

**An – Najah National University**  
**College of Graduate Study**  
**Department of Teaching Methods**

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2002

***The Effect of Using Educational  
Games on the Motivation  
of EFL Tenth Grade  
Learners***

**By:**

***Ibraheem Musei***

**Supervised by:**

***Dr. Suzan Arafat***

**Submitted in Partial Fulfillment of the requirement for  
the degree of Master of Education**

**Feb, 2002**

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**July, 2001**

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# **DEDICATION**

**To my parents, brothers and  
sisters**

**To all those who care about me  
And pray for me  
Silently in their hearts**

# **Acknowledgment**

***I would like to acknowledge with sincere gratitude the support, encouragement and guidance of my supervisor Dr. Suzanne Arafat. I also express my deep thanks to the committee members: Dr. Fawaz Agel and Dr. Hanna Tushyeh for their beneficial comments.***

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## ***Abstract***

The purpose of this study is to investigate the effectiveness of educational games on the motivation which is divided to (the self-reported motivation) which is expressed by the sample of the study and (the over all class motivation) which is expressed by an external observer. The study was conducted on the tenth grade students in two high schools. This study addressed the following questions:

- Does the application of educational games enhance the motivation of the tenth graders, which includes observed motivation and self-reported motivation?
- Which would increase students' motivation more: educational games materials or traditional material?
  - Are there significant differences in self-reported motivation related to gender?

To achieve the objectives of the study, the sample was experimented using educational games for the experimental group and the traditional way of teaching for control group. Those two groups were posttested on the self-reported motivation that every student in the both groups filled a self-reported questionnaire in the last day of conducting the study. In addition, there was an external qualified English language teacher who observed and filled an observation sheet in every lesson in the both groups.

To determine the effectiveness of the proposed way of teaching, the results of the self – reported questionnaires and the observation sheets were analyzed using the dependent T-test and the independent T-test. Then the details and results were inferred.

After the statistical treatment, the researcher came up with the following results:

**-The self –reported motivation of the experimental group was significantly higher than that of the control group. This means that the educational games could increase significantly the self-reported motivation of the students.**

**-The overall class motivation of the experimental group was significantly higher than that of the control group. This means that the educational games could increase significantly the overall class observed motivation.**

**-There are no significant differences on self-reported motivation between males and females. This means that the both sexes appealed to games nearly on the same level.**

**On the basis of this study it is recommended that:**

**1- Similar studies should be conducted to investigate:**

**A- the effect of educational games on the language skills.**

**B- the effect of computer games on students' motivation.**

**C- the attitudes of teachers toward using educational games in their classes .**

**D-the effect of simulation games role play and**

**Communication games on students' speaking**

**Skill or motivation... .**

**2-The Ministry of education should hold seminars to familiarize the English teachers with how to use games and to familiarize them with other motivating techniques like computer games , Internet , simulation games .... . Also educational games should be integrated in the curriculum .**

# Chapter One

## **Introduction:**

How can I draw my students' attention? How can I encourage them to speak the foreign language? How can I make them work in an enjoyable atmosphere? How can I increase their interest in the material they are learning? These questions, and many that are similar, may pass through the English teachers' minds as they try to achieve their ultimate goal. So can educational games be suggested to answer these questions or part of them?

A learning game is defined according to Hadfield (1987) as "an activity with rules goal and element of fun." (p.II). However according to Lee (1971) the origin of educational games goes back to the distant past. The ancestor of the instructional game is the war game. Chess can be mentioned as an example of war games.

“Not until the early 1960s’ as Lee (1971) mentioned “was attention given to games as serious learning tools and integral parts of the academic curriculum. The actual number of educational games have been developed and the extent of their use is difficult to estimate, since many have been created by individual teachers for their own classes”. (p. 108)

Also Wright, Betteriadge, Buckby, (1993) Indicated that games can make students more interested in work and more motivated. Hackett, (1972) explained that games can serve as “catalysts” in making a desirable change in the atmosphere of the class. Garden (1987) stressed that games have been used in English foreign language for many years and they are helpful for teachers who are looking for new ideas. Baudain (1991) stated that teachers reacted in different ways to the fact that learning a foreign language is hard: Some teachers give up to this fact. Others spend a lot of time trying to find more interesting ways to teach the language.

Hadfield (1987) stated that “One of the important reasons for using games is simply that they are immensely enjoyable for both teacher and student”. (p.v). He also indicated that games give a chance for students to use the language they have learnt freely and as a mean to an end rather than an end in itself.

Lee (1991) stated that games could link the school world with the outside world. Moreover they allow the student to experience real life situations. Harold (1982) stated that due to the simultaneous and continuous participation characteristics of most games, the student's role, as a result, would be an active one. Hadfield (1987) added that variety of techniques could be used in games such as information gap, guessing, searching, matching, exchanging and collecting, combining, and card games, problems and puzzles, role play and simulation techniques." (iv).

In the light of the above mentioned views about learning games and their merits, the researcher has chosen writing about them and experimenting their effects on students motivation.

### **Statement of the problem:**

The researcher has been teaching English in a high school in Rahat City since 1996. During this period, he notices that the students, especially the 10th graders, have no enough enthusiasm, activity, concentration and enjoyment during English classes. They hesitate to participate and seem to have no interest. As a result the researcher feels that students need a material that motivate and interest them.

Could educational games be suggested as an applicable solution for this problem? Could the educational games increase the motivation in a desired way and create an enjoyable atmosphere accompanied with useful learning? In order to answer this question, this study is conducted about the effect of educational games on English foreign language learners' motivation.

Also more lights can be shed on educational games and their values as a pedagogical tool that combines between learning and enjoyment.

### **Purpose of the Study:**

The specific objectives of this study are:

- 1-To investigate the effect of educational games on observed motivation.
- 2-To investigate the effect of educational games on self-reported motivation.
- 3-To investigate whether self-reported motivation is affected by the gender variable.
- 4-To familiarize the English teachers with the importance of using educational game in their classes.

## **Questions of the study:**

This study attempts to answer the following questions:

- 1-Does the application of educational games enhance the motivation of the tenth graders, which includes observed motivation and self-reported motivation?
- 2-Which would increase students' motivation more: educational games materials or ordinary "traditional" materials?
- 3-Are there significant differences in self-reported motivation related to gender?

## **The hypotheses of the Study:**

The study was designed to test the following null hypotheses:

- 1-There are no significant differences at the ( $\alpha=0.05$ ) level in self-reported motivation between using the educational games method and the traditional way of teaching according to self-reported motivation questionnaire results.
- 2-There are no significant differences at the ( $\alpha=0.05$ ) level in the overall observed class motivation between using the

educational games method and the traditional way of teaching according to the observation sheet results.

3-There are no significant differences at the ( $\alpha = 0.05$ ) in the level of self-reported motivation related to gender.

### **Significance of the Study:**

Educational games are expected to help teachers in improving their methods of teaching and supply the lesson with some enjoyment. There are many books available in the shop books and libraries such as "Games for language learning", "Language games and activities"..... that include many wonderful games that can improve all English learning skills. Despite this fact, a great number of teachers still question the value of using educational games in language teaching. In fact very little has been done to make use of the games through employing them in teaching.

Awareness about the motivational effects of educational games may be helpful for teachers in determining the most appropriate teaching methods for their students and may aid further research and understanding about the value of this type of teaching.



It could also answer some of the questions that English teachers may raise, like how can I make my lesson interesting? How can I achieve total engagement in class activities? How can I make my students busy and relaxed, feeling positive emotions as they work and become absorbed in the task?

Such a study will familiarize the teachers with the value of educational games and their effects on motivation.

### **Definition of Terms:**

**Games:** “Games are activities students do for their own sake, for the immediate fun, curiosity or competitive ambition aroused by the game” (Baudains, 1991. p.3)

**Motivation:** “Interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level, of concentration and enjoyment”. Crookes and Schmidt. (1991: 558)

**Self-reported motivation:** The motivation that is generated during the lessons and expressed or felt by the students themselves. Crooks and Schmidt. (1991).

**Observed motivation:** the over all class motivation which is generated by the educational material in use and can be observed by others. Crookes and Schmidt (1991)

**Simulation games:** “Classroom activities which often reduce or simulate real situations and which often involve dramatization and group discussion”. (Richard, Platt, Weber, 1985.33)

**Role Playing:** “When students assume a ‘role’, they play a part (either their own or somebody else’s) in a specific situation. ‘Play’ means that the role is taken on in a safe environment in which students are as intensive and playful as possible.” (Ladousse, 1992. p.5)

## **Limitation of the study**

This study has the following limitations:

- This study is limited to the male and female students of the tenth graders in Rahat city governmental high schools in the South. Consequently, the findings of the study cannot be generalized for other grades or places.
- The instruments of the study are not standardized; the researcher himself adapted and modified them according to the suggestions and recommendations of experts in the field of education to suit the objectives of the study.

## **Summary**

This chapter presented the definition of educational games and their origin. Games in general have an element of fun. They can make students more interested in work and more motivated. Both students and teachers can enjoy them. Consequently games have been chosen by the researcher to experiment their effect on student's motivation. Also this chapter presented the problem of the study, the purpose and aim of applying this research; the questions the researcher wanted to answer. It also presented the significance of conducting this study. Also this chapter specified the limitations to which the researcher has

been committed while applying the research. At the end, this chapter presented definitions of some important terms related to the research subject.

# Chapter Two

## Review Of Related Literature

### Introduction

This chapter deals with the review of related literature. The researcher reviewed the available literature which is relevant to the nature of the study:

The researcher will shed light on the following topics:

- A-Why games
- B- Selecting games
- C-The teacher's role
- D-Games, Simulations, and Role play
- E-Kinds of Games
- F-Related Studies

### A-Why games:

What are the reasons behind using games in language teaching? This question might be asked and teachers should be convinced about the value of using games as a pedagogical tool.

By an investigation through the related literature, the researcher found many important views.

“The principle underlying the use of games in training” as Kirby (1992) mentioned “is that participants learn better through doing than through reading, hearing, or observing. Moreover Lee (1991) stated that “games have universal attraction, such that playing a game is a reward in itself...”(p.107)

Dickinson (1981) looks at games as a promising solution for teachers who are searching for techniques that encourage students to interact in the target language. Arnold (1979) stated that games can give students both confidence and oral practice; through games language can be correctly used and alive conversation can be generated. Also through games, as Dickinson (1981) indicated, students can practice fluency: They communicate freely with one another saying what they want not what others have told them to say. This is supported also by Rubright (1996) who stated that games can enhance children creative responses.

Weed (1975) said that games can break the routine of drills, create a climate of fun by changing the monotonous rhythm of the class. Moreover they can reveal general patterns of culture. William and Kopple (1995) indicated that games can

work against fear and frustration with language and also increase the students' awareness of language aspects and linguistic abilities.

Kopple (1995) confirmed that using games, to supplement traditional classroom lessons, can help to increase interest, motivation and retention, in addition to improving reasoning skills.

Gose (1999) introduced in his new book " Creating a Winning Game Plan" the idea of creating a game plan, presuming that there are underlying strategies for classroom success, and successful play makes teaching enjoyable. Consequently as Hadfield (1987) indicated "The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice." (p.7)

Lee (1971) stressed the importance of games as educational devices and that lies in their powerful motivating effect. Consequently games can fulfill a function that is missing now in many classrooms, even in the earliest school years". (P.107)

Suhor (1975) stressed that games not only make the lesson enjoyable, but also facilitate the learning process and make it more productive. Lee (1991) mentioned that learning games can

bring a foreign language to life in the classroom and also banish boredom and make students more willing to learn.

Statzner (1995) emphasized that games can make learning more dynamics. Moreover games can increase social awareness and lead to mutual respect and tolerance. In addition Mugglestone (1977) and Hill (1979) pointed that games can arouse the curiosity motive innate in every human being and this can be considered as advantage in language instruction.

Harold (1982) pointed clearly to the numerous claims that indicate the positive results of teaching with games and simulation like the increase in motivation, interest, affective learning about oneself and about others, empathy...

Also Wright (1993) indicated that games can be used to give practice in all the language learning skills (reading, writing, listening and speaking), in all the stages of the teaching learning /process. In addition, Harold (1982) noted that gaming takes advantage of the important contributions of group dynamics, peer learning, and peer pressure in the learning process.

Kirby (1992) stated a long list of the advantages of games:



### 1-Anonymity:

Having the opportunity to participate in an active way without being obvious to the others that they have made a decision to do so.

### 2-Developmental:

By selecting the game that is most suitable not only to the needs of the group, but the game that also develops its ability.

### 3-Experiential:

The source of learning is what the participant do rather than what they are told by the teacher. Above all, games are action – based learning, with all the advantages of that style of learning.

### 4-Flexibility:

Games offer the pupils an opportunity to vary the conditions of the activity in accordance with the needs of the group.

### 5-Full participation:

The involvement of all group members becomes the norm in games.

### 6- Memorability:

Perhaps because each game is unique in what it feels like to play, games tend to be memorable.

#### 7-Motivation:

The “fun” element of games ensures that participants are motivated to take a full part.

#### 8-Pay off for all participants:

Although there may be winners in more competitive games, there is pay off for all participants in terms of learning experience.

#### 9-Physically learning:

Most games operate by making a problem or a skill into physical reality.

#### 10-Realism:

Games represent some aspect of real life ; they examine the issues and skills of everyday experience in the language that experience needs.

#### 11-Risk taking:

It is possible for participants to take risk in a relatively safe environment during games.

Consequently, teaching with enjoyment is a goal desired and sought by all teachers. So, as Suhor (1975) stressed “if there is a game – oriented method for teaching a concept or skill, that method should usually be favored over non – game methods”. (p.64). In addition to that according to Lee (1991) games shouldn't be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing to do or they

want to make some change in the daily class routine. On the contrary, Mckeller (1995) stressed that games should be included as a part of the target language curriculum. Also this idea was supported by Hadfield (1987) who emphasized that games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or the end of term.

Harold (1982) spoke about new period in which games will play a major part as a valuable pedagogical tool. He expected that in addition to the new games and simulations that will be produced and marketed in the future, teachers' understanding of the impact and influence of games as a pedagogical tool and educational method will be improved.

Do teachers now realize the real value of games? Are they ready now to revise their ideas and give games the real importance they deserve?

Games, in my point of view, should be looked upon as a pedagogical tool that is capable to integrate learning with enjoyment; therefore they deserve a serious consideration by English teachers.

## **B-Selecting games:**

Harold (1982) noted that characteristics of games can be assured when “players have goals, sets of activities to perform, constraints on what can and cannot be done and payoffs (good and bad) as a consequence of their actions”. (p.713)

However Kirby (1992) stated the essential characteristics of games:

- (a) there is a learning game with rules and objectives;
- (b) there are clear definitions of what behavior is and is not considered as a proper part of the activity, and what the consequences of this behavior is;
- (c) there is an element of competition between participants  
( though there may be no scoring) ;
- (d) there is a high degree of interaction between at least some of the participants;
- (e) every game should have a definite end or point of closure;
- (f) and that in most cases there is a definite outcome  
(winners, losers,).

Lee (1971) stated that the essential components of a game are players, usually a small, fixed number; a goal, which each player strives to achieve; and rules, which specify the range and

nature of legitimate actions by the players and establish the sequence and structure within which his action occurs ”. (p. 106)

There are according to Hadfield (1987) two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.

Kailani and Muqattash (1995) stated about the characteristics of games the following: “games should:

- i- Games should involve more than one player in order to simulate the pupils to interact and communicate in the foreign language.
- ii- They should retain interest of all pupils to avoid boredom.
- iii- They should be simple enough to manipulate.
- iv- They should provide brisk pace so that young learners will not become bored, and
- v-They should have a learning objective and not just a game for fun; that is, games should be selected primarily for their educational value and not as mere moments of relaxation” (p. 230).

Weed (1975) suggested some guidelines about the selection of games:

- 1- Decide on the purpose of the games first.
- 2-The number of students will limit your choice of games.

- 3-The age group in which your students fall is another factor to consider.
- 4-Think about the activity level you want.
- 5-Decide ahead of time on your time limit.
- 6-Adapt the game you select to suit your situation.

Wright etc. (1993) stressed that teachers should believe in the appropriateness and usefulness of any game they plan to teach. Also they should be convinced that it suits the kind of learners in their minds.

Abolo (1987) indicated that not only games should suit the students' level, age and interests, but also they should be well prepared. In addition, the mother tongue is permitted to explain the rules. Lee (1991) warned that language games are sometimes played at a language level that does not meet the students' current level, and thus they are insufficiently demanding and do not stretch the learners' command. Moreover, Dickson (1981) indicated that games should be fast moving and contain the elements of surprise and competition.

## **C-The teacher's role**

Concerning teachers' role in any game lesson, Cortez (1982) stressed that teachers should follow exactly the rules of games to avoid any unfortunate results. However, Wright etc. (1993) indicated that teachers should introduce any new game in the following way:

- Explanation by the teacher to the class.
- Demonstration of parts of the game by the teacher and one or two students.
- Trial by a group in front of the class.
- Any key language items and / or instructions written on the board.
- First try by group.
- Key language items, etc. removed from the board.

Moreover, teachers, according to Kirby (1992), should take the following steps:

- 1-Offering the game: Games should be offered to groups rather than imposed. Also it is preferable to mention why the game is being offered.
- 2-Dividing the group: For many games it is necessary to

divide pupils into groups or pairs.

- 3-Demonstrating the game: Games should be demonstrated with one or two of the pupils to make sure that the pupils understand the verbal instructions.
- 4-Observing the game: The observation can be helpful for later feedback. Also a possible adapting can be done.
- 5-Discussing the game: Through discussion students can express their feelings and views about the game.

However, Hadfield (1987) pointed out that games are best set up by demonstration rather than by lengthy explanation...The teacher's role is that of monitor and resource center, moving from group to group, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in feed back session after the game. Cortez (1982) also indicated that teachers should be well prepared with adequate knowledge of skills, techniques and rules of the game. Wright (1993) indicated that teachers should go from one group to another listening in, contributing and, if necessary, correcting. Teachers, as Lee (1991) mentioned, should be flexible and change the game to another if it doesn't seem to be going well. They should also show enthusiasm and pleasant attitude towards the games they present.



In addition Kirby (1992) mentioned the following issues that should be kept in mind in preparing games:

1-Abilities and disabilities: Some games cannot be carried out with groups where individuals have certain disabilities.

2-Age range: Games should suit the age of the pupils. Also cultural differences should be taken into account.

3-Attitudes: Students' attitudes and expectation that stem from their culture should be considered while preparing the game.

4-Authenticity: Justification for using the offered game should be presented. Also students should be convinced by the objectives of the game.

## **D-Games, Simulation and Role-play:**

Games are defined by (Harold 1982) as “Something enjoyable-however serious- involving competition for specific objectives and observing rules” (p.713). Also they are defined by Baudains (1991) as “activities students do for their own sake, for the immediate fun, curiosity or competitive ambition aroused by the game”. (p.3). 564708

Simulation is defined by Harold (1982) as “an operating model, reproduction, or imitation of physical or social phenomena, consisting of a set of interrelated factors or variables which function in essentially the same manner as the factual (or a hypothetical) system.” (714). Another definition of simulation is given by Richard (1985) as “Classroom activities which often reduce or simulate real situations and which often involve dramatization and group discussion”. (p. 16)

However role play is defined according to Richard (1985) as “Drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation” (p.240). Ladousse (1992) defined it in this way “when students assume a ‘role’, they play a

part (either their own or some body else's) in a specific situation. 'Play' means that the role is taken in a safe environment in which students are as intensive and playful as possible."(p.5)

As we see there are slight differences between games and simulations. "Often they are" as Davison (1978) stated "indistinguishable and some people use the words interchangeably.... In common they are concerned with revealing systems and interactions and analogues which focus on some simplified aspects of behavior, cutting out the complexity but engaging emotions as well as the power of thinking." (p.55-56). Also this is proved by Hadfield (1987) when he stated that "Many games include the element of role play. Players are given the name and some characteristics of a fictive character. However, these are not role-plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is 'closed'; once cards are distributed, it develops in a certain predetermined way, while role play's outcome is open – ended and may develop in any number of ways." ( p.v ).

In another attempt to show the distinct differences between simulations and games, Lee (1991) stated that "simulations don't contain the fixed goals, competitive structure, and mode of

designating a winner which are characteristics of a game”.  
(p.106)

Also, Ladousse (1992) differentiated between role-play and simulation by stating that: “Simulations are complex, lengthy, and relatively inflexible events. They always included an element of role-play, though other types of activity, such as analysis of data discussion of options, etc, are involved.

Role-play, on the other hand, can be quite simple and brief technique to organize. It is also highly flexible, leaving more scope for the exercise of individual variation, initiative and imagination. Although role play is included in simulation, it's not by any means confined to them” (p.5)

Harold (1982) also differentiated between games, simulations and role playing by stating that:

“Despite some obvious similarities, gaming simulations differ from role playing exercises and from such endeavors as mock congresses. Although role-playing is an element of gaming simulations, in the latter, roles are defined in interacting systems; that is, emphasis is on the role as it interacts with other roles. The model creates the dynamic interaction, the constraints, the rewards, and the punishments. Gaming simulations differ from role-playing exercises in the degree of structure or formalization they entail and in their emphasis on interaction processes rather than on the playing of individual roles. Further, in many instances of classroom role-playing several students participate while the remainders of the class are watchers. In a gaming simulation, all participate; none are passive outsiders. (p.714)

As we see, despite the slight differences between games, simulation and role-play, there are obvious similarities: they are interrelated and there is no clear dividing line between them.

## E-Kinds of Games:

Games cannot be restricted to one type or category. Various kinds of games can be recognized as teachers are inspecting the needed and suitable game. This variety serves the different demands of the teaching process. Lee (1991) classified games into the following kinds:

- 1-Structure games: which provide experience of the use of particular patterns of syntax in communication.
- 2-Vocabulary games: on which the learners' attention is focused mainly on words.
- 3-Spelling games: which provide drills to ensure that spelling is mastered.
- 4-Pronunciation games: which provide drills to avoid pronunciation errors.
- 5-Number games: to help the students to get accustomed to the spoken forms of numbers.
- 6-Read-And-Do games: which include pre-reading activities, some of them to discover what reading is and others to relearn the direction of reading.
- 7-Listen-And-Do games: The learners have to listen and understand, then carry out some actions.

8-Miming, Role-Play, and Language Club games : all these games take the learners away from their chairs and give them a chance of moving about.

9-Games and writing: in which writing is an optional follow – up or incidental aspect of the game.

10-Discussion games: in which discussion is involved.

However Wright (1993) classified the learning games into the following kinds:

1-Picture games: in which the use of pictures plays a major part.

2-Psychology games: which might all lead to a greater awareness of the working of the human mind and senses.

3-Magic tricks: in which language can be exemplified in a concise and a memorable way through a magic trick.

4-Caring and sharing games: they demand and encourage trust and interest in others.

5-Card and board games: in which cards and maps are included.

6-Sound games: in which sound effect can be created in the listener's mind.

7-Story games: they provide a framework for learners to speak and write at length instead of engaging in short exchanges.

8-Word games: the focus of attention is initially on the word rather than the sentence.

9-True/false games: on which to decide whether a statement is true or false.

10-Memory games: these games challenge the players' ability to remember.

11-Question and answer games: they are designed to create contexts in which the learners want to ask questions in order to find something out.

12- Guessing and speculating games: in which someone knows something and the others must find out what it is.

Kirby (1992) listed the following types of games:

- (i) Auction games: Where something is sold off for pretended money to members of the group.
- (ii) Audience games: Where part of the group serves as an audience for a few participants.
- (iii) Chain games: In which a participant directs an activity to another person who directs it again to a third.
- (iv) Circle games: Where pupils carry out activities in turn.



- (v) Exclusion games: Where one person has to be treated differently from the others in some way.
- (vi) Individual games: Where each participant does something individually.
- (vii) Molding games: Where one participant has the opportunity to mold, sculpt, or order the group in some way.
- (viii) Pairs games: Where pupils are encouraged to work with someone they have worked with least.
- (ix) Relay games: Where members of a team compete to carry out activity or a series of activities.
- (x) Swap games: Where groups compete to carry out an activity and the results will be acted upon in some way by another group.

Clark (1992) mentioned the following kinds of games under his title in the Internet "Games for Teaching English as a Second Language:

- (1) Matched pairs: this game is useful to review vocabulary and to stimulate conversation among the team members.
- (2) Scrambled sentences: This game is useful for reviewing word order and the placement of punctuation marks. It concentrates on a single sentence pattern.

- (3) Who is who: this game requires the students to use precise yes /no questions. It can also serve as a vocabulary reviewing of selected areas.
- (4) Using maps to teach English: students practice looking at simple maps and giving directions in written English. Students can practice using sentence –based English phrases to convey visual –spatial concepts.
- (5) Semantic games: students read sample sentences using a word in context and try to figure out which of its possible meanings it represents. The idea of semantics can be introduced that one word can have multiple meanings.
- (6) Word grids: students can include a single gloss for the sign with the same base meaning, drawing pictures or writing descriptions.

Hadfield (1987) distinguished in his book between two major kinds of games. He stated that “communicative games are distinct from linguistic games; that is, they are activities with non –linguistic goal or aim. Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of a structure”(p.iii). Also he listed many kinds of games like guessing games, search games,

matching games, exchanging and collecting games, combining activities, puzzle solving activities.

## F-Related studies

Hogle (1996) found out in his study that games can be used in traditional classroom lectures to increase interest, motivation, and retention. In addition they contribute in improving higher order thinking and reasoning skills. Also Simms (1985) in his study agreed with Hogle about the effect of games on motivation. His students responded that games are enjoyable and should be included in the curriculum.

Also Russell (1996) pointed in his study to games as one factor of many which can beat boredom and create interest. Games provide momentum, participation, reachable goals, and immediate feedback. In addition Renner (1996) included games in content-based activities in which students elicit information from each other to construct a script, paragraph, or chart. Statzner (1995) conducted a study in a middle to upper class neighborhood in a Minnesota city to determine the practice that the Spanish teacher used to encourage full students' participation. He used games as a medium to socialize the

children and to make learning dynamic. This method created interdependence, cooperation, and a new class culture.

Simms (1997) conducted a study in the University of Northern Colorado that was purposed to observe, describe and analyze motivational characteristics of students before, during and after the use of an educational game. The focus was on the motivational indicators (direction, persistence, intensity, continuing motivation and performance). The researcher concluded that games have a significant effect in increasing the students' motivation. Also Mckellar (1995) carried out a study to evaluate the effectiveness of the game to review a nursing conceptual model. Subjects who played the game found it motivating. They also responded that games should be included in the curriculum.

The overall interpretation of Furuhashi (1997) study showed that Japanese students generally preferred the innovative methods and techniques to the traditional methods such as avoidance of grammar instruction, the usage of teachers' only English, emphasis of listening and speaking, use of games and role playing, use of supplementary materials, and command usage in English (Total Physical Response).

In her paper that was presented at the National Japanese Conference for English Language Education, Makarova (1996) expressed that she used pronunciation - based quiz games in order to enhance students' motivation and interest in English pronunciation and phonetics.

## Summary

It can be concluded that educational games are motivating for they have the elements of fun and competition. In addition, many studies encourage teachers to use them in English lessons. However there are many kinds of games, so teachers should be careful in his choosing: games should suit the students level and culture. Also the role of the teacher is central in presenting the games in a suitable way to get the maximum usefulness of them. Also the slight differences between games, role-playing and simulation are shown in this chapter through making a comparison and contrast between them. Generally, the available literature about educational games and implementing them in the real class lessons is still in need to be enriched. So by carrying out this study, the researcher hopes to contribute in enriching the empirical studies in this field.

# Chapter

## Three Methodology

### **Introduction**

All the methodological procedures involved in the study included in this chapter are divided into the following categories:

A description of the population of the study, the sample of the study, the design of the study, the variables of the study, the instrument of the study, the validity and the reliability of the test, the statistical design, and a summary of the procedures.

# The population of the study

The population of the study consisted of all male and female Tenth Grade students in the High schools in Rahat City for the first semester of the scholastic year 2000/2001. The whole population was (463) as indicated in table (3.1) below:

**Table (3.1): The Number of Male and Female Tenth Grade Students in the High Schools in Rahat City (As registered in the files of the schools):**

	Name of	No. of students
	Al-Razi High School.	(164)
	AL-Noor High School	(126)
	Rahat Public High School	(173)
	Total	(463)

# The sample of the study

The sample of the study consists of (319) students divided into (162) males and (157) females from Al -Razi High school and Rahat Public High school, which are located in Rahat City.

**Table (3.2): The Number of Students According to Gender:**

Sample according to gender	No. of students
Male	(162)
Female	(157)
Total	(319)

The classes of the sample were the classes of tenth graders in both schools in which the study was conducted. This sample was divided into two groups: one as experimental which includes (154) subjects and the other as control which includes (165) subjects .It is worth mentioning that the ordinary number of students in each tenth grade class is between 28-35 students. All the classes are homogenous. They had much in common: With respect to age, all the subjects were between 14-15 years old. In addition, they all have the same environmental and educational circumstances. All of them live in Rahat or nearby gatherings and none of them had ever studied in the target language



countries. Table (3.3) shows the number of students in each group.

**Table (3.3): The Number of the Sample of the Study**

Group	No. of students
The experimental group	(154)
The control group	(165)
Total	(319)

## The design of the study

Both of the groups (control and experimental) groups were taught ten lessons according to the proposed way of teaching (games method) and the traditional way of teaching (ordinary class lessons). The games that were taught to the experimental group are found in Appendix (C) page (75). While with the control groups the researcher used the textbook according to the curriculum.

Data was collected by a qualified English teacher who worked with the researcher as an observer. He filled up a questionnaire called “observation sheet” which assessed the overall class motivation. He filled up a questionnaire in every lesson with both groups while the students were involved in their learning task and nearly at the end of every learning activity.

In addition, every student filled up a questionnaire called “self –reported questionnaire ” see appendix (B) page (72). In this questionnaire every student expressed his feelings about the previous ten lessons. The two questionnaires were used to measure students’ motivation which was generated by the different teaching material used in the study: Students overall class motivation was observed and measured by an external qualified observer and the self-reported motivation was expressed by the students themselves.

The subjects of the sample were considered as having the same learning level. Consequently there was no pre-test conducted in the study. Only the post test (questionnaire) results were treated statistically to find the difference in self-reported and overall observed motivation between the control and experimental groups.

The difference in motivation related to gender was only tested by the self-reported questionnaire for this kind of motivation could not be accurately measured by the external observation; however, it should be felt and expressed by every student (male or female). Consequently the researcher depended completely on the self-reported questionnaire, which was filled by the students themselves to measure the motivation related to the gender variable.

## The variables of the study

The study has two independent variables:

1-The method of teaching and it has two levels:

a-the educational games method.

b-the traditional way of teaching.

2-The gender: male or female.

The study has one dependent variable that is motivation that is divided into self-reported motivation and overall class motivation.

In general, motivation can have the following components: interest, enthusiasm, persistence, attention, concentration, enjoyment, involvement, satisfaction, interaction...

## The instruments of the study

The researcher used the following instruments in his study:

### 1-An observation sheet:

The researcher used this instrument to assess overall class motivation generated by the educational material in use, as manifested by levels of learners' interest, enthusiasm, activity, persistence, concentration and enjoyment during class. See Appendix (A).page (69).

Each item is scored on a scale of one (strongly disagree) to five (strongly agree). It consists of (15) closed items on a semantic differential scale through which the observer can assess the overall class observed motivation.

The observed over all class motivation was filled by a qualified English teacher from the same school and while the activity is drawing to an end.

## **2-Self-reported learner questionnaire:**

The researcher used this questionnaire to measure levels of motivation generated during the lessons, expressed and felt by the students themselves. It consists of (20) closed items on semantic differential scale statements expressing motivation and its components. Each item is scored on a scale of one (strongly disagree) to five (strongly agree). This questionnaire was completed by students who participated in the study in both groups. Also they were translated into Arabic (the students' mother tongue) to avoid any misunderstanding.

See Appendix (B). Page (74).

## **The validity and the reliability of the study**

The valid questionnaire is one that measures what is intended to measure. Consequently, the researcher surveyed thoroughly and deeply the components of the both questionnaires and their direct relation to what intended to be measured. Moreover the questionnaires were approved by six experts in the field of education in Al-Najah National University. Their notices and suggestions were taken into consideration and the necessary changes have been done.

As for reliability, the test and retest method was used according to the following: The researcher selected (10) students to take the test. After 10 days, they were retested using the same test. It should be noted that those (10) students were excluded from the sample of the study.

The reliability of the test was calculated using Person's Reliability Coefficient. The total value was (0.88).

## Statistical Analysis

In order to analyze the data, the researcher used statistical techniques using the (SPSS) statistical packages for social science.

The following statistics were used:

- 1-Means and percentages.
- 2-Standard deviations.
- 3-Independent t- Test.

## Summary

To summarize, the two groups were posttested. Every student in the control group filled out a self-reported questionnaire. Also an observation sheets were filled out by an external observer who expressed his feelings about the two methods of teaching used in the study and with the both groups to assess the overall class motivation. The results of the self-reported questionnaires and the observation sheets were treated statistically using (T-test) in order to determine the effect of the proposed way of teaching on the self-reported motivation and the overall class motivation.

# Chapter Four

## The Results

This study was designed to determine the effect of educational games on the students' self - reported motivation and the overall class observed motivation. Therefore, the results of the effect of the proposed way of teaching (educational games) and the traditional way of teaching on the students' above-mentioned two branches of motivation are investigated and compared. Also the differences in self – reported motivation related to gender variable are examined.

The subjects participating in the study were (319) 10th graders. They were randomly divided into two groups: the experimental and the control group. The experimental group was taught using (20) educational games, whereas, the control group was taught according to the traditional method without any additional teaching materials.

The self – reported motivation of the two groups were tested after using the two methods of teaching and the scores of the test were treated statistically. Also the overall – observed class motivation sheets, which were filled out by a qualified external



observer during each lesson with both methods, were treated statistically.

The study went on for (eight) weeks. It had three questions from which (three) hypotheses were derived.

In this chapter, the researcher surveys the results and the hypotheses of the study. The results are divided in accordance with the hypotheses of the study.

**A/ Results related to the teaching method variable according to the self – reported questionnaire.**

The first hypothesis is “there are no significant differences at the ( $\alpha=0.05$ ) level in motivation between using the educational games method and the traditional way of teaching according to the self– reported motivation questionnaire results”.

In order to examine this hypothesis, the researcher dealt with the results which related to the effect of both ways of teaching on the self – reported motivation. To determine this effect, the dependent T - test was used as shown in table (4.1).

**Table (4.1): A Comparison between the Results of Game Method and Traditional Method on Self-Reported Motivation:**

Games		Traditional		T	Sig.
M	SD	M	SD		
3.88	0.46	2.21	0.34	36.76	0.0001

Table (4.1) shows that the computed t- test value on game method was (3.67). This value is more than the critical T-test value (1.96). This means that there are significant differences at the ( $\alpha=0.05$ ) on self – reported motivation between the game method and the traditional method in favor of game method. Consequently, the proposed way of teaching (educational games) positively affects the self-reported motivation. As a result, the first null hypothesis is rejected.

**B/ Results related to the teaching method variable according to the observation sheet**

The second hypothesis says that “ there are no significant differences at the ( $\alpha=0.05$ ) level in motivation between using the educational game method and the traditional method according to the observation sheet results.”

In order to examine this hypothesis, the researcher dealt with the results that related to the effect of both way of teaching (games and traditional) on the observed overall class motivation. To determine this effect, the dependent T-test was used as shown in table (4.2).

**Table (4.2): A Comparison between the Results of the Both Ways of Teachings on Observed Overall Class Motivation:**

Games		Traditional		T	Sig.
M	SD	M	SD		
4.30	.21	2.222	.35	15.76	0.0001

Table (4.2) shows that there are significant differences at ( $\alpha=0.05$ ) concerning the overall observed class motivation between the use of the educational games method and the traditional way of teaching in favor of the games method. This means that the proposed way of teaching can positively affect the overall observed class motivation. Consequently, the null hypothesis is rejected.

# The differences in the students’ self – reported motivation according to the gender variable

Concerning the hypothesis that says “there are no significant differences in self- reported motivation related to gender variable ”, the researcher examined this hypothesis by using the dependent T-test as shown in table (4.3):

**Table (4.3): Results of T-test for the Difference in Students’ Self-reported Motivation According to Gender.**

Male		Female		T	Sig.
M	SD	M	SD		
2.99	.89	3.05	.96	.57	.56

Table (4.3): shows that there are no significant differences at the ( $\alpha=0.05$ ) on self – reported motivation between males and females. This means that the level of self- reported motivation is not affected by the gender variable. Consequently, the null hypothesis is accepted.

## The ratings of the items of the self – reported questionnaire:

The following table (4.4) shows the means and percentages that every item had in the self –reported questionnaires. It is worth mentioning that items number (1), (2), (10), (17) and (18) got the highest ratings on the questionnaires concerning the game method.

These items indicate on order as following:

Item (1): The material was interesting and made the learning desirable.

Item (2): The material was enjoyable that I did not get bored.

Item (10): The material gave a chance to participate and learn something new.

Item (17): I learnt quickly and did not feel the passing of time.

Item (18): The material made it easy for the teacher to transmit to us.

**Table (4.4): The Means and Percentages that every Item had in the Self- Reported Questionnaire:**

Games			Tradition		Total	
Item	Mean	%	Mean	%	Mean	%
1-	4.25	85.5	2.50	50	3.34	66.8
2-	4.15	83	2.25	45	3.17	63.4
3-	3.84	76.8	2.62	52.4	3.21	64.2
4-	3.98	79.6	2.46	49.2	3.19	63.8
5-	3.63	72.6	2.28	45.6	2.93	58.6
6-	3.62	72.4	2.54	50.8	3.06	61.2
7-	3.84	76.8	2.18	43.6	2.98	59.6
8-	3.92	78.4	2.13	42.6	3.00	60
9-	3.81	76.2	2.12	42.6	2.94	58.8
10-	4.07	81.4	2.08	41.6	3.04	60.8
11-	3.45	69	2.30	46	2.86	57.2
12-	3.84	76.8	2.13	42.6	2.96	39.2
13-	3.97	79.4	2.13	42.6	3.02	60.4
14-	3.82	76.4	2.12	42.4	2.92	58.8
15-	3.64	72.8	2.25	45	2.92	58.4
16-	3.96	78.4	22.2	44.4	3.04	60.8
17-	4.06	80.12	2.14	42.8	3.07	61.4
18-	4.01	80.2	2.08	41.6	3.01	60.2
19-	3.97	79.4	1.99	39.8	2.95	59
20-	3.97	79.4	1.83	36.6	2.86	57.2

## **The ratings of the items according to the overall class motivation sheet**

The following two tables (4.5 and 4.6) show the means and percentages that every item got in the observation sheets that assess the overall class motivation according to the educational games method and the traditional way method. The observer gave the items (1), (11), (3), (5), and (9) the highest ratings on the observation sheets. These items indicate on order as the following:

- (1) The students are involved in the learning task.
- (11) The students are showing a high level of interaction.
- (3) The students are paying great attention to the learning task.
- (5) The students find the teaching material interesting.
- (9) The students easily comprehend the material in use.

**Table (4.5): The Means and Percentages that every Item had in the Observation Sheets According to the Games Method:**

Item	Game method		
	Mean	%	Degree
1-	4.80	96	Very high
2-	4.50	90	Very high
3-	4.70	94	Very high
4-	4.30	86	Very high
5-	4.60	92	Very high
6-	4.20	84	Very high
7-	4.20	84	Very high
8-	4.20	84	Very high
9-	4.50	90	Very high
10	4.10	82	Very high
11	4.80	96	Very high
12	3.70	74	high
13-	4.30	86	Very high
14	4.00	80	Very high
15-	3.60	72	high



**Table (4.6): The Means and Percentages that every Item had in the Observation Sheets According to the Traditional Way of Teaching:**

Traditional method			
Item	Mean	%	Degree
1-	2.30	46	Very low
2-	1.90	38	Very low
3-	1.80	36	Very low
4-	1.90	38	Very low
5-	1.80	36	Very low
6-	1.80	36	Very low
7-	3.20	64	Moderate
8-	2.30	46	Very low
9-	2.30	46	Very low
10-	1.70	34	Very low
11-	1.90	38	Very low
12-	2.30	46	Very low
13-	1.80	36	Very low
14-	3.30	66	Moderate
15-	3.00	60	Moderate

The means were classified according to the following criteria:

80% and more = very high

70% - 79.9% =high

60% – 69.9% =moderate

50% – 59.9% =low

less than 50 % = very low

## **Summary**

The results of the study show that there are significant differences between the two methods of teaching used in the study on their effect on students' self-reported motivation and overall class motivation. This indicates clearly that the traditional way of teaching could not affect positively the students' motivation and interest in the learning material. Also the results of the study show that there are no significant differences between males and females concerning self-reported motivation. This means that the both sexes (males and females) found educational games appealing and responded to the generated motivation nearly in the same way and degree.

# Chapter Five

## Discussion, Conclusion, and Recommendation

In this chapter, the researcher discusses the results of the study, comes up with conclusions and offers certain recommendations:

(1) The results of table (4.1) show that the means of the self-reported motivation was (2.2) when the traditional way of teaching was used and increased to (3.9) when the proposed way of teaching (educational games) was used. These results agree with the results of studies conducted by Hogle (1996), Gagne (1985), Russell (1996), Stanzer (1995) and Furuhata (1997) which proved clearly the motivational effect of educational games on students' reaction toward learning English.

These results indicate clearly that educational games are more enjoyable and motivating. They can be used by teachers to reduce the boredom in the English class and to change positively the students' feeling toward the target language. It is worth mentioning here that (79.4) percent of students who were taught by educational games expressed that they like teachers to

overuse this kind of material, whereas (36.6) percent of the students who were taught by traditional method expressed the same thing. No one can deny that learning with enjoyment is desired and sought by all teachers. Also, games can develop the four skills of learning any language (reading, writing, speaking, and listening). So teachers can carefully choose the game that suits their needs.

(2) The results of overall observed class motivation that were observed by an external observer show that the game method was significantly more motivating. The total mean of the game method was (4.3) while the mean of the traditional method was (2.2). This shows the high level of students' involvement, interest, participation, satisfaction, activity, confidence, and enjoyment with games.

Not only motivation can be felt by students and expressed in their self-reported questionnaire, but it also can be observed clearly from outside: Through games, students can compete in a friendly atmosphere. They have the sense of challenge: seeking to win and doing their best to avoid losing. Moreover, the sense of humor that might accompany games makes the students taste and enjoy such a method of teaching: They are kept away from the monotonous rhythm of the traditional lesson.

It should not be forgotten that without the maximum effort of teachers in choosing the suitable and needed games and adapting them to the situation of the class. Teachers, however, should show an effort in showing that they are themselves motivated, acting out, changing the rhythm of their voice.... that for giving more life to the game, they will not get the maximum benefit of games in motivating and tutoring the students.

Consequently, teachers should think thoroughly about games and how to use them in their lessons and whether they suit the needs of their students or not. Also the game-oriented method should be preferred to others. However they should think about the chosen game, imagine the target class and believe in the appropriateness of that game to the situation of the class.

(3) The results of self-reported motivation concerning the gender variable show that there are no significant differences between males and females. Table (4.3) shows that the mean of males' self-reported motivation toward the proposed way of teaching was (2.99) while of females was (3.05). The slight difference (0.06) is not a significant difference. This indicates that the both sexes respond in a good way to games and show a high degree of motivation and interest.

## Conclusion

From the results that the researcher obtained from using the game method and the traditional method, he can conclude the following:

- The experimental group, which was taught by game method, gained a significant increase in the level of self-reported motivation according to what expressed in the self-reported questionnaires.
- The external observer expressed in the observation sheets that the proposed way of teaching (game method) increases significantly the students' over all observed class motivation.
- There are no significant differences in responding to games between males and females.
- Games are really motivating and can be confidently advised to be taught in order to release the students from the boredom and the lack of interest that they feel in learning the foreign language. This was proved by students themselves when (85.5) percent of them in the experimental group agreed with item number (1) in the self-reported questionnaire which stated that “ Games were interesting and made us more desired to learn”.

- The subjects in the experimental group participated enthusiastically and about (69) percent indicated that games put an end to their fear and embarrassment.
- Games enabled students to be more sociable and more close to real life situations. Also (76.8) percent indicated that games are meaningful and can be used outside the class.

## Recommendations:

The following recommendations can be offered after surveying and discussing the results:

For further studies, the researchers in the field of education are recommended to:

- Conduct similar studies that investigate the effect of educational games on the language skills like (speaking, writing, reading, and listening).
- Conduct further studies which investigate the effect of computer educational games on motivation.
- Conduct further studies that investigate the students' and teachers' attitudes toward using educational games.
- Conduct studies that investigate the effect of simulation games, role play and communication games on any of the language skills or on motivation.

### **The English language teachers are recommended to:**

- Integrate games in their lessons in order to motivate their students to learn the target language and to make the whole teaching process more fruitful.
- Choose games that suit the students' level, condition, and culture and meet the skills that needed to be taught.



- To be ready all the time and in any lesson to surprise the students with a new game if the teacher thinks that there is a need to change the dull atmosphere in the class.
- To believe that games can be a very fruitful way of teaching if they are carefully chosen to suit what is needed to be taught. Also the teacher should be sure about the appropriateness of any chosen game.
- Be flexible, don't continue with any game that students do not like, try to change it quickly. Also do not frustrate the students by overcorrecting mistakes.

**The Ministry of Education is recommended to :**

- Integrate games in the curriculums and to give more attention to this educational tool.
- Hold seminars and meetings to familiarize the English teachers with the importance of games and how to cope with them by specialists in this field.
- Familiarize the teachers with new techniques like computer games, simulation games, role playing, Internet.... which can increase the students' motivation and interest in learning English.

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# Appendix A

**An-Najah National University**  
**Faculty of Higher Studies**  
**Teaching Methods Department**  
**Observation Sheet**

Observer..... Date .....

Teacher ..... No. of students .....

Type of material : games /traditional

## Instructions:

1. This sheet is for observing the whole class not one student.
2. Complete the sheet when this activity is drawing to close.
3. Each item in this questionnaire holds a certain idea that you might agree or disagree with your ideas. I would like you to express your degree of approval on each item according to the following scale:

<b>strongly agree</b>	<b>agree</b>	<b>undecided</b>	<b>disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

NO	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	The students are involved in the learning task					
2	The students concentrate on the learning task.					
3	The students are paying great attention to the learning task.					
4	The students are in a high activity level.					
5	The students find the teaching material interesting.					
6	The material in use is challenging for the students.					
7	The students in use are appropriate for the students.					
8	The students seem to have self confidence					

9	The students easily comprehend the material in use					
10	The students seem to have more self-satisfaction.					
11	The students are showing a high level of interaction.					
12	The students don't show any kind of fear or embarrassment.					
13	The students don't pay attention to time and they like to continue.					
14	The students feel they are learning something new.					
15	The students don't feel that they material is higher or lower than their level.					

## Appendix B

### Self – reported Questionnaire

Type of material : (a) Games

(b) Traditional

Sex : (a) Male

(b) Female

Express your opinions and impressions frankly about the material that you have studied according to the following questionnaire :-

Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1-The material was interesting and made me more willing to learn.	5	4	3	2	1
2-the material was enjoyable that I did not get bored.					
3-The material had meaning in my life.					
4-the material was easily comprehended.					
5-The material was satisfying.					
6-The material was up to my level.					
7-The material was appealing to me.					
8-The material made me more interested in a serious and an active way.					
9-The material gave me a chance to discuss in a spontaneous way.					
10-The material made me participate and learn something new.					

items	Strongly agree	Agree	undecided	disagree	Strongly disagree
0-The material put an end to my fears and embarrassments.	5	4	3	2	1
2-The material was realistic in representing the material.					
3- The material gave me chance to interact with the teacher.					
4- The material allowed me to move from the school language to a larger one.					
5- The material contributed in generating a kind of self-satisfaction in me.					
6-The material increased my self-confidence and my motivation to learn English.					
7-I learned quickly and did not feel the passing of time.					
8- The material made it easy for the teacher to transmit.					
9-This way encourages me to use the language outside the class.					
10-I like the teacher to use this material.					



## Appendix B

جامعة النجاح الوطنية

كلية الدراسات العليا

قسم اساليب التدريس

استمارة حافز التقرير الشخصي

تعليمات :

عزيزي الطالب /ة:

- (١) تهدف هذه الدراسة لقياس مستويات الحافز الذي يشعر به الطلاب خلال الحصة نتيجة نوع المادة المقدمة .
- (٢) سيتم تعبئة هذه الاستمارة من قبل الطلاب المشتركين في الدراسة من كلا المجموعتين التجريبية والضابطة .
- (٣) يقوم الطالب بتعبئة الاستمارة في نهاية كل حصة .
- (٤) تم صياغة الاستمارة بلغة الطلاب الام ( العربية ) وذلك لمنع أي سوء فهم لدى الطلاب مما يؤثر على نتائج الدراسة .
- (٥) كل فقرة من هذه الاستمارة تحمل فكرة معينة قد تتفق او لا تتفق معها . الرجاء أن تعبر عن درجة اتفاقك أو عدم اتفاقك على كل فقرة حسب الجدول التالي :

أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة
٥	٤	٣	٢	١

## استمارة الطالب

- نوع المادة التعليمية : أ- ألعاب تعليمية

ب- مادة تقليدية

- الجنس : ( ) ذكر

( ) أنثى

عبر عن رأيك و انطباعك بصراحة حول المادة التي تعلمتها اليوم حسب الجدول التالي:-

أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة	
٥	٤	٣	٢	١	١- كانت المادة التعليمية مثيرة للاهتمام و جعلتني أتعلم أكبر .
٥	٤	٣	٢	١	٢- كانت المادة التعليمية ممتعة بحيث أنني لم أشعر بأي ملل .
٥	٤	٣	٢	١	٣- كانت المادة التعليمية ذات معنى في حياتي .
٥	٤	٣	٢	١	٤- كانت المادة التعليمية سهلة الاستيعاب بالنسبة لي .
٥	٤	٣	٢	١	٥- كانت المادة التعليمية مرضية.
٥	٤	٣	٢	١	٦- كانت المادة التعليمية تناسب مستواي.
٥	٤	٣	٢	١	٧- كانت المادة التعليمية تروق لي .
٥	٤	٣	٢	١	٨- زادت المادة التعليمية اهتمامي بالموضوع بشكل جدي و إيجابي.
٥	٤	٣	٢	١	٩- أتاحت لي المادة التعليمية أن أناقش و أتكلّم بعفوية و بدون تحفظ .
٥	٤	٣	٢	١	١٠- أتاحت لي المادة التعليمية المشاركة و اكتساب شيء جديد .

١	٢	٣	٤	٥	١١- عملت المادة التعليمية على القضاء على الخوف و الحرج و الرهبة لدي .
١	٢	٣	٤	٥	١٢- كانت المادة التعليمية واقعية في عرض المادة التدريسية .
١	٢	٣	٤	٥	١٣- أتاحت المادة التعليمية فرصة أكبر للتفاعل الصفّي بيني و بين المعلم .
١	٢	٣	٤	٥	١٤- أتاحت لي المادة التعليمية أن أنتقل من لغة الصف إلى مجال أوسع.
١	٢	٣	٤	٥	١٥- ساهمت المادة التعليمية في خلق نوع من الرضى النفسي لدي .
١	٢	٣	٤	٥	١٦- ساهمت المادة التعليمية في زيادة ثقتي بنفسي و تكوين حافز لتعلم اللغة الإنجليزية .
١	٢	٣	٤	٥	١٧- تعلمت المادة التعليمية بسرعة ولم أشعر بمرور الوقت .
١	٢	٣	٤	٥	١٨- المادة التعليمية سهلت على المعلم توصيلها لنا.
١	٢	٣	٤	٥	١٩- التعلم بهذه الطريقة يشجعني على استخدام اللغة الإنجليزية خارج الصف.
١	٢	٣	٤	٥	٢٠- أحبذ الإكثار من استخدام هذه الطريقة من قبل المعلم .

# Appendix C

## Game No. One

### Story Games Silly Stories

Skills: Listening and Speaking

Level: Intermediate \ advanced

Time: 5-10 minutes

Procedure:

Class Work

Begin the story with the first half of a sentence. Then ask the class to think of continuation, e.g.

Teacher: I saw a horse sitting-----

Learner1: ----- in the kitchen

Teacher: It was eating

Learner2: ----- a piece of cake

Learner3: and drinking a cup of tea

Teacher: I said -----

Learner4: Don't you have milk in your tea?

## **Game No. Two**

### **The odd man out**

**Skills:** All

**Level:** Intermediate; advanced

**Time:** 10 minutes

**Preparation:**

Prepare 10-15 groups of words, each of which contains an “odd man out”, e.g.

- i) horse, cow, mouse, knife, fish
- ii) plate, bean, soup, sandwich, apple
- iii) bicycle, bus, car, motorcycle, lorry
- iv) green, big, orange, brown, red
- v) brother, father, sister, uncle, grandfather
- vi) June, Tanuary, March, Spring, May
- vii) Paris, Ottawa, Newyork, London

**Procedure:**

- 1-Learners write down the strange words, “odd man out”.
- 2-Then they try to say why.
- 3-The others should be asked if they agree or disagree and why.
- 4-Learners should be encouraged to find as many possible answers as they can
- 5-If any learner experience difficulty, the teacher can ask a leading questions.

## **Game No. Three**

### **Correct me if I'm wrong**

Skills: Listening, Speaking and reading

Level: All

Time: 10 minutes

Preparation:

Select an appropriate text and make copies

Procedure:

Class, group or pair work

Read out the text and deliberately change some of it.

The learners should follow their copy of the text and immediately stop you when they notice one of the changes. Once the game is understood it can be played in groups or pairs.

## **Game No. Four**

### **Don't let them pull your leg**

Skills: Listening, speaking and writing

Level: All

Time: 15-20 minutes

Procedure:

Class, group or pair work

- 1-Discuss the idea that there are always people who like 'to pull other people's legs' i.e. to make them look a little foolish.
- 2-Explain that this game will train the learners not to have their legs pulled! Explain that you will include a few untrue statements.
- 3-The students must immediately raise up their hands, on hearing an untrue statement and say what's wrong with it.
- 4-Once the idea of the game is understood it can be played in groups or in pairs. Learners might prepare their 'talk' in writing, perhaps for homework.
- 5-Teacher: yesterday I went into town and saw a marvelous car. It had six legs and went very.....

Learner 1: That's not true. Cars don't have legs, they have wheels. And they don't have six wheels either.

Teacher: Oh sorry, you are quite right, you know, Paris the capital of Italy.

Learners 2: Paris is the capital of France.

## **Game No. Five**

### **Test Your Knowledge**

Skill: Reading

Level: Intermediate, advanced

Time: 10-20 minutes

Procedure:

1-Cut out at least 20 pieces of paper or card.

2-Divide them into pairs; write a question on one of the cards and the appropriate answer on the other.

Here are three types of subject with few examples:  
general knowledge

Where is the Taj Mahal?	It's in India
Where was Tolostoy born?	In Russia
What is the capital of Scotland?	E din burgh

#### **Cause and effect: -**

What would happen if we didn't eat for a long time?  
We would die.

What happens if we boil an egg for six minutes?  
It becomes hard.



## Game No. Six

### Twenty Questions

Skills: Listening and speaking

Level: Intermediate, advanced

Time: 15 minutes

Procedure:

- 1-The question – master thinks of something and simply tells the players whether it is ‘animal, vegetable, mineral or abstract’.
- 2-The players can then put 20 questions to the question-master to discover what he is thinking of.
- 3-Traditionally, the questions are put so that they can be answered by ‘Yes’ or ‘No’.

Is it bigger / smaller than a car?

Can you eat it?

Have you got one?

Would you normally find one in a house?

Is it made of wood?

Can it be easily broken?

## **Game No. Seven**

### **Picture Games**

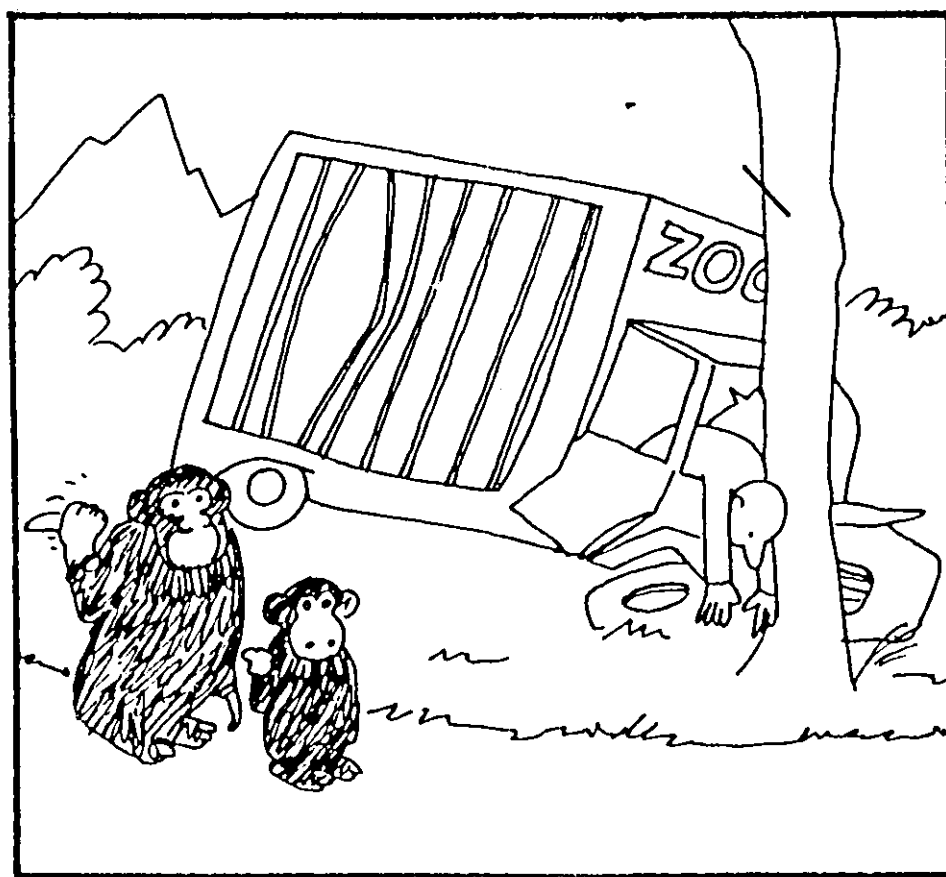
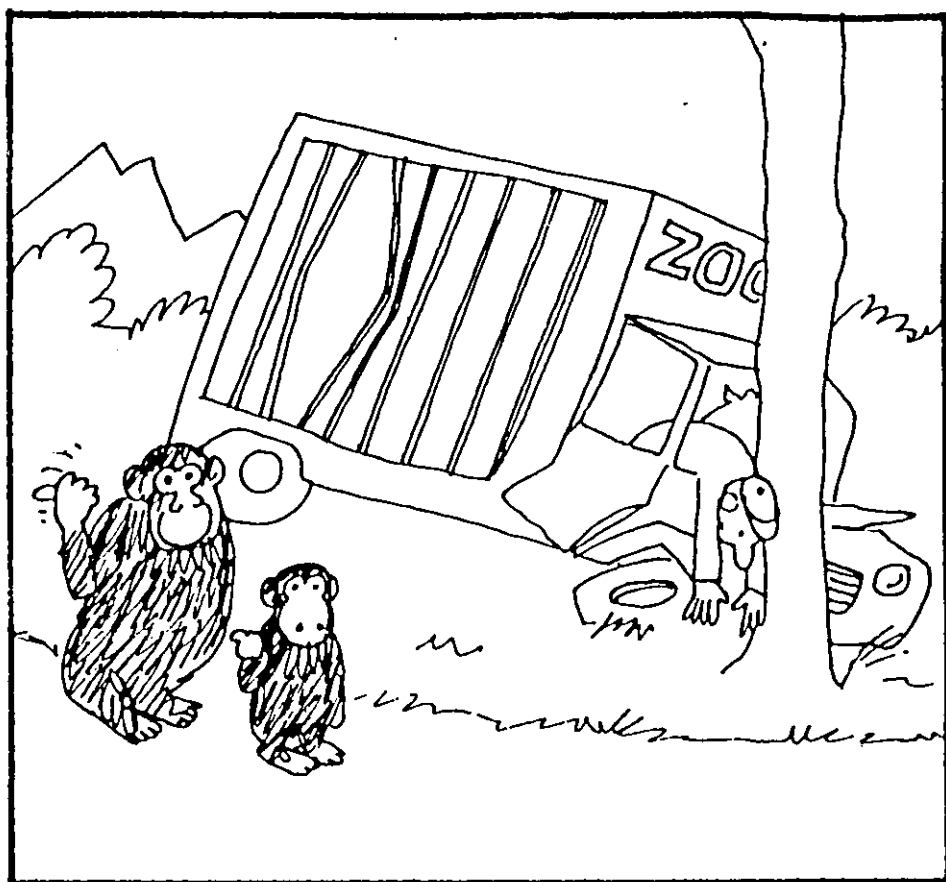
**Skills:** Listening and speaking

**Level:** Intermediate / advanced

**Time:** 5-15 minutes

- 1-Each pair of learners will need two pictures or sets of pictures which are very similar. The differences between them must be described by the learners.
- 2-The learners study the pictures. As soon as someone sees a difference, he describes it to the class, e.g.

More advanced learners could be asked to write down all the differences they can find before the oral discussion.



## Game No. Eight

### The Old Woman and the Young Woman

Skills: Listening and Speaking

Level: Beginners and Intermediate

Time: 5-10 minutes

Procedure:

1-Prepare the copy of the picture.

Procedure:

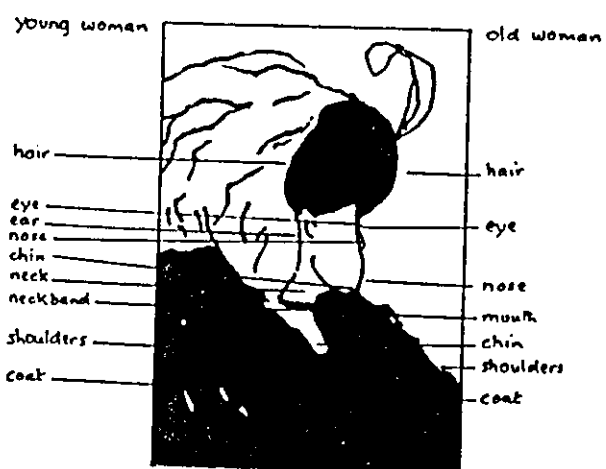
2-Show the picture without comment for about one minute.

Some of the class will see an old woman and some will see a young woman.

3-Ask the class what they can see in the picture. Ask how many can see the young woman and how many can see the old woman.

4-Finally, ask someone to indicate on the picture the person that they can see, e.g.

Learner: This is a nose this is the chin



## Game No. Nine

### The Excuse Game

Skills: Speaking, reading, listening

Level: Intermediate and Advanced

Time: 15-20 minutes

Practice:

Students practise inviting and refusing, stating obligations and making excuses.

Procedure:

- 1-Copy the invitation cards and the excuses cards so that there are for each students in the class.
- 2-Distribute them so that everyone get a mixture of 'invitation' and 'excuses' cards.
- 3-Students should invite each other and make excuses.

L1: Would you like to come for a meal tonight, Carlos?

L2: I'd love to, but I am afraid I am working late tonight.



## Game No. Ten

### Would you mind if...?

Skills: Speaking, reading, listening

Level: Intermediate and advanced

Time: 20-25 minutes

#### Procedure:

- 1-The game may be played in groups of three or four students.
- 2-Copy a set of cards for each group. The cards are divided into R cards 'request' cards, O cards 'objection cards' and A cards 'agreement cards'.
- 3-Player '1' takes the first R card and makes a request.
- 4-Players with a matching A or O card may then agree or object the request.



# Game No. Eleven

## I Spy

Skill: Speaking

Level: Intermediate

Time: 10-15 minutes

Group Size: whole class or groups.

Use: to know new vocabulary.

This is an old and simple vocabulary games. Some body says:

I Spy

With my little eye

Something beginning with B

Others guess what the object is

S1: The blackboard

The following rhyme can be substituted:

One – two – three

What can I see?

Something in this room

Beginning with T...

# Game No. Twelve

## Going Away

Level: Elementary and Intermediate

Group Size: Whole class or groups

Use: To know the vocabulary of Journeys and holidays.

To use 'will'

1-This game need not always be played in the same way

2-Each student repeats the previous items and adds one of his or her own.

S1: I am going abroad and I will take a suitcase.

S2: I am going abroad and I will take a suitcase and a camera.

S3: I am going abroad and I will take a suitcase, a camera and some films.

And so on

## **Game No. Thirteen**

### **Who is the baby?**

Skill: Speaking

Level: intermediate and advanced

Time: 20-30

Group Size: whole class

Use: to describe people orally and in written

Procedure:

1-All the members of the class bring photographs of themselves as babies and mixed up.

2-Students should know who the babies are.

3-Students can see the photograph one by one and they can make suggestions.

That looks like Mary. She has the same round face

That's Tom – he has a straight nose

4-Oral discussion can be made about similar photographs, concentrating on the shape of the nose and head, the position of the eyes, the hair, the size of the ears, etc.

Some phrases which can be used:

The ears stick out / are close to the head

The eyes are wide apart / close together

It has a wavy / curly hair

It has a round / sad / lively face

It has a bony / big head, etc

## **Game No. Fifteen**

### **What can you do with it?**

Skills: Listening and speaking

Level: intermediate

Time: 10-15 minutes

Procedure:

1-Write a list of objects on the board, e.g. A hammer, an empty tin can, a mirror, a table, a bag....

Ask, e.g.

Teacher: How can you use a bag?

Learner1: you can put things in it?

Teacher: Yes, what else can you do with a bag?

# Game No. Sixteen

## Personal Opinions

Skills: All

Level: All

Time: 30 minutes

Procedure:

- 1-Each learner prepares a number of cards or small pieces of paper.
- 2-Each cards should have one sentence on it which describes a person.
- 3-The sentences may be complimentary or critical.
- 4-The ideas and the language should be appropriate to the cultural beliefs.
- 5-The teacher should help the students to get the sentences right.

Here are some examples:

Yes look very intelligent

You are very kind

You look aggressive

You are friendly

You always think that you are right

- 6-When cards are ready, collect them into a pile.

- 7-Ask a volunteer to take a card, to read it silently and to give it to the person he/she feels it describes.

- 8-The person receiving the card must read out the sentence, agreeing with the opinion or rejecting it. Some opinions lead to discussion.

Some adjectives that can be learned from this game: happy, anxious, worried, angry, frustrated, irritable, cheerful, generous, careful, friendly, serious, thoughtful, kind, self-centered, open-hearted.

# Game No. Seventeen

## Sweet reason

Skill: Reading, speaking

Level: Intermediate, advanced

Time: 20-30 minutes

Procedure:

- 1-students will practise giving reasons by using “because, as, since, owing to, because of”.
- 2-The class is divided into groups of three or four and one set of cards is copied for each group.
- 3-The cards should be shuffled and dealt out equally to each member of the group.
- 4-The cards are divided into R cards ‘reason cards’ and C cards ‘consequence cards’.
- 5-The first player begins with selecting one of the C cards, and reading it out, for example, I lit the fire. Another player may complete by choosing an appropriate R card,... because it was cold.

**Sweet Reason:**

<b>I Stayed at home</b>	<b>C</b>	<b>It was raining</b>	<b>R</b>
<b>I had to pay by cheque</b>	<b>C</b>	<b>I forgot my purse</b>	<b>R</b>
<b>I had to walk home</b>	<b>C</b>	<b>I missed the bus</b>	<b>R</b>
<b>I could not get to work</b>	<b>C</b>	<b>It was snowing</b>	<b>R</b>
<b>I didn't go to the dance</b>	<b>C</b>	<b>I wanted to watch a film on TV.</b>	<b>R</b>
<b>I lit the fire</b>	<b>C</b>	<b>It was cold</b>	<b>R</b>
<b>The car wouldn't start</b>	<b>C</b>	<b>I was thirsty</b>	<b>R</b>

# Game No. Eighteen

## Consequence Cards

Skill: speaking and reading

Level: intermediate and advanced

Time: 20-30 minutes

Procedure:

- 1-Students will practise stating consequences by using, 'so, therefore, which means, meant that, so...that, etc.
- 2-The class is divided into group of three or four and one set of cards is copied for each group.
- 3-The cards should be shuffled and dealt out equally to each member of the group.
- 4-The cards are divided into R cards (reason cards) C cards (consequence cards).
- 5-The first player begins with selecting one of the R cards, and reading it out, for example. I like helping people another player may complete by choosing an appropriate C card..., therefore I became a nurse.



## Consequence Cards:

<b>Woods is less dense than water</b>	<b>R</b>	<b>... it will float</b>	<b>C</b>
<b>I like helping people</b>	<b>R</b>	<b>...I became a nurse</b>	<b>C</b>
<b>The water was cold</b>	<b>R</b>	<b>...I decided not to swim</b>	<b>C</b>
<b>A diamond is harder than glass</b>	<b>R</b>	<b>... it can be used to write on glass</b>	<b>C</b>
<b>It was so cold last week</b>	<b>R</b>	<b>...the sea froze</b>	<b>C</b>
<b>This number follows on odd number</b>	<b>R</b>	<b>... it must be an even number</b>	<b>C</b>
<b>Tim is taller than Anna, but not as tall as Sue</b>	<b>R</b>	<b>Sue is the tallest</b>	<b>C</b>
<b>I like sunshine</b>	<b>R</b>	<b>... I don't like living in England</b>	<b>C</b>
<b>I was worried about my health</b>	<b>R</b>	<b>... I gave up smoking</b>	<b>C</b>

# Game No. Nineteen

## Sweet talk

Skill: speaking, reading, writing and listening

Level: intermediate and advanced

Time: 20-30 minutes

Procedure:

- 1-The students will practise persuasion and suggestion.
- 2-Photocopy as many slips of paper as there are students and give out one slip to each student.
- 3-The object of the game is to persuade as many people as possible to come out for the evening with you.

Exponent:

Would you like to...?

Let's...?

I'd rather...?

I'd prefer to...?

Why don't we...?

## Sweet Talk:

1- You want to go out for a drink tonight. Persuade as many people as possible to come with you.	2-There is a good film on tonight. Persuade as many people as possible to come with you.	3-Don Giovanni is on Opera House. Persuade as many people as possible to come with you.
4- You have just decided to have a party tonight. Persuade as many people as possible to come with you.	5-There is a good play on at theater in town tonight. Persuade as many people as possible to come with you.	6-You would like to go skating tonight. Persuade as many people as possible to come with you.
7- You want to go the disco tonight. Persuade as many people as possible to come with you.	8-You would like to go to the Ballet tonight. Persuade as many people as possible to come with you.	9-You want to go bowling tonight. Persuade as many people as possible to come with you.
10- You want to go to classical music concert tonight. Persuade as many people as possible to come with you.	11-You want to go to a pop concert tonight. Persuade as many people as possible to come with you.	12-You want to go out for an Italian meal tonight. Persuade as many people as possible to come with you.

# Game No. Twenty

## Word Association

Skills: speaking, listening

Level: intermediate

Time: 10-15 minutes

Procedure:

The teacher starts the game by saying a word, such as 'Hotel'.

For example:

Teacher: Hotel

Students A: Bed

Student B: Room

Student C: Service

Student D: Food

Student E: Restaurant

Student F: Waiters

## ملخص

# تأثير الألعاب التعليمية على الحافز لدى متعلمي

اللغة الإنجليزية كلغة أجنبية

جامعة النجاح الوطنية

آب ٢٠٠١

إبراهيم توفيق

بإشراف:

د. سوزان عرفات

هدفت هذه الدراسة لبحث تأثير الألعاب التعليمية على الحافز والذي يقسم الى قسمين (حافز التقرير الشخصي) والذي يعبر عنه من قبل عينة الدراسة و(الحافز العام أو الكلي) والذي يعبر عنه من قبل المراقب الخارجي.

وهدف الدراسة للإجابة عن الأسئلة التالية:-

- ١-هل تطبيق الألعاب التعليمية يقوى الحافز لدى طلاب الصف العاشر والذي يتضمن الحافز الكلي وحافز التقرير الشخصي؟
- ٢-أي يؤدي الى زيادة الحافز عن الطلاب أكثر: الألعاب التعليمية أما المادة التقليدية؟
- ٣-هل هناك فروق دالة إحصائية فيما يتعلق كحافز التقرير الشخصي يعود الى الجنس؟
- ٤-هل غياب الألعاب التعليمية من صفوف الصف العاشر يؤثر على الحافز لدى الطلاب ؟

للإجابة عن هذه الأسئلة تم اختبار العينة المكونة من (٣١٩) طالب وطالبة وجميعهم من طلاب الصف العاشر في مدينة رهط باستعمال الألعاب التعليمية للمجموعة التجريبية واستعمال الطريقة

التقليدية للمجموعة الضابطة. وقد أجرى الباحث امتحان بعدي لقياس حافز التقرير الشخصي اذ قام كل طالب في كلا المجموعتين بتعبئة استمارة التقرير الشخصي في آخر يوم من إجراء الدراسة. بالإضافة الى ذلك كان هناك معلم لغة إنجليزية مؤهل قام بالمراقبة وتعبئة ورقة ملاحظة في كل درس لكلا المجموعتين لتحديد فاعلية الأسلوب التعليمي المقترح. وقام الباحث بعد ذلك بتحليل نتائج استمارات التقرير الشخصي وأوراق الملاحظة وتوصل الباحث الى النتائج التالية:-

١- حافز التقرير الشخصي للمجموعة التجريبية كان أعلى بشكل ذو دلالة إحصائية مقارنة بالمجموعة الضابطة.

٢- الحافز الكلي للمجموعة التجريبية كان بشكل ذو دلالة إحصائية أعلى مقارنة بالمجموعة الضابطة.

٣- ليس هناك فروق ذات دلالة إحصائية فيما يتعلق بحافز التقرير الشخصي بين الذكور والإناث.

في ضوء تلك النتائج فان الباحث يوصي:-

١- إجراء دراسات مشابهة لبحث:-

أ- تأثير الألعاب التعليمية على مهارات اللغة الإنجليزية.

ب- تأثير الألعاب الكمبيوتر على الحافز لدى الطلاب.

ج- اتجاهات المعلمين نحو استعمال الألعاب التعليمية في صفوفهم.

د- تأثير ألعاب المحاكاة ولعب الدور والألعاب الاتصالية على مهارة المحادثة أو الحافز لدى الطلاب.

٢- على وزارة التربية أن تعقد دورات لتعريف معلمي اللغة الإنجليزية حول كيفية التعامل مع الألعاب التعليمية وتعريفهم بتقنيات محفزة أخرى مثل ألعاب الكمبيوتر ، الإنترنت، ألعاب المحاكاة.. وكذلك على وزارة التربية والتعليم أن تدخل الألعاب التعليمية في المنهاج.