TEACHERS IN USING GAMES TO TEACH ENGLISH LANGUAGE

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Annotation: The use of various game methods in the educational process is effective, especially in the process of teaching children a foreign language. The purpose of this scientific work is to describe the opinions and views analysis and relationships about the important factors of the use of games in the language teaching process of the teacher.

Key words: Young learners, goal of games, role of games, teaching a foreign language, hallenges, activities, didactic and methodological intention.

It is certainly true that teaching children a foreign language (English) can be daunting and exhausting, especially for teachers who have never had experience with this particular group of learners. As noted above, as learners, children naturally have shorter attention spans than older learners; however, if foreign language teachers are familiar with the characteristics of their students in the classroom, they will ultimately find that teaching these students is very rewarding. Since education is constantly changing, teachers have no choice but to constantly change their teaching methods and approaches. As a foreign language teacher, he often turns to games to supplement classroom learning. One of the reasons would be a good demonstration of justifying the use of games in the classroom. Games are believed to benefit students in a variety of ways, from cognitive aspects of language learning to cooperative group dynamics (Malarcher, 1997). They have always been known as a pure symbol of fun, participation, cooperation and competition (Yahoui, 2012). In support of this, El Shami also clearly stated in his book:

A game is a competitive activity played according to rules in a specific context, where players face challenges to achieve a goal and win (2001, p.15).

In addition, El Shami (2001) added his final point: incorporating games into the classroom provides contexts in which learning materials can be replaced by less boring and more interesting one means to achieve. Even if such a promotion of games can be considered logical, what are the views of the teachers from the position of the teachers? According to a 2012 case study of Khaoula Bent El Azouar high school teachers' perception of games, the result of this study rated games very positively. Yahoui (2012) stated that although all the teachers in the school have different views about games, most of them see games as an educational strategy. The rest argued that games can be both an educational and an entertainment strategy because they believe that games can guide students to learn in a fun situation.

In fact, every student wants to play the game just for fun and nothing else. Unlike students, teachers need valid and convincing reasons before incorporating games into their teaching (Hong, 2002). But here it should be noted that when children want to participate in the game only as an interesting activity, they consciously participate in the game, and participate in the conditions of the game based on the learned language skills of the brain. This process means that children build language skills whether they want to or not. This is recognized as an important factor in the educational process and the teacher's work, as a reason why games can be used in the process of improving children's knowledge and teaching language. Teachers need to consider various things such as what types of games to use, when to use them appropriately, and how to link them consistently with a language area, curriculum, textbook or even program. It is believed that it will take time for different types of games benefit students in different ways (cited in Khan, 2002). The next obvious explanation of this fact is that it is time for teachers to ask questions about which

skills or sub-skills need to be improved through games, the current state of the student (child) in this skill, where the games should lead. separates learner and even which didactic and methodological intention corresponds to language learning games. In other words, when teachers decide to include any game in the lesson plan, the games are used to introduce, reinforce, automate, make more flexible, systematize, reactivate or link certain skills and tries to confirm that it is directed. Finally, teachers consider whether games needed for language learning really serve the purpose of language and play (Sambanis, 2015). Although carefully thought out, it is evident that teachers are also aware of the issue of student satisfaction, especially children. They certainly recognize the value of engaging their students in a combination of learning and play.

However, this appears to be a difficult teaching problem, and time and time again teachers fail to solve this problem. Despite the challenge presented, foreign language teachers, if they want to adopt games in their classes, the key to a successful language game is that the rules are clear, the end goal of using the games is clearly defined, and most importantly they should remember that games themselves should be fun. To help educators choose the right games for their students, all criteria should be established to evaluate the usefulness of the game.

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