Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Khider University of Biskra

Faculty of Letters and Languages

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English Division

Using Games to Motivate Middle School Pupils to Learn English

Case study of third year Middle School Pupils at Toumi Ben Achour Middle School –Tolga, Biskra

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Dissertation submitted in partial fulfillment of the requirements for a

Master Two Degree in Sciences of Language

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June 2021

I dedicate this modest work, to the light of my life; my father, who did not spare me once with anything

The one who taught me patience and success, the dearest person

To my mother, who I shared with tenderness and love

And taught me withstand whatever circumstances change

To them I say: you gave me life and hope, and the passion for knowledge

To my beloved brothers: Ali, Zakaria, Okba, Hatem, Mohamed and his wife, and his lovely daughter: Meriem.

My soul-mate Hadjer; my sister, her husband and her precious daughters: Aya, Alaa, and Israa

To my intimate, precious friend Maroua Chelbi

My relatives and my friends whom I am sharing my life with its lights and shadows

To my teachers in all levels and all people who helped me and encourage me to do this work.

Acknowledgement

I would thank my supervisor 'Mrs.Yasmina BENZIDA' for coping with my project 'Thank you for your Hard Work'.

I would also thank the board examiners for giving this piece of work some of their time.

Since we are talking about teachers, my University family, the people whom I spent much time with for the last four years than my family. I am sincerely thankful to the time we spent together I learnt a lot and made a series of memories with you.

I would especially thank my best friend 'Rabie Adouane' for being always by my side, for holding my hand when I was falling down and pushing me all the way up. Also, 'Harzallah Sabrine' for sticking with me regardless to all the bad things I might have done 'You are one of your kind!'.

The list will never end if I mention all of those who helped me and made my four years, you know yourselves.

List of Abbreviations

EFL: English as Foreign Languge

L2: Second/ Foreign language

%: Percentage

Q : Question

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Abstract

Learning a language is not an easy process. It requires desire and motivation. The teacher is a responsible of motivating his/her learners. Pupils at the middle school need to be motivated to better acquire the language. Seeking to examine the influence of educational games as a tool on pupil's motivation toward learning English. The aim of this study is to investigate the importance of educational games to motivate middle school pupils to learn the English language. In other words, this research aims at highliting the relationship between educational games and improving pupil's motivation. In order to acieve the mentioned objectives, a qualitative study is conducted; it is based on analyzing the results that are gathered from: teacher's questionnaire that have been distributed to sixteen teachers (16) of English at middle school. In addition, a class observation with third yead middle school pipils at Toumi Ben Achour Tolga (Biskra). The results of the study show that educational games are helpful and effective to improve pupil's motivation to learn the English language. Moreover, they push them to be active in the classroom. However, they need to be used under conditions such as: considering the level of pupils, time alloted, materials and lesson objectives.

Key Words: motivation, educational games, third year pupils.

General Introduction

GENERAL INTRODUCTION

Introduction

Language acquisition is not an easy process. It requires motivation as a crucial procedure. Motivation is a crucial procedure in learning and acquiring a foreign language. It plays a great role in the learning process. So, using games is an effective strategy to enhance learner's motivation towards the learning process. This research is crucial in investigating the aspects that should be taken into consideration to make the learning process more effective. Moreover, not all the time, learners easily get involved; they sometimes get board because of the repeated tasks. So, they need to be motivated to better perform. This study, also investigates the effectiveness of using games in EFL classes (middle school) on the motivation of learners .Games are considered as an important strategy to use in order to attract the learners attention to get involved , and to be motivated as well in the learning process. To conclude, this study aims to highlights the effectiveness of using games activities and its importance in enhancing learner's motivation.

2. Statement of the problem

Being a teacher in middle school gives a clear image of what pupils prefer to have and how do they get motivated. Motivation is a term that refers to a set of meanings, that learners need to have to help them in the learning process. Motivation in learning is an important aspect that learners need to fulfill. It is a key that makes learners more involved and improve their performance as well. The majority of middle school pupils find that games are interesting and involve them in the learning process unconsciously due to their ages, because in this stage pupils prefer that kind of activities. The research attempts to highlight the effectiveness of using games in motivating middle school pupils.

3. Significance of the study

Using games as activities is a significant strategy. It makes pupils enjoy what they learn, and be motivated. So, they omit the obstacles once they get motivated. In addition, it is a strategy that pupils prefer to learn with. Thus, the learning atmosphere will not be restricted to certain limits or activities. Moreover, the purpose behind this research is to determine the effectiveness of using games in teaching middle school pupils to motivate, involve, and urge them to perform better. Also, to show how the teacher is able to create an environment in which learners discover themselves by creating a technique that attracts the learners and put them in context. Thus, the study sheds light on the importance of games and find out the appropriate strategy to improve learner's motivation.

4. Research questions and hypotheses

To better determine the effectiveness of using games to enhance learner's motivation, we suggest observing their performance when using games. Thus, the following questions are formulated:

- To what extent can games be used as a tool to improve pupil's motivation?
- How can games reflect on learner's motivation?
- Can games make a change in learner's levels?

Hence, we suggest two hypotheses:

- The use of games enhances pupil's motivation.
- Using games improve pupil's results.

5. Methodology

The research will be based on qualitative method. According to the nature of the research work, through observing the level of learner's performance when using games rather than without using them. The nature of the topic requires detailed observation to

learner's engagement in the lesson when using games. Also, the research requires questionnaire that is delivered to experienced teachers.

5.1. Population and Sample

The sample of this research will be a third year middle school pupils of Toumi Ben Achour Middle School in order to be observed when using games in presenting some lessons and its effectiveness on their motivation towards the learning process. Also, questionnaires will be delivered to fifteen teachers who use games as well. They are requested to answer a questionnaire.

6. Literature Review

Today education in the 21st century is facing big changes based on concepts, theories, principles and methods. Motivation is an important factor, that learners should measure to improve their abilities towards learning. There are many theories that have been posted to explain motivation .Motivation is an important feature that pupils can fulfill in order to better understand (Olson,1997). What is the best way to motivate learners? The key features that impact learner's motivation are: learner, teacher, content, method/process, and environment. Motivation can be defined as the process of making learners motivated.

Games can motivate learners highly because they are funny, interesting and implement challenges as well. Also, they push pupils to have a spirit of team work and be cooperative. Games can be used to make pupils practice almost, all language skills and be able to practice many types of communication. (Ersoz, 2000)

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. One of the best ways of doing this is through games (Su Kim1995).

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Su Kim claims that there are many advantages of using games in classroom:

- Games are a rest from the repeated tasks of the class and a way to diversify learning tasks.
- They are highly motivating because they take pupils from usual routine to a challenging environment.
- They help pupils to make efforts and practice the language skills unconsciously due to pupil's age.

According to Su Kim, is the misplaced of games is the purpose of fear of using games? What is the possible limitation of teacher to use them? There are suitable games for specific lesson objectives. Depends on our learning objectives we can use games.

Language learning is not an easy process. Efforts are required to understand and produce the language. The key is to better choose games; interesting and attractive once. They give students the opportunity to practice skills in a fun way and give learners a kind of a rest. The purpose of using games in learning is to engage pupils in the learning process intrinsically to perform better and do the required tasks. Moreover, pupils need to know what is expected from them in order to well perform their jobs. Thus, games are a crucial component of EFL classroom. They can enhance the pupils' understanding in the four skills while dealing with games as a tool of fun and learning.

Games are an effective way to maximize the number of pupils to speak and participate. They break the rule of usual English class because they make the communication fun and interesting. (On JALT' Trends and Transitions 1998). They give a different learning environment so that pupils prefer them and get motivated to learn. They raise pupil's awareness about the lesson and attract their attention as well.

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Ersoze (2000) agreed that games are highly valuable to break the usual atmosphere of highly class and can be interesting and motivating. Also, they encourage pupils to be cooperative as they give them chance to practice language skills. Fromme (2003) agreed with Mc Farlane and Sakellariou (2002) that they confirm the benefits of games. They lower anxiety, make the acquisition of language more easy and they are highly motivating which they can push shy pupils to express themselves.

7. Data Analysis

Our study will be conducted by analyzing data collected from questionnaires delivered to middle school teachers to review their opinion based on their experiences about this teaching method and observing the pupils of the middle school about the educational games, and if they are effective in the learning process, and whether they accept it and cope with it well inside the classroom.

8. Preliminary Outline

This research study is built on three main chapters that tackle the relation between the educational games and motivation. So, the first chapter is about motivation, its definitions, types and teaching strategies. The second chapter will study the second variable, which is the educational games, as a start we mention some definitions and types of what this games are , also , refer to some games and describe how they work under practice , and also the reaction of the pupils towards them along with their results . Then we will discuss some criteria that can be followed when selecting the appropriate games. In addition ، this chapter deals with the use of games as a strategy to teach middle school pupils , for example : cross words and card games. Therefore, we describe the relation between the two variables, how they support each other, how they work in the learning and producing process . The third chapter includes the data collected and analyzed from the questionnaires and interviews in order to conclude the research

Chapter One: Motivation

Introduction

1.1 Definition of Motivation

1.2 Types of Motivation

    1.2.1 Integrative and Instrumental Motivation

    1.2.2 Intrinsic and Extrinsic Motivation

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Conclusion

Chapter One

Motivation

Introduction

Nowadays, motivation for foreign language learners is a crusial aspect to have, it seems to be fruitful for them to better acquire the language and it has a positive impact on the learning process as a whole. The traditional methods of teaching where the teacher is the active role and the pupil is the passive role is not an effective environment that promotes pupil's performance in language learning. In the last decades, there has been a change from classical classes, in which teachers play the role of controlling and managing the learning process and make it restricted in which it is a clear image of the absence of the pupils role ,so, it was teacher's centered classroom. But, it has been confirmed that it is not fruitful and put barriers between pupils and their success. (Atkinson 2003) Atkinson, D. (2003). L2 Writing in the Post- Process Era: Introduction. Journal of the Second Language Writing.pp. 3-12-15 argues that the teacher should be just a guide and facilitator, and this confirms the idea that the pupil should be a part and participate in the learning process. Furthermore, it confirms the importance of finding new strategies and methods like games to ameliorate the circumstances for the pupils to better perform in acquiring the foreign language. This research is made to highlight the effectiveness of using educational games to raise pupil's motivation. Thus, ensuring the quality of a foreign classroom is the objective.

1. Definition of Motivation

The term motivation is not easy to be defined. Many scholars have define it in different ways, putting emphasis on several aspects that are related to it.

According to Gardner (1985) the term motivation covers a mixture of: a reason for why to do this thing, a desire that pushes someone to do that thing, in addition to effort and a specific behavior towards the activity.

There are also several definitions which are retrieved from the Free Merriam Webster learner's dictionary (2015):

- " The act or process of giving someone a reason for doing something: the act or process of motivating someone".

- 'The condition of being eager to act or work: the condition of being motivated".

- " A force or influence that causes someone to do something".

Mahadi & Sepora (2012 : 233) have defined motivation as " a physical or social need which motivates the individual to reach or achieve his goal and fulfill his needs, and finally feel satisfied owing to achieve his aim".

Brown (2000) suggested fundamentals of learning and teaching. He proposed three concepts relaying to schools of : behaviorists, cognitivism, and constructivist, regarding their different views to motivation.

Three definitions are explained in the table below:

Cognitivism	Constructivists	Behaviorists
Motivation focuses on the single judgment to fulfill a target need.	Motivation put emphasis on physical needs and how to realize them om make them practical.	Motivation is the prediction of a prize, a wish to meet approval strengthening. Thus, motivation will increase if we meet approval consolidation.

Table 1.1: Brown's definitions of motivation (2000:160,161)

1.1 Types of Motivation

1.1.1 Integrative and Instrumental Motivation

Gardner (1979,1985), Gardner(1972) claimed that the term motivation is impacted by two orientations to language learning. An integrative orientation is mainly of someone with a reason to acquire a specific language to enter a specific community. For instance, someone who is thought to have an integrative, continuous motivation to learn or acquire this language. It is considered that this type of motivation is a tool that helps the learner to improve his/her skills in the process of learning.

On the other side, instrumental motivation inspires learners and motivates them to be aware and vary in doing other beneficial things. Some learners will be motivated if they find useful objectives in their career. Or it gives them the reason and the way to use the language with foreign language speakers. Late studies show that integrative motivation focused on the significance of instrumental motivation. Even though, it is crucial to say that the instrumental motivation has been considered as only a factor , however, integrative motivation is related to effective language acquisition. Ellis(1997) claimed that the majority of learners prefer instrumental reasons rather than integrative ones. The others who do choose an integrative reason, are already more motivated and more succeeded in learning a language.

1.1.2 Intrinsic and Extrinsic Motivation

According to theories done by Gardner, Deci and Ryan(1985) they confirm that learners who have interest in learning activities (intrinsic) rather than learning fo rewards (extrinsic) are predictable to become much influent learners. They claimed that intrinsic motivation is to give learners a desire to work on a task or an activity because it is funny and interesting. Nakamura (1989) explained intrinsic motivation as: " when the experience of doing something generates interest and enjoyment and the reason for performing the activity lies within the activity itself" as cited in Williams & Burden.(1999, P123)

In another side, learners with extrinsic motivation are those who follow certain actions to fulfill some goals. For instance, gaining a prize or to avert a pain. Nakamura (1989) claimed that: " when the only reason for performing an act is to gain something outside the activity itself, such as passing exam or obtaining financial rewards, the motivation is likely to be extrinsic(as cited in Williams & Burden. P123)

1.2 Factors that Affect Motivation

Factors Influencing Motivation and Personality Variables Many researchers find a relation between personality attributes and effective learning of a second language. However, the effective learner may exhibit a variety of characteristics such as being an extrovert, or introvert, self-confident, active, or passive, independent and / or shy. Whereas, ineffective learners are more often illustrated as displaying a lack of self-confidence and being shy, afraid to express their opinions and nervous. Learned helplessness, is a term that refers to people who have no control over their actions and perceive intelligence as that which is unchangeable and failure as essentially resulting from lack of ability. At the end, it is evident that inhibition may be the output of both internal and external elements, and it is related to the capability to find clarifications to troubles in the past.

The other important element, which influences motivation, is to learn the individual learners' feelings of competence and self-sufficiency. The learners do not exhibit any signs of inhibition; usually, they are eager to take risks, not afraid of making language mistakes and ready to adopt some of another culture group's traits. However, the learners' affective filter is low and they can perceive much of the comprehensive input they have come across. These learners are often referred to as mastery-oriented, even though, they tend to comprehend failure effortlessly and seek to improve their subsequent performance. Although, motivated learners may have more confidence as well as a better

self-image than non-motivated learners, such characteristics might make them feel comfortable when they interact with others. Motivated learners' approach to language learning is without any ambiguity, when compared with non-motivated ones

1.3 Attitudes and Motivation

It is agreed that attitudes and motivation are closely related to accomplishment in language learning. It provides a brief explanation why some people have much easier time of learning languages than others in the same classroom setting; some students may progress rapidly, while others just struggle along and never achieve command of a second language. (Rivers, 1983) It also explains that the fact of variables in second language acquisition obtained from the amount of comprehensible input the acquirer receives and comprehends through the affective filter. Only, learning happens when there is minimal external pressure, optimum internal motivation and attitudes towards learning that are not likely to be annulled. And if learners have favorable attitudes towards the second language and its speakers, towards the teacher and the course, they would perhaps be more attentive in the classroom, would take assignments more carefully and be willing to achieve more, will look for conditions where they can achieve more process provides a conceptual thought by which language teachers can use more productive and more effective methods.

In brief, motivation can be defined as a physical, psychological and social need which motivates the learner to reach or achieve his goal and fulfill his need, and at last, feel satisfied owing to the achievement of his aim. Here the learning process may happen, determining the role of motivation range and type which play a major role in it. However, the language teacher has an important function and role in providing motivation to the individual learner for learning the language.practice in the second language. Thus, attitudes revolve around the educational elements of second language acquisition and of social attitudes focusing on cultural implications of second language acquisition. Implications In the process of

learning a language, motivation can be an effective and helpful factor, by paying attention to the significant role of motivation in teaching process and improving, enforcing and strengthening it. In fact, teacher's awareness about learners' attitude and its relation to the teaching .

There are different theories which have been discussed. Spolsky (1969) listed four factors that may affect the learning process:

1.3.1 The Teaching Method

The curriculum, the approach that the teacher use, the way the teacher use, the way the teacher deals with the learner can be involved here.

1.3.2 The Age

It differs from a young learner to an elder one. This factor plays a significant role in which there are physical and mental differences between the two types of learners.

1.3.3 The Aptitude

It is a changeable factor. It differs from one learner to another, in terms of the intelligence, the awareness and the competence.

1.4 Theories of motivation

1.4.1 Self-Determination Theory

Hurst's idea of self-determination is focused with people's intrinsic wants (2015). As a result, it is focused with intrinsic motivation, which encourages people to attain their objectives. Three basic psychological demands, according to Deci and Ryan (2009), underpin behavior. People require competence, or the ability to understand the environment

, in order to meet their basic requirements.These three demands, according to Hurst (2015), should be addressed in order to promote growth and well-being.

As a result, this theory assumes that the three demands mentioned above must be met in order for people to be genuinely motivated.

Attribution Theory.

Weiner (1974), the theory's creator, believes that attribution theory aims to discover the cause of a specific behavior.

It is attrition.

Attribution theory has been used to explain the difference in motivation between high and low performers. Weiner (1974) centered his attribution theory on. According to Weiner (1974), high achievers will approach rather than avoid tasks associated to achievement because they feel success is based on their own talent and effort. Bad luck or a lousy exam are regarded to be the causes of failure.As a result, failure has little impact on their selfesteem, but success fosters pride and confidence. Low achievers, on the other hand, shun successrelated duties because they doubt their competence or believe success is based on luck, "who you know," or other variables beyond their control; Weiner (1974). As a result, in the classroom, when professors inform students that they have failed, they are more likely to succeed.The gap in motivation between high and low performers has been explained using attribution theory. According to Weiner (1974), high achievers will approach rather than avoid tasks associated to achievement because they feel success is based on their own talent and effort.

Bad luck or a lousy exam are regarded to be the causes of failure.

As a result, failure has no bearing on their self-esteem.   But   success   buils   their confidence.Low achievers, on the other hand, shun success-related duties because they doubt their competence or believe success is based on luck, "who you know," or other variables beyond their control; Weiner (1974).In the classroom, students are more likely to b

e encouraged to try harder or use more suitable methods in the future if teachers convey t

o them that failures are due to the use of incorrect tactics or insufficient effort.

1.3.2GoalorientationTheory

This idea dates from the early twentieth century, but after 1985, it became a particularly s

ignificant theoretical framework in the study of academic motivation; Anderman and Yo

uth (2009). Other motivational theories look at how students think about their achieveme

nts and failures, while this one looks at how they think about themselves.

The goal orientation hypothesis investigates why students participate in academic work i

n the first place. Goals are divided into two categories, according to Anderman and Yout

h (2009): Performance objectives, in which students attempt to create a good impression

and compare their competence to others, and mastery goals, in which students want to m

aster new abilities for selfimprovement.It is important to note, according to Anderman an

d Youth, that students can have multiple goals at the same time; for example, a student ca

n be both mastery and performanceoriented; such a student genuinely wants to learn and

master the material but is also concerned with appearing more competent than others.

1.3.3 Maslow's Needs Hierarchy Theory

Abraham Maslow developed the hierarchy of needs theory in the 1950s, and McLeod expan

ded on it (2014). Maslow devised a system for categorizing all humanistic wants into five ca

tegories. Maslow's hierarchy of requirements comprises five motivational demands, accordin

g to the earliest and most widely used version (quoted in McLoeod) (2014). People are moti

vated to meet specific wants, according to Maslow (1943).When one need is met, the individ

ual attempts to meet the next, and so on. These are the requirements: Physiological demands

are the most basic requirements for survival, such as the requirement for water, air, food, and

 sleep. Maslow (1943) thinks that these are the most basic requirements in the hierarchy bec

ause unless these physiological demands are addressed, all other needs become secondary.

Abraham Maslow developed the hierarchy of needs theory in the 1950s, and McLeod expanded on it (2014). Maslow devised a system for categorizing all humanistic wants into five categories. Maslow's hierarchy of requirements comprises five motivational demands, according to the earliest and most widely used version (quoted in McLoeod) (2014). People are motivated to meet specific wants, according to Maslow (1943).Here's an illustration. Have you ever found it difficult to concentrate on what the professor is saying because you are hungry? Some pupils may not have eaten anything the night before, including breakfast and dinner. Schools have introduced free and reduced breakfast and lunch programs to assist children with meeting some of their physiological needs.The safety needs are the next level of requirements. Needs for safety and security are among them. "These are necessary for survival, but not as demanding as physiological requirements"; Maslow (1943).Providing a safe and secure classroom is an example of addressing safety requirements in schools. We've arrived to the third level, which is social needs. The love and belonging needs are what they're called. Belonging, love, and affection are examples of these wants. These needs, according to Maslow (1943), are less basic than physiological and security needs.

Relationships such as friendships and families help fulfill this need for acceptance. When people's social needs are not met, they tend to be unhappy. After the first three needs have been satisfied, esteem needs become increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment.

Maslow (1943) later differentiated the growth need of self actualization, which is to find self-fulfillment   realize one's potential, and seek personal growth and peak experiences. Abraham Maslow (1943) stated that human motivation is based on people seeking fulfillment and change through personal growth. Self-actualized people are those who were fulfilled and doing all they were capable of.

The growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life. For Maslow, a person is always 'becoming' and never remains static in these terms. In self-actualization a person comes to find a meaning to life that is important to them.

As each person is unique, the motivation for self-actualization leads people in different directions. For some people self-actualization can be achieved through creating works of art or literature, for others through sport, in the classroom, or within a corporate setting; Huit (2007). Maslow believed self-actualization could be measured through the concept of peak experiences. This occurs when a person experiences the world totally for what it is, and there are feelings of joy and wonder; cited in Huit (2007).

Maslow offers the following description of self-actualization: It refers to the person's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially doing…The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions; Maslow (1943, p. 382–383; cited in McLeod, 2007). Maslow (1943) believes that one must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

It is important to note that Maslow's (1943, 1954; cited in McLeod, 2007) five stage model has been expanded to include cognitive and aesthetic needs and later transcendence needs.

Maslow's basic position is that as one becomes more self-actualized and selftranscendent, one becomes wiser and automatically knows what to do in a wide variety situations. Daniels (2001; cited in Huit, 2007), suggested that Maslow's ultimate conclusion

that the highest levels of self-actualization are transcendent in their nature may be one of this most important contributions to the study of human behavior and motivation.

Maslow's hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. He looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning. Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before a student's cognitive needs can be met they must first fulfill their basic physiological needs. For example a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Maslow (1943) suggests students must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment.

1.4 Importance of motivation in the classroom

Motivation is considered one of the crucial causes that impact the quality and the value of prosperity or failure in a foreign language classroom.

Bown (2000: 160; as cited in Norris,2001) claimed that : " It is easy in second language learning to claim that a learner will be successful with proper motivation". Gardner (2006,p 24 as cited in Norris, 2001) agreed with him that:" Students with higher levels of motivation will be better than students with lower levels".

We can comprehend that achievement is related to motivation either if it is of low level or high level because motivation controles the process of learning in terms of quality.

The absence of motivation would cause the abandonments of learning because it is like the engine that pushes the individuals to act and perform. In addition, being motivated enhances attention towards learning and thus, makes successful learning behavior.

Donyei focused on the significance of motivation. It is seen as an important feature that leads to learning a second language (L2). He cited in Tuan (2012) " L2 motivation provides the primary impetus to initiate the learning behavior and later the driving force to sustain the long and often tedious learning process; that is, all other factors involved in L2 acquisition presuppose motivation to some extent and, indeed, motivation is usually mentioned in explaining any L2 learning success or failure". Donyei (1997, p. 126)

Thus, motivation can be considered as a factor which do controle how would an individual succeed in learning (L2) or do not. It plays a significant role to fulfill the learner's needs.

Conclusion

Motivation is a very significant and effective element in the realm of learning language. Thus the language teachers and researchers should discover, realize and pay attention to the personality of their learners. However, they should be aware of motivation, its high importance, and its types. They should also realize and be aware of the character as well as the personality of each learner. According to that specific personality type, teachers should identify and recognize the form of motivation that relates to that personality and highlight it in their teaching process. They can have practical, productive, and effective teaching in the ESL classroom, in addition to a positive outcome in their teaching setting. When the learners are motivated, the teacher could and would discharge their responsibilities in the best way possible.

Chapter Two: Educational Games

Introduction

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    2.5.7 A Tutor.

    2.6. Games as a Motivator to Learning.

Conclusion

Chapter Two

Using Educational Games

Introduction

This chapter deals with: game definition, teacher's role in the class that he/she can play. In addition to game selection; and here we are going to discuss on which basis the teacher chooses a game. Also, we will talk about the steps that should be taken into consideration when planning for a game. Types of games also will take apart in this chapter, and mainly the games that have been dealt with. Moreover, we will talk about the stand of games as a motivator to learning in addition to its advantages finally.

1. Definition of Games

Games are characterized by their well known history. They have an old version and a recent one. They are devoted into two periods. The difference was made in the 19th century. According to El-Shamy (2001. P,3-5), games were described as physical actions or exercises and they were happen in specific occasions like religious initiations, ceremonials, and festivals. This was before the 19th century. However, after it, there was a change in the instruction of games. " Mansion of Happiness" was the first educational game that was discovered for children to enable them to know the difference between 'good and bad'. Furthermore, games kept developing until they become ways of coaching. Moreover . after they have been improved, games have received importance.

A game can be described as an enjoyable activity or a fun action that is governed by rules. It is set either for pleasure and enjoyment or for educational purposes. There have been many definitions set by different scholars to identify the term game. For example, "Ludwig Wittgenstein", in his philosophical investigations, argued that the components of

games, like, challenge , fun and doing activity. They all support what can be meant by games. Wittgenstein refused that games are away far from reality.

Advanced Learner's Dictionary (8th) defines a game as "an activity or sport". It is considered as a tool of entertainment, interest, and enjoyment. This kind of sport puts people in a competition situation. El-Shamy (2001. P, 15) states that it is a '" competitive activity played according to rules within a given context, where players meet challenge". To gain something or to realize a purpose. In addition, she highlighted the difference between a training game and the game itself. Wright (2006, p.1) defines games as " an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interact with others". Though, he confirms the idea that games aretools to make fun and interest. They also break the usual routine and make difference. In addition, Hadfield (1984, p.14) sees games as " an activity rule, a goal and element of fun". Furthermore , Kiryk (2010, p. 4) says that " games are fun activities that promote interaction , thinking, learning, and problem solving strategies". However , Oxford Learner's Pocket Dictionary (2008, p.181) defines games as " games are a form of play or sport with roles". In addition, Uberman (1998, p.3) claims that "games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that times seem overwhelming".

Ersoz (2006, p. 6) claimed that " language learning isa hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation."

4. Steps of Playing a Game

The following step after selecting a suitable game is to practice it in the classroom. There should be an organized plan to apply it. There are three significant steps planned for playing a game. First, is to introduce it and explain it, its rules, requirements, as well as its steps. The second step is to manage the game and finally a feedback should be given as a last step.

4.1 Introducing the Game

Introducing the game is an important step. Through it, the learners can have a clear image about how it will happen. The engagement of learners relays on the way the game is introduced. Achieving the objectives depends on the success of the introduction. Thus, to achieve successful results, the teacher should focus mainly on introducing it in a suitable manner. El-Shamy (2001, p.103) confirms that there should be four elements in the introduction of a game. El-Shamy says: " if you [the teacher] are positive and enthusiastic, the participants will respond accordingly". The second step is the construction of the game. In other words, the teacher is required to attract the learner's attention and makes them aware of the purpose of playing that game. The third step is to explain how is the game will be practiced , in terms of roles, rules, time devoted, and the topic itself. The fourth and the last step is managing the groups. Doveston and Keengham (2006, p.46 in Westwood 2008) say that " there is a great value in discussing openly with a class the best way of making group work effective, and explicitly identifying the skills necessary to corporate productively with others". It means that the introduction is so important and the results depend mainly on how effective is the introduction. We can understand that introducing the game is a significant step to focus on rather than to follow, because it includes a kind of a sum up of what will happen in this game.

4.2 Managing the Game

The next step after introducing the game is to manage it in an appropriate way. In other words, the teacher observes deeply and manage the process between learners, and how do they deal with it. El-Shamy (2001, p.110) said:" you [teachers] do want to observe how players play". But if any problem occurs, the teacher can interfere as a facilitator or an enthusiasm generator. Westwood asserted that idea by claiming that: "the teacher should monitor what is happening during the activity and he/she needs to intervene from time to time to help learners if they find difficulties to encourag them and to give examples of cooperative behaviors".

4.3 Debriefing the Game

The following and the last step is similar to giving evaluation. Also, it is a kind of giving feedback when finishing playing. It is important because the teacher receives the learner's views about the results of the game. This step gives the learners chances to express themselves and fulfill the target purpose which is using tha language. Westwood (2008 claims that well chosen activities push learners to show their capacities and express themselves and react, so that they directly get their feedback. Also, he confirms that when debriefing the game, learner's views as well as teacher's evaluation are required. El-Shamy consists that there are other things that the teacher should be restricted with. Those things are organized in a checklist as elements to be used:

1. What happened?	● How did you begin?
	● Easy or difficult?
	● Any conflict?

2. How Do You Feel?	● Positives? Negatives? ● Frustrations? Disappointments? ● Satisfactions, success. ● Other reactions.
3. What Did You Learn	● What worked? What did not? ● Cooperation, competition. ● Communication issues.
4. How Does This Relate?	● To your job? ● Your department? ● Your company? ● To our training purpose?
5. Where Do You Go From Here?	● Applications? ● Further information? ● Comments , questions, concerns?

Figure 2.1: Checklist for debriefing the game.

3. Game Selection

The games should be related to a specific objective, taking into consideration the level of learners when choosing them. Moreover, they should not be difficult to understand by learners. They should be practicable, so they can play them and use them and achieve the learning objectives. According to Milano and Ullius (1998, in El-Shamy, 2001), "good learning activity should be suitable to the objective, the course content and the participants level to help in learning transfer". This can summarize what have been said. In addition, the

game should be limited to a given time and objective and practicable by all types of learners; so that they show their abilities.

Uberman (1998) claims that:" in order to achieve a desired result, games should correspond to learner's level, age and material introduced". In other words, there are other factors to consider before choosing a game, which are: level, age and material. It is necessary from the teacher to know his/her learner's age in addition to their levels of performance and the material that suits them.

Beak (2010) confirms that a game is well selected when it makes equivalence between "educational requirements and motivational factors". That is to say, when selecting a game, the teacher should consider the learning objectives in addition to the strategy that can help in inspiring learners and motivates them.

Tyson (2000) states that an educational game should be based on a mixture of amusement, learning and a spirit of competition. Furthermore, a game should be attractive so that it should be the focus of learners by knowing the importance of using the language than the lanfuage itself. Also , relaying on (in Yin & Jung, 2000) " it provides opportunities to learn, practice, or review language skills".

5. Types of Games:

Games can be classified in different ways depending on the category chosen. They have not been classified yet. According to El-Shamy (2001, p.46), there are several approaches to classify games. In other words, they should be classified depending on the situation given; it means: the topic, the activities planned for learners, and the material. She states four types of games, which are: "Content-focused games, Experiential-games, Content-focused frame games, Experiential-focused frame games". Besides, the appropriate functional in an EFL classroom is the Content-focused games. Because, the emphasis in such kind of games is on the meaning of the game, and the objective is to reinforce the target subject.

5.2 Crossword Puzzle Game

It is a famous game. It is built up a number of squares. The aim of this game is to fill in the squares with letters. The letters form words, those words are responses to a numbers of things given. Oxford Learners Dictionary (8th ed) defines it as "a game in which you have to fit words across and down into spaces with numbers in a square diagram". It is useful especially in word expansion. It is used to teach for instance, synonyms, opposites, and other aims.

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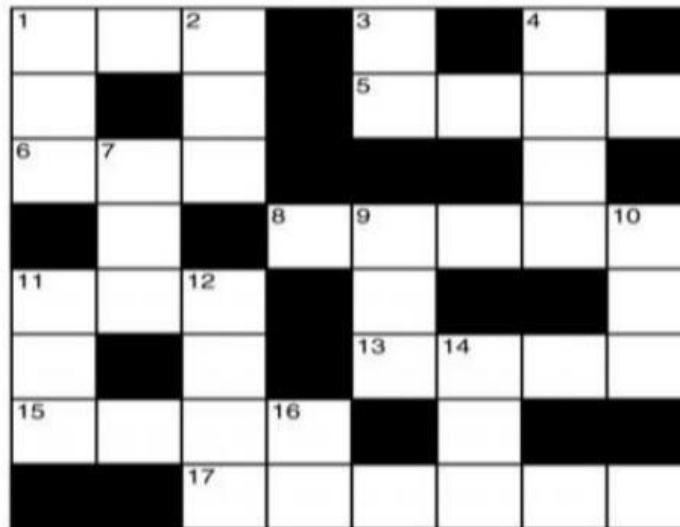
Across

1. Sleep in it (3)
5. Robin, owl or eagle (4)
6. Father (3)
8. Money for a favour (5)
11. Strange (3)
13. Born and _____ in one place (4)
15. EDDE (anagram) (4)
17. Multiply by two (6)

Down

1. Nip in the _____ (3)
2. "_____ you hear what I said?" (3)
3. Please note (1.1.)
4. Dull; dreary (4)
7. Total up numbers (3)
9. One of 24 in the human chest (3)
10. The finish (3)
11. Elderly (3)
12. Wool that has changed colour has been _____ (4)
14. Steal (3)
16. "How _____ you _____ ?" (2)

Figure2.2: Crosswords game from " The puzzle company".

5.1 Spelling Puzzle Game

It is a game in which the teacher asks learners to find names for many objects for example. The purpose of this game is to improve the learner's visual ability to and to use observation to combine things with their word spelling.

2 Look at the pictures and put the letters in the correct order.

1. Philip sleeps in the ....
          M O B D E O R

2. He watches television in the ....
          V L I R M O I O G N

3. He eats in the ....
          N T H C I K E

4. He washes his face in the ....
          A B H R M O T O

5. He uses the computer in the ....
          Y S U T D

Figure2.3: Spelling puzzle game (Colombo, 2002,p.5)

5.2 Card Games

It is a content-focused game by El-Shamy. It is played based on using different cards in a certain subject for specific target needs. For instance, it can be about: definitions, description, synonyms..etc. it is played by memorizing or ordering cards that are answers for questions. The players should be restricted with the instructions to fulfill the target objectives. Moreover, it is an enjoyable game in which it covers all learner's styles; for example, it is concerned with textile, auditory, and visual learners as well. The advantage of this game is that it is an easy and enjoyable in playing.

Card 5A	Card 5B
Ask: what's the word for…..	Say: Give a definition of the word:
1 a high-pitched scream? (2)	1 sleet (4)
2 a large metal container for rubbish? (5)	2 shriek (1)
3 a window in the roof of a building?(8)	3 slogan (5)
4 a mixture of rain and snow? (1)	4 stench (7)
5 a catchy phase used in advertising? (3)	5 skip (2)
6 a husband or wife? (6)	6 spouse (6)
7an unpleasant smell (4)	7 tantrum (8)
8 a sudden fit of bad temper? (7)	8 skylight (3)
Answer: It's definition number (1)	Answers: It's word number (1)
It's .. (read out of the definition)	It's …. (read out on the noun..)

Figure: Card game (Watcyn, 1993. 92)

5.3 Find Someone Who Game

It is a game that needs the learner's movement in the class. It is played using checklist; in which the learner takes it and walks in the class. His/her aim is to find a classmate who is of certain characteristics. If he/she meets that pupil, he/she writes his/her name. The process keeps trying to find as much names as they can to complete answering all the questions required in the checklist in a limited period of time. It is a good strategy to ask and know about personal things. It can be ended by giving a reward to the person who finishes first.

Example of Find Someone Who

1. _____   Find someone who has a pet.

2. _____   Find someone who has at least one grandparent still alive.

3. _____   Find someone who takes showers instead of baths.

4. _____   Find someone who ate at McDonalds® in the last week.

5. _____   Find someone who drives to school every day.

6. _____   Find someone who owns more than two watches.

7. _____   Find someone who was born south of the equator.

8. _____   Find someone who drank coffee at breakfast today.

9. _____   Find someone who has visited more than five countries.

10. _____   Find someone who speaks more than two languages.

11. _____   Find someone who was born in January.

12. _____   Find someone who has visited Canada.

13. _____   Find someone who is good at math.

14. _____   Find someone who does not like broccoli.

15. _____   Find someone who is an only child.

16. _____   Find someone who likes rice better than potatoes.

17. _____   Find someone who likes pizza.

18. _____   Find someone who likes blue better than red or orange.

19. _____   Find someone who was born in August.

20. _____   Find someone who can swim well.

Figure: Find Someone Who Game. From a phone application.

2.5 Teacher's Roles

The teacher is supposed to do and act an important role in the classroom. The teacher is the main participant in the class. Thus, he/she is concerned with different roles to play in the class. Since he/ she is the first responsible of the development of the process of learning. For

example, Hince and Weldon (1996) claim that the teacher have different roles to deal with games such as: an organizer, an enthusiasm generator, a controller, and a facilitator. Harmer (2001) says that the teacher is able to play the role of a controller of the class, an organizer of tasks, an assessor of learners development, a prompter, and a resource.

2.5.1 An Organizer

Harmer (2001) states that the teacher is the responsible of organizing the students in the class in doing any kind of activity. Especially, organizing a game activity , so that he/she is concerned to go with them step by step: introduces the game, controls it with its details, and finally giving a feedback. They are summarized in this figure by Harmer.

Engage   ► Instruct (Demonstrate)   ► Initiate   ► Organize feedback.

Figure2.6: the role of organizer (Harmer, 2001, p. 59)

From this figure, we understand that the teacher should not directly give instructions to do an activity or to play a game, but instead he/she is asked to well introduce the activity and attracts the learner's attention and engage them in the process to be able to know what they are responsible of.

Thus, as an organizer of a classroom environment, the teacher is required to make things clear for learners to avoid any misunderstanding, to put them in the right path and know their roles well. That is to say: organizing the classroom learning process.

2.5.2 An Enthusiasm Generator

The main role that is required from the teacher as an enthusiasm generator in the class is to inspire learners positively and makes them motivated. He/she also can make difference in

the learner's attitudes and behaviors towards learning; that is to make them aware of the importance and the benefits they gain from their learning. So that they will be inspired by him / her. In here, the teacher is a source of inspiration to learners. Harmer (2001) confirms the teacher's ability to do that. Thus, the learners are going to be ready.

2.5.3 A Facilitator

The teacher in this role is able to reformulate his/her explanation to make things easier. For instance he/she guides learners and fill in what they have missed or help them in remembering words. For example, by saying the first letter of the needed word or using gestures. the teacher here trays to help learners face obstacles and get away of them. Harmer (2001) confirms that the teacher can give learners help but with exception, so that he/she supports them and lets them work on themselves.

2.5.4 A Resource

When it comes to being a resource, it means that the teacher should be ready for any kind of question that can be raised by learners. He/she is required to expect questions from learners and be prepared fpr them, especially when they are not able to do a task or to answer questions.

2.5.5 A Controller

The role of the teacher in here is to guide learner's language, speaking, who have the right to speak before the other, Also , he/she is the only responsible of giving instructions and his/her rules should be obeyed. It is so strong and important role done by the teacher because it lets the teacher's position so outstanding.

2.5.6 An Investigator

The teacher as an investigator is required to be so observable and a critic. He s also supposed to examine what happens in the classroom. Thus , he/she is responsible of

choosing the suitable strategy of activities that the learners find easy and comprehensible. Also, he/she should avoid mistakes that happened in the other class.

2.5.7 A Tutor

This is the role in which the teacher investigates the students' self study and task management. Teachers can assist students by pointing out errors and allowing them to reflect on them.As a tutor, he informs his pupils on where and how to obtain the correct answers to their assignments since, in this role, the instructor serves as a couch where students are

2. 6. Games as a Motivator to Learning

Motivation in EFL classroom is very required and an important aspect to be present. It can be considered as a reason for learners to lo acquire the language. Without it, there would not be a successful learning. According to Harmer (2001, p.51), motivation is"some kind of internal drive which pushes someone to do things in order to achieve something". In other words, motivation can play a significant role in influencing the learners positively, and also, inspires them. Moreover, it gives them a kind of power to face the obstacles that that meets them in the learning process. Thus, games make learners feel free in the classroom tasks and interact with others and exchange ideas. They reduce the difficulty of the subjects by creating motivation and making motivated learners.

engaged in their work and seek his assistance and guidance.

Conclusion

CHAPTER TWO   **Using Educational Games**

Educational games are interesting practiced tasks, which attract the learner's attention to the process of learning. They are beneficial tools which make an addition to the classroom atmosphere and change its situation. They are made for both reasons; entertainment and learning. So, learners enjoy the process. Educational games can push learners to be mere active participants, or inspire them, so that they motivate them to realize specific objectives, and broke the restrictions that prevent them to learn the language. Also, they have changed the participant's roles in the class, in which the learners become more active, and promote their sense of creativity. In addition, they decrease the teacher's bossed role, in which it becomes a guidance role. Thus, educational games have a significant role in the process of teaching and learning.

Introduction

3.1 Teacher's Questionnaire.

    3.1.1 Aim of the Questionnaire.

    3.1.2 Participants.

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    3.1.4 Analysis of the Questionnaire.

3.2 Classroom Observation.

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    3.2.2 Procedure of Classroom Observation.

    3.2.3 Description of Checklist.

    3.2.4 Classroom Observation Analysis.

    3.2.4.1 Classroom Environment.

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3.3 Synthesis the Results.

Conclusion

Introduction

The purpose of this chapter is to discuss and assess the findings from the surveys and interviews. The former was designed for teachers to assess the use of educational games as a method as well as the problems that it presents, as well as their enthusiasm in incorporating educational games to improve learners' motivation. This chapter looks at how language games can be used to teach English as a foreign/second language. It features a variety of games that are suitable for language training. It also includes some instances of how a teacher might utilize games to help students learn the language.

3.1 Teacher's Questionnaire.

3.1.1 Aim of the Questionnaire.

Following the qualitative method, the questionnaire has been conducted. It is for the purpose of investigating the main issues and gathering the required data. Also, to provide information of how are pupils at Toumi Ben Achour learning English. The questionnaire investigates different points concerning educational games and its effectiveness on pupils. Teachers are asked to give their different opinions relying on their experiences about the use of educational games in EFL learning.

3.1.2 Participants

The questionnaire was delivered to teachers of English at middle school, regardless the levels they teach. But, their experiences are required to answer the questionnaire; One teacher from Toumi Ben Achour Tolga, and fifteen others from other middle schools at

Tolga. The purpose behind it is to receive and investigate their answers concerning the use of educational games in learning in relation with motivation.

3.1.3 Description of the Questionnaire.

The questionnaire is of fifteen questions about teacher's using games in the classroom and how do they deal with them. Also, whether they are interested in using the educational games, or not. In addition, their point of view concerning the usefulness of this games, are required. Moreover, the questionnaire shed light on the importance that teachers give to games and their influence on pupil's behaviors towards learning the language.

Q1: Do your pupils feel bored in the class?

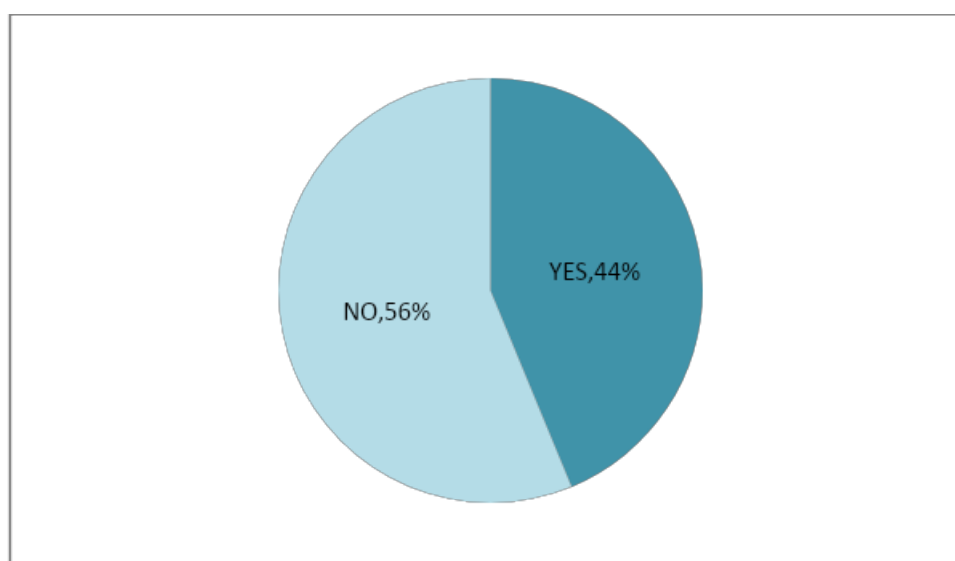| Option	Number	%
YES	7	43,75%
NO	9	56,25%
Total	16	100%

Figure3.1: teacher's opinions about kind of pupils.

The statistics show that teachers are divided into two categories. The first category (44%) represents teachers who answered with: yes, they may face problems in engaging pupils and avoid this atmosphere. The second category of teachers (56%), are those who answered with: No. they do not suffer from engaging pupils. It may refer to the strategy or method that the teachers use. It may be also related to the way the teacher deals with pupils, and the materials he/she uses in the class. Both categories are nearly the same in terms of statistics. Thus, the statistics show that there are teachers who suffer from pupils feeling bored, and there are teachers who do not suffer from this issue.

Q2: Do you have problems to engage pupils in the lesson?

Option	Number	%
NO	7	43,75%
YES	9	56,25%
Total	16	100%
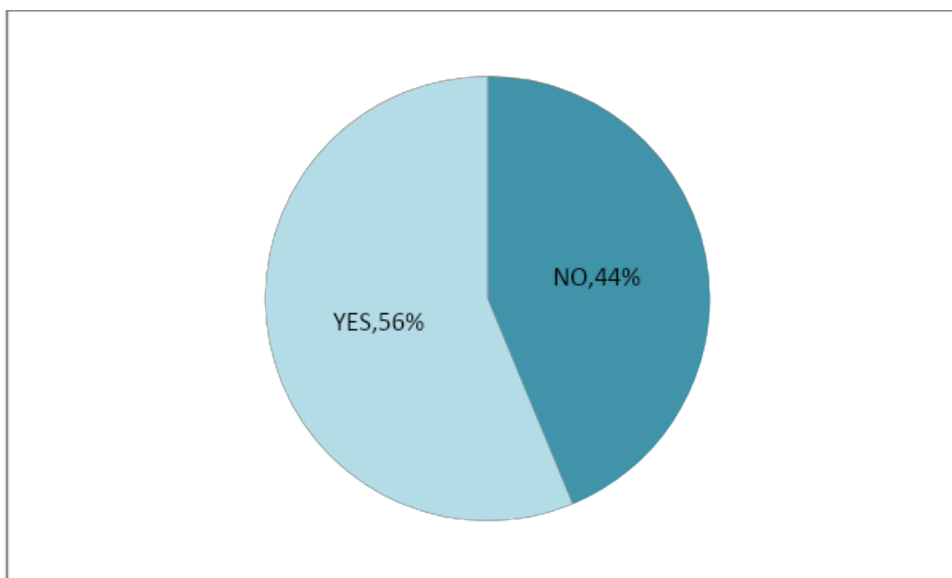
Figure3.2: Teacher's answers about problems of engaging pupils in the lesson.

According to the results, some teachers (56%) have problems in engaging pupils in the lesson. They face obstacles, and have difficulties in the classroom with pupils, such as, inability to engage them. Whereas, there are teachers (44%) who do not have such a problem. It may refer to the circumstances that pupils learn with. For instance, the number of pupils in the class, and this may cause: noise, absence of calm…etc. Also, it can refer to the session timing. (i.e., there is a difference between a session in the morning and another one in the afternoon.

Q3: Do you believe in educational games for motivating the pupils to learn the language?

Option	Number	%
YES	15	94,00%
NO	1	6,00%
Total	16	100%
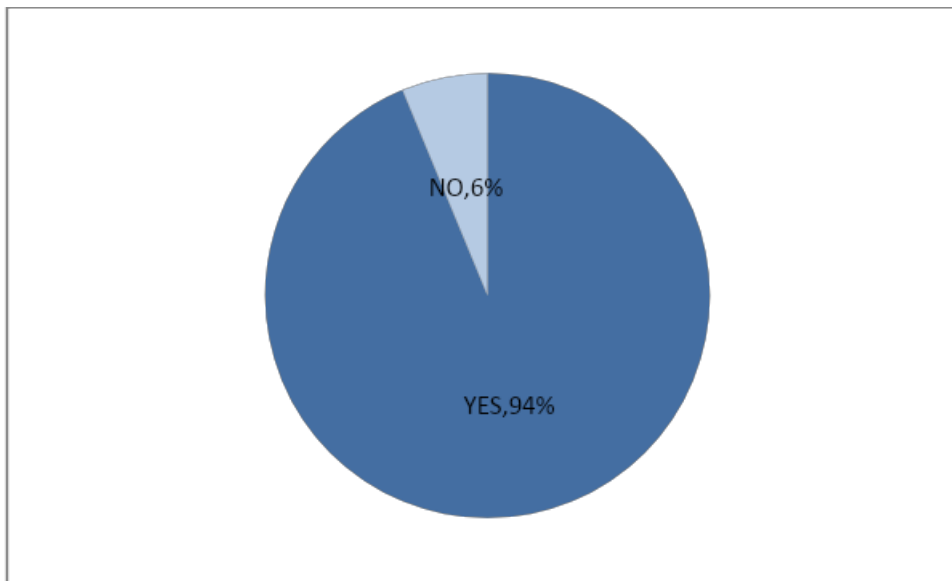
Figure3.3: Teacher's opinion about the role of games in motivating pupils.

It is clear from the results that most of the teachers (94%) believe in educational games for motivating pupils. This can highlight the importance of educational games that should be taken into consideration, when planning a lesson. Because, as teachers answered, they motivate pupils to learn the language. However, there is a minority of teachers who refuses the idea, and do not confirm it.

Q4: Do you use games when you teach?

Option	Number	%
YES	15	94,00%
NO	1	6,00%
Total	16	100%
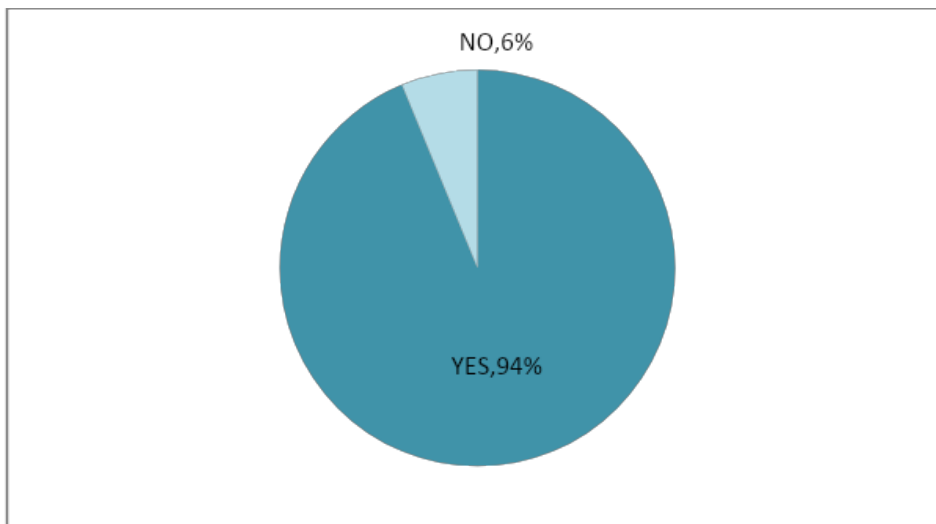
Figure:3.4: types of teachers conserning the use of games.

According to the results, nearly all the teachers (94%) use educational games rather than a minority who neglect them. Teachers refer to games as a tool to help them. They consider it as a main concern in the process of learning. They give it much importance; so, this emphasizes its usefulness in learning, because teachers rely on it in their sessions.

Q5: Do you believe that using games improves pupil's speaking skill?

Option	Number	%
YES	16	100%
NO	0	0%
Total	16	100%
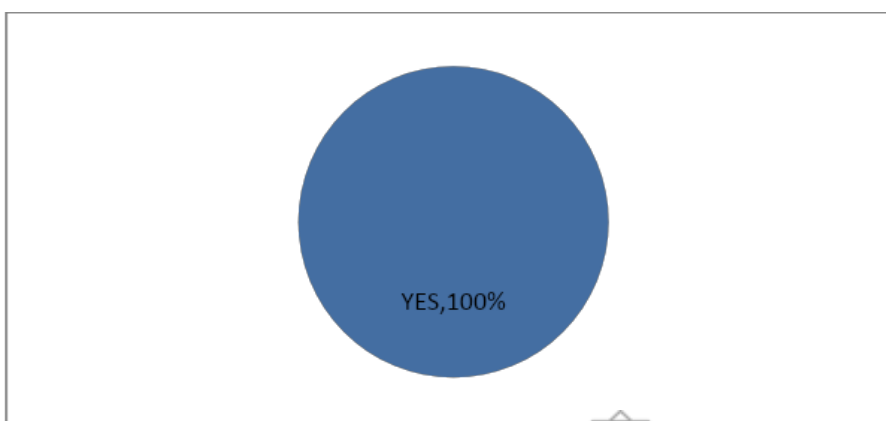
Figure3.5: Teacher's opinions about the role of games in

improving the speaking skill.

Teachers agree on the idea that using games improves pupil's speaking skill. They strongly support it, because when the pupil engages in an educational game, he/she cannot interact without speaking, asking and answering questions. Teachers also, give the opportunity to pupils to express themselves and speak. Moreover, when pupils speak, they get read of many problems such as: shyness, especially in group works, and feel free to freely express themselves.

Q6: How should language games be used?

Option	Number	%
Always	4	25,00%
Sometimes	11	69,00%
Never	1	6%
Total	16	100%
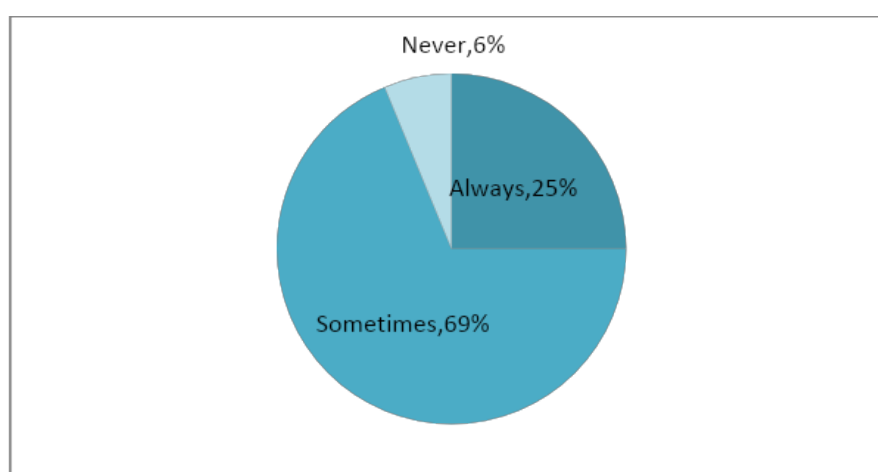
Figure3.6: Teacher's frequency of using games.

The table and the pie chart clarify the teacher's frequency of using games. Most of the teachers (69%) use games sometimes. To not be a routine and to make them as break so that they do not use them all the time. Some other teachers (25%) rely on them all the time to make pupils practice more tasks without stop. However, there are few teachers who do not rely on them in their lessons.

Q7: How often should language games be used?

Option	Number	%
Always	10	6250,00%
Sometimes	6	3750,00%
Rarely	0	0%
Never	0	0%
Total	16	100%
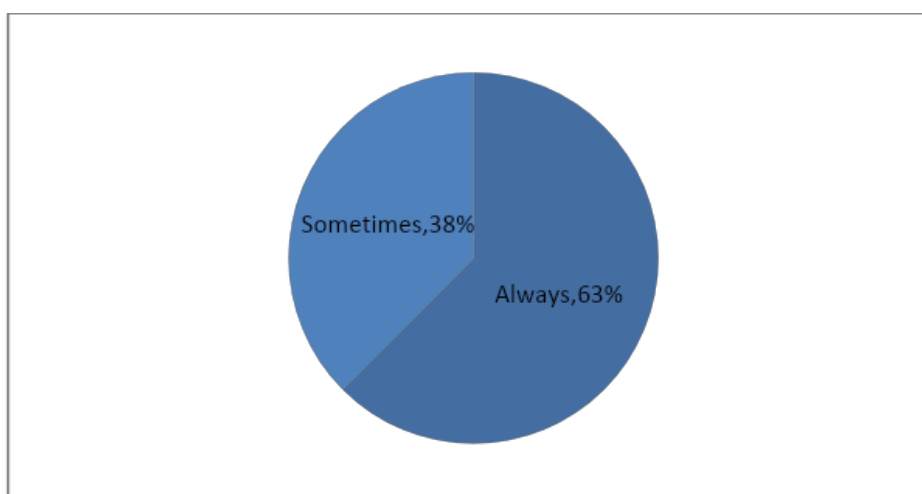
Figure3.7: The frequency of using games that should be used.

Q8: Do you believe in language games in teaching English?

Option	Number	%

YES	15	94,00%
NO	1	6,00%
Total	16	100%
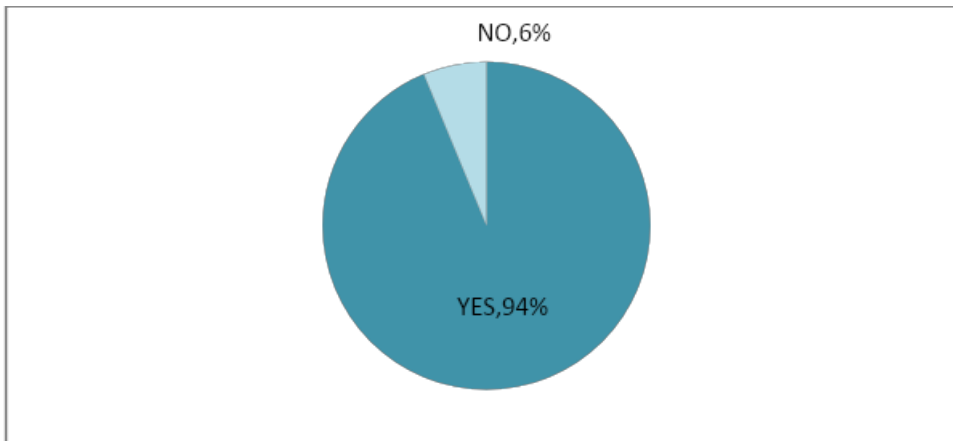
Figure3.8: Teacher's opinions about using games in teaching English.

Q9: Do you think they are helpful to enhance pupil's motivation?

Option	Number	%
YES	16	100%
NO	0	0%
Total	16	100%
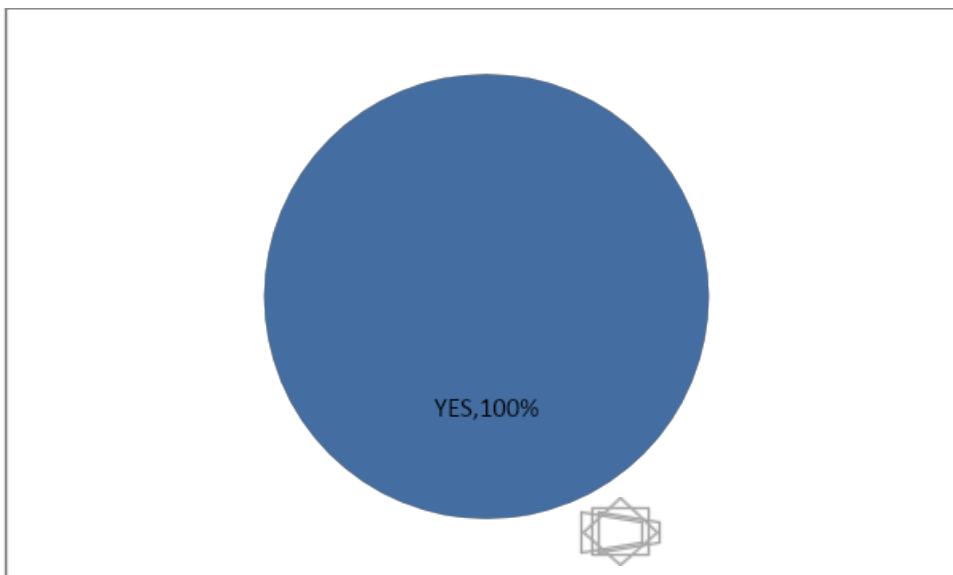
Figure3.9: Teacher's opinions about games in

enhancing pupil's motivation.

Based on the findings, games are good way to enhance pupil's motivation is a common perception. The results confirm what have been mentioned before. All teachers confirm the idea that games improves motivation, and they all agree on the necessity of them.

Q10: Do you face problems when you use games?

option	number	%
always	1	6%
sometimes	15	94%
never	0	0%
total	16	100%
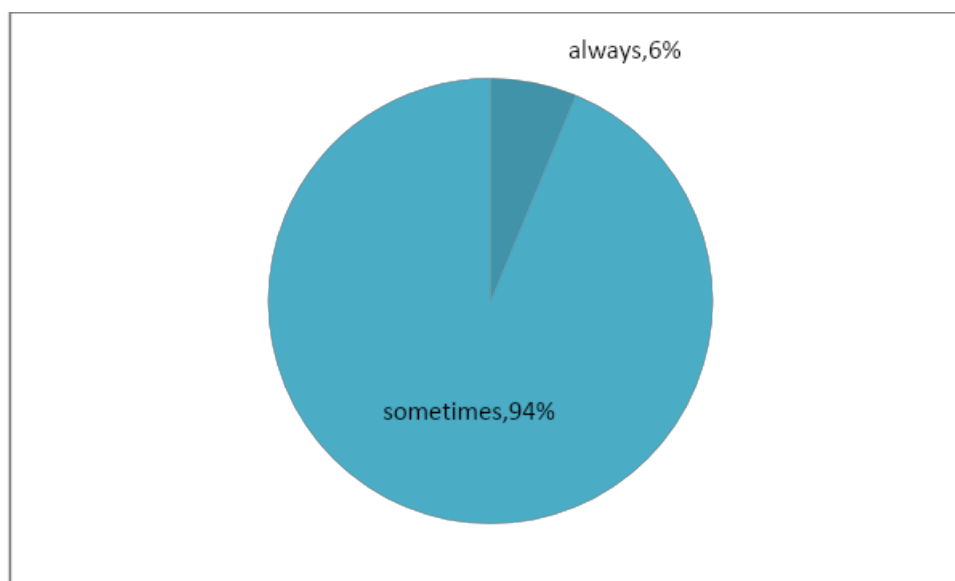
Figure3.10: Teacher's experience about facing problems when using games.

Relying on the results, most of the teachers (94%) face problems when they use games. Fewer of them do not suffer from problem. Thus, using games in a classroom requires patience and challenge.

Q11: Do you prefer specific kind of games?

Option	Number	%
Yes	8	50%
No	8	50%
Total	16	100%
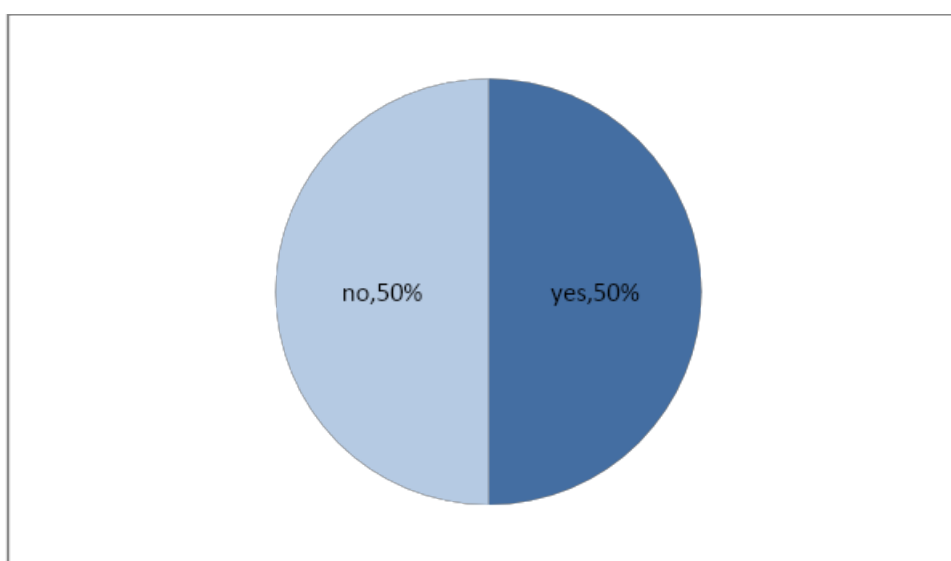
Figure3.11: Teacher's categories in choosing games.

According to the results, we notice that some teachers (50%) answered with: yes. They justified it that they have specific kind of games, which are easy to deal with and familiar by the learners. Also, they claim that games should be equal to pupil's levels. Teachers consider games with fewer materials are more workable and appropriate. Moreover, they clarify that games should be related to the lesson objectives. For instance: the hangman game. However, the other teachers (50%) prefer to not be restricted to specific games, but instead, they claim that in order to meet different pupil's styles, games should be varied. There is a wide range of game to be used, and they may motivate pupils and increase their motivation. Furthermore, they create a kind of enthusiasm in the class.

Q12: Dou you think that games urge pupils interact, exchange ideas, and move in the class while learning English?
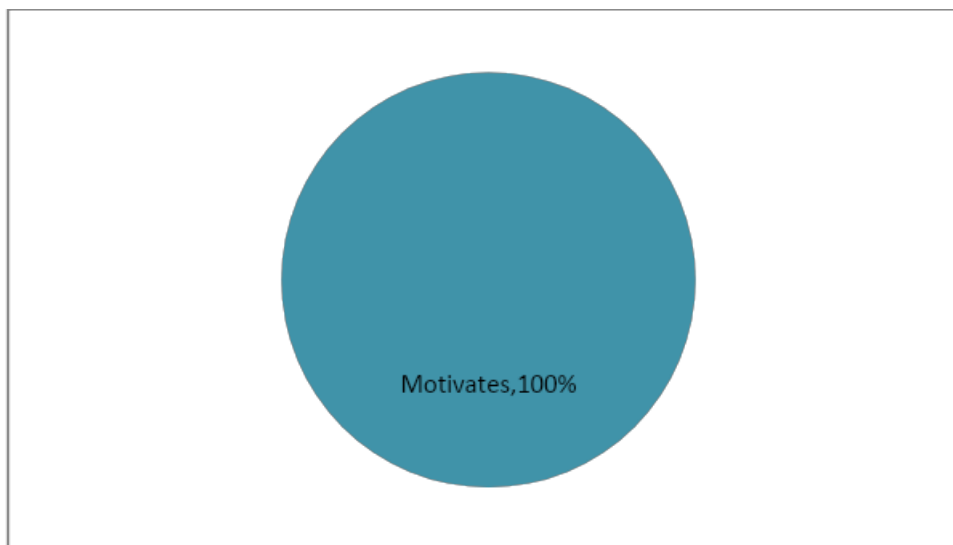
Figure3.12: Teacher's views about the effect of games on pupils.

From the results shown above, all teachers confirm that games urge pupils to interact, exchange ideas, and move in the class. Hence, the purpose of this question is to confirm the influence of games on pupils, and the way they deal with them.

Q13: What is (are) the advantage(s) do you think teaching educational games may offer?

Option	Number	%
Enjoyment	0	0%
Creativity	0	0%
motivation	0	0%
Attracts pupil's attention	0	0%
Interaction	0	0%
Most of them	8	50%
All of them	8	50%
Total	16	100%
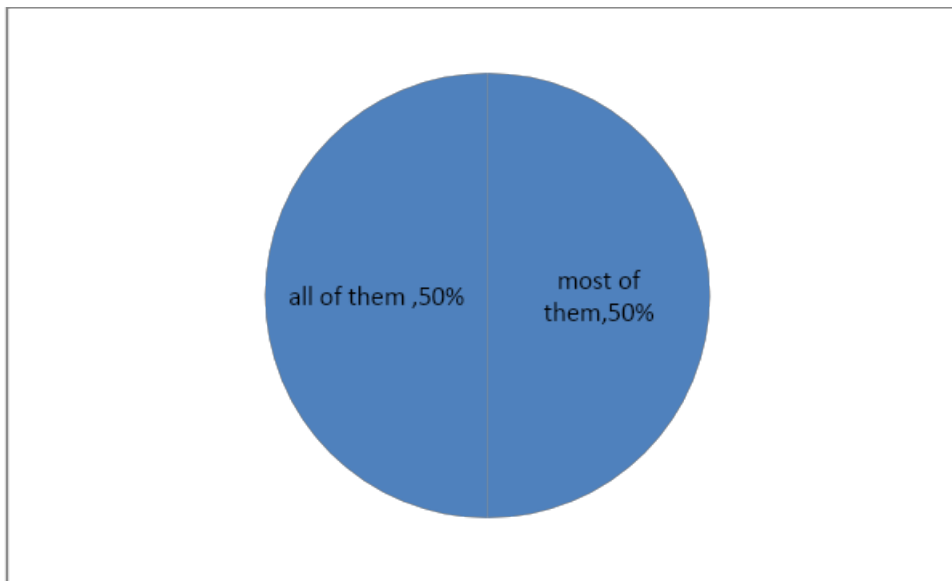
Figure3.13: The advantages of using games.

Q14: What are the challenges faced in teaching through educational games?

Option	Nunber	%
A	11	68,75%
B	3	18,75%
C	2	12,50%
Total	16	100%
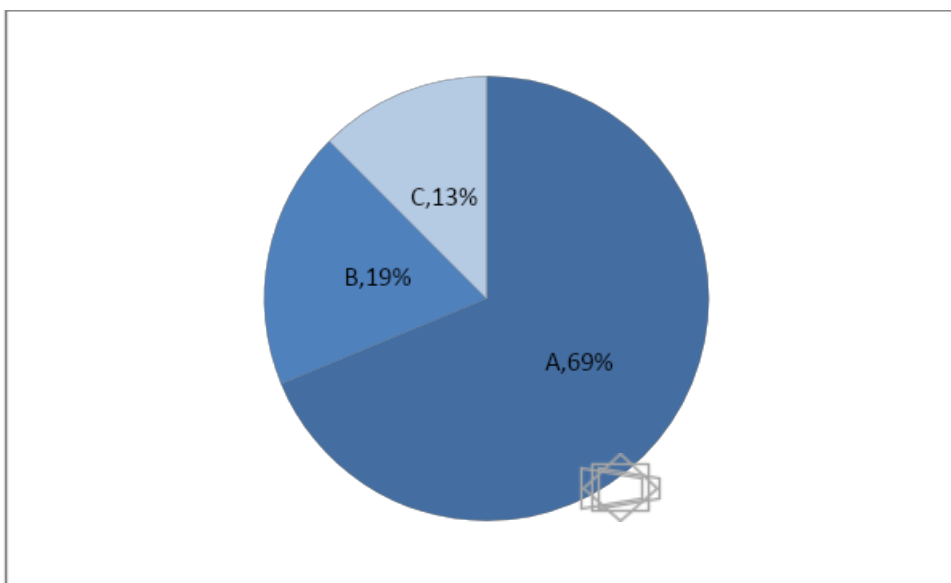
Figure3.14: The challenges faced when

teaching through games.

According to the results, most of the teachers refer the inability of controlling the class to noise as a main reason caused by playing games in the classroom. Other teachers (19%) claim that the challenge is the insufficient time to finish the game. It can be a matter of the inappropriate choose of game, or can be because of inability to manage the time. The rest of the teachers are challenging the loss of control of the class. It is mainly because of the teacher, and the quality of pupils as well.

Q15: What is (are) the benefit(s) of using games in the classroom?

Option	Number	%
A	3	12,50%
B	3	12,50%
C	1	6,25%
D	9	56,25%
Total	16	100%
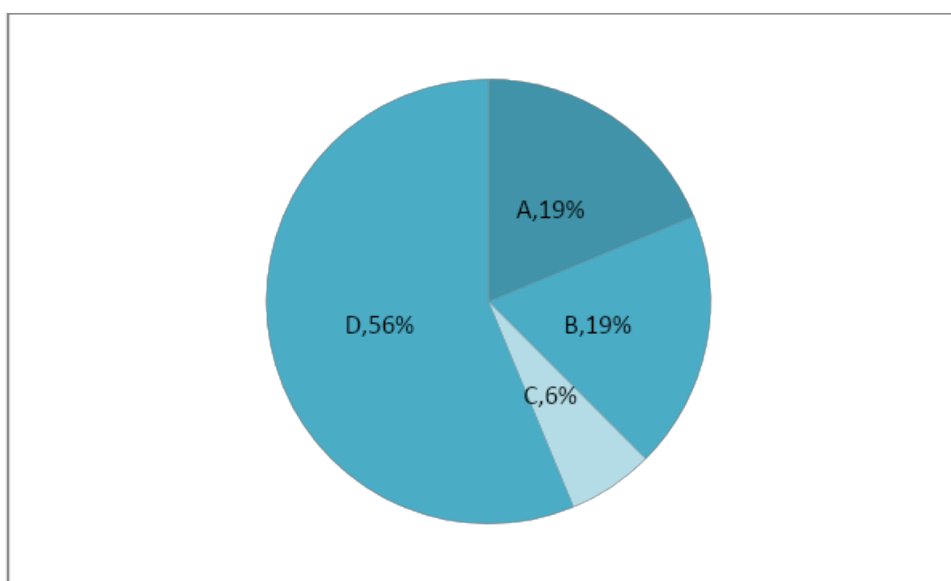
Figure3.15: The benefits of using games.

The results confirm the idea that games are effective first to enhance motivation. The majority of teachers (56%) agree on that. Also, they create cooperation between pupils in the class, and make them enjoy the process of learning.

3.2 Classroom Observation

3.2.1 Aim of Classroom Observation

The purpose of the observation was to gather data through observing pupils while they are in the class, learning the language, before and during using games. In addition, the observation was to gather information that could be related to language games, and its relation with the process of learning the language. For instance; learners' performance, classroom environment, and pupil's engagement.

3.2.2 The Procedure of Classroom Observation

Being a teacher of a third year middle school, facilitates the process of observation. Thus, the observer is in the same time the teacher. It took place since November 2020. We carried out the process of observation many sessions. Each session took 45 minutes because of the circumstances (Corona Virus), regarding that the group is consisted of 22 pupils.

The observer prepared the needed materials (i.e., educational games.). she tried to observe the pupil's behaviors and interaction and interaction. Since the observer and th teacher is the same person, so she acted as an active participant. The observation was done depending on the checklist.

3.2.3 Description of the checklist

The checklist is consisted of aspects to rely on when observing. Each aspect should be discussed according to different characteristics. The aspects are: classroom environment, the use of ICT tools, teacher's role, pupil's engagement, and pupil's participation.

The first aspect shed light on the general setting of the classroom. In other words, the general classroom atmosphere (i.e., setting arrangement, cleanliness.). the second aspect is considered with the use of ICT tools, whether they are traditional or digital ones, and their relation with the lesson progress. However, the third aspect, discussed the teacher's role and especially, highlighted how the teacher deals with pupils regarding many issues. The fourth aspect put emphasis on pupil's attitudes towards the teacher, and whether they are engaged or not. Moreover, the fifth aspect, focused on pupil's behaviors; i.e. , answering questions, feeling of anxiety or shyness.

The checklist was in a form of a table, so that the observer ticked in the column that corresponds to what she observed. The aspects that can influence pupils when using games were varied into what have been observed, and what have not been. Furthermore, under each aspect, there was a space for writing any comments by the observer.

3.2.4 Classroom Observation Analysis

3.2.4.1 Classroom environment

Before applying the educational games, the setting was organized and equipped. The physical setting was suitable for pupils also, has been observed. The arrangement of setting was characterized by girls at the front of the class, and boys in the back of it. In addition, the teacher provided a comfortable atmosphere. However, during using the educational games, the characteristics turned to be better. There was an improvement observed, especially the comfortable atmosphere that she gave to pupils to participate in the tasks given.

3.2.4.2 The Use of ICT tools

There was relying on using traditional teaching materials with the absence of the digital ones. Moreover, ICT tools were not used in relation to the lesson objectives. However, there was a shift; in which the teacher relied on using digital ICT tools, in addition to the traditional ones. ICT tools easy the way the teacher present the lesson, and this, made pupils more attractive towards the teacher.

3.3.4.3 Teacher's Role

Before using games, the teacher asked questions that check pupil's prior knowledge. Also, body language, was not really observed; realia, visual aids, along with technological devices. Moreover, lesson tasks were not tackling collaboration and interaction. However, it was observed that the teacher give comprehensible input to pupils. In addition, giving equal opportunities to pupils was not neglected by the teacher. She also was asking questions to check pupil understands, but she did not devote more time to do that. During the process of using games, there was an improvement in the teacher's role as well. She started to devote more practice, because pupils enjoyed the tasks with games. Also, she started to rely on pupil's interest when planning task, and those which incorporates collaboration, and checked pupil's prior knowledge.

3.3.4.4 Pupil's Engagement

Pupils were not all attentive during all the stages of task performance. It may be refers to the absence of motivation, though we have not started using games. Furthermore, there was not a sigh level of showing willingness to participate in the task, because they were at a certain degree, boring. Some of them only were responding to the teacher, but not necessarily interested. In addition, anxiety was present. However, things changed during using educational games. Pupils started to be more attentive and interested thanks to games. Moreover, they showed willingness to participate in the tasks, and respond carefully to the teacher's instructions. Thus, they turned to be motivated due to the use of games.

3.3.4.5 Pupil's Participation

Before using games, pupils were less active. They didn't ask more answers. Their interaction between each other, and the teacher was not as it should be. Whereas they showed a degree of responsibility towards their learning. After that, when using games; things changed. Pupil's participation appeared strong. They started to be curious about every detail; asking and answering more questions. Their participation in the group works was better than it was in individual ones. The interaction between pupils and between the teacher and her pupils improved. In addition, pupils started to show more responsibility of their learning.

3.3 Synthesis the Results

To investigate the usefulness of using games on pupil's motivation, two data gathering tools were used. The teacher's questionnaire provided significant data regarding the teacher's point of view of the use of games on pupil's motivation, and on the process of learning in general. In addition, a classroom observation took place during the learners' reading session to enrich the data of the present research through observing the pupil's interaction and behavior when using games. Also, both of teacher's interaction and performance, learner's reaction and performance when applying games, and its influence on pupil's motivation.

The questionnaire results highlight the importance of using games on pupil's motivation. Through the questionnaire, teachers shed light on the necessity for having such kind of activities in the classroom. Teachers showed their awareness of the significance of using games. They are useful especially in giving pupils a desire to learn, and push them to express themselves. As a result, they will perform better at least in the provided game tasks. Because ,first games are a change in the usual atmosphere of the classroom, and break of the routine. Second, they are structured based on challenges and competition, and pupil's age

urge them to be strongly involved in such activities. Third, they are effective to raise pupil's engagement in the process of learning. Most of the teachers agree on the point that games should be used at least sometimes, because as they claimed, pupils get motivated when they practice tasks in a form of games.

To shed the light on what is going on inside the classrooms, observation has been conducted. Through the observation of the classroom, a significant difference appeared, between a classroom where there are games, and another one in the absence of them. Most of the points concerning raising pupil's motivation through games have been confirmed. The results confirm the effectiveness of using games on pupil's motivation; thus. As a result, they perform better in the tasks and get engaged easily. Consequently, many problems will be avoided such as: anxiety, shyness, less of confidence to express oneself (i. e., in group works especially.

Conclusion

As it has been investigated in this chapter; from the teacher's questionnaire and classroom observation, the results confirm the first hypothesis that has been suggested. Consequently, the use of educational games improves learner's motivation. The findings put emphasis on the importance that should be provided to language games in the classroom. In addition, to make pupils well perform in an EFL classroom, games should take a part there, to fulfill the learning objective in an entertaining atmosphere and regarding the pupil's interest. Thus, using games in the classroom makes pupils motivated and raises their desire to learn the language.

CHAPTER THREE FIELD OF WORK

General Conculsion

GENERAL CONCLUSION
General Conclusion

The purpose of the conducted research was to highlight the effectiveness of using educational games in improving pupil's motivation to learn the English language. The chosen category was just a sample of study. Regarding the studies that have been done before, using games is a way not only to motivate pipils, but also to ameliorate the classroom atmosphere, and create a kind of fun and entertainment. The data was gathered from third year middle school pupils, who habe been observed. The purpose behind choosing this category of pipils is that they have been taught by us, thanks to their age that allows them to like copeition, and to get easily involved in such activities. Moreover, they have been studying English for two years before. Furthermore, a questionnaire delievered to middle school teachers to consider their experiences and opinions. The work is devided into three chapters. The first chapter is devoted to to study the first variable, which is motivation. It includes: definition of motivation, its types, and then factors that affect it, in addition to theories that investigate it.

We have tried through the present research work to prove that educational games are effective tools to motivate pupils at the level of middle school and participate more inside the classroom.

The results confirmed the first hypothesis; in which they confirm the positive effect of using games in an EFL classroom in improving pupil's motivation to learn English. Regardeless the level of learners, they all benefit from those games. Thus, many pupils get ride of their shyness and anxiety. Other pupils enjoy learning, and participate better. Moreover, educational games pave the way for pupils to participate and develop their skills while learning the English language.

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Appendices

Appendix A

Classroom Observation Checklist

Teacher:		Group:
Observer:		Date:
Stream and level:		Time:
Obs: Observed N.Obs: Not Observed (T): Teacher		(Pps):
Pupils		

Aspects to be observed	Characteristics	O bs	N. Ob s
Classroom environment	● The setting is clean, organised and aquiped.		
	● The physical setting is suitable for pupils to undertake different tasks.		
	● The seating arrangement favors effective interaction.		
	● (T) provides a friendly and comfortable atmosphere for pupils to participate naturally throughout the tasks.		
Comments:			
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The use of ICT tools	● (T) relies on traditional teaching materials only.			
	● (T) relies on traditional materials in addition to digital materials.			
	● The use of ICTs ease the way the teacher presents lessons.			
	● ICTs are used related to the objectives of lessons.			
	● (T) use ICT in many stages of the lesson to attract student's attention.			

Comments :

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Teacher's role	● (T) introduces topics that fit students interest and checks ppls prior knowledge through asking question		
	● (T) uses body language, realia, visual aids along with technological devices to communicate meaning to students.		
	● (T) Incorporates in the lesson tasks that tackle collaboration and interaction consistent with foreign language learning		
	● (T) gives comprehensible input to the pupils.		
	● (T) gives equal opportunities for pupils to participate		
	● (T) asks questions to check ppls' understanding		
	● (T) devotes more time for practice		

Comments:

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Pupils' engagement	● (Ppls) are attentive during the three stages of task performance.			
	● (Ppls) show willingness to participate in the task.			
	● (Ppls) listen carefully to audio recordings, and pay attention to video clips.			
	● (Ppls) show interest in the topic presented through ICT tools.			
	● (Ppls) respond to teacher instructions and feedback.			
	● (Ppls) seem bored during the session.			
	● The existence of anxiety, distractibility and absent mindedness			
	● (Ppls) ask and answer question.			
	● (Ppls) participate in group discussions.			
	● (Ppls) interact with eachother and wit their teacher.			
	● (Ppls) show responsibility of their learning.			

Pupils' participation			
Comments:			

Appendix: Teacher's questionnaire

Dear teacher,

The following questionnaire is part of a research work which deals with the influence of games on pupil's motivation while teaching English at middle school, and its impact on them. Your answers will be of great contribution for the research because it provides us with indispensable information as to your attitude and awareness of the issue.

Please tick (√) the appropriate box or give a full answer where necessary. Thank you for your collaboration.

Ms. Asma RAHMAOUI

1. Do your pupils feel bored in the class ?

Yes ☐   No ☐

2. Do you have problems to engage pupils in the lesson?

Yes ☐   No ☐

3. Do you believe in educational games for motivating pupils to learn the language?

Yes ☐   No ☐

Please, explain how?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. Do you use games when you teach?

Yes ☐   No ☐

5. Do you believe that using games improves the speaking skill to students?

Yes ☐   No ☐

6. How often do you use games?

Always ☐   Sometimes ☐   Never ☐

7. How often should language games be used?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

8. Are you an advocate of teaching English through games?

Yes ☐   No ☐

Please, explain why?

…………………...

…………………………………………………………………………………………………

9. Do you think they are helpful to enhance pupil's motivation?

Yes ☐   No ☐

Please explain in which way:

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

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

    10. Do you face problems when you use games?

          □   □   □

Yes   Sometimes   Never

    11. Do you prefer a specific kind of games?

          □   □

Yes   No

Explain:………………………………………………………………………………………

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

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

    12. Do you think games urge pupils interact, exchange ideas and move in the class

       while teaching / learning English?   □

         □

Motivate   Waste of time

    13. What advantages do you think teaching educational games may offer? (you

       may tick more than one)   □

a. Enjoyment and pleasure.

        □

b. Creativity.

             □

c. Interaction and socialization.

        □

d. Motivation.

         □

e. Enrich vocabulary.

        □

f. Attract pupil's attention.

g. Easy way to involve pupils in the lesson.

Others:……………………………………………………………………………………

……………………………………………………………………………………………

   14. What challenges faced in teaching through educational games? (you may tick

     more)

a. Noisy class.

b. Insufficient time to finish the game.

c. Lose control of the class.

Others:……………………………………………………………………………………

……………………………………………………………………………………………

   15. What is (are) the benefit(s) of using games in the classroom?

a. Motivates pupils to speak.

b. Creates cooperation between pupils.

c. Just for enjoyment.

ملخص الدراسة

علم اللغة ليست بالعملية سهلة، فهي تتطلب الرغبة والتحفيز. المعلم هو المسؤول عن تحفيز المتعلمين. يحتاج الطلاب في مرحلة التعليم المتوسط إلى حافز لكي يدفعهم لاكتساب اللغة بشكل أفضل. سعيا لفحص تأثير تالألعاب التعليمية كأداة تدفع التلميذ لتعلم اللغة الإنجليزية قمنا بانجاز هذه الدراسة. و منه فالهدف من هذه الدراسة هو التحقق من أهمية الألعاب التعليمية لتحفيز تلاميذ المدارس المتوسطة على تعلم اللغة الإنجليزية. بمعنى آخر ، يهدف هذا البحث إلى إبراز العلاقة بين الألعاب التعليمية وتحسين دافعية التلميذ. من أجل تحقيق الأهداف المذكورة .تم إجراء دراسة نوعية ؛ يعتمد على تحليل النتائج التي تم جمعها من: استبيان المعلم الذي تم توزيعه على ستة عشر معلمًا (16) مدرسًا للغة الإنجليزية في المرحلة المتوسطة. أيضا ، ملاحظة أنه تم إجراؤها في فصل دراسي مع تلاميذ السنة الثالثة من مرحلة التعليم المتوسط ، في تومي بن عاشور طولقة (بسكرة). أظهرت نتائج الدراسة أن الألعاب التعليمية مفيدة وفعالة لتحسين دافعية التلميذ لتعلم اللغة الإنجليزية. علاوة على ذلك ، يدفعونهم إلى أن يكونوا نشيطين في الفصل. ومع ذلك ، يجب استخدامها مع مراعاة بعض ظروف مثل: النظر في مستوى التلاميذ والوقت المحدد والمواد وأهداف الدرس.

الكلمات المفتاحية: الألعاب التعليمية / التحفيز. المعلم الرغبة