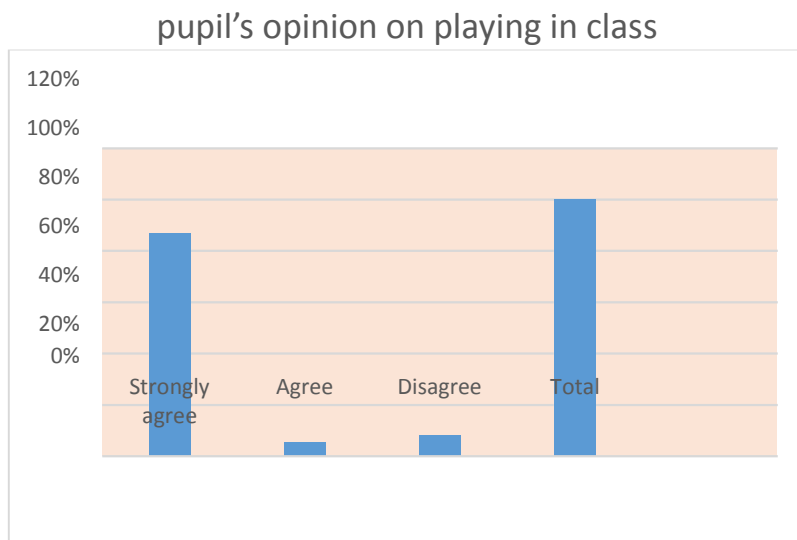
86% agreed that educational games are fun. It seems that the majority of student like the idea of having fun and learning at the same time.

12. Educational games are motivating and challenging do you

Options	Subjects	Percentage
Strongly agree	17	45.94%
Agree	11	29.72%
Not sure	6	16.21%
Disagree	3	8.10%
Total	37	100%

Table twelve: pupils opinion on EG
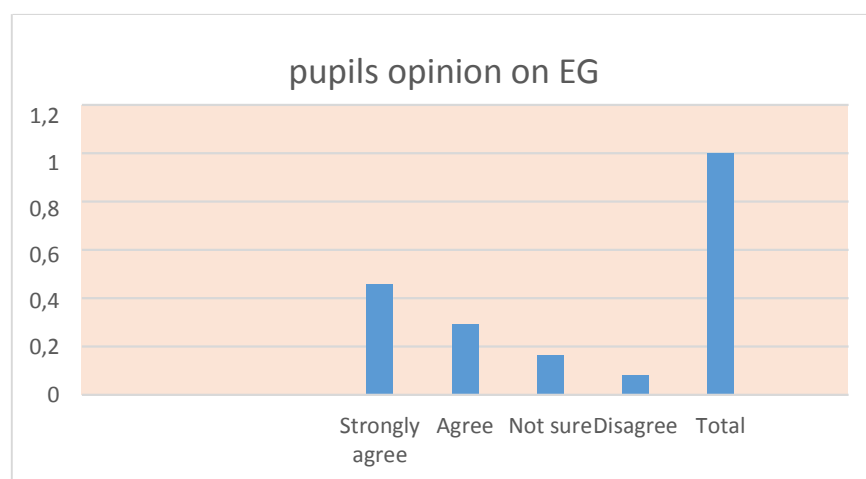
Most of the students (more than 50%) agreed that educational games are motivating. Motivation is a very important element in learning. Motivating learners encourage them to participate effectively in the classroom which help them to improve their speaking skill.

13. Playing educational games helps you interact with your teacher and your classmates

Options	Subjects	Percentage
Yes	33	89.18%
No	4	10.80%
Total	37	100%

Table thirteen: EG helps pupils interact
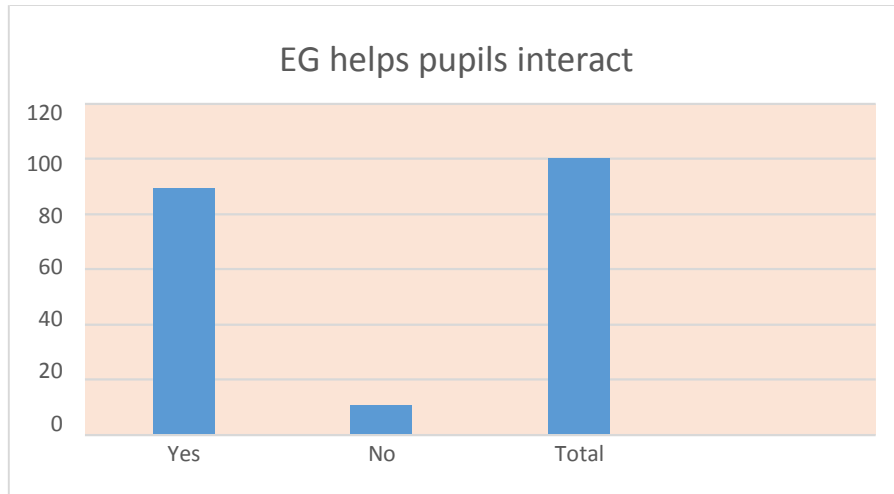
As we former explained and as we understood from the students answers; speaking skill is very important to the new learner that is why interaction with the teacher is important as well, for this sake educational game are very helpful and easy to use.

Only one student from the four ones that choose no to the question answered it by saying

"I don't like the teacher I don't want to talk to her and I don't like my classmate"

14. Educational games are a fun way to do a class activity do you

Options	Subjects	Percentage
Strongly agree	29	78.37%
Agree	5	13.51%
Disagree	3	8.10%
Total	37	100%

Table fourteen: EG games are a fun way for class activity

EG games are a fun way for class activity
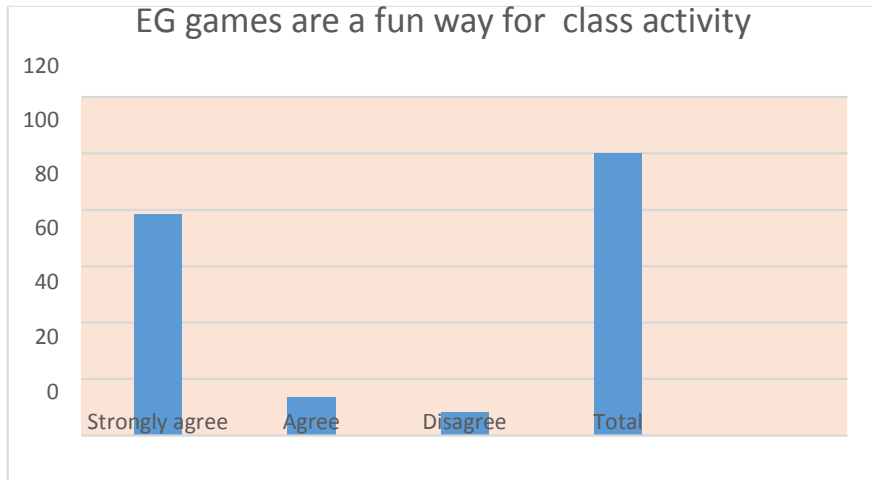
Activities are always a heavy weight for students; however, more than 90% of them think that activities are fun when they are given in the form of games. The games decrease the anxiety toward the activities and create an environment of ease that helps students to deal with them.

15. Games make the lessen easy to understand

Options	Subjects	Percentage
Agree	34	91.89%
Disagree	3	8.10%
Total	37	100%

Table fifteen: games help understanding the lessen

games help understanding the lessen
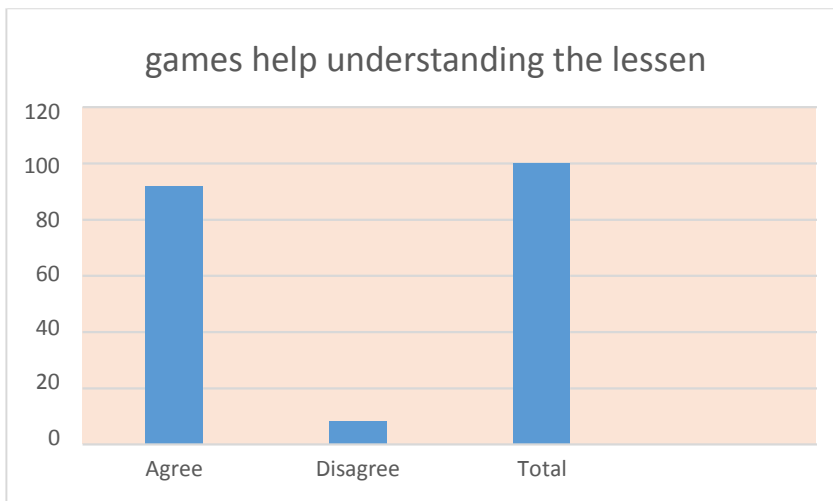
It seems that playing games inside the classroom helped the student to comprehend the lessen much better, probably due to the atmosphere at the time, it is very essential to provide a comfortable environment for the student so they can relax and open their mind for new information to sink in .

16. Educational games should be a part of all classes.

Options	Subjects	Percentage
Argee	34	81.89%
Disagree	3	8.10%

Table sixteen: EG part of the class
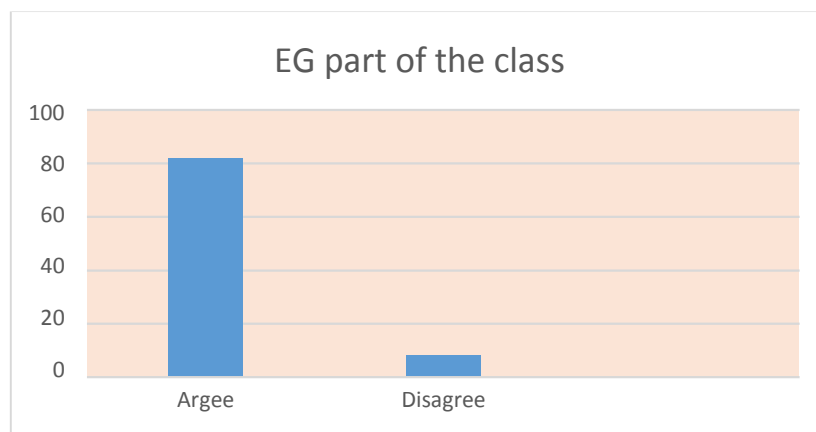
(81 %) of the student agreed on wanting EG to be a part of the classroom, from previse answers we can positively say that students loved the games and are moor then happy to replay it again , having a positive energy inside the classroom is very important to get a positive reaction from the student and games helps significantly with that

 Some of the answers of the 8%   students that disagreed with the use of EG as part of the program   *"I don't want to play in English because I don't know English "*.

Another student answer was *"I don't want to play those games in class they are boring and there*

is too much noise"

3.4 Conclusion

The present study reveals that learner's classroom interaction is in significant need of

improvement, the teacher student relations must be improved considering that promoting it can

have a positive impact on learner's learning capacities. It show that the use of educational games

can enhance learners motivating, interest, focuses, confidant   and most importantly using

educational games enhanced interaction inside the classroom .

Recommendations for a Better use of educational games

Although we mentioned the appropriate way concerning the use of educational games, certain

aspects are recommended and require further consideration and more explanation. They are listed

in the following points.

Recommendations to Teachers:

The following recommendations are seen by the researcher to have a direct impact on the

effectiveness and appropriate use of educational games as a means of improving classroom

interaction as well as facilitate the task for teachers opting for this new method. The first is

related to ***Investigating and searching for the appropriate games to accommodate the lesson***

plan. It would be preferable if those games focus on providing a specific knowledge and

motivation for students. This will help them work individually and collaboratively and have the

maximum benefit the games provided. This will facilitate the task of sharing ideas of successful teaching and supporting each other.

The second recommendation is linked to *plan and organize the EG accordingly to time and budget* the teacher must take in consideration the time needed to perform the game and if the choice of the game is suitable for the lesson material and the learners ability to comprehend the task.

The last point related is to *Teach the learners to accept new methods of learning* By doing so, learners will be able to acquire the skills of searching, personalizing, and manipulating information from many sources to construct their own knowledge..

General conclusion

Enhancing classroom interaction and the relationship between learners and teachers is a difficult task. It requires experience and hard effort and dedication. The current study focuses on the effect of using educational games on improving classroom interaction. This is confirmed by the results obtained from the analysis of data gathered from the student questionnaire, the teacher interview and the classroom observation checklist. So, the ultimate aim of this study is to show the impact of educational games on improving classroom interaction. As the research result shows, learners appreciate the use of games, and their feedback should encourage teachers to implement educational games into their teaching. Despite the fact that using games in education is not a popular idea in the Algerian schools The majority of learners who've been subjected to it, not only accept but even appreciate using game in lessons, they were able to both understand its purposes and enjoy the activity and the alteration of the overall learning environment to more relaxed and enjoyable one.

Appendix I:

The observed behavior	Before using the game			After using the game		
	nonexistent	average	High	nonexistent	Average	High
Paying attention to the lessens						
Ask for clarification during the lessens						
Ask and answer specific questions about the activity						
Discussing the different ideas of the lessen						
Volunteering to answer the questions						
Enthusiasm about grope work						
Initiation conversations and communicating thoughts						

Appendix 2

Teacher's interview

Dear teacher's   you are kindly requested to answer those questions, about classroom interaction and the roll that educational games play in it. Your answers are very important for the validity of the research we are undertaking

Thank you for your collaboration.
Questions

Question1: How long have you been teaching English language, and have you always been a middle school teacher?
Answer1:
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………………………………………..

Question 2: How does your first grade students' respond to English as a foreign language?
Ans2:
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………………………………………………………………………………………………
………………………………………………………………………………………………

Question 3: How would you describe your students' interaction with you during class, do they ask you questions openly and respond to yours or they are more preserve?
Answer 3:
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………………………………………………………………………………………………
………………………………………………………………………………………………

Question 4: Do you think that learning English as a foreign language is stressful for student?
Answer4:
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Question 5: In your opinion, what are the most common mistakes a first grade English student makes?
Answer 5:………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Question 6: In your opinion, is student-teacher interaction important in the learning process?
Answer 6:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Question 7: Do you think that a good relationship between students and teachers will affect the students' outcome?
Answer 7:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Question 8: Have you ever used educational games before?
Answer 8
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Q9: Do you think using E-games will improve the relationship between students and teachers?
Answer 9:
……………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………..

Question 10: Do you think using E-games will enhance classroom interaction and help students to have a positive perspective on learning English?
Answer 10:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

Question 11: When do u think is the appropriate time to use E-games in the classroom?
Answer 11:
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…………………………………………………………………………………………………
………………………………………………………………………………………...........
Question 12: Do u think making a positive response to learning English at early age will help students peruse to continue studying English in the future?
Answer 12:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

   Thank you so much for your help

Appandix3

<u>Students' Questionnaire:</u>

Dear students, you are kindly requested to fill in this questionnaire. Your answers are very

important for the validity of the research we are undertaking. As such, we hope that you will give

us your full attention and interest. Please, circle the answer you choose.

Thank you for your collaboration.

1. Specify your gender
a- Female
b- Male

2.How would you describe your level in English?
a- Good
b- Average
c- Less than average
d- I don't know

3.Who does most of the talking in the classroom?
a- Teacher
b- Students

4.How often do you interact with your teacher?
a- Always
b- Sometimes
c- Never

5.Does your teacher always provide comprehensible input that is understandable by you?
a- Yes
b- No

6.How often do you interact with your classmates inside the classroom?
a- Always
b- Sometimes
c- Never

7.Do you interact in English with your classmates outside the classroom?
a- Always
b- Sometimes
c- Rarely
d- Never

8.When you interact in the classroom, is it
a- because you wants to
b- The teacher who asks you

9.Which of the four language skills you wish to master most?
a- Listening
b- Speaking
c- Reading
d- Writing

10. What do you usually play games for?
a- passing time
b- Entertainment
c-to develop skills
d-to communicate with others

11. Playing games in classroom is fun, do you
a- Strongly agree
b- Agree
c- Disagree

12. Educational games are motivating and challenging do you
a- Strongly agree
b- Agree
c- Not sure
d- Disagree

13.Playing educational games helps you interact with your teacher and your classmates
a- yes
b- No
If no, please explain why
………………………………………………………………………………………………….
…………………………………………………………………………………………………..

14.Educational games are a fun way to do a class activity do you

a- Strongly agree
b- Agree
c- Disagree

15. Games make the lessen easy to understand
b- Agree
  c- Disagree
If you disagree, please explain why
I don't think it's a good idea to play

16. Educational games should be a part of all classes.
b- Agree
  c- Disagree
If you disagree please explain why
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……

Thank you so much for your help

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