

Abstract

Learning foreign languages is a hard work, vocabulary is one of the main skills that students need to learn to master in order to learn and develop their knowledge of foreign language. Games are an effective method in enhancing the knowledge of foreign vocabulary items. games is one of It is believed that games can affect language learning and vocabulary improvement through entertainment. Many foreign language learners face difficulties related to vocabulary learning and keep these words in long-term memory because there is no practice or real use of the learned vocabulary in classes. Survivor games is one of the most important method that can help in learning the foreign language and its vocabulary. This method facilitates learning vocabulary in competitive games and memorizing them when needed by using them in different language skills. Therefore, this study aims to explain and show the importance of using survivor games in developing language skills and effective vocabulary learning. This paper essentially tries to clarify the effectiveness of learning vocabulary through entertainment, drawing a relation between survivor games and vocabulary improvement. Finally, survivor games are helpful for teachers and students as a procedure for language acquisition.

الملخص

تعلم اللغة الاجنبية عمل صعب، معاني الكلمات تعد واحدة من اهم المهارات التي يحتاجها الطالب ليتعلم ويطور معرفته باللغة الاجنبية. الالعاب تعد طريقة فعالة في تعزيز معرفة المعاني والمصطلحات الاجنبية. هناك اعتقاد كبير بان الالعاب بإمكانها التأثير على تعلم اللغات وتحسين اساليب تعلم مفرداتها من خلال التسلية. يعاني العديد من الطلبة متعلمي اللغة الانكليزية كلغة اجنبية من مشاكل تعلم المعاني وحفظها في الذاكرة طويلة الامد بسبب قلة استخدامها في الصفوف اثناء الدرس. العاب (المنقذ) هي واحدة من اهم الاساليب والطرق التي تساعد على تعلم اللغة الاجنبية ومفرداتها. هذه الطريقة تسهل تعلم وحفظ المعاني عن طريق الالعاب التنافسية. كذلك تسهل تذكر المعاني عند الحاجة من خلال استخدامها في كل مهارات اللغة الاساسية. لذلك تهدف هذه الدراسة الى شرح و توضيح فعالية واهمية استخدام طريقة العاب المنقذ في تطوير مهارات اللغة لدى الطلبة والتعلم الفعال للمعاني من خلال التسلية والمتعة. كذلك تهدف الدراسة الى رسم الاواصر والعلاقة بين استخدام العاب (المنقذ) وتطوير تعلم المفردات. اخيرا، العاب المنقذ تعتبر طريقة مساعدة وفعالة للمدرسين والطلبة لاكتساب اللغة الاجنبية.

1. Introduction

Language as it is known a set of terms that are used in particular manner and represent a specific meaning. Vocabulary is the spirit and block of any language. According to Silverman (2007:7) vocabulary is the major building block in binger's early language meaning, it is the essential part in acquiring basic language skills. The more vocabulary student knows or acquires the better more sentences he could create; otherwise, language learning will not occur. So it is known that "word" is the most common element in sentences because a language is a collection of words.

Many problems are faced by EFL learners related to vocabulary learning, keeping these words in mind and retrieving these words when they needed. The students feel bored with learning language because many classes are without activities, therefore motivation no longer exists in these classrooms (Huyen and Nga, 2003 cited in Tunchalearnpanih ,2012). On one hand, students learn new vocabulary without any changing in their passive and traditional learning habits such as using dictionaries, or learning by heart lists of words and their meaning. On the other hand, most teachers ignore using games in classes and regard games as unimportant part of teaching vocabulary and a waste of time. As a result, students face serious problems in terms of remembering and using the words.

Vocabulary games are proposed to solve problems because games provide fun and enable students to put vocabulary in practice besides that all learners like playing. Games create motivation for learners of English because of the competition between students. According to Huyen and Nga, (2003:40) Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Survivor games are considered as a motive based games which revivers students spirit to learn vocabulary.

Therefore, the essential purpose of this study is to explain and show the importance of using vocabulary games (survivor games) to improve vocabulary knowledge, increase the size of vocabulary and help the students remember the learned words. Practically, it is explaining how to help students in practicing language learning and developing the main skills. This paper aims to clarify the effective learning of vocabulary through entertainment. It is drawing the relation between survivor games and vocabulary improvement. As well as showing the importance of motivation and relaxed atmospheres in EFL classes.

Based on this overview, the study tries to answer the following questions:

- 1- How can the survivor games be more than just fun?
- 2-What is the active using of survivor games in teaching and learning vocabulary?

2. Literature review

2.1 Vocabulary

Vocabulary plays a major role in learning the foreign language. It is the important element that links the four main skills of speaking, listening, reading and writing all together. Read (2000:1) defines vocabulary as words which form the foundation of language and it represents the units of meaning out of which paragraphs, sentences and entire text are formulated. While Graves (2000 as cited in Al-Qaysi,F and Shabdin,A 2016:185) give another definition to vocabulary as a set of words that is relevant to a specific individual or to a branch of knowledge.

Fuhler & Walther (2004) asserts that there are four types of vocabulary; listening, speaking, reading, and writing vocabulary. According to them, Listening Vocabulary is the type of vocabulary that young learners first learn or acquire. Speaking Vocabulary refers to the word that learned through imitation by modeling the adults and other members of the family. Reading Vocabulary refers to those words that must be learned and understood while reading text, while Writing Vocabulary are those words we primarily learn in school and which expose the learners to variety of words.

Vocabulary learning is an important process that ESL/EFL learners must pass through in order to acquire adeptness and competence in their chosen language. It has also been found that vocabulary has the distinctive power of enriching the integrative language skills such as listening, speaking, reading and writing. Hatch and Brown (1995) make a distinction in this claim with respect to the receptive and productive vocabulary. According to Webb (2008), receptive vocabulary simply refers to the capacity of learners to identify the form of a word and to define or find a synonym for it. Productive vocabulary on the other hand refers to the capacity to recall the meaning and form of a foreign language word. Furthermore, Henriksen (1996) suggests a vocabulary model acquisition and development based on three different stages. The three stages include: partial - precise continuum, receptive-productive continuum and depth-of-knowledge continuum. The first stage helps the learner recognize the words that teachers use while reading a text but she/he does not know how to use the words or their meanings. The second level which is receptive-productive continuum helps the learner understand meaning of words and to use them in some situations as students begin to have a specific comprehension of the words. The third

stage which is depth-of- knowledge continuum points out that learners finally and deeply understand words in different situations and can apply those words accordingly. This is to say that this stage determines how well a word is known.

2.3 Games

Games are one of the important techniques that are used in teaching the second language. This technique is considered a highly motivating because games are amusing and interesting to the students. Ersoz (2000:vi) define games as a form of play concerning rules, competition and an element of fun. It is simple structured activities which may involve little language, but are meaningful to the students. According to Ersoz, games can be used to give practice in all language skills and can be used to practice many types of communication. Also, 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”. Regard El Shamy’s points of view, rules have to be clear, few and well-explained in order to avoid any difficulties faced by the students. They are (rules) designed in different levels as well as topics that suit different students' levels what make them enjoy all together and gain the best results.

2.4 Advantages of using games in English classes

Many writers have argued that games are not activities for filling the free time or for fun, there are great educational values for games. Lee (1996:2) believes that most games of the language enable the students using the language directly. He pointed also that game must not treated as peripheral but as central to teaching the foreign or second language. Richard-Amato gives a similar opinion; he believes that the game would be fun but he warns from ignoring its pedagogical values in teaching or learning the foreign languages. Choosing more suitable games is considered very important matter. According to Tyson (2000:20) the game must be more than just fun and contain "friendly" competition. The game should keep all the students involved, interested and also should give the students chances to learn and practice, or review specific language material. Silvers (1982) mention that many teachers sometimes are eager to use the games as "a teaching device and those teachers often see the games as a time-filler, "a break from the monotony of drilling". Schutz(1988, as cited in Mubaslat, M., 2012:6) indicates that Apart from having fun, the students will not worry about the errors and punishment; moreover, they will learn a grammatical rule, vocabulary and have chances to practice it directly.

However, Gaudart, H. (2009) points general benefits of using games such as **affective**: a game encourages the students to be creative, it makes the students use the language spontaneously, and establish communicative competence among learners. **Cognitive**: here the reviews could be reinforces through the game which focuses on the grammar in communicative. **Class dynamics**: through the game the teacher acts only as a facilitator of the game where the student will be centered. The game encourages the participation of whole class and builds class cohesion. The last advantage which is **adaptability**: the game requires minimum preparation after development and games can utilize the four skills.

Games involve many factors such as rules to be followed by the learners, competition among students, relaxation of the students and the teacher, and learning subjects in particular. There are many reasons of using games in the class but the main reason is to help the students in learning and also to have fun. Using games in the classroom is important as equally as that before playing a game, the game's rules should clearly explained and the students can understand it, also the rules should be minimum. The demonstrations also can help students in understanding the game to follow its rules easily. Otherwise, the students will misunderstand the goal of game and they may not receive the benefits that the teacher aims to be achieved. For example, if the rules of game are not understood by the students is called "Dictation Game" and students just write and the instructions not followed correctly, the game is considered an exercise for copying, and that will not help the learners with accuracy, pronunciation, or spelling at all. A simulation is prepared specially for imitative of real- life situation. In this game the Students will understand, examine, and experiment the situation before engaging. A simulation also provides and develops the knowledge and thinking of the student, skills also develop through using the target language. A simulation represents one of the important factors in the classroom because it makes the class more effective by using authentic context. The teacher uses the simulation in order to make the students be deeply in the required concept. There are some kinds of using simulation in the classroom but it is not a condition that it must be applied it all such as rules, role-playing, either by class, teacher or both. As relating to the teaching strategies both a cooperative learning and multiple intelligent are important with using simulation in the classroom.

Simulated immersion, it is a technique that provides the students by spending most of the time listening to learn the target language, acting many situations in the classroom, using authentic and simple texts that are known

by the students, as well as emphasizing on real-life learning and communicating, as immersion and apply it in the classroom by putting the students in situations and keeping them in the target language. However, by being absent from the classroom and not participating in activities of the class, students will be far away from the target language and this is not what the simulated immersion wants to achieve.

Therefore, to apply using simulated immersion in games in general and specifically the survivor game, firstly; the teacher should make the students focus on the learning and develop the language skills, focus on the content, and also emphasize the affective factors. If those important factors all are present in survivor games it will be successful as an approach to learn the foreign language. Uberman (1998:20) states that “games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming”.

2.5 Previous studies in using games for teaching vocabulary

Vocabulary learning and teaching has changed a lot over the past years. Lecturers and the researchers around the world are always in search for the active ways, techniques in teaching English language and vocabulary. Newton (2001:3) refers to games as the way that can enable second language learners to manage their vocabulary meaning and develop their skills at the same time. Many researchers have investigated the effect of using games in teaching second languages, developing skills and teaching vocabulary such as Sripramong (2004) who investigates the effect of using vocabulary games on the retention in learning vocabulary of Prathomsuksa five learners. The findings of the study revealed that the learners’ retention in learning English vocabulary games was in high level and the learners were satisfied with the vocabulary activities in high level as well.

A’lipour & Ketabi (2010) describe an original game they used to teach vocabulary to EFL students in their classes. The game consists of students on two teams guessing the words written on a card after receiving clues from a teammate. They found many benefits to the game, including competitiveness between the teams, leading to student motivation to actively participate in the activity by all of the students describing or guessing the word.

Wells and Narkon (2011) also describe three specific vocabulary games they have used to teach ESL vocabulary: Mystery Word, Word-O and Word Sorts. The Mystery Word game involves the entire classroom of students guessing a word in response to the teacher’s clues. The result was students

are encouraged to think about how the target words are similar to or different from each other. The students can create pairs or groups of words and must explain to the class their rationale for their choices. Al-Shawi (2014) examines the implementing of games as an effective learning strategy to acquire new vocabulary and memorize it. She found that using games to practice vocabulary improves learners' ability to memorize the new words effectively. Games provide logical contribution while learners interact in the group, allowing students to clarify the meanings of the words.

However, all the previous researches approved that using games is an effective tool to motivate, help and encourage learners in learning the second language. Huang (1996, cited in Sadeghi & Sharifi, 2013) asserts that learning through games could encourage the operation of a certain psychological and intellectual factors which could facilitate communication and learning the foreign languages.

3. Survivor Games

3.1 The Effectiveness of Implementing Survivor Game and Its Principles.

"Survivor" is a strategy that is used to facilitate using the target language only in the classroom. For the students, is a motive based "game" in which students get revive spirits for communicating in the target language. Game is one of the most effective strategies to motivate, encourage and involve students in the class activities. Playing games create relaxing atmosphere, sense of togetherness and challenges. A little competitiveness in the class will help the students to learn how to behave sportingly. So, a game for teacher maximizes time students spend negotiating meaning and makes students comfortable hearing and using the second language also spends more time using higher level thinking and problem solving skills. In addition to that, it increases student achievement and creates a fun and enjoyable classroom environment. In making students more interest and most challenging, the teacher should suggest that each student try his survival skills in all four environments and the teacher also need to post a chart including the names of the students. Whenever students successfully survive an environment, they check it off on the list and go on to another one.

The language that underlies the survivor game is the communicative language method. Communicative Language aims to create communicative competence which is the main goal of teaching a language (Larsen-Freeman, 2000), and also develop teaching procedures for all skills that admitted the connection of language and the communication. It encourages different

activities which involve the students in authentic situations and also encourages the tasks that carry out meaningful. Learners of the language in this method are expected to be negotiators, while the teachers are only organizers, guides, analysts, counselors, or group process managers (Qing-xue and Jin-fang, 2007).

The teacher engages his learners in some act of communication to motivate his students. In short, during the classroom he must have some communicative activities; students were motivated by authentic grammatical tasks or games. Communication skills in learning a language begin in the classroom. Thus, a student-centered classroom which is used by the lecturer allows learners to improve their foreign or second language performance since the learners have much time and a variety of opportunities to practice the language as a living language rather than as a theoretical study (Menking, 2002:15). Using communicative approach in the classroom and bringing authentic situations and games into the classroom, real communication is emulated. So that students can improve their communicative skills, and it is uses almost any activity that engages learners in authentic communication.

The language teaching and learning principles as Brown (2007) summarize:

- 1- **Automaticity:** it is difficult to success with children learning foreign language, especially if they are living in the different culture and linguistic environment but through an inductively process show to the language input with given opportunities to experiment with output. So when the students play “survivor” game, they learn the language without thinking or worry of doing errors, they learn the language unconsciously.
- 2- **Meaningful learning:** meaningful learning “subsume” new words or grammar into the existing structure and memory system through that we will get result which associative great stronger retention.
- 3- **The anticipation of reward:** the strength of rewards was demonstrated clearly by skinner and others. According to skinner, the anticipation of reward is the most powerful factor in directing the person’s behavior. In survivor game, the students expect to get reward which is given to the survivor one and that make all students eager to be the survivor.
- 4- **Intrinsic motivation:** the technique of the classroom has chance to success if they are self-rewarding in the perception of the learner. It makes students perform the game because the survivor games provide fun, interesting useful or challenge and not only because they expect rewards from the teacher.

- 5- **Autonomy:** it is almost universal in that manifested in the classroom in order to allow learners to do things such as; initiate oral production, solve problems in groups and practice language with peers. And also it encourages students to use the language outside the classroom.
- 6- **Language Ego:** the learner of the second language needs to be treated affectively, loving care. In survivor game the teacher needs to supportive attitude of the learners, even if they feel not good in the target language. He encourages students “warm and fuzzy” and empathy need to be openly and clearly communicated. The techniques of the survivor game and the sequences of the techniques need to be cognitively challenging but not overwhelming at an affective level.
- 7- **Willing to communicate:** it is the ability to take calculated risk in attempting to use the language both productively and receptively. If the learners recognize their own ego fragility develop the firm believe, then they will be ready to try their newly acquired language to use it for meaningful purposes.
- 8- **The native language:** the native language has a great effect on learning the target language, the majority errors of the learner’s assumption that the target language operates are like the native language. And that the survivor game tries to solve though preventing the students for using their native language while they are playing otherwise, the player will be considered loser.
- 9 - **Communicative competence:** the communicative competence tries to capture a multiplicity of meanings and that depending on whom you ask. It has reaction to the paradigms that emphasized the grammatical forms, to correct language above all and that we found in the survivor game.

3.2 Learning Vocabulary through Survivor Games

It is obvious that learning vocabulary through survivor games is one effective and interesting way that can be used in any classroom when games are used not for fun or waste of time only, but for more important actions. It is for useful practice and review of vocabulary and language learning. The learners of language (of different context) through playing survivor games have to deal with unfamiliar or new vocabulary during their classes of language acquisition in order to learn and retriever these new words. Survivor games of teaching or learning vocabulary focus on helping learners in developing vocabulary knowledge and use the learnt words in different subjects by making the lesson more enjoyable, more interesting and varied. There are many survivor games that are used in teaching and learning English vocabulary. One example of these survivor games called “fruit

basket". The participants in this game should sit in two circles (A and B). Students of circle (A) should get certain names of fruits while one participant from circle (B) does not have a chair and he has to stand in the middle. This student calls out a name of specific fruit for example *orange*, the participants who are oranges from circle (A) only have to stand up quickly and switch seats. The student who calls fruits' name from circle (B) has to try to get one seat while others are switching. If he succeeds someone will be left alone in the middle without a seat and will get the task of calling the name of new fruits. In this case one point is giving for the caller's team, otherwise the point will be for the first team. So, the caller of fruit's name is the survivor of his team. At the end of the game, the team who collect more points will win the competition. According to Sigurgeirsson (1995:38) this kind of competition games motivates and encourages students to learn and produce different types of new vocabulary. The games could easily be augmented to suit different situations or train some other vocabulary by using other categories of words such as: clothes, names of relatives or different types of popular food instead of fruits.

Another survivor games which is used in teaching and learning English vocabulary is called "Guessing the Word from a Drawing". It is suitable for any level and depends on dividing the class into groups, each group should choose the survivor one. The teacher of the class would call the survivor or leader of one group and give him/her a word that cannot be seen by the other students of all groups. The survivor of the team should draw on the board a picture expressing the concept of the word, his group has to guess the meaning of the word. If the group does know the meaning of the word, the team will get point. Otherwise, the teacher will ask other groups to guess the meaning. The group who know the meaning will get the point and his leader (survivor) should take the role of drawing the concept of the new words. Like any other games, the team who collect more points will win the competition and the leader (drawing of words) is the survivor of his team. However, the role of games in teaching and learning vocabulary cannot be denied. Therefore, in order to achieve the most goals from vocabulary games, it is essential that suitable games are chosen carefully. 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.

3.3 Survivor Games and Developing the Main Skills

One of the main skills that the survivor game aims to develop is the speaking skill. Cunningham & Edmonds (2002:20) pointed that they believe that speaking is more than producing words. In other way, the speaker must know the suitable words that should be used at an appropriate moment, the intonation and amount of stress in a sentence, how exactly uses grammar forms. So, speaking involves not only producing the language in correct way, but also how to use the language in particular purpose. When the learners of language are able to do the functions of communication that they need, they achieve "communicative competence" in the target language. Language of the game helps to achieve that. However, English language has huge number of vocabulary and it is really complicated. So, if students want to be fluent in English language, they need to have a control over the language by following the correct techniques or ways.

Survivor games are effective in supporting all students, especially in EFL course of instruction because it involves all the students in the learnedness process. This game will engage all the learners and enhance their need in learning English. The use of modern educational games in the class can step-up exuberance and reinforce subjects that have been presented previously. It is positive, interesting and interactive method of teaching and sharing the information. Bailey (1999) pointed that the educational games increase the students' involvement, exuberance, interest and love in that material. Also it allows the teacher to be more creative and understood when he presents subjects. Games challenge learners to apply their information, by this way they could evaluate their critical thinking skills. They create a challenging constructively competitive environment that facilitates interaction among students in a friendly and fun environment (Patil & Lee, 2002)

The following survivor game is called "The Crocodile Board game". It is perfect for activities that the teacher wants to take specific time. It is good and a flexible game. In playing the game the class is divided into two groups the members of each group sit together much as they would in any group problem exercise and each group will get either name or color. They need dice and chips and during the game students are not allowed to speak their native language under any circumstances without first asking permission in second language from the teacher. If the teacher gives them the permission, they may ask for only one word at the time. The students Players roll the dice and then advance steps according to the number of dice that showed up. If the player reaches and lands on the crocodile, he should return to start. But if the player land on the monkey, he jumps to an indicated number. Every

step the teacher asks questions and the students answer and also they use words found in the game to make full sentences. So, the student who answers the questions, give correct sentences and reaches the end, he is the survivor.

As mentioned earlier, the main objective of survivor games besides having fun is to teach the students the work in teams in order to increase their vocabulary and developing the language skills. This game could be implemented in improving writing, reading and listening skills. To implement this game to improve writing skill, the teacher needs a list of regular spelling words; a list of harder words to be used for “immunity”, and pieces of paper contains each student’s name. The teacher can begin the game by writing the first “immunity” word on a piece of paper. Next, he informs the students to fold the paper and put it aside. Then, they are given the first regular spelling word. Each child says one letter as the spelling goes around the room. If a student says the wrong letter, he is out and must sit down. Now, whoever gets to give the last letter of the word, will also be out unless they have correctly spelled the immunity word. If they have spelled it correctly, they remain in the game, but someone else must be “The Weakest Link” and will be eliminated. Pull out a Popsicle stick to determine who that will be, as the game continues, you may pull out a few sticks before someone is eliminated, but it really adds to the fun and suspense. The winner is the last person left.

Survivor games are basically designed to make students receive practice all language skills. In listening for instance, this kind of game can be used by dividing students into groups and each group should choose a leader (survivor). When all the students are ready, the teacher plays music or a song that contains related words such as (weather) two or more times then turn it off. After that, the teacher asks the students to find out the related words or vocabulary mentioned in the song like the word (weather). The students are supposed to work together in their groups to come up with as many words as possible related to (weather), for example: rainy, sunny, cloudy, hot and cold. Working together, the students must keep their voices down because they cannot let other groups hear their ideas since the group are competing with each other. The teacher must make sure that they have limited time for example two minutes, and once the time is up he or she asks the leaders of groups to stand up. The teacher starts saying the word and the leader of each group (survivor) should mention the related vocabulary. The group gets as many points as the words that they have learnt, if one group found 7 related words they would get 7 points. At the end of the game, the teacher counts

the points of each group and then he or she announces the leader (survivor) winner.

Finally, it can be said that the survivor games is the most interesting, motivated and integrated method which help both students and teacher in teaching and learning the foreign languages.

3.4 Using Survivor Games for First Time and Its Challenges.

To implement the “survivor” game for the first time, many challenges are expected to be faced from different parts of learning process such as: students, parents, fellow teachers, space and time. First challenges might face is the students, the use of their native or first language extensively throughout the lesson. The game objective is to get students think in the second language and use it always. Besides the huge number of students in classes, (50) is the ordinary number of students in most foreign language classes. Therefore, not all the students may accept and can participate in the games. Using games in the classroom sometimes fails also due to the lack of cooperation among members of students in the class. Games require all students' involvement and they promote friendly competition. So, it is very important that students have a cooperative attitude.

Another concern is the lack of space because the desks of the students especially if the class has huge number of desks and table for the teacher. So, students will be unable to move all these desks and tables around. Unless the teacher takes the learners out of the classroom, this can be considered kind of care. However, the big challenge that might face the teacher is the amount of time, the time is most initial challenge that face the teachers in supporting them in developing their students' understanding and embodiment them in the game (Harvey et al., 2010, Light & Evans, 2010; Light, 2008). Finally, lack of parental support is considered one of the challenges that might face at the first time especially in schools when the parents do not support using games in teaching.

Conclusion

Using games especially “survivor” games is very useful methodology for both teachers and learners. For the learner, learning vocabulary is to acquire the second or foreign language and practice it. While for teachers maximize time students spend negotiating meaning also it provides ideas and techniques to develop the ability of students in the four skills. Although it's advantageous, but the survivor games need to support by many matters that helps it to develop and motivate all the students in learning. When the teacher applies the games, he should remember that achieving the goal of the gam\is the more important issue than the students' only playing.

The survivor games have been adapted long time ago as a means of introducing active, team-oriented problem solving into different-levels. The game provides incentive for students from all four motivational forms (intrinsic, social, achievement, and instrumental). By having students who have been eliminated continued to participate through developing new problems that are used in the games, the entire class remains engaged throughout the activity. The game has provided an effective method of reinforcing problem-solving methodologies and has been extremely popular with the students.

Many important points should be taken into consideration when applying games in classes: deciding which games to use and when to use them. The teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account such as: the level of the game to fit their students' language level, students' characteristics: whether they are old or young, serious-minded or light-hearted and highly motivated to learn or not.

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