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**The Effects of Using Language Games as a Teaching Technique for  
Enhancing Learners' Motivation. The Case Study of Second Year Foreign  
Languages in Arab Messoud High School Chechar Khenchela.**

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the Requirements for the Degree of Master in Language and Culture**

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# DEDICATION

This work is dedicated to:

My cherished parents Ammar and Nassira  
whose support, care and understanding  
were the source of my strength to complete this work.

My lovely wife Khaoula for her love,  
pieces of advice, and faith in me.

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SAAD

# DEDICATION

This work is dedicated to:

My dear parents who fostered my confidence and ambition.

My brothers and sisters who taught me how  
to transfer dreams into realities.

My nephew who taught me that happiness is being an auntie.

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always inspire me with their sound  
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abilities. Thank you for your commitment.

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achievements for having you by my side.

**ELMALKI**

## **Abstract**

The discipline of didactics in pedagogy never ceased to be the most critical concern vis-a-vis EFL learners' intercultural pragmatic competence highlighting moderate communication in the Algerian syllabi. The core objectives of this dissertation are to investigate psychological areas of motivation and entertainment in EFL learners' to promote communication with native speakers as a topnotch goal. The Lack of such aspects mainly bore certain failures hindering needed competencies to the EFL acquisition matter. Such deficiencies might seem to be concerning the understanding of foreign language and its culture while in this work which employed a mixed methods research content analyses the actual physiological elements in EFL learners. As a data gathering tool for quantity, a questionnaire was administered to second year foreign languages Arab Messaoud high school students to investigate their standpoints regarding those problems. Additionally, an observation follows the conduct with three samples to in-depth explore their views about the various breakdowns and provide qualitative input to improve learners' communicative competence. The findings obtained from the implementation of the two research instruments reveal a plethora of physiological factors which serve solutions for the many communicative issues. Eventually, this research offers suggestions interpretations related to students' psyche linked to the pedagogical implications to raise teachers' awareness foremost then help to enhance learners' intercultural communicative competence.

**Keywords:** pedagogical games, motivation, psychology, pedagogy, EFL, communication, skills mastery.

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A decorative oval frame with a black outline. Inside the oval, there are black and white illustrations of roses and vines. The roses are in various stages of bloom, and the vines are curly and leafy. The text "General Introduction" is written across the center of the oval in a yellow, 3D-style font with a black outline.

# General Introduction

## 1. Statement of the problem

As linguists put ever since the dawn of knowledge, language exist for humans to communicate. In foreign language streams, communication ought to be developed by utilizing many activities in which is called the teacher / student interactions. Ideally, in English as a Second Language classes, teachers try to create opportunities for interactions for the sake of communication by using a various activities and materials instantly language games. These are ever since their appearance revolutionized the teaching / learning pedagogical process as they not only aid the teacher teach in a modern, interesting and amusing manner, but they also capture learners' attention to eventually increase their motivation and concentration throughout the lessons being taught. Furthermore, as the CBA Competency Based Approach prioritizes learning by doing, language games as a CBA recent strategy promote learner-centeredness and meet students' interests making them more motivated, involved and most importantly interactive. This helps English as a Foreign and Second Language learners comprehend, internalize then use the target language efficiently inside and/or outside classrooms or the pedagogical environments.

However, it is quite scarce from English teachers' part that actually use language games as a tool for teaching nowadays. Be that as it may, interactive tasks require relatively long-timed portions which many especially new teachers seem to fail to manage. Also, some other teachers lack the skill of selecting the appropriate games in terms of their students' level of proficiency. For instance, a sample of these teachers opts for the "Simon says" game which happens to be more appropriate for beginners rather than intermediate or upper-intermediate levels. As a result of the inefficient language games usage in ESL/ EFL classrooms, lessons stick to the boring patterns allowing for students' motivation loss hindering the process of teaching and learning the language altogether.

## **1. Objectives of the study**

This piece of paper humbly presented as an attempt to investigate how teachers use language games in the purpose of raising learners' motivation and keeping them into the classroom lessons without getting bored, it seeks as well to show to what extent language games as a constructive teaching tool aid keeping learners motivated to learn.

## **2- Hypothesis**

The efficient use of educational games in secondary school EFL classes will significantly increase the learners' motivation contributing to their learning altogether.

## **3- Research questions**

- 1- How do language games contribute to secondary school EFL learners' motivation enhancement inside classrooms?
- 2- How could these language games be successful when implemented to promote motivation? Are secondary school teachers willing to utilize them?
- 3- How does varying in these games serve the different pedagogical purposes?

## **4. Methodology**

This paper with the aim of proving pedagogical games' effect on learners' psyche for better learning experiences is composed of a mixed methods design to describe the usefulness of games and to evaluate the areas of learning most affected. A questionnaire of random selection is put together for Foreign Languages high school learners followed by an observation of distinct samples to converge the findings in a sole point of the analysis that is the usefulness of educational games in pedagogy.

## **5. Definition of the variables**

In order to facilitate the understanding of the research key terms of the study, the following definitions are provided:

### a. Language game

**Conceptual definition:** According to Oxford learners' online dictionary, a language game is a game that involves the repetition or creation of words, sentences, etc., in order to facilitate the learning of the language.

**Operational definition:** Hadfield 1998 defines game as “activity with rules, a goal and an element of fun” (Hadfield 1998, 8).

### b. Motivation

**Conceptual definition:** According to Oxford learners' online dictionary, motivation is defined as the reason why somebody does something or behaves in a particular way

**Operational definition:** Dorney (2001) defines motivation as the following: “...motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.” (p.7)

## 2. Research structure


This research work will be divided into three

chapters: General Introduction

Chapter one: language games

Chapter two: motivation

Chapter three: language games and motivation.

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# Chapter One: Language Games

## **Introduction**

Education is an ongoing evolving process yielding the floor for different surfacing educational trends to appear through time with the aim of improving the quality of education itself. As a result, Traditional teaching and learning methods based on ‘chalk–and-talk’ got dusted out of their popularity and became gradually outdated by improvements. Teachers have always found it in themselves to encourage better participations and involvements to create a sense of motivational nuance among learners at the level of classrooms especially. One of the most commonly preferred teaching strategies is the use of language games to aid the teaching of various linguistic and communicative skills to meet earners' needs at most. In this sense, Reiber (1996) argues that “play and imitation are natural learning strategies at which children are Experts; having children play games to learn is simply asking them to do what comes naturally” (p.50).

Despite that such idea of feeding learners’ happy brain gums in language games to have them ultimately engage in the process of the sought active learning is not a new one, it received quite an extensive attention throughout the past decades by the development of technology with which it goes hand in hand. Educators have been incorporating different games into their teaching curriculum with different linguistic aims in an effort to create a ‘fun’damental and engaging learning environment for students. As challenging, nerve-wrecking and time consuming these incorporated games had been, they as well established an interactive, collaborative and competitive participation between students which remarkably enhanced the learning process.

### Definition of Language Games

The word *game* has many meanings depending on the context in which it is employed. Particularly in this study, this word refers to an educational game which is used in EFL/ESL classes. Educational games are not a new notion in language teaching and learning, yet they receive extensive attention from many researchers and pedagogues. In fact, there exists an abundant literature on language games depicting their importance in EFL learning.

In their definition of games, Wright, Betteridge and Buckby (2006) described games in relation to what they should promote in learners. They describe them as entertaining activities which should bear the purpose of promoting challenges rather than competition amongst learners. This is because of the author's view on the word competition as motivating for some learners but discouraging for others highlighting how challenges foster all students' willingness to exhibit their best.

The amusing language games ought to be restricted by certain rules well as; according to Hadfield (1998) "a game is an activity with rules, a goal and an element of fun." (p.4) so, she did not focus only on games as fun activities but also professed these should be purposeful and governed by limiting rules when implemented in foreign language classrooms. As their importance grows rather subtle, language games in foreign language classrooms, Hadfield (1998) suggests should be included as part of the FL curriculum for the sake of reaching linguistic and communicative objectives in not dealing with them as but peripheral activities. In his definition of language games, Rixon (1981) referred to games as activities with a beginning i.e. 'a beginning in which the rules of the game are clearly explained' in addition to a winner who defines its end. Thus, the linguistic games require cooperation and competition between groups of learners using different language patterns to help them put those patterns in a context where the language is used including also communication by mimes, gestures, body movement and words in a funny and purposeful way.

Some authors back up the idea that language and fun are complementary. Instantly, Rooyackers (2002) has argued that language 'is a powerful system.' This does not

necessarily mean that it lacks the element of amusement since it makes it even more powerful. The result of a fusion between these two aspects: language and amusement is language games.

### Classification of Language Games

Many linguists and pedagogues have distinct categorizations of language games relying on different criteria Hadfield (1998) for example has classified games into two categories: linguistic and communicative games. Linguistic games as the name denotes focus mainly on the linguistic competency of the learner; that is, their ability to produce correct forms and structures of language. On the other hand, the communicative games do focus rather on the communicative competency of these learners and their ability to communicate in the language. Hadfield (1998) also stated that, “the emphasis in linguistic games is on accuracy; in communicative games the emphasis falls on fluency, on successful communication rather than on correctness of language” (p.8).

In another attempt, Hadfield (1998) elaborated a further classification of language games not according to their focus linguistic was it or communicative, but she rather classified language games as follows:

- **Guessing games:** Games where one participant with holds the information while the others try to guess what it is.
- **Searching games:** it is a type of games which involves the whole class. Each of the students will have one piece of information and tries to seek for and give information to others so that he can solve a problem.
- **Matching games:** Is another type of games where the whole class can be involved. Students try, as the name suggests, matching cards or words that correspond together. For example, playing in pairs, the student will look for a card that corresponds to his partner’s and match them together.

## Chapter One:..... Language Games

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- **Exchanging games:** In this kind of games, students would barter cards, articles, ideas that would be satisfactory for both participants.

- **Collecting games:** Students will circulate freely through the classroom trying to collect cards to form a set.

- **Combining games:** They are those in which the players work on certain information to form themselves into groups with matching interest such as people spending holidays together.

- **Arranging games:** They are also called sequencing or ordering games. These are games where the students must arrange some cards, narratives or pictures and put them in the right order.

In addition to this classification, Lewis & Dedson in their book called *Games for Children* (1999) they indeed provided yet another classification for language games. According to them, games are classified as movement games, task-based games and computer games (p. 135 144).

- **Movement games:** students will move around the classroom; they are physically active in the classroom.

- **Task-based games:** involve students in practicing the language skills in an amusing way under the supervision of the teacher.

- **Computer games:** are rather contemporary games that can be played inside or outside the classroom which help the learners practice mainly their reading and writing skills.

Moreover, Wright ET Al (2006) has classified games into eight family types focusing always on the verb which describes the way learners are supposed to explore the game either cognitively, physically or emotionally consequently these language games are as follows:

## **Chapter One:..... Language Games**

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- **Care and Share:** they include all of these games in which the learner feels at ease with sharing very personal information with other students. It is a means for students to get to know each other and to create a friendly atmosphere in the classroom.
- **Do, Move, Mime, Draw, Obey:** The learner is supposed to react to a read or heard text by doing something physically rather than verbally.
- **Identify Discriminate, Guess and Speculate:** The learner is expected to identify something which is difficult to be identified or to hypothesize and speculate about something then it will be compared with real facts.
- **Describe:** In this type of game the learner is challenged to describe something to another learner either by drawing, speaking or writing. The learner may describe something objectively or subjectively and he may use his feelings and associations.
- **Connect, Compare, Match and Group:** As the name of the game suggests, the learner is supposed to connect, compare, match or group pieces of information given by the teacher. These might be pictures or random words that have a relationship to one another.
- **Order:** The learner is challenged to organize pieces of information. These might be words, fragments of language, texts or even sometimes pictures.
- **Remember:** This game focuses on how well the student can memorize or remember something. The learner is supposed to memorize or remember something then they are expected to communicate to their classmates what they remembered.
- **Create:** This game develops students' synthesis abilities. The learner is invited to tell a story, write a poem or produce a material using his imagination.

### **Importance of Language Games**

The best school in psychology to stress language games' importance would be behaviorism as it not only exhibits how learners respond to various stimuli to incorporate their motivation in the learning process, but it also explains how drills install the

enthusiasm for these linguistic practices within learners' minds to eventually grow to like it altogether.

Furthermore, language games are significant inside a foreign language classroom due to their positive effects on the learners, again positive reinforcement from behaviorism draws out desired behaviors and in this case the learning progression. Hence, many researchers and pedagogues have encouraged such implementation of language games owing to their multiple advantages instantly Haun (1985) went to report numerous positive grounds of implying games in the classroom, including teaching students alternative techniques of learning, impacting their cognitive development instead of memorizing exclusively. Some other merits of using language games inside the classroom can be summarized as follows:

### **Meaningfulness**

Using language games is better than merely repeating mechanical drills because learners are emotional beings which make the language learning process more vividly experienced. In this respect, Wright, ET al (2006) has stated:

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. (p.2)

Also, if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as a crucial element to within language teachers' repertoire.

### **Controlled Competitiveness**

Students, innately boys, can become very competitive in the classroom to which language games are a great gate to allow it in and control this competitiveness between peers. By utilizing games in the classroom, students can compete against each other while playing a game in a formal setting then support each other during other potential learning activities in the form of pair or a group works. In this respect, Huyen and Nga (2003) both argued that games usually create an atmosphere of a friendly competition keeping learners interested as the created motivation for gets them involved to participate in the learning activities inside their classroom.

### **Practice of Language Skills**

Language games are important in practicing the linguistic skills. With regard to this, Ersoz (2002) argued that learners of a language may sometimes receive some frustration from the hard tasks they are facing, but if well-chosen language games are utilized, they possibly shall not only practice the targeted language skill but students would feel at ease when learning. Ersoz (2002) added that language games can be used to give practice in all language skills and be used to practice many types of communication.

### **Less Anxiety**

Public speaking or having to answer questions orally in front of the whole classroom can be stressful for the majority of the students which results in the creation of a negative perception from students' learning environment. Phillips (1992) has argued that language anxiety has an evitable effect on language learners' oral performance. Games however, present themselves as an efficient solution to such speaking anxiety. In fact, games can be used as a stress relieving tool for students to demonstrate their knowledge in front of the class on a given topic. Granted, being less stressed helps with

the positive perception of the learning environment which could give an accurate indication of students' own learning.

Moseley and Whitton (2014) claimed that learners put themselves at ease when they play board games instantly. Moseley and Whitton (2014) added that when learners feel less anxious, they became 'confident' in speaking and their performance gets way improved.

### **Friendly Fun**

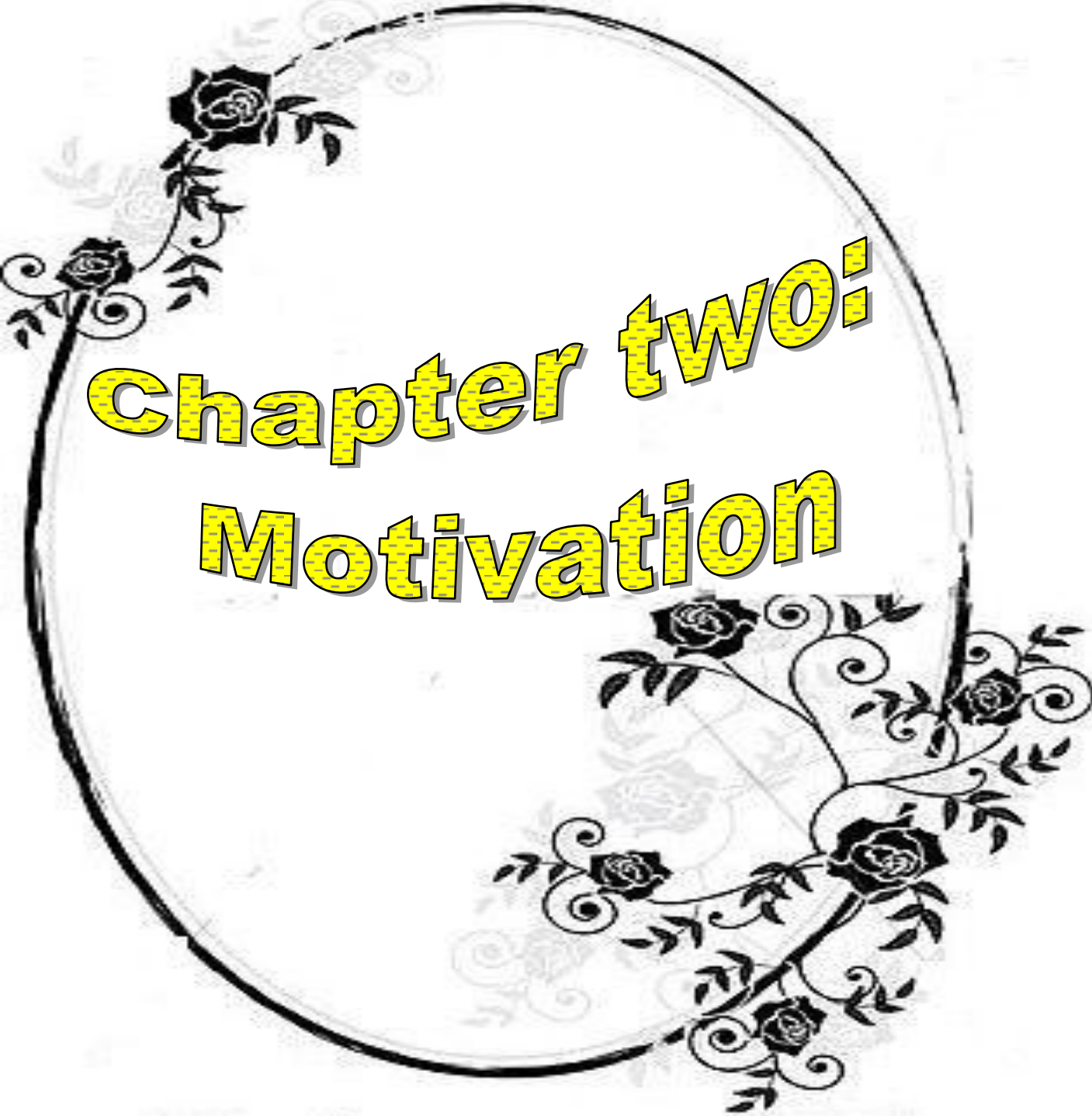
While playing a game, hormones as endorphins are produced to stimulate the brain and give feelings of 'euphoria' which will create a great sense of happiness for students instantly in the classroom developing ultimately a positive learning experience. Kim (1995) has argued on the wrong stereotype that learning should be serious and mechanic and that the factors of laughter and hilarity if included during learning they would not hinder the process in any shape or form. According to him, "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". (p.35)

### **Knowledge Consolidation**

Games are a great tool when use in classrooms to consolidate new knowledge since teaching a new content to the class implores the teacher to renew the atmosphere a little bit. Teachers should provide students with different games to boost their understanding so that they establish connections with what they already know. According to Uberman (1998) "many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value". (p.20).

## **Conclusion**

Language games are not a new concept in language teaching and learning, yet their importance compels many researchers to center them as research subjects in language teaching / learning realm by all means. In fact, games encourage learners to direct energy towards language learning objectives by setting them within some meaningful contexts. Games bring the foreign language to life by creating a real-life, meaningful context considering how fun and amusing they could be. The acquisition of different language skills is more likely boosted because games are motivating and provide students an incentive to meet with the hard work and crave the foreign language learning tasks especially if a competitive environment is created to use the target language. The aspect of competition language games increases students' attention and makes them forget about the real actual learning. Additionally, these games reduce anxiety and stress in the classroom which is a memory factor enabling learners to remember things faster and retrieve them better. Without forgetting of course, the fusion language games allow in linguistic practices requiring various skills combinations to have them enhanced at the same time: speaking, writing, listening and reading.

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**Chapter two!**  
**Motivation**

## Introduction

Motivation resulting from one's psyche is one of the major concepts in psychology. It studies motivational aspects to help explain and interpret observed changes in behaviors occur in the individual especially when it comes to learning. Thus, motivation is significant for learning a foreign language and so building students' competencies. Educational psychologists have recognized this importance motivation holds for supporting students' learning instantly Slavin (2014) considers motivation as "one of the most important ingredients of effective instruction" (p.328). Likewise, Normandia (1991) stated that "poor motivation and the lack of information related to the importance of mastering language skills have prevented students from learning them effectively." (p.1). Furthermore, Motivation's importance does not reside only in getting students to engage in academic activities, but it also remarkably determines somewhat the amount of material students will grasp from the activities they perform i.e. the input to which they are exposed. Moreover, Students with motivation to learn a foreign language execute more cognitive processes in its learning, so they absorb and retain more data from the process with comparison to the lesser motivated. According to Brophy (1988) motivation behind learning can have the tendency of finding certain academic activities with meaningful and worthwhile purposes to try to achieve the intended pedagogical objectives. In fact, as its importance does not cease, motivation is one of the most targeted concepts in the field of foreign language research.

### **Definition of motivation**

Many authors produced some works on the concept of motivation namely Broussard and Garrison (2004), Deci, Koestner, and Ryan (1999), Dörnyei (2001), Covington (1998) and others. Each of these names gave a definition to the concept of motivation. They agreed on that every human act to be taken is stimulated from a certain force which pushes humans to accomplish something eventually. Broussard and Garrison (2004) for example defined motivation as “the attribute that moves us to do or not to do something” (p.106). Similarly, Guay (2010) simply referred to motivation as “the reasons underlying behavior” (p.712).

In the context of education, motivation of students towards learning is referred to as the ‘academic motivation’, and it is defined by Gottfried 1990 as the “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p.525).

Also, other scholars went to motivation is hard to be given a precised definition. Dornyei (2001) said that motivation is a really complex concept to be defined. He went far in this to question if there is such a thing as “motivation” at all! He argued that teachers and even parents would use the term “motivated learners” to refer to those with will to learn and are committed and perseverant distinguishing them from others. To him, teachers usually use the term motivation to separate successful and unsuccessful learners.

Likewise, Covington (1998) acknowledged that it is difficult assert a definition to the concept of motivation. He said: “Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define; of course, this has not stopped people from trying it” (p.1).

## **Types of motivation**

It has been distinguished the two main types of motivation setting out the intrinsic and extrinsic motivation. Intrinsic motivation is that inner drive from the individual's part. Harmer (2007 p.98) states that intrinsic motivation “comes from within the individual. Thus; a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better”. Therefore, the intrinsically motivated learners frequently feel the enjoyment of working on a task stemming from their inner drive. Moreover, based on their internal desires, a pleasure is the word for them while fulfilling an activity.

To detail further about intrinsic motivation, Deci (1975, p.23) said “Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself” (p.76). In this respect, Deci (1975) also added, “intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination” (p.76).

On the other hand, extrinsic motivation is in opposition with the intrinsic one. In this sense, Harmer (2007) stated “extrinsic motivation is the result of any number of outside factors” (p.98). In other words, contrary to the intrinsic motivation, the extrinsic one comes to the individual because of an end reward unlike the satisfaction of doing a task itself. For example, learners grow motivated to accomplish certain tasks because the teacher is to reward with gifts at the end work.

In addition to rewards, Brown considers punishment as an external force as well that may motivate learners which is the psychological aspect of reinforcement of behaviors negatively or positively. Avoiding punishment would push the learners to do the task and maintain their motivation in the process. Motivation in education is favored in its intrinsic manner. For example, Brown (2001) considers the intrinsic

motivation as a sole determiner for success regarding language learning. He argued that if learners are intrinsically motivated to learn a language, they will find their way up to better chances of success than being dependent on external outcomes, so they will consequently achieve their active autonomous learning. Brown (2001) explains:

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination (p.76).

### **Theories of Motivation**

Many psychologists back up the theories which account for the concept of motivation namely Skinner, Maslow, Piaget and others. Their theories are still applied in the field of education and educational psychology especially. Brown (2001) referred to those theories in relation to motivation.

### **Behaviorism**

Certainly, the behaviorist theory of motivation is one of the most important bases in the fields of learning. There is not a study on educational psychology that would not stem its findings from behaviorism principles. Educational psychologist Skinner emphasized the role of reinforcement in positive rewards and negative punishments in motivating certain behaviors. His Operational Conditioning Modal proved that human beings as any other living organism are to conduct doing something knowing they will receive a reward after doing it. This reward serves as a ‘reinforcement agent for that behavior’ (Brown 2001). In this sense, Salvin (2014)

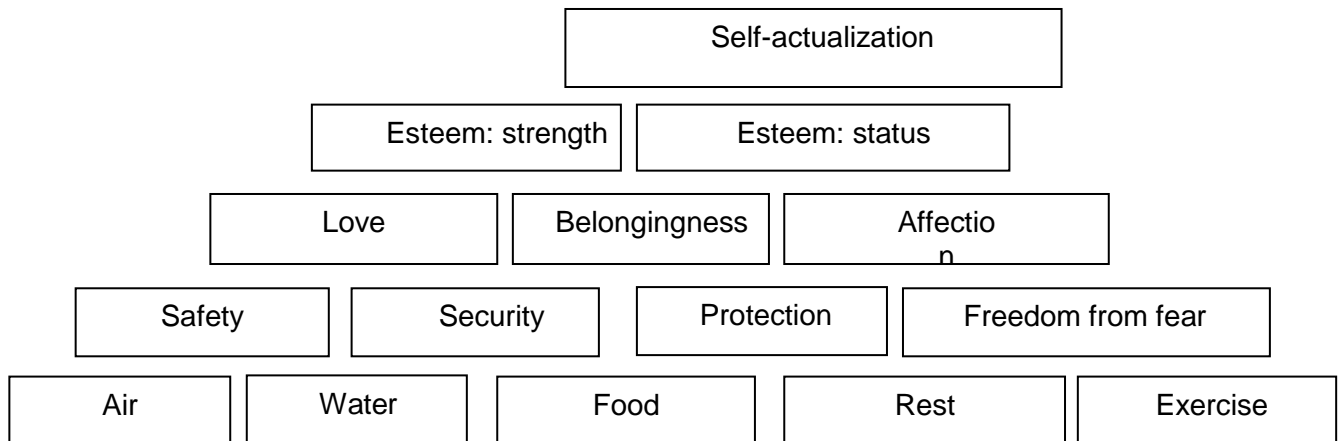
states: “Pleasurable consequences strengthen behavior; unpleasant consequences weaken it” (p.171). That means; the frequency in engaging in certain behaviors depends on whether the consequences of these behaviors are to please the individual or otherwise. Salvin (2014) refers to the pleasurable consequences as ‘reinforcers’ and the unpleasant consequences as punishers.

Also, one assumes reinforcement as a theory is very important in the process of learning. Students engage with motivation in a task because of a reward that they will have after having done the task, be it an inner satisfaction, praise, or even a gift. In fact, Brown (2001) explained how behaviorists link motivation to “the anticipation of reinforcement”. He states that “there is no question that a tremendous proportion of what we do is motivated by an anticipated reward” (p.73).

In modern classroom activities, behaviorism might be shown in many forms and ways. For example, students with enjoy of reading find it very pleasing to engage in classroom activities of reading comprehension as this preferable task gives them inner satisfaction. However, those who do not find pleasure in reading would just take such classroom activity as boring which would discourage their interaction with others for pleasure lack.

### **Hierarchy of Needs Theory**

This theory was developed by Abraham Maslow in 1970 consisting of a hierarchy of needs or a pyramid of needs for each individual from the very basic psychological ones to self-actualization. This pyramid is presented in Brown’s (2001) as follows:



### **Maslow (1970) Hierarchy of Needs**

In his explanation of the provided pyramid, Brown (2001) said that a person is unwilling to reach a higher status as self-actualization until satisfying the basic foundations of that pyramid.

He also argued that if an individual is hungry, tired or even sleepy; they are likely unwilling to push themselves to achieve anything higher in the pyramid. Moreover, if they feel especially unsafe or ignored by friends or classmates, they are not attaining higher academic success.

By his theory, Brown (2001) claims that for a motivated classroom activity, it is not needed to implore innovative, striking or inspirational aspects. It only requires the fulfillment of lower-order needs of learners to pave the way for higher-order needs' fulfillment as well.

### **Self-Control Theory**

In this theory, Brown (2001) focused on the significance of individuals' choices for themselves about what to do. He states "we define ourselves by making our own decisions, rather than simply reacting to others" (p.75). Thus, one is highly motivated when they are to make their own choices. Therefore, when learners are

given different opportunities to opt for what they want, they would fulfill this need with quite autonomy. On the contrary, if they are dictated what to do and not do according to teachers' will, they will consequently lose the motivation to learn as they lost their chance for choosing in the first place.

### **Motivating Language Learners**

The motivation aspect is very important in the process of learning a foreign language. Without motivation, learners would lack the will to learn which is the reason many studies have been conducted in order to find some ways to help teachers integrate motivation in their learners. One of these studies was conducted by Zoltan Dörnyei and Kata Csizér in 1998. Their study had an empirical reality resulting in a concise set of ten motivational strategies for teachers 'to help language learners be motivated' (p.215-218). They are as follows:

- 1- Set a personal example with your own behavior: the teacher should be a role model for the learners. Students' attitudes in the classroom are highly affected by the teachers'. So if a teacher is motivated, the learners would also be.
- 2- Create a pleasant, relaxed atmosphere in the classroom: anxiety and stress-free atmosphere are key elements for enhancing learners' motivation.
- 3- Present the task properly: if the teacher sets realistic and feasible goals, and presents the classroom activity in a proper way, this will increase the student's expectancy of fulfilling the task.
- 4- Develop a good relationship with learners: a good relationship between the teacher and the learners increases their efforts in task engagement. This is because the learners are fully engaged in doing an activity if they want to please their teacher.

Increase the learners' linguistic self-confidence: no matter how much the learners know about the language, if they are confident enough, they would use it in a

very spontaneous way. Thus, the role of the foreign language teacher is to help learners gain self-confidence by giving positive feedback or appraisal and encouraging them to learn.

5- Make the language classes interesting: the teacher should select the tasks and the materials based on the learners' interests and preferences.

6- Promote learner autonomy: motivation and learners' autonomy go hand in hand, so the teacher should encourage the learners' creative and imaginative ideas and lead them to autonomous learning.

7- Personalize the learning process: this means that the teacher should make clear goals that suit the learners' needs. In other words, the L2 task or activity should be personally relevant to the students' needs.

8- Increase the learners' goal-orientedness: this means that teachers should set educational goals that are related to the students' learning process.

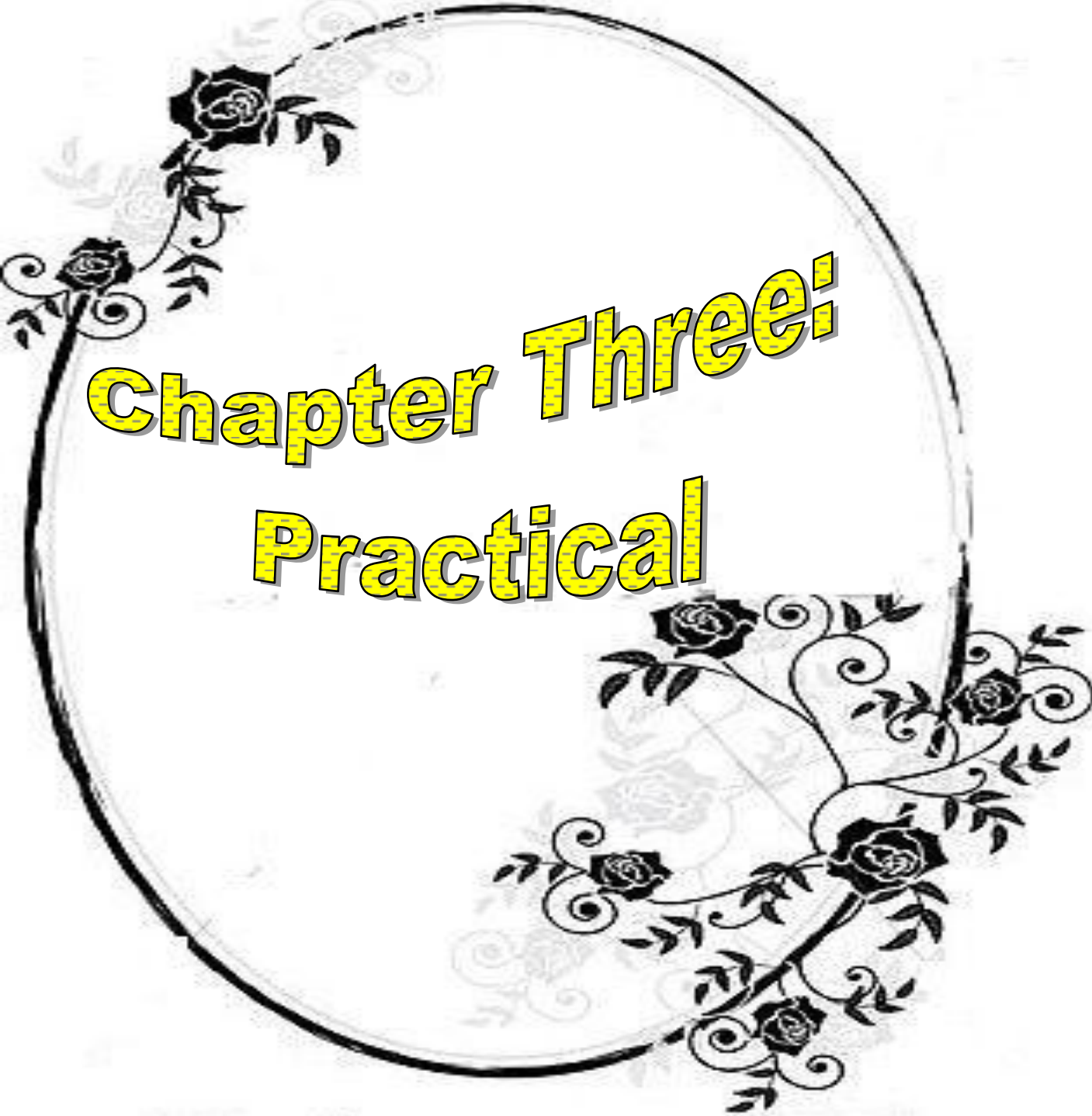
9- Familiarize learners with the target language culture: the teacher should make the context for L2 learning real. That is, students should be provided with a cultural background of the language use, authentic material, and contact with native speakers of the target language. These Ten Commandments are worth consideration in L2 teaching. They are guidelines for any teacher to improve the learning context and increase the learners' engagement in the classroom activities.

## **Conclusion**

Motivation as a psychological phenomenon stands very complicated and is the most influential factor in learning a foreign language. Owing to these two reasons, motivation represents an important research topic in the field of especially applied linguistics rather frequently. In fact, motivation is essential in the pedagogical language learning process since it can influence both the progress and achievements from learners' part.

Thus, foreign language teachers should develop awareness around this area of motivation, its high importance, its types and the theories related to it. Moreover, teachers should realize and familiarize with the different personalities of enrolled students. According to each's personality type, teachers are to identify the form of motivation needed to engage students in the learning process step by step or with other patterns.

As a result, they can have an active practical, useful and effective language environment and spirit to obtain the positive outcome sought in their teaching context.

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# Chapter Three: Practical

## **Research Methodology and Data Discussion**

### **Introduction**

For the fact that it is, playing games in the learning classroom increases the motivation aspect overall. In playing games, the students grow more motivated to learn and attentively willing to participate during different tasks. Games pave the way for students to the team-work spirituality, so they take responsibility for their own learning. Also, games could present themselves as a classroom management tool to control noise and reduce misbehaviors i.e. reinforce them behavioristically speaking. In fact, many researchers claim that using language games fosters students' motivation which is a key factor for success in learning the foreign language. Educational games especially those which consider students' interests and raise their curiosity are beyond important. Adam (1973) found that games create the atmosphere of enjoyment and 'fun times' through tackling learners' interests to eventually stimulate their curiosity. Likewise, Ersoz (2000) argued that games are motivating as they are amusing and very often interesting.

## **The Inclusion of Motivational Games in EFL Syllabi**

Recent teaching methods give an extensive attention to the design of syllabi and their tailoring to include motivational language games. McDonough and Shaw (2003) stated that in recent teaching methods there has been an increasing interest in designing activities which will yield the floor for the aspect of motivation in the ongoing negotiation and the sharing of information between learners. Language games are essential for teaching a foreign language. According to Haldfield (1998), “Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term” (p.100).

As the citation indicates, Hadfield stresses the need for games in teaching so that teachers can benefit from this technique to offer learners the possibility to perform tasks in an amusing manner and be motivated enough to engage in learning. Thus, their role should not be hindered.

### **Research Methodology**

The study comprehends mainly a questionnaire in its conduct which is going to permit quantitative data gathering on the different aspects of the study as economic and efficient as possible. The attached questionnaire down below in the index part was conducted by non-probability random selection on foreign languages high school classes. Since quantity in research lacks reliability often, there will be an embedding of unreliable questions in the phase of the observation for a qualitative data gathering as well.

## **Description of the Questionnaire**

The attached questionnaire is comprehends 15 distinct question items of close-ended type having different investigating purposes: five get-to-know psychological analysis questions (Q1, Q2, Q3, Q4, Q5) since they play a massive role to determining the following aspects, four foreign language enquiry and learning strategies questions (Q6, Q7, Q8, Q9), three questions on the effects of the feedback aspect (Q10, Q11, Q12) and lastly three questions that revolve around the pedagogical games integration (Q13, Q14, Q15). With this different categorization, these question items are arranged into sections to serve a particular target.

The initial five questions possess the intent of collecting some personal quantitative data on the respondents which would help the research later to interpret the results rather accurately with detailed psychological and personality treats. Additionally, the following four questions are devoted to the examination of the learners' relationship with the foreign language targeted and their academic performance within this study matter highlighting its importance by all means as in (Q6) to clarify where they stand in this module, and (Q7) which reveals their preference of studying FL. (Q8) also, is intended to assesses learners' difficulties for later improved academic achievements in FL.

Furthermore, the three following question items are concerned with the learners' attitudes towards the feedback they receive from the teachers and the effect it prints on their psyche. When the respondents are asked about their participation in class in items (Q9 and 10), they are supposed to reveal how they feel and the obstacles they face. Question (Q12) instantly explores learners' concrete experience with the feedback from teachers' part; being thanked, ignored or discussed while wrong answering certain

activities or questions in the classroom. They are given a number of suggestions to choose from about how they would prefer to be treated at a sensible erroneous answer delivery. Lastly, (Q13, 14 and 15) show how learners react to the pedagogical games once integrated within a lesson especially those requiring a public speaking stance. They are requested to provide a personal preference on these games which within the analysis would manifest a lot on the motivation aspect which concerns their final participation in class. The last question is all about changes occurring after receiving a FL class with the aid of pedagogical games.

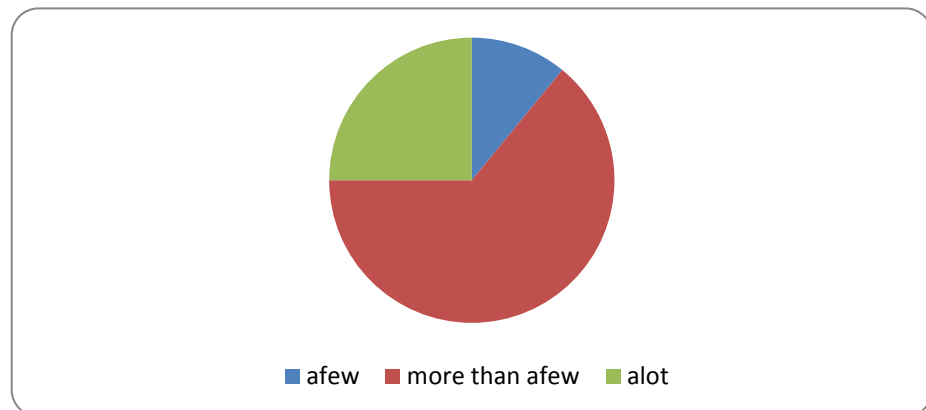
### **Presentation and Analysis of the Questionnaire**

At this point, the questionnaire’s findings are to be analyzed using some graphs when needed to demonstrate the different aspects required from the categorized question items for a facilitated analysis process.

#### **Section One: Psychological Personal Data (question item one to question item five)**

**Q1:** How many friends do you have?

- a- A few
- b- More than few
- c- A lot

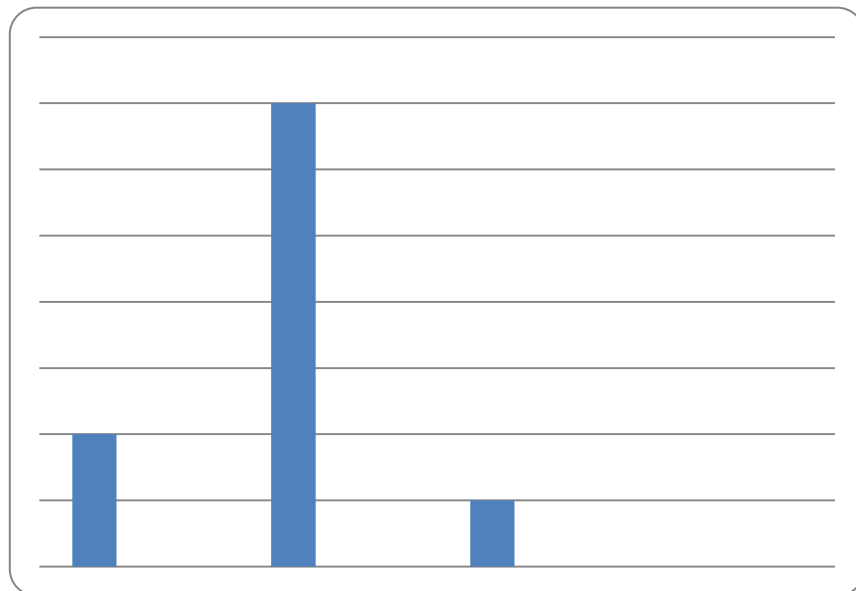


**Figure 01: The respondents’ friendships rate**

This question was used with the intent to detect the social interactive friendship aspect about the respondents. Most of them do have more than a few social interactions in the form of friendship which confirms a majority of an extrovert environment of this FL class of the two genders with yet few introverts. This item allows for comparison and better handling of the two different slices of respondents.

**Q2:** What do you do in your free time?

- a- Read a book
- b- Play games
- c- Other



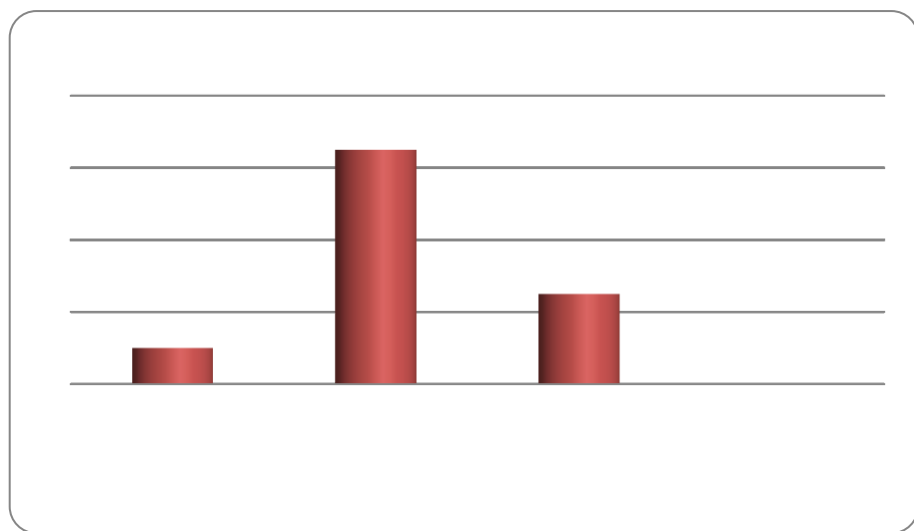
**Figure 02: Learners' Free Time Activities Choices**

Through the analysis of this question item, it is observable that the learners' bias extends to 70% towards playing games in their free time with only 20% of the participants who would prefer reading a book. This question ensures the honesty of this audience for the research, so regarding the remaining 10% of other activities at the spare time it is now certain that indulging entertaining games is something ensures within this category of FL learners.

**Q3:** What games do you like most?

- a- Guessing games and riddles
- b- Computer games
- c- Creativity games

As obvious at it is, this digital generation prefers everything screen related owing to the environmental developments they are coexisting. Computer games preference reigned with 75% of the remaining guessing and creativity games. This helps researchers opt for convenient games to include in their pedagogy.



**Figure 03: Learners' Games Preferences**

**Q04:** With whom you are likely to play these games?

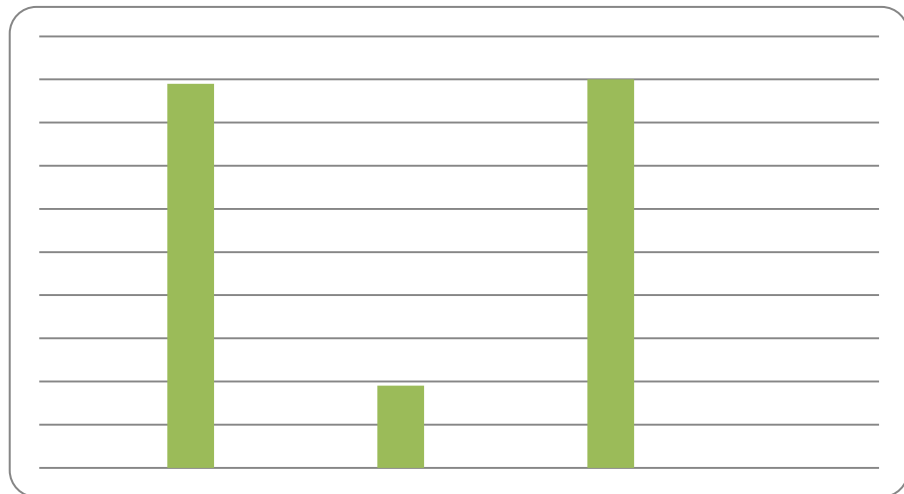
- a- Family and friends
- b- On my own
- c- Does not matter

In this question, it was found that most respondents select 'on my own' option 65% as they have selected already computing games for their fun times. Although most of this class share an extrovert personality trait, yet the games genre imposes on them the social context they are to execute their games in. 15% chose with family and friends because they opted for creativity or guessing games which require other participants. The remaining 20% of these young gamers do not really seem to care about the gaming interaction as they selected 'Does not matter'.

**Q5:** Which do you prefer most?

- a- Learning a new language
- b- Playing a game
- c- Both of them

By using this question, it was intended to require from the participants more precision on their attitudes towards games and foreign language in order to establish certain relationships between the two for pedagogical purposes. In this question, it was found that the answers swing from ‘Both of them’ 45% and ‘Playing a game’ 44,5% with only solid nine and half percent who actually would seat for a foreign language acquisition. Such honesty in answers is sought to synthesize the convenience in pedagogical games to watch motivation and progress come to life.



**Figure 04: Types of Games Preferences**

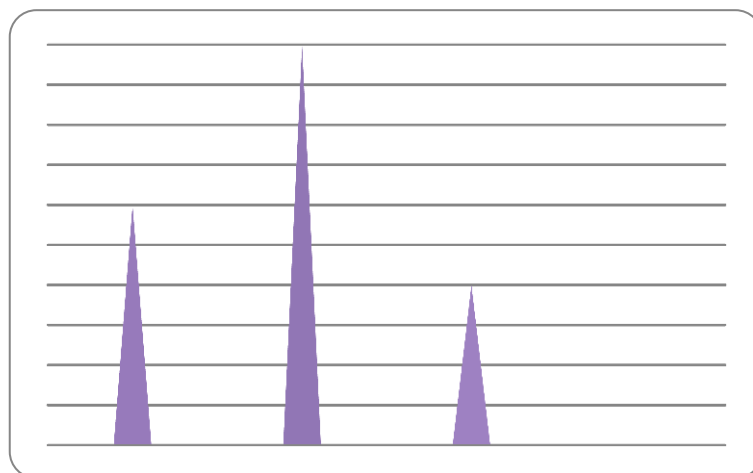
This section overall fostered quite the comprehension on learners’ physiological treats concerning their introvert/extrovert feature, management and social interaction which paves the way for coming sections.

**Section Two: FL Enquiry and Learning Strategies (question item six to question item nine)**

**Q6:** How do you like foreign languages?

- a- I love them
- b- I take them by curricula
- c- Not my cup of tea

This question item number six is a straightforward investigation towards the foreign language acquisition. The get to know has been established; now it is time to avoid the bush cutting to the chase of FL to trigger the mat. Surprisingly, only 30% of the class ‘loves’ this study matters due to inefficiency or interest having the Algerian context’s influence. The majority of 50% opted for ‘taking them by curricula’ being the honest learners they are; additionally, to the 20% who do not like FL altogether.



**Figure 05: Attitudes towards FL Acquisition**

**Q7:** Do you like the way you are being taught FL?

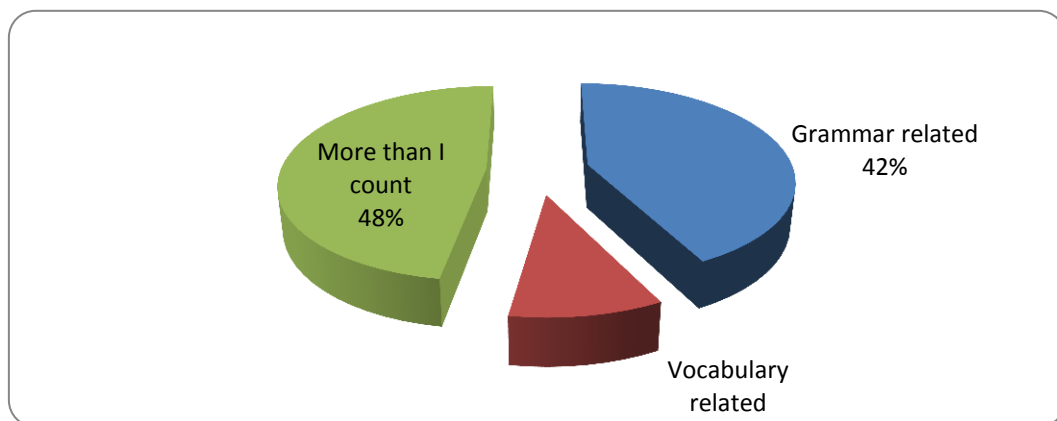
- a- Yes, I’m okay with it
- b- It depends
- c- No, not at all

This question item might seem fairly ambiguous compared to the previous one asked as it lacks precision. However, it was intended to keep the question choices far

from any precise factors for psychological purposes cause/effect’ and/or due to students’ inadequate level for such questions. The paradoxical atmosphere is rather apparent in respondents’ answers as they reside between ‘Yes, I’m okay with it’ 43% and ‘No, not at all’ 40%. This is about the level range in the Algerian classes sadly being dominated by either top notch valedictorian pupils with no problem with the learning strategy, and the suffering low averaged people who seek change precisely in their marks. One can tell that the remaining 17% of the respondents who chose ‘It depends’ are really indifferent on this study matter and/or do not relate to either classes of pupils imposed by the Algerian context in FL learning. Nevertheless, these answers are guiding for future questions and steps for improved results

**Q8:** What are the difficulties you face most in FL learning?

- a- Grammar related
- b- Vocabulary related
- c- More than I can count



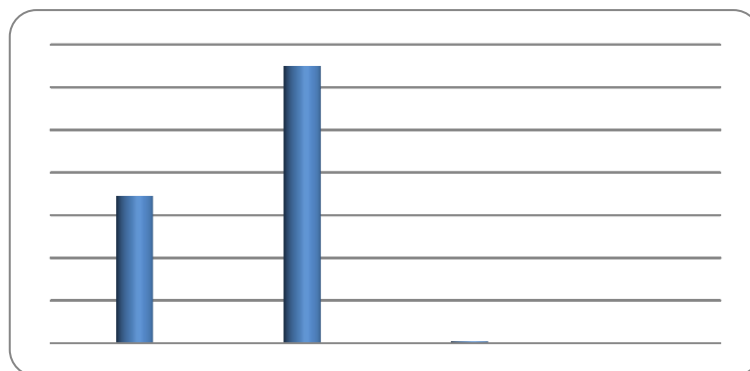
Pouring in the same purpose of the previous question item, this question revealed to what extent the Algerian context is affected and inefficient regarding FL learning. The second the question was explained along with its options, the majority selected ‘more than I can count’ difficulties with 48 percentage. The 10% of respondents who selected ‘vocabulary related’ difficulties are the valedictorians who seem to be the only ones who are aware of FL whereabouts especially that the 42% ‘grammar related’ difficulties’

selectors do not really know that learning grammar depends on the built-up vocab. Thus, this is an item to be embedded within the observational part of the qualitative data gathering.

**Q9:** What do you do when you cannot figure out a word’s meaning?

- a- Context clues
- b- Dictionary
- c- None of the above

Once more, the question items are built constructively to back each other up for optimum quantitative data collection albeit the fatal shortcoming. Instantly, this item reveals the learning strategy towards a semantic difficulty when these FL learners cannot comprehend a word’s meaning. The dominant majority 65% would sort a dictionary out for solutions being the only strategy they are familiar most with and as it is quick and efficient. The following 34,5% respondents who selected ‘context clues’ strategy must be the valedictorians being the only ones with knowledge on the strategy, and especially that it requires some cognitive efforts from their part. There has been only one respondent to tick out ‘none of the above’.



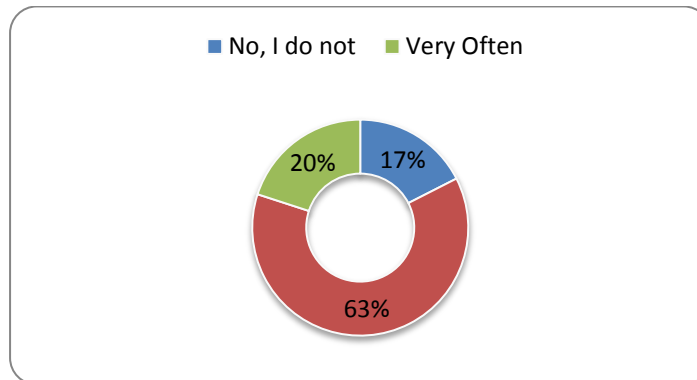
**Figure 07: Learners’ Strategies in FL Semantic Difficulties**

In sum, this section revealed a plethora on learners’ attitudes about FL learning and their strategies while facing different difficulties. Such insights are going to indicate the factors for pedagogical game selection especially.

**Section Three: Teachers’ Feedback Effect on Learners (question item ten to question item twelve)**

**Q10:** In class, how often do you participate?

- a- No, I do not
- b- Sometimes
- c- Very often

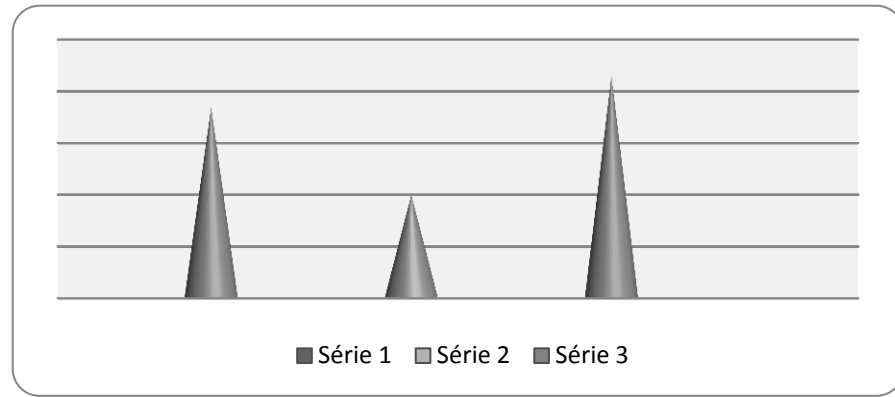


**Figure 08: Learners’ Participation in FL Classes**

Question ten was a direct clear question for respondents in which they have to deliver their participation rate in FL classes. Participation is the key for teachers’ feedback, and in order to assess the latter these learners answered with the majority 63% participating only sometimes. This is a reveal of difficulties in the FL pedagogy in this Algerian context. Had the rate been lesser, a justification would link it to some psychological factors as well like shyness or unwillingness overall. Next with 20%, the class is confirmed vibrant and alive since participants occur ‘very often’ though they only rank 20% which again symbolizes valedictorians. Finally, a minor 17% speaks of those who refuse to participate in FL class linked directly to input scarcity and/or personal unwillingness.

**Q11:** In case you do not participate, what is the closest reason for it?

- a- My answer could be wrong
- b- It will require social engagement
- c- I’m not competent enough

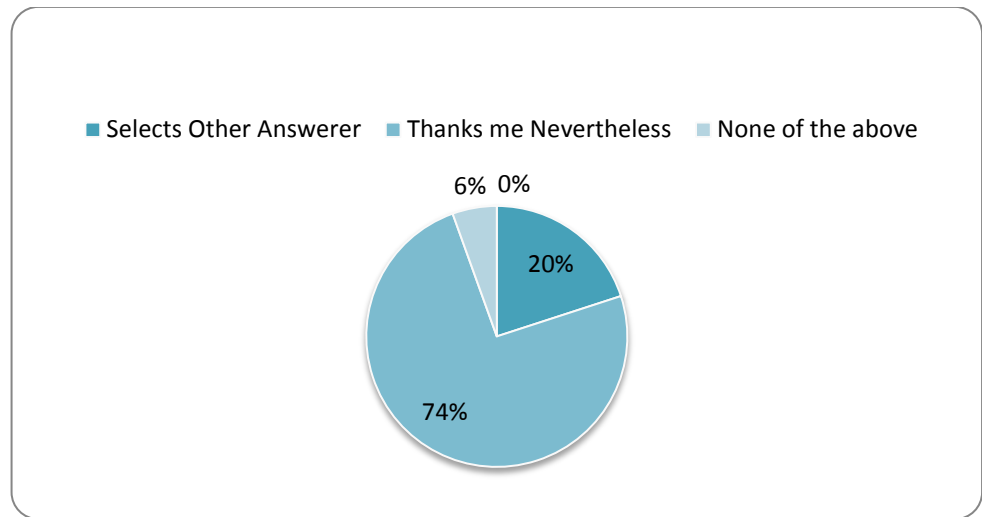


**Figure 09: Reasons for Participation Refusal in FL Classes**

As mentioned earlier, to assess the feedback factor the participation needs to be guaranteed from the learners' part. Question item 11 investigates in-depth the reasons of participation withdrawal in FL classes. This class' introverts refuse to participate obviously because it requires some social engagement from them; these are 20% of the class who avoid interactions. Next, the majority of the remaining classes of 43% do not participate during the lessons, as they 'lack competency'. When this option of the question item was explained by the researchers at distribution, the idea revolved around the speaking skill -or at least this is what learners understood. This justifies the majority selection of this option which once again relies on the fragile Algerian context speaking environment of FL matter. Lastly, the remaining 37% avoid participation since they dodge 'wrong answers' which rings the self-confidence bell in these young FL learners. It perfectly asks for motivational remedies that coming section cares to cover.

**Q12:** How would you like your teacher to react to your wrong answer?

- a- Selects another answerer quickly
- b- Thanks me nevertheless
- c- None of the above



**Figure 10: Learners' Attitudes to Mistakeful Participation in FL Classes**

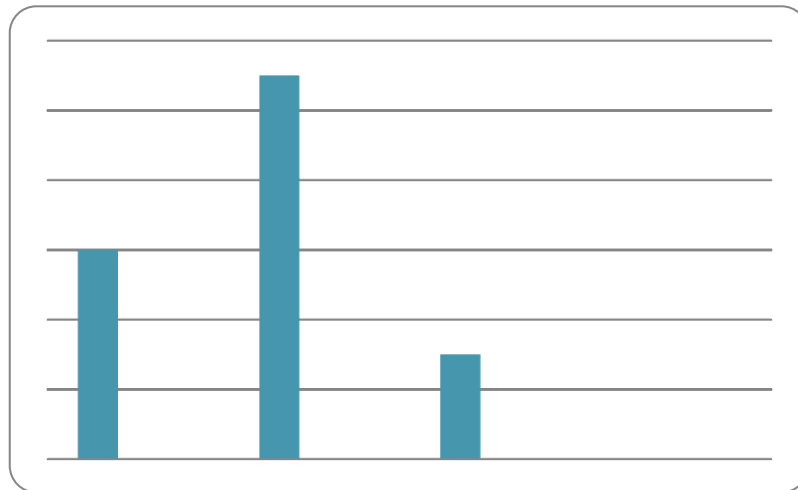
The aim of this question is to identify the reactions of learners and their attitudes when they provide a wrong answer at certain FL lesson participation. Expectations are potent factors in human psychology; one cannot manifest their being knowing or ‘expecting’ perils for example as they would hinder the task. Similarly, this question item reveals the desired treatment from teachers to the student at sensible situations as mistakeful participation during FL class. It is utterly obvious that the 6% minority of the respondents are the class’s introvert students who do not wish to be treated at all since they shall exhibit no participation whatsoever. On the other hand, the majority cannot be ignored or less highlighted, as it already speaks for itself with 74% of the ‘Thanks me nevertheless’ answerers. It is very human to ask and want for kindness which is a factor this section of the study points out ‘crucial’. Merely all of the class wishes to be thanked though they mistook at participation which on teachers’ burden, motivation and care are to be established from this point. Decent 20% remaining from the class chose to just be ignored and for the teacher to ‘select another answerer quickly’ for potential fear of the spotlight or post-traumatic negative reinforcement syndrome to which previous teachers are to be held on account. Should this question item prove anything, that would be the demand and role of the positive feedback or reinforcement on FL learners specifically

and any learner in their quest for knowledge. Psychology explains this role in theory, and at the realm of teaching, this role has been perceived concretely in this class. Positively reinforcement from teachers could literally change destinies.

**Section Four: Games Integration’s Outcomes (question item thirteen to question item fifteen)**

**Q13:** At public speaking, you like to:

- a- Speak with your teacher
- b- Speak with a friend or colleague
- c- Speak on your own



**Figure 11: Learners' Public Speaking Preference in FL Classes**

This preparatory question item number 13 seeks to put learners in front of the ultimate task of taking the floor for speaking. The aim here is to discover their comfort or otherwise in terms of conducting a relative speech in class considering by all means psychological aspects discovered in earlier sections. Results set apart three categories of learners of course each explained and related to psyche still. The extrovert majority of 55% prefer to take the floor in the company of a friend or a colleague in order to exhibit the intended lesson tasks, as it is fun and sharing of responsibility in front of the whole class. The following 30% take refuge in the teacher’s presence with them while taking the stand which speaks of the potential difficulties in the FL tasks; as long as the teacher is nearby to aid the willingness is achieved to fulfill lesson tasks of public speaking.

On the other hand, the minor 15% of respondents set themselves apart owning quite the guts to take full responsibility at displaying the public speaking. This is a healthy sign of confidence and mastery of the skill highly beseeched to be seen in FL classes.

**Q14:** 14- How will it sound to you to play a game to study:

- a- Very Fun.
- b- I'm not sure.
- c- I like serious study.

This is a cut to the chase question on integrating pedagogical games in the FL class receiving this study matter. Bearing in mind that the targeted game to be implemented in class is the 'tea party'; a conceptual game for speaking skills, learners were prepared by the preceding questions for this very point. The utter majority opted for 'very fun' with 83% to have their FL lessons in pedagogical games format since the rates of extrovert, valedictorian learners are fairly high. 16,9% chose the 'I'm not sure' option owning to doubt or preference to keep social interactions away having an introvert personality feature. Perhaps yet, they answered so because of the question item explanation ambiguity, and to back this item's shortcomings up, it shall be embedded within the coming phase. Finally, only one respondent ticked 'I like serious study' out; something one could relate to instructive commands from the parents' or any guiding part.

**Q15:** after playing the tea party in class, you now:

- a- Familiarized with more diction
- b- Made more friends
- c- Like the FL learning better
- d- All of the above

The fruitful timing knocks with this final question item with the purpose to precise the areas of most improvement in this FL class. These were assessed and seen on ground

after having conducted the ‘tea party’ along with its accompanying difficulties. Instantly, it has observed first on foremost on learners’ psyche the motivational aspect that reached enthusiastic levels when the conduct was elaborated which pushed even the lesser proficient learner to participate and have a say. Regarding the selected options of the areas of improvement after the game, results were closely related having the majority of 37% familiarizing with more diction which is the paramount factor in FL classes as it bridges all the other skills together. 35% said they grew to ‘like the FL better’ which highlights the motivation element complying by all means with the positive feedback and the change in treatment and atmosphere overall. Furthermore, 23% of the respondents said they established more friendships owing to the imposed social interaction in a improved manner to fight off hold backs in introverts. Finally, nine point nine percent selected ‘all of the above’ option when explained right away, as they relate to all of the aspects or honestly otherwise.

Having witnessed such pedagogical gap between the teacher and the learners was the icing on the cake of games which as analyzed calls for covering more lessons in such format rather regularly once a month at least. In addition to what is mentioned, it is recommended that schools also should pay attention to learners’ psychological well-being and thus try to provide or hire psychological assistants which would give the students some supporting and relieving advice to reduce hindering feelings on the learning matter.

### **Embedding**

This study comprehended two phases starting with an explanation of the multiple questions leaving the aim anonymous first hand to ensure the quantitative description of data. Learners ticked out answers closest to their relating, and the results helped a great deal especially when some of the questions were paraphrased within the qualitative observation data gathering phase. Questions were synthesized to reveal on the personal

sphere of the learners in the beginning to precise the introvert/extrovert types existence, intrinsic/extrinsic learning, personal bias to FL and finally different limitations on the acquisition part. As the majority of the pupils have an extrovert personality type inferred from dominant replies of: having many friends, participation in class and the public speaking; this made the decision on group games possible in the observation phase. Next, most of the students' answers swing from loving learning a foreign language and taking the class since it is in the curricula, two enhancing games were decided on: the speaking tea party and the mim-mem 'mimic-memorize' game though many pupils selected computer games for preference regarding their digital generation. Furthermore, the questionnaire revealed on many facts related to the theory of behaviorism in learning especially the reinforcement part. As major numbers of students replied they would like to be thanked by the teacher even though they submit wrong answers confirms the role of the positive reinforcement on the learners' psyche as a whole. The minority replied they would prefer the teachers select other answerers right away stemming from their introvert, shy personality. This aspect was greatly focalized in the observational qualitative phase ahead to come. The shy personality traits manifested as well when the answer about public speaking was dominated by companionship, and only the fewest would take the floor solo. Also, learners were introduced later to the context clues technique as most of them answered they would opt for dictionary in case of vocabulary ambiguity.

Finally, most of the learners reported they grew to like FL learning better, familiarized with new vocabulary and even established new friendships when the tea part was wrapped up. The questionnaire not only confirmed the detailed facts within the part of theory above, but it also proved how integrating learning game amongst pedagogy could aid learners on many more areas of psyche and coexistence.

## **Pedagogical Implications**

In fact, providing students with a future clear explanation of why certain games are important to develop their skills or any other aspect of the FL learning could enable them to see the sought usefulness of these games to have them more motivated for better engagement. Simpson (2011) confirms the responsibility of teachers to explain how or why ‘pedagogical games’ help students learn once motivation is obtained. Three distinct FL students were selected for the observation phase, and the qualitative results support those delivered from the quantitative previous questionnaire. Miss Goudjiba Samah had no clue on how to perform a tea party game till instructions were given from the teachers’ part. She actually was the one to speak most on the stage as a certain tension built up between her classmates on the K-pop culture. Little was it known, Miss Mekhalfa Hadil is an introvert who never liked public speaking but to silence her friends winning the argument, she ascended to be “better heard.” (Mekhalfa)

Additionally, Mr. Khaldi Hatem suffered a vocabulary deficiency in spite of his acceptable marks in this subject. As the mim-mem executed, he reported a familiarization with new vocabulary that he not only checked them in the dictionary but also sketched them out.

The last sample in the observation was Mr. Khelifi Haithem who never exhibited preference of FL learning but rather liked math and physics. The teacher stepped in the game and indulged the pupil with certain positive feedback in spite of his wrong answers’ delivery. He actually noticed this behavior from the teachers’ part, and the next move silenced merely all the presence in the classroom during the tea party providing this observation phase with its cherry on top of the cake. Mr. Haithem after receiving multiple hype-up feedback and pep talk from his teacher, he reached out to his colleague Maroua asking her about the next country in the game to look up the response. After doing so, he raised his hand asking to reply by all means he had the floor to declare the response with aching pronunciation yet with great spirit.

Such games as the simple hangman or hot-seat game aim to help learners improve their productive skills and stimulate their brains focus on recognizing the shape and

structure of new words. The conducted tea party however caught us by surprise creating an atmosphere of an optimal motivation seen especially in Mr. Haithems' case. Teachers should carefully work on their students' spirit then choose games and activities which they are to find meaningful.

McDonough and Shaw (2003) defend the idea that learners should be provided with opportunities to use the language they know in meaningful activities they feel motivated to talk about even with mother tongue interference sometimes since it is the motivation aspect that is highlighted in here. More learners would feel more motivated if they frequently engage in pedagogical games which they find especially meaningful and reflect the world around them.

Language games are proved by many researchers in recent years to be highly motivating, and the findings of our humble paper proved just that as well. The use of these various educational games in pedagogy aid not only teachers to create an enjoyable learning atmosphere but also establishes motivation in learners to have them engage in the discussions and tasks. The different language games: communicative, linguistic or computer games are all proved to be a very useful as a teaching technique for modern EFL/ESL classrooms. For these reasons, greater attempts should be made to include these types of games in the EFL curricula and not only to regard them as an activity for fun.

## **Conclusion**

Implementing games in pedagogy to the classrooms with fun activities makes students relatively motivated as they pose challenges and entertainment at the same time. As Danesi (2018) has suggested, “puzzles may also serve as a needed change of pace to the daily routine of teaching techniques and can perhaps serve to increase students' motivation as a result" (P.7).

Many foreign language teachers can have a great benefit from opting for games inside their classrooms. Slavin (2006) has argued that the teacher can boost students' motivation by the use of different tricks and activities like games in order to sustain their curiosity for following the different tasks. This is exactly what this research paper proved throughout the preceding sections of analysis utilizing the two different data gathering tools.

As psyche is the core factor for any behaviorist action, this research instruments revolved around them for the established pleasing results.

A decorative oval frame with a black outline. Inside the oval, there are several roses and vines. Two roses are on the left side, and a larger cluster of roses and vines is on the right side. The text "General Conclusion" is written across the center of the oval in a yellow, stylized font with a black outline.

# General Conclusion

## **Conclusion General.....**

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This study is an attempt to investigate the effects of using language games as a teaching tool on learners' motivational aspect. This research has proved that language games have an immense positive impact on enhancing students' motivation. Thus, such utilization of language games inside the classroom cares to help learners rid themselves from the boring routine of old teaching techniques since the games make learners enjoy the foreign language class and arouse their motivation to learn. Moreover, educational games lower EFL students' anxiety and fear and motivate them to use the language spontaneously in the pedagogical playing context.

The different language games are proved to be helpful for EFL/ESL learners to reach optimal motivation to learn. Human beings are naturally fond of playing, and if that atmosphere of fun is brought into the classroom, this makes learners learn naturally and easily. The sense of challenge and competition they create push students towards reaching the same goal which is using the language while playing. Besides, educational games offer the opportunity of learning by doing for the students. These hands-on activities increase learners' focus and intention which results in a better understanding of the foreign language.

Because of their numerous benefits, amongst them enhancing learners' motivation, language games are must-have activities inside the classrooms. FL/L2 teachers should bear in mind that the use of educational games has become a necessity for language learning. These games do not only help learners get rid of the pressure they have while learning, but also motivate the teachers themselves by creating a suitable atmosphere for teaching. Thus, they should be part of the EFL curriculum, and even if they do not appear in the syllabus, teachers should make efforts to create materials including motivating games for their students.

A decorative oval frame with a black outline. Inside the frame, there are black and white illustrations of roses and vines. The roses are in various stages of bloom, and the vines are curly and leafy. The word "References" is written across the center of the frame in a bold, yellow, textured font with a black outline.

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# Appendix



## Questionnaire

After reading the questions down below, choose the answers which relate to you most. (Even if they are more than one)

- 1- How many fiends do you have?
  - a- Afew
  - b- More than few
  - c- A lot
- 2- What do you do in your free time?
  - a- Read a book
  - b- Play games
  - c- Other
- 3- What games do you like most?
  - a- Guessing games and riddles
  - b- Computer games
  - c- Creativity games
- 4- With whom you are likely to play these games?
  - a- Family and friends
  - b- On my own
  - c- Does not matter
- 5- Which do you prefer most?
  - a- Learning a new language
  - b- Playing a fun game
  - c- Both of them
- 6- How do you like foreign languages?
  - a- I love them
  - b- I take them by curricula
  - c- Not my cup of tea
- 7- Do you like the way you are being taught FL?
  - a- Yes, I'm okay with it
  - b- It depends
  - c- No, not at all
- 8- What are the difficulties you face most in FL learning?
  - a- Grammar related
  - b- Vocabulary related
  - c- More than I can count
- 9- What do you do when you cannot figure out a word's meaning?
  - a- Context clues
  - b- Dictionary
  - c- None of the above
- 10- In class, how often do you participate?
  - a- No, I do not
  - b- Sometimes
  - c- Very often
- 11- In case you do not participate, what is the closest reason for it?
  - a- My answer could be wrong
  - b- It will require social engagement
  - c- I'm not competent enough
- 12- How would you like your teacher to react to your wrong answer?
  - a- Selects another answerer quickly
  - b- Thanks me nevertheless
  - c- None of the above
- 13- At public speaking, you like to:
  - a- Speak with your teacher
  - b- Speak with a friend or colleague
  - c- Speak on your own
- 14- How will it sound to you to play a game to study:
  - a- Vey fun.
  - b- I'm not sure.
  - c- I like serious study.
- 15- After playing the tea party in class, you now:
  - a- familiarized with more diction
  - b- Made more friends
  - c- Like the FL learning better
  - d- All of the above

لم يتوقف الانضباط التربوي في علم أصول التدريس عن كونه الشاغل الأكثر أهمية فيما يتعلق بالكفاءة البراغمية متعددة الثقافات لمتعلمي اللغة الإنجليزية كلغة أجنبية والتي تسلط الضوء على التواصل المعتدل في المناهج الجزائرية. تتمثل الأهداف الأساسية لهذه الرسالة في التحقيق في المجالات النفسية للتحفيز والترفيه لدى متعلمي اللغة الإنجليزية كلغة أجنبية لتعزيز التواصل مع المتحدثين الأصليين كهدف ممتاز. أدى عدم وجود مثل هذه الجوانب بشكل رئيسي إلى حدوث بعض الإخفاقات التي أعاقت الكفاءات المطلوبة في مسألة اكتساب اللغة الإنجليزية كلغة أجنبية. قد يبدو أن أوجه القصور هذه تتعلق بفهم اللغة الأجنبية وثقافتها بينما في هذا العمل الذي يستخدم طرقاً مختلطة محتوى البحث يحلل العناصر الفسيولوجية الفعلية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. كأداة لجمع البيانات من حيث الكمية ، تم إجراء استبيان لطلاب السنة الثانية من مدرسة اللغات الأجنبية في مدرسة مسعود الثانوية للتحقيق في وجهات نظرهم بشأن هذه المشاكل. بالإضافة إلى ذلك ، تتبع الملاحظة السلوك مع ثلاث عينات لاستكشاف وجهات نظرهم بعمق حول الأعطال المختلفة وتقديم مدخلات نوعية لتحسين كفاءة التواصل لدى المتعلمين. تكشف النتائج التي تم الحصول عليها من تنفيذ أداتي البحث عن عدد كبير من العوامل الفسيولوجية التي تخدم الحلول للعديد من قضايا التواصل. في النهاية ، يقدم هذا البحث تفسيرات مقترحة تتعلق بنفسية الطلاب المرتبطة بالآثار التربوية لرفع وعي المعلمين قبل كل شيء ثم المساعدة في تعزيز كفاءة التواصل بين الثقافات لدى المتعلمين.

الكلمات المفتاحية: الألعاب التربوية ، التحفيز ، علم النفس ، علم التربية ، اللغة الإنجليزية كلغة أجنبية ، التواصل ، إتقان المهارات .

### Résumé

La discipline pédagogique de la pédagogie n'a pas cessé d'être la préoccupation la plus importante concernant la compétence multiculturelle pragmatique des apprenants EFL qui met en évidence une communication modérée dans le curriculum algérien. Les principaux objectifs de cette thèse sont d'étudier les domaines psychologiques de la motivation et du divertissement chez les apprenants de l'anglais comme langue étrangère afin de promouvoir la communication avec les locuteurs natifs comme un excellent objectif. L'absence de tels aspects a principalement conduit à certains échecs qui ont entravé les compétences requises en matière d'acquisition de l'anglais comme langue étrangère. Ces déficiences peuvent sembler être liées à la compréhension et à la culture des langues étrangères, tandis que dans ce travail à méthodes mixtes, le contenu de la recherche analyse les éléments physiologiques réels des apprenants EFL. En tant qu'outil de collecte de données quantitatives, un questionnaire a été réalisé auprès des élèves de deuxième année de langue étrangère à l'école secondaire de Masoud pour enquêter sur leurs points de vue sur ces problèmes. En outre, l'observation suit le comportement avec trois échantillons pour explorer en profondeur leurs points de vue sur divers dysfonctionnements et fournir des informations qualitatives pour améliorer l'efficacité de la communication des apprenants. Les résultats obtenus de la mise en œuvre des deux outils de recherche révèlent un grand nombre de facteurs physiologiques qui servent de solutions à de nombreux problèmes de communication. En fin de compte, cette recherche présente des suggestions d'explications liées à la psychologie de l'étudiant liées aux effets pédagogiques de la sensibilisation des enseignants avant tout, puis de contribuer à améliorer l'efficacité de la communication interculturelle des apprenants.