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Tema:

Motivating Students through Warm ups

Tema de investigación previo a la obtención del título de:
**“Diploma Superior en Metodologías Comunicativas
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HOJA DE APROBACIÓN

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DEDICATORIA

El presente trabajo investigativo se lo dedico a mi esposo, a mis padres y a mis hermanos ya que sus consejos y paciencia fueron pilar fundamental y fuente de apoyo en la consecución de mi trabajo de investigación.

Lady

AGRADECIMIENTO

A Dios Todopoderoso por permitirme culminar una meta más en mi vida.

A los docentes de la Pontificia Universidad Católica del Ecuador Sede Ambato, que han impartido sus conocimientos con mística y profesionalismo.

Además, un profundo agradecimiento a mi director quien muy acertadamente supo guiar mi trabajo de investigación.

Lady

RESUMEN

La motivación impulsa a una persona a realizar determinadas acciones y a persistir en ellas hasta el cumplimiento de sus objetivos. El concepto también se encuentra vinculado a la voluntad y al interés. En otras palabras, la motivación es la voluntad para hacer un esfuerzo y alcanzar ciertas metas. Los seres humanos nacemos con una inclinación motivacional hacia ciertas áreas como el deporte, el arte, la música y el aprendizaje de nuevos idiomas. Esa es el área en la que se enmarca este trabajo de investigación, motivar a los estudiantes de inglés a aprender esta lengua.

Este trabajo esta sistematizado en el siguiente orden:

En el capítulo primero se encuentra el Tema, la Contextualización, la Justificación, el Objetivo General, y los Objetivos Específicos.

El capítulo segundo contiene el Marco Teórico que incluye las fundamentaciones teóricas tales como: la motivación, tipos de motivación, el rol del maestro en el proceso de motivar a los estudiantes, el uso de juegos para crear un ambiente saludable en el aula, entre otros.

El capítulo tercero está compuesto por las conclusiones y recomendaciones del trabajo investigativo.

Y finalmente el capítulo cuarto contiene en los anexos ejemplos de actividades dinámicas que se pueden poner en práctica en el aula para motivar el aprendizaje del idioma inglés.

Toda esta información ha sido recolectada cuidadosamente con el propósito de ser una guía para los maestros de idiomas que anhelan una transformación en el aprendizaje.

ABSTRACT

Motivation is what inspires a person to perform certain actions or activities and continue doing them only with the purpose to get the goals. This concept also has to be with responsiveness and pleasure. In other words, motivation is the pleasure to do an effort for obtaining your desires and goals. Every single human being is born with an intrinsic motivation that blend to an specific area, like for example sports, arts, music and also motivation for learning other languages, too. This is the area that covers the research work; motivate the English students to learn this language.

This research work has been organized with the following structure:

Chapter number One includes the theme, a contextualization, a justification, the main and the specific objectives.

Chapter number Two has the theoretical facts that contain topics like: motivation, kinds of motivation, and the role of the teacher in the learning process, the use of games in the classroom and some others.

Chapter number Three is structured with the conclusions and recommendations of this research work.

And finally Chapter Four has the annexes with examples of dynamic activities that teachers could put in practice in class to motivate the learning of English.

All of the information has been carefully gathered only with the aim to become a guide for the English teachers that want to transform the learning process in the classrooms.

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CHAPTER ONE

1.1 THEME

Motivating Students through Warm ups

1.2 INTRODUCTION

"Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly."

Stephen R. Covey

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor (the impulse that generates the action) as motivation. As the term itself indicates, it is a "motive force", something that prompts, incites or stimulates action.

To think of motivation as belonging only to the initial stages of an action, that is as concerned with arousing initial interest and turning it into a decision to engage in some activity, is only a limited understanding of the term. The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. Thus intellect and affect combine with volition and perseverance to result in what is known as motivated behavior. The same idea is conveyed in different words by R.C. Gardner who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished.

What means that the existence of desire, strong reasons for doing something and favorable attitudes towards it, are the necessary facts to do most of things in life included learning a language. Language learners also need to be motivated to learn a second language. Teachers have the responsibility to motivate their students during the learning process. They have to find the right activities to make it enjoyable in a sociable atmosphere. As we could read in the proverb above, we all have a little light inside us and teachers need to fire it to get good results in the learning process.

1.3 JUSTIFICATION

This bibliography work aims to show the great relationship between the use of warm ups to motivate students to learn English, since this is a very important fact. Without motivation there is no a positive answer, there is no progress, no development in the learning process.

Learning English has some benefits since English is an international language in the world. Most people are using this language on the daily life. It is an important language because we use this language to communicate with other country's people. We also use English in many places. For example, it is used in the international business, computer language, movies, and so on. As a result, many people think learning English

can get big benefits. Why we say learning English can get big benefits? Because you can become an international person, because you can communicate with any people in the world.

Motivation is important at any educational level, when a student chooses to study English he/she has some motivation inside and the role of the teacher is to continue growing this motivation. Most of the time, students do not get good results during the process of learning English and teachers get frustrated thinking that they are not doing good job but maybe the only problem is that they do not really motivate their students. That is why I present this project.

As educators we need to constantly strive to maximize the potential of our students. In my opinion one of the most effective ways to maximize learning is to motivate in the classroom. Even though most educators would agree that motivation in the classroom is an effective strategy to maximize learning as a whole we do not emphasize and use this strategy enough. There are several reasons why educators do not take advantage of this good teaching strategy; some of these reasons are that it takes more thought and time, we are too focused on curriculum, and we have not been educated on how to motivate and why it is important. It is my hope that this paper will improve how we motivate in the classroom and to learn how we can use this great strategy in the most effective manner possible to help in maximizing the potential of our students.

1.4 OBJECTIVES

MAIN OBJECTIVE

-To create a relaxing atmosphere in the process of learning English using warm ups

SPECIFIC OBJECTIVES

-To motivate students to learn English

-To use warm ups in the classrooms

-To improve the learning process

CHAPTER TWO.

2.1 Motivation

It is the activation or energization of goal-orientated behavior. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

Never this word was so important in organization as it is on this XXI century. Motivation drives to ideas, drives to communication and drives to “getting things done”. I’ve seen many places and many teams that it made a difference. It is better to have a motivated person that knows only half of a really non motivated one. While the motivation of this person will take her to do the extra mile, the non motivated will do less and try to drag others with them.

As a peer, team lead, teacher or manager it is important that you stick together. Be the point person, try to address the issues and motivate others and get motivated by them.

Motivation is an interesting concept because it has no formula. Some people are just for the money, some are just for the colleagues, some are just for the challenges and some require all the above to get motivated. Every situation is a “one off” case. I believe that it is worth trying to address singular issues with certain people. Sometimes you can't solve the problem but the majority of the times, all it takes is just to say the right words and explain the correct things.



2.2 Intrinsic or integrative motivation.

As the terms themselves indicate, it is caused by a combination of external factors and used as a means or instrument to obtain something. When its purpose is to

enable one to communicate with the members of a specific language community, then motivation is considered to be *intrinsic* or *integrative*. Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

The following are traits of human nature:

- To be curious

- To be active

- To initiate thought and behavior

- To make meaning from experience

-To be effective at what we value

Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in the student.

We do not motivate students but rather create, through our teaching, opportunities that can evoke motivation in students.

The following help to create intrinsic motivation:

-When the goals and rewards of the learning are meaningful to the learner

-When the learning is important to the student

-When the learning assists the learner in obtaining valued accomplishments

-When the learning assists the learners in integrating themselves with the world, with others, and promotes self-awareness

2.3 Extrinsic or instrumental motivation.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward.

The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math

may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

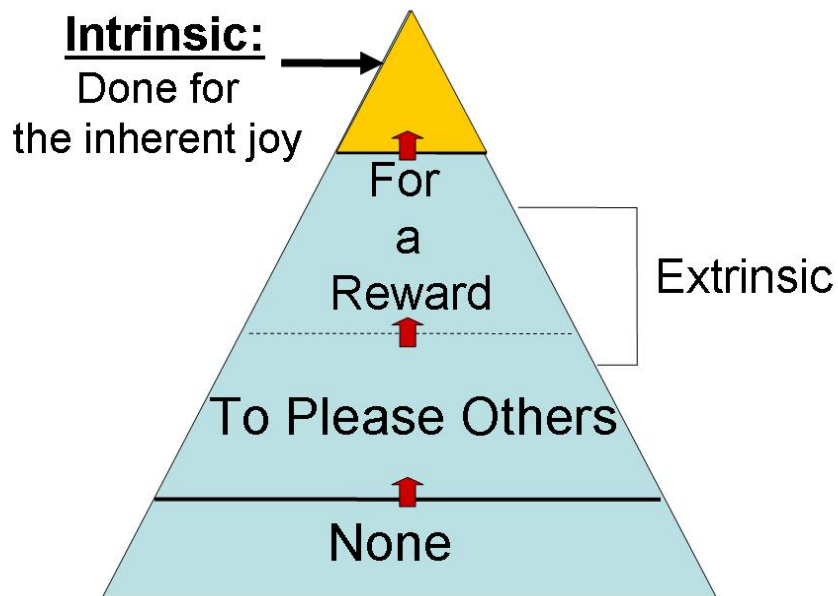
In the classroom, it is a way of doing things to children rather than working with them KOHN, 1993 (p.784). This view of management disregards a child's ability to think and reason on their own, not allowing them the chance to develop self-determination or independent thinking.

Punishments or rewards are used to control the motivation of the students.

In situations where one person (the teacher) is clearly in power, extrinsic motivation has a greater opportunity to be effective.

In situations where the students believe their perspectives are valid and their rights are equal to the person distributing the rewards or punishment, there is often the formation of "power-relationships" with a high probability of subversion, conflict, and/or resentment.

Motivation Hierarchy*



2.4 Motivation and Language Learning

Motivation is one of the important factors that influence English learning achievement. So in order to help the students to maintain a proper strength in English learning motivation is very necessary for the teachers in the daily teaching procedure. This investigation discusses the issue of motivation in foreign language learning.

Motivation is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each individual is motivated in different ways, we have to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment in which to learn.

Here are some tips to help you:

- Find a teacher or tutor who is enthusiastic and who can help to motivate you
- Tell your friends and family that your language learning is important to you - if you're lucky they'll give you valuable encouragement
- Set yourself short, medium and long-term goals to focus your activities, e.g. register for an exam, test yourself regularly
- Remind yourself frequently that you are going to succeed
- Tell your boss or parents that you are learning a language and request some type of reward for increasing your skills.
- Take responsibility for your own learning
- Study your own language learning and try to understand what tends to motivate and demotivate you
- Select learning materials that are attractive and interesting
- Don't choose materials that are too difficult for you; you need just the right level of challenge
- Make sure that your learning process is enjoyable and stimulating
- Praise yourself for mastering a piece of work
- Reward yourself for reaching goals and deadlines
- Find a group of students that takes language learning seriously
- Aspire to mastery of the language and culture, to speak the language like a native
- Keep your expectations high
- Develop positive attitudes to learning, the target language and target community
- Build up your confidence levels by reminding yourself about your successes
- Use the target language at every opportunity.

In addition to these positive actions, you'll need to manage the learning process so that you minimize the effects of demotivating factors and other obstacles. Some of these for example are noisy building work, strikes, power cuts, illness, redundancy,

accommodation problems, etc. It will be largely outside your control, but it might help to have some contingency plans.

In company language courses sometimes fail due to a combination of factors: decline in initial enthusiasm after the first few months, illness, excessive pressure of work, travel overseas, clashes of lessons with other appointments, lack of support from senior management, irregular attendance from colleagues and/or tutor ect. With careful management these problems can be minimized, and high levels of motivation maintained. There are a host of benefits for those who maintain their motivation, some obvious, some less so.

2.5 Motivation and personality variables

In general, many people see an association between personality attributes and the successful acquisition of a second language. While successful student may display different types of characteristics (they may be extrovert, self-confident, active, passive, independent as well as introvert or shy), unsuccessful students are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. Whatever their form of behavior, students who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filter is constantly up.

Referring to the problem of motivation, W. Rivers (1964) has observed that personal motifs such as fear or anxiety may combine with learned social motifs such as a desire for status in a group and for social approval, creating a series of

reactions that may inhibit or work towards progress in a foreign language. Up to a point, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly/supportive environment may be decisive in such a situation. But the judgment of classmates can also be harmful, destroying the self-belief in one's ability to succeed. Combined with a generalized fear of negative evaluation, it may inhibit or distract the learner from the task of attending and remembering new items.

Williams and Burden (1997:100) also speak of a state called "learned helplessness" referring to people who feel that they had no control over their actions and see intelligence as something unchangeable and failure as essentially due to a lack of ability. In conclusion, learners' inhibition may be the result of both internal and external factors, and being related to the ability or inability to find solutions to problems in the past.

Another important component influencing motivation to learn is the individual learners' feelings of competence and self-efficacy. Displaying no signs of inhibition, they are usually eager to take risks, are not afraid of making language mistakes and ready to adopt some of the identity characteristics of another cultural group. Their affective filter is low and they can grasp much of the comprehensible input they are faced with. Such people often referred to as "mastery oriented" tend to understand failure in terms of lack of effort and seek to improve their subsequent performance.

Obviously, there might be other categories of learners between these two extremes such as those who hide their shyness behind a face of openness and willingness to

take risks or students who avoid situations in which failure would signify low ability, trying to look smarter by all means. But in those situations we can speak of the appearance of motivation, rather than the reality of it.

Given the diversity of personality types, some researchers have tried to find connections between them and receptivity to different aspects of language learning. In a book dedicated to the way in which languages are learned, Lightbown & Spada (1993:36) do not exclude the possibility of motivation to be more related to particular aspects of language proficiency than others. They base their suppositions on several studies among which a language proficiency test in which highly motivated students were found to be more successful in the part of the test which measured oral communication skills but not more successful than others in the part assessing grammatical knowledge. Though, motivated student may have a better self image and more confidence than non-motivated ones, and such characteristics might make them feel more at ease when interacting with others, the fact that the two things occurred at the same time do not necessarily mean that one caused the other. Even if cases when students preferred oral practice to written assignments or work on grammatical structure do exist, they cannot make us jump at the conclusion that motivated students will draw a line between different aspects of a language, accepting some and rejecting others.

2.6 Attitudes and motivation

In general, most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people

have a much easier time of learning languages than others; in the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. Krashen has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated. On the other hand, if students have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously and, willing to achieve more, would look for situations when they can obtain further practice in the foreign language. Some critics (Gardner, 1985) make a distinction between different types of attitudes according to factors in the environment or subject characteristics such as age or sex. Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (*educational attitudes*) and of *social attitudes*, focusing on cultural implications of second language acquisition. Sex differences are also thought to influence attitudes and motivation: experience indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys, a good example in this respect being the overwhelming majority in the faculties of philology and foreign languages.

Though many researchers (Spolsky, 1989; Williams and Burden, 1997) do not believe in an absolute biological basis for learning, there are cases when differences

of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better.

However, the adults' empathic capacity and openness to get involved in "real communication", their ego permeability may be lower especially because of external causes.

2.7 The role of the teacher in all the stages of the motivational process

Nowadays the role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. Given the complexity of the issue it may well constitute the subject of a separate paper. What we shall attempt here is just a summary of important qualities a good teacher usually displays. At the top of the list I should place the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves. In an article published in

1982, Mary Finocchiaro has added to all these the importance of making sure the students comprehend every dialogue, utterance, the gist of the reading passage; giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying “listen” and giving the correct answer; letting them either grade their own papers or do so with a partner; showing concern for school or community problems of individuals; making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals. As Finocchiaro argues in points before mentioned, the problem of error correction plays a very important role in the process of motivating or de-motivating students. Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity, for they hold in them some of the keys to the understanding of the process. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn. External reinforcers in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners. Conversely, extra homework, punishment or other sanctions, proved not only ineffective in bringing about positive change, but also having exactly the opposite effect. As Williams and Burden (1997) have rightly observed when feedback actually provides information to learners that enables them to identify

specific aspects of their performance, it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect”.

2.8 Motivation and learning styles

Closely related to the problem of students’ attitudes towards the language course is the problem of their different learning styles. Researchers and foreign language teachers have gradually become conscious that individual students have preferred modalities of learning. Consequently, when learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them, is imposed as the only way to learn. One of the views put forward by the initiators of humanistic approaches to learning was that teachers should be allowed to adapt their programmes with due attention to the objectives of their students and the needs of the area where they are teaching. Though, this might not always be easy, a concern for the students’ learning styles might be of great help in motivating them to learn.

2.9 Motivation and the power relationships between languages

The existence of power relationships between languages is one of the reasons why people have favorable or unfavorable attitudes towards learning a particular language. Subjects, who select instrumental reasons over integrative ones, often take into consideration the economic and practical advantages of learning a foreign

language. A good example in this respect is the present situation in Romanian schools where learners and the parents, faced with the opportunity of choosing between English and French, generally choose the former as it has become a kind of *lingua franca*, placing those who are able to use it in a more favorable position than those who are proficient in French. In the same way, members of a minority group may have different attitudes and motivation when learning the language of a majority group than those of a majority group members learning a minority language. Here, the case of immigrants is perhaps the most relevant.

The intent of this section was to focus attention of the variety of factors influencing motivation in language learning.

I thought it might be interesting and of great importance to present some ways to motivate students through the use of warm ups, this useful information you could get in the annexes.

2.10 Using Games

Language learning is hard work .Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some

years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days or at the end of the term.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

Many experienced textbooks and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes that games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, "they add diversion to the regular classroom activities, break the ice, but also they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of practising language, for

they provide a model of what learners will use the language for in real life in the future (1994:6).'

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

2.11 When to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign

languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. They have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

In conclusion, learning English through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice

and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

But during this process some questions may arise to the teacher's brain, here is presented some of those questions and also some possible answers

2.12 Why Use Games in Class Time?

Games are fun and students like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999)

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)

The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)

The game makes the reasons for speaking plausible even to reluctant students. (Lewis, 1999)

Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Even shy students can participate positively.

2.13 How to Choose Games

A game must be more than just fun.

A game should involve "friendly" competition.

A game should keep all of the students involved and interested.

A game should encourage students to focus on the use of language rather than on the language itself.

A game should give students a chance to learn, practice, or review specific language material.

In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.'

2.14 General Benefits of Games

Affective:

- lowers affective filter
- encourages creative and spontaneous use of language
- promotes communicative competence
- motivates
- fun

Cognitive:

- reinforces
- reviews and extends
- focuses on grammar communicatively

Class Dynamics:

- student centered
- teacher acts only as facilitator
- builds class cohesion
- fosters whole class participation
- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests
- utilizes all four skills
- requires minimum preparation after development

2.15 How to Get Students in the Mood for English?

Learning English as a Second Language, beginning a class with warm ups is a great way to start classes and get students in an English learning frame of mind. Many ESL students come to your classroom from an atmosphere where English is not spoken.

If you are a teacher teaching English to young people in a not English speaking country, sometimes, the ESL students have not spoken English all day. Even if you are teaching ESL students in an English speaking country, many times they are coming from jobs or homes where English is not the dominant language, and they have been chatting with friends, customers and co-workers all day in their native language. A simple warm up gets ESL students brains in the correct place and turns on those English synapses, making class easier for the ESL students and for the all important ESL teachers.

A warm up should be part of your everyday lesson plan and of course after your greeting is the first thing you do with your ESL students. It should be an easy exercise that all students can participate in. Participation of all students is important because this creates a fun focus on English in the classroom and gets the ESL students ready to listen to their teacher.

For elementary age ESL students I start my daily lesson plan with a verse of the ABC song. The kids really like it. The first verse is at a slow / regular pace and the second verse, same as the first, we sing much faster, like a speed round. I have a CD-ROM I use for this warm up, but you can also use the link to this website This website has a nice version of the ABC song and if you are lucky enough to have a modern computerized classroom there is beautiful a video that plays along with it. Or you can play piano.

CHAPTER THREE

3.1 CONCLUSIONS

The L2 learner is not just a cognitive machine but, rather, a whole person. In strategy training, teachers should help students develop affective and social strategies, as well as motivation to get involved in the world of English speakers.

Developing life-long learners, who are wholly motivated, display intellectual curiosity, find learning enjoyable, and continue seeking knowledge after their formal instruction has ended; has always been a major goal of education.

In conclusion, teachers know that learning English can get lots of major benefits; some of them are becoming an international person, communicating with any people in the world, and improving the changes in the job.

3.2 RECOMMENDATIONS

I deeply recommend to my colleagues make the effort to understand that what we have in front of us in the classroom are people, human beings with feelings that really need to study in a healthy affective motivated environment.

The use of warm ups and games is recommendable in the classroom. These warm up activities create a nice atmosphere giving the brain a state of relaxation and leave the brain open to learn the language

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3.4 ANNEXES

WARM UPS

1. HIDDEN OPOSSITES

Procedure: Divide the class in two groups. The teacher sticks on the board some cards hidden to the students. One student chooses two numbers and the teacher shows them, if they are the same the group gets one point, but if they are different the teacher hide them again and give the opportunity to the other group.

2. CHAIN GAME

Procedure: Divide the class in two groups. The teacher writes a word in the board, students from every group have to write a new word that begins with the last letter of the previous word. The group that writes more words is the winner.

Example: rat – teacher- rouse- elephant – turkey- yellow- water.....

3. WORDS AND MORE WORDS

Procedure: Divide the class in two groups. The teacher writes on the board eight or ten letters from the alphabet. Every group has to find and write all the possible words using the letters that the teacher wrote.

Example: h- w - a- l- e- r- c- t- n - i

He

What

Nice

Teacher

4. FEEL THE OBJECT

Procedure: The teacher collects some objects from students and around the classroom and put them in a plastic bag. Some volunteers go to the board and touches, feels and guesses what is the object. If the student is right he/she receives a candy.

5. AIR WRITING

Procedure: Divide the class in two groups. Every group has to choose a leader. The teacher gives every leader some words to review vocabulary. The leader has to write the words in the air and the members of the group have to guess what the words are. The group that guesses more words is the winner.

6. RUNNING DICTATION

Procedure: The teacher chooses a reading with some paragraphs and cuts the reading in pieces. The teacher numbers the pieces and sticks them around the classroom. The students sit in two rows. Students from the right are the runners and students from the left are the secretaries. Runners stand up, see the papers, memorize them one by one and dictate to their secretaries. The group that finishes first is the winner.

7. EXPANDING TEXT

Procedure: Divide the class in two groups. The teacher writes a one or two words on the board, the students have to continue writing more words related to each other. The winner group is the one with the longest sentence with meaning.

Example:

Go

Go to

Go to bed

Go to bed said

Go to bed said my

Go to bed said my mother

Go to bed said my mother angrily ...

8. THE BOOK OF LOVE

Procedure: Students number themselves while the teacher writes a conversation on the board. The student with the first number read the conversation and calls another student to read the conversation, too. They continue practicing the conversation and calling more students.

Example: In the book of love is missing one page.

A: me ? my love?

B: yes, my love

A: no, my love

B: so who my love?

A: number ____ my love

9. MAKING GROUPS

Procedure: The teacher writes on the board some words from different categories with any logical order. The student has to take a marker of a different color and draw a line to form a circle around the words that are related each other.

Example:

House horse bird man

Woman bedroom monkey yellow

Chicken kitchen blue boy girl

10. FLY SWATTER

Procedure: Divide the class in two groups. The teacher also divides the board in two parts and writes ten or twelve words in one side and the same ten or twelve words on the other side. Two students go to the board at the same time with a fly swatter in their hands. The teacher says one of the words and the first student that hits the word is the winner and gets a point for the group.