

## The Effectiveness of Using Language Games on The EFL Young Learners Classrooms

عريبي المبروك محمد الحاج علي (محاضر مساعد)

جامعة غريان

### Abstract

This study explores the effectiveness of incorporating language games as a pedagogical tool in English as a Foreign Language (EFL) classrooms for young learners. Grounded in communicative language teaching and constructivist learning theories, the research investigates how language games influence learners' motivation, engagement, and language acquisition. A mixed-methods approach was used, combining classroom observations, teacher interviews, and pre- and post-intervention assessments conducted across several EFL primary classrooms. The findings suggest that language games significantly enhance vocabulary retention, oral fluency, and learner participation, while also reducing anxiety and fostering a positive attitude toward English learning. The study concludes that language games are a valuable, age-appropriate strategy for fostering an interactive and student-centered learning environment. Recommendations are offered for integrating games into curriculum planning and teacher training for EFL contexts.

### ملخص الدراسة

تستكشف هذه الدراسة فعالية استخدام الألعاب اللغوية كأداة تربوية في صفوف تعليم اللغة الإنجليزية كلغة أجنبية (EFL) لدى المتعلمين الصغار. واستنادًا إلى نظريات التدريس التواصلي والبنائية، تبحث الدراسة في تأثير الألعاب اللغوية على دافعية المتعلمين، تفاعلهم، واكتسابهم للغة. تم استخدام منهجية متعددة الأدوات شملت ملاحظات صفية، مقابلات مع المعلمين، واختبارات قبلية وبعديّة للتدخل، وذلك عبر عدة صفوف في مدارس ابتدائية تدرس اللغة الإنجليزية كلغة أجنبية. وتشير

النتائج إلى أن الألعاب اللغوية تعزز بشكل ملحوظ من حفظ المفردات والطلاقة الشفوية، ومشاركة المتعلمين، كما تقلل من القلق وتعزز الموقف الإيجابي تجاه تعلم اللغة الإنجليزية. وتخلص الدراسة إلى أن الألعاب اللغوية تعد استراتيجيات فعالة ومناسبة للعمر تساهم في خلق بيئة تعليمية تفاعلية ومحورية حول المتعلم. وتقدم توصيات بدمج الألعاب في تخطيط المناهج وبرامج تدريب المعلمين في سياقات تعليم اللغة الإنجليزية كلغة أجنبية.

### Introduction:

The demand for teaching English to young learners has increased significantly in recent years. Today, English is introduced not only in primary schools but also in preschool education. Every child has an innate motivation for learning a foreign language, and teachers play a crucial role in nurturing this motivation, ensuring that their interest in English continues even after formal lessons end. To make learning engaging and effective, English teachers employ various methodologies and techniques. Selecting the right approach and activities tailored to young learners in a specific environment is essential for success.

In Libya, children typically begin primary school at age six, a stage where they are naturally inclined to learn through play. Incorporating games into classroom tasks can enhance comprehension and academic performance. English instruction in Libyan primary schools starts in the fifth grade, with students aged ten to eleven. At this age, children are curious, energetic, and eager to learn new things, including languages. Their high energy levels make physical activities an excellent tool for language teaching.

Teachers can significantly improve students' learning outcomes by using diverse teaching strategies, especially games. Games are a highly effective strategy in teaching English to young learners. They are task-based,

communicative, and extend beyond mere language production. Games not only develop linguistic skills but also engage learners cognitively and socially. They are particularly useful in grammar lessons, reinforcing form and discourse connections while keeping the focus on meaningful communication. Structured by rules and often involving group participation, games make learning enjoyable.

Modern teaching has evolved from passive learning to active student participation. Games are typically used during practice sessions after initial instruction, as they require foundational language knowledge. Well-designed games help students master pronunciation, vocabulary, grammar, and sentence structures while reducing classroom stress. They shift learners' focus from language mechanics to meaningful interaction, enhancing comprehension. Even if games sometimes create noise or seem purely entertaining, their educational value is undeniable. Researchers and educators emphasize that games boost motivation, improve communicative competence, enhance fluency, and support second language acquisition.

### **Statement of the Problem**

Traditional teaching methods often fail to engage young learners, leading to distraction and disinterest. When students become bored, their understanding of language topics reduces, negatively affecting their performance. Many Libyan teachers rely on conventional techniques, making English learning challenging for young students. However, integrating games into lessons could improve engagement, responsibility, and independence in learning.

### **Research Questions**

Due to the importance of teaching young learners using educational games, the study is conducted to find answers to the following questions:

Q1: Do Libyan teachers use games when they teach young learners?

Q2: What problems do Libyan teachers encounter when they use games?

Q3: What effect does the use of educational games have on students' motivation?

### **The Objectives of the Study**

This study aims to investigate the importance of using educational games to facilitate teaching EFL to Libyan young learners. Therefore, the objectives of the study are:

1. To clarify whether teachers of the English language use games in their teaching to motivate their students or not.
2. To investigate the effectiveness of using games in teaching young learners.
3. To explore the problems that hinder some teachers in Libyan schools from using games in teaching English.

### **The Significance of the Study**

Many Libyan primary English teachers rely on old, lecture-style methods, which make students passive and less able to use the language effectively. This teacher-centered approach prevents students from thinking independently or using English confidently. Using educational games can make lessons more fun and engaging, encouraging students to participate. Games help learners better understand, remember, and use vocabulary and grammar through active practice. This study shows that games can improve language learning and help teachers see their value in the classroom.

### **The Research Hypothesis:**

It is hypothesized that young learners enjoy themselves at the same time they learn the language effectively by using games. EFL young learners are highly motivated and encouraged to learn the beauty and power of the foreign language, which is not their mother tongue.

### **LITERATURE REVIEW**

Teaching young learners offers educators the opportunity to engage with and appreciate the unique world of children. When teaching children, instructors not only impart knowledge but also share in their interests and challenges. It is widely recognized that young learners possess a natural aptitude for absorbing information due to their developmental stage. Consequently, the use of educational games serves as a powerful tool for helping them successfully complete learning tasks. Educational games, when intentionally designed with a clear instructional purpose and implemented in a structured

learning environment, greatly ease the teaching and learning process for both teachers and students.

## Theories of Teaching Young Learners

Theories of language acquisition consistently support the idea that learning a language is more natural and effortless at a young age. The well-known adage "the sooner, the better" emphasizes the importance of introducing a second language early in a child's life to facilitate easier acquisition. Research has demonstrated that children learn most effectively through action and imitation. Through repeated mimicry, children quickly internalize and perform new language skills. This approach aligns closely with the Audio-Lingual Method, which remains prevalent in Libyan schools, where the teacher acts as the primary speaker and students as active listeners. Students imitate the teacher's language models until mastery is achieved. Motivation is reinforced through rewards, which strengthen positive behavior and learning outcomes. This method echoes Skinner's behaviorist theory, which posits that "language development is a result of imitation, practice, and positive reinforcement" (Lightbown & Spada, 1999).

## Definition of Young Learners

Young learners are typically defined as children between the ages of six and twelve, although within the Libyan educational system, this category extends to ages seven through fifteen. Scott and Ytreberg (2001:1) classify young learners into two distinct groups: those aged five to seven and those aged eight to ten. Each group demonstrates different cognitive abilities and levels of task management. Historically, games were primarily physical in nature and tied to specific cultural occasions. However, during the nineteenth century, European societies began refining and adapting games to include instructional elements. One of the earliest known educational games, The Mansion of Happiness, aimed to teach moral lessons by distinguishing between good and bad behavior. Over time, the educational value of games gained broader recognition, although widespread acceptance of games as instructional tools in formal education settings was slow to develop. Despite early advocacy for educational games as far back as the seventeenth century, a persistent misconception remained: that true learning must always be a serious endeavor.

However, the integration of games into language teaching provides an invaluable resource for teachers, enriching the classroom experience with

engagement, challenge, and enjoyment. Games, especially at the beginner level, offer essential cognitive support, enabling learners to assimilate the sounds, rhythms, and patterns of a new language more naturally. Byrne (1995) describes games as structured activities governed by specific rules, designed not merely for diversion but as strategic means to promote language use in context. When well-organized and thoughtfully presented, games create lively and motivating learning experiences rather than mere interruptions to routine instruction.

El Shamy (2001:15) defines a game as "a competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win." Language games, therefore, combine elements of rules, competition, relaxation, and learning. Effective language games require clear, straightforward rules and should be adaptable to different proficiency levels and topics, ensuring all students can participate meaningfully. When carefully designed and implemented, games create inclusive, enjoyable learning environments and significantly enhance educational outcomes.

## Types of Language Games

It is difficult to classify games because such categories often overlap. A good teacher has to use different games on hand at all times. Hadfield (1984) explained two ways of classifying language games: linguistic games that focus on accuracy and communicative games that focus on exchanging information. Further, games are classified into more detailed forms composed of both linguistic and communicative games.

- **Sorting, ordering or arranging games:** for example, the teacher gives students a set of cards with months, and they have to arrange those cards in order.
- **Information gap games:** The one having information has to exchange it with those who do not have it to complete a task: for example, the use of guessing games: a student with a flash card must just mime it to others who try to guess the word.
- **Searching games:** for example, everyone is given a clue to find out who the criminal is. They ask and reply to solve the problem.
- **Matching games:** Participants need to find a match for a word, picture or card.

- **Labelling games:** A Form of matching games, the only difference is that they match labels and pictures.
- **Exchanging games:** students exchange cards, objectives or ideas.
- **Board games:** "Scrabble" is one of the most popular games in this category.
- **Role-playing games:** students play roles that they might not play in real life. They might also practice dialogues.

Language games may also be classified as follows:

- **Listening games:** In class, listening is often carried out in an uninteresting way, which usually makes the lesson more stressful. To make students enjoy listening to lessons, the teacher needs to bring them closer to. A good way is the use of listening games to maintain the students' attention and interest.
- **Speaking games:** They can be used at any time, especially as a follow-up to the previous listening, to reinforce vocabulary and expressions heard earlier. Their main aim is to make speaking and expressing ideas orally enjoyable and stress-free.
- **Kinetic games:** They provide refreshment in the class, especially when students are getting tired and find it difficult to concentrate. They should always be joined with another activity of reading, listening or speaking.
- **Experiential games:** Their real aim is not to win or complete a language task but to experience the process and learn from it. They may influence students' attitudes and teach them an understanding of themselves and the phenomena around them as well.

## The Advantages of Using Games in Language Learning

Many scholars, researchers, and educators agree that games are not merely activities to pass time, but rather valuable educational tools. According to Uberman (1998:20), games serve to encourage, entertain, teach, and enhance fluency. Similarly, Silverts (1982:29) asserts that genuine learning occurs most effectively in a relaxed environment.

There are several compelling reasons why language games should be incorporated into English as a Foreign Language (EFL) classrooms. Firstly, they are highly motivating and enjoyable, helping to activate students who



may otherwise be disengaged. Secondly, games foster communication and interpersonal interaction, building a friendly and equal atmosphere among learners. Thirdly, they offer students opportunities to practice language skills — listening, speaking, reading, and writing — in contexts reflective of real-life situations. Fourthly, games introduce variety into the classroom, breaking the monotony of routine activities. Fifthly, by engaging in games, students take more responsibility for their learning, gain new experiences, and boost their self-confidence. Sixthly, emotional involvement through feelings of excitement, amusement, and happiness positively impacts the learning process.

Moreover, games provide a supportive environment for shy or hesitant students by reducing the seriousness of classroom settings, making it easier for them to participate. They also contribute to diversity in learning, catering to students of varying ages, backgrounds, and proficiency levels. Furthermore, the physical actions required in many games can facilitate faster and easier language acquisition. Finally, language games can be tailored to suit different age groups, language levels, and personal interests, making them a versatile tool for teachers at all stages of education.

## **How to Effectively Use Language Games**

Teachers must carefully select appropriate games that meet their students' needs, taking into account class size, students' language levels, and educational goals.

### **Choosing Suitable Games**

Selecting the right game requires careful consideration. Teachers must match the game with students' existing abilities, background knowledge, and class dynamics. An effective language game should not only be enjoyable but also align with the age, skill level, and learning objectives. Successful games should promote friendly competition, encourage active language use over passive knowledge, involve all participants equally, address a variety of language topics, and remain simple enough to ensure clarity and accessibility for all students.

### **Adapting Games for Different Class Sizes**

Language games are typically designed for medium-sized classes where learners can engage individually, in pairs, small groups, or as teams.



Individual participation encourages students to rely solely on their knowledge, but can limit opportunities for conversation and increase competitiveness, possibly leading to discomfort among learners. Pair activities are common, fostering cooperation and shared responsibility, though teachers might find it difficult to monitor all conversations simultaneously. Group competitions allow weaker students to participate with the support of stronger peers, fostering inclusivity. However, discipline and organizational challenges are more common. Team-based games provide excellent opportunities for students to share ideas and build collaborative skills.

In large classes, games must often be adapted to maintain efficiency and engagement, while in small classes, teachers must avoid placing excessive pressure on individuals.

### **Implementing Games in the Classroom**

Teachers should recognize that not every lesson is suited for games, and participation should always be voluntary.

For a game to be effective, it must be carefully planned and organized, rules must be thoroughly explained, clear and concise instructions must be given, timing must be well managed, and teacher assistance should be available without disrupting the flow.

Following the game, a related activity is recommended to allow students to reflect on what they learned.

### **Language Games and Skill Development**

Games contribute significantly to the four essential language skills:

**Listening Skills** Games involving listening activities help train students' auditory skills while maintaining engagement and reducing boredom.

**Speaking Skills** Since communication is a central goal of language learning, games that encourage speaking help students practice fluency and accuracy.

**Reading Skills** Reading-based games introduce variety and help keep students interested, preventing reading from becoming monotonous.

**Writing Skills** Writing is often seen as difficult and tedious. Incorporating games into writing exercises gives students a purpose for writing and creates a more enjoyable experience.

**Characteristic Language Games** Various games can enhance different aspects of language learning, such as Crossword Puzzles, Scrabble, Criss-Cross, Taboo, Make a Story, Role-play Discussions, Crazy Eraser, Today's Question, Lip Reading, and Word Telepathy.

## METHODOLOGY

This study utilized a triangulation strategy to enhance the strength of data collection. Triangulation was employed as a means to ensure data validity by drawing from multiple sources. Specifically, in this research, triangulation involved the use of diverse information sources and varied data collection techniques. Two forms of triangulation were implemented: data triangulation, which incorporated different instruments such as questionnaires, interviews, and observations; and methodological triangulation, which integrated both quantitative and qualitative research approaches to provide a comprehensive understanding of the phenomena under investigation.

### Participants

The participants in this study were twenty-five (25) teachers of English from four primary schools in Gharyan/Libya. Those teachers represent the sample that participated in the study. Twenty (20) of them participated in answering the questionnaire, while five of them were the participants of the interviews.

### Instrumentation

Three instruments were employed for data collection: a teacher questionnaire, unstructured interviews, and direct classroom observations. Each instrument is briefly outlined below:

- **Questionnaire** A closed-ended questionnaire was designed to investigate primary school teachers' attitudes and practices regarding the use of educational games in EFL classrooms. Items included Yes/No responses and agreement/disagreement scales. The questionnaire was piloted to ensure its validity and reliability (see Appendix A).

- **Unstructured Interviews** Unstructured interviews were conducted with randomly selected experienced teachers to gain deeper insights aligned with the research objectives. Interview questions were developed to complement the questionnaire and were checked for clarity and accuracy (see Appendix B).
- **Classroom Observation** Observations were carried out to directly assess the application of educational games in classrooms. A structured checklist was used to record student and teacher interactions during language tasks, focusing on motivation, engagement, and performance (see Appendix C).

## Data Analysis

Data were systematically organized, coded, and analyzed to address the study objectives. Both quantitative and qualitative methods were applied to provide a comprehensive understanding of the impact of educational games on English language teaching in Libyan primary schools.

**Qualitative Data Analysis** The qualitative data were collected through interviews and classroom observations. The analysis process is outlined below:

## Interview Data Analysis

The interviews were conducted at two primary schools in Gharyan: Manzel Tegnena School and Almokhtar Kaabar School. Five experienced female Libyan teachers participated, each bringing substantial experience in teaching young learners.

## Analysis of Interview Responses

Participants' responses varied but provided rich insights. Regarding teachers' background knowledge on young learners' teaching theories, two participants reported formal study, while three relied primarily on practical experience. On attending professional development programs focused on the use of games, four had attended relevant workshops, whereas one had not.

When asked whether they incorporate educational games into their instruction, four teachers responded affirmatively. They emphasized their frequent use of games such as matching and labelling activities, which they found beneficial for saving time and enhancing classroom engagement. Conversely, one teacher did not use games, citing reliance solely on textbook materials.

Favorite lesson types varied: three teachers favored vocabulary lessons due to the potential for interactive activities, while two saw equal value across all lesson types. Regarding specific games employed, two teachers incorporated smart games and matching games, while three reported limited use, mainly sticking to textbook visuals.

Challenges in using games included time constraints, large class sizes, and the cost of materials. While two teachers did not encounter significant issues, three cited these obstacles as recurring problems. On the topic of games teaching ethical values, three agreed and two disagreed.

All interviewees concurred that educational games could serve as scaffolding tools, promoting students' academic development. Two teachers recommended games such as role-playing, board games, and crosswords, while three did not suggest specific games, believing they were too time-consuming despite their benefits.

Finally, all teachers agreed that games enhance classroom atmosphere, build social skills, and facilitate understanding.

### General Observations

- Most teachers favour using educational games despite facing challenges.
- Large class sizes are a primary barrier to the consistent use of games.
- Teachers acknowledged the positive impact of games on student motivation and learning progress.

### Classroom Observation Data Analysis

Classroom observations corroborated the interview findings. The observation checklist, divided between teacher practices and student behavior, revealed that teachers who integrated games had more dynamic

and participatory classrooms. Teachers encouraged English usage and group work, resulting in heightened student engagement and comprehension. Conversely, teachers not employing games followed the textbook closely with minimal interactive activity.

## Quantitative Data Analysis

Quantitative data, collected through a structured questionnaire, were analyzed using Microsoft Excel. The questionnaire included demographic questions and twelve statements regarding the use of educational games, rated on a scale from "Completely Agree" to "Completely Disagree."

Key findings include:

- Most teachers affirmed using games in teaching English.
- The majority agreed that educational games are integrated into course syllabi.
- Many reported that schools inadequately supply necessary resources for implementing games.
- Strong agreement was found that games enhance the learning environment, help with handling individual differences, and serve as scaffolding for personality development.
- Teachers noted that games actively engage students, motivate problem-solving, and assist in building positive learning experiences.

## Discussion

The triangulated data from interviews, classroom observations, and questionnaires clearly addressed the research objectives. The majority of teachers recognized the importance of educational games in sustaining students' interest and providing meaningful learning contexts.

However, teachers also identified challenges, including limited classroom time, insufficient materials, and large class sizes, which hinder the consistent use of games. Despite these issues, most teachers adapted by supplementing textbook activities with educational games, showing flexibility and creativity in their teaching approaches.

Findings confirm that games are effective tools for language development, promoting both cognitive and social skills among young learners.

## Conclusion

This study explored the use of educational games in teaching English to young learners in Libya. Data from questionnaires, interviews, and observations revealed that while teachers acknowledge the benefits of games, challenges such as a lack of resources and training persist.

Teachers who incorporated games noted positive student engagement, enhanced understanding, and improved classroom atmosphere. Conversely, those who did not use games adhered to more traditional, teacher-centered methods. The findings suggest a need for greater institutional support to enable more widespread use of educational games in primary education.

## Recommendations

Based on the study findings, the following recommendations are proposed:

1. **Further Research:** More studies are needed on the role of educational games in foreign language instruction, with a special focus on young learners.
2. **Professional Development:** Teachers should be encouraged to attend workshops and training programs to enhance their knowledge and application of educational games.
3. **Institutional Support:** Schools must provide the necessary resources and materials to facilitate the use of games in classrooms.
4. **Creative Teaching:** Teachers should foster a positive and dynamic classroom environment through creative and interactive teaching methods.
5. **Leadership Encouragement:** School leaders should actively support and motivate teachers to integrate well-planned educational games into their curricula.
6. **Policy Support:** Educational authorities must prioritize equipping schools and supporting teachers to promote active learning strategies.

## Recommendations for Future Study



Future research should focus on the critical developmental stage of young learners and explore innovative strategies to maximize the effectiveness of educational games in foreign language acquisition. Raising awareness among educators and policymakers about the potential benefits of educational games is essential for enhancing the overall quality of language education.



**References:**

1. Byrne, D. (1995). *Teaching oral English*. Longman.
2. El Shamy, S. (2001). *Training games: Everything you need to know about using games to reinforce learning*. Stylus Publishing.
3. Hadfield, J. (1984). *Elementary communication games*. Nelson.
4. Lightbown, P. M., & Spada, N. (1999). *How languages are learned* (2nd ed.). Oxford University Press.
5. Mubsaln, M. (2012). *Using games to promote students' motivation towards learning English*. [Publication details incomplete in your text, please check if it's an article, thesis, or book and add publisher or journal.]
6. Scott, W. A., & Ytreberg, L. H. (2001). *Teaching English to children*. Longman.
7. Silvers, S. M. (1982). *Games for second language learning*. McGraw-Hill.
8. Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum*, 36(1), 20-27.

**Appendix A: TEACHERS' QUESTIONNAIRE**

Dear English teachers,

We are doing a research on the impact of using educational games to enhance primary school learners' achievements. We appreciate your time and effort in answering this questionnaire. Before filling this questionnaire, we would like you to consider the following: The questions are designed in two parts which are: Personal information and close ended questions. All information gained from this questionnaire will be used confidentially and for research purposes only. Your participation is valuable to this research. However, you have the right not to participate if you do not wish to.

Thank you for your cooperation. The researchers.



**Part one:**

**Personal Information:**

**1. Gender**

- Male
- Female

**2. Nationality**

- Libyan
- others:

**3. Experience in teaching English for young learners:**

- 1-4 years
- 5-8 years
- 9-12 years
- More than 13 years

**4. Certificate in teaching**

- Diploma
- Bachelor (B.A.)
- Others: ( )

**Part two: close-ended Questions. Please, choose only one of the following options where:**

**1- agree, 2- completely agree, 3- disagree, 4- completely disagree**

	1	2	3	4
1-The course syllabus is compact to be taught by using different.				
2-The school provides all material and equipment needed to use games in teaching English.				
3-Games can provide a good stimulus to enhance the learning process.				
4-Educational games enable students to handle the tasks themselves and solve the problems they may encounter during the learning process.				
5-Educational games can help the teacher to differentiate instruction to the individual differences between students.				
6-Educational games are used as work or something for students to accomplish the main objectives.				
7-Educational games engage students in the class making positive impact on the results.				
8-Through educational games, students can learn a variety of important skills.				
9-Educational games greatly motivate students in having a spirit of problem-solving in the course which may facilitate positive outcomes in learning.				
10-Educational and games guide students' attention and actively engage them.				
11-Using educational games in teaching English improves the process, not the manner of curiosity and orally.				

**Thank you for your cooperation.**



## Appendix B TEACHERS' INTERVIEW

Day & Date: \_\_\_\_\_ Participant No \_\_\_\_\_

**1. Do you have enough background about teaching young learners theories? if so, when?**

---

**2. Have you attended any teaching program or workshop that spot light on the importance of using games in teaching English to young learners?**

---

**3. Do you use educational games in teaching English? If so, why? and How often?**

---

**4. What are the favorite lessons that you prefer to teach? Why?**

---

**5. What kind of games do you use in teaching those English lessons? which material and equipment do you use in the preparation process?**

---

**6. What are the difficulties that you usually face when you prepare or use games in the classroom?**

---



**7. Do you think that educational games can teach students ethical values?**

---

**8. How could educational games work as scaffolding for young learners?**

---

**9. Could you recommend some educational games that can be helpful and useful in teaching primary students?**

---

**10. "Games can teach students various skills and a good use of these games can be useful and interesting for both teachers and students". What is your comment?**

---

**Thank you.**

## Appendix C

### CHECKLIST CLASSROOM OBSERVATION

Day & Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Part 1: The following points to check the teachers performance during the lesson.**

- 1\_ The teacher has a clear voice.
- 2\_ The teacher uses clear instructions.
- 3\_ The teacher speaks English accurately.
- 4\_ The teacher often uses educational games in teaching.
- 5\_ The class is divided into groups before the lesson starts.
- 6\_ The teacher motivates students by using an attractive introduction.
- 7\_ The teacher is interacting with the students.
- 8\_ The teacher uses the course book.
- 9\_ The teacher uses teaching visual aids.
- 10\_ The teacher checks the students' understanding by using different questions.
- 11\_ The teacher allows the students to ask questions.

## Part 2:

**This section is designed to check students' reaction and participation during the lesson activities.**

- 1\_ Students use familiar with words related to what he/she learnt in the class.
- 2\_ Students use native language (L) when he/she does not know the words.
- 3\_ Students are paying attention to the teacher's instructions before and after playing the game.
- 4\_ all students participate in the game and lesson activity.
- 5\_ Students are attentive and highly motivated.
- 6\_ Students are cooperative and responsive.
- 7\_ Students are following the needed instructions easily.
- 8\_ Students are encouraged to play freely and confidently.
- 9\_ Students have the ability to understand and use the language presented in the class.