

Running Head: An Investigation into Using Thematic Language Games While Teaching

Middle School Pupils



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## **MASTER THESIS**

Letters and Foreign Languages  
English Language  
Sciences of the language

### **Using Educational Thematic Language Games with Middle School Pupils to Enhance their Speaking Skill in English: The Case Study of Middle Schoolers in Private Schools in Biskra**

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### **Declaration**

I, **BELKACEMI Ahmed Wail**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohamed KHIDER University of Biskra, Algeria.

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## **Dedication**

I dedicate this humble work to  
my beloved mother, to my  
precious one, to my friends,  
and to all who knew and  
supported me in this academic  
track from the closest person  
to the farthest. Thank you so  
much Zahra and Anfel and  
Salsabil.

The reader as well.

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### **Abstract**

Language acquisition has always been affected by games. Educational games give pupils an exceptional opportunity to exercise teamwork in addition to encouraging them to learn and increase their recollection of the terminology presented. Since middle schoolers enjoy to play, educational thematic games should be used frequently in the classroom and throughout the English learning process, the flipped classroom method of teaching/learning. So it is a useful and enjoyable technique to teach pupils. While playing games, pupils more efficiently pick up English. In order to learn more about the proposal to use educational games in teaching English as a foreign language, this study looks at the previous methodologies and tactics that were used to implement these games. The research analyses a few ideas, approaches, and definitions related to types of thematic games in order to achieve this goal. This study suggests strategies based on the researcher's 3 years' experience in tutoring using language games within the learning process. We offer instructional guidance in a format that will assist teachers in creating and implementing lessons that will appeal to all intelligences. The findings of the study are a result of investigating 30 middle school pupils who were enrolled in complementary classes of English, and thus estimating the learnability of English in the wilaya of Biskra.

*Keywords:* EFL, English, ESL, languages games, middle school pupils

### **List of Abbreviation and Acronyms**

**CI:** Comprehensible Input

**EFL:** English as a Foreign Language

**ELL:** English Language Learner

**ESL:** English as a Second Language

**FC:** Flipped Classroom

**FLA:** Foreign Language Acquisition

**SLA:** Second Language Acquisition

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## **General Introduction**

The strategies of teaching and learning languages in Algeria are broadly limited to academic learning and often pertain to a scholarly subject. Consequently, this fact leads novice pupils to view the English language as another subject in school that they need to pass. The notion that is set by the coefficient is that English is inferior to mathematics and sciences in terms of functionality in the real world.

The issue at hand can be addressed to try to understand this pattern across Algerian middle schoolers and come to an improvement of the teaching strategy. Tutors of English in private schools adhere to the syllabus and adopt a state school manner of teaching which still renders the complementary class systematic and limited within in-school achievement only.

### **1. Statement of the Problem**

Private schools are better equipped with audiovisual tools and instructional resources for the instructor to conduct progressive activities and effective English lessons that are intended to increase pupils' interest in learning a new language. Private schools can implement a novel, unusual approach to teach middle school pupils new functional language skills while keeping to their academic curricula. The way middle schoolers handle English as a foreign language may change as a result of a new method. If English tutors in the private sector looked out for the needs and ambitions of their pupils.

### **2. Aims of the Study**

The general aim of this study is to suggest a new strategy of teaching English to middle schoolers in private schools under the umbrella of language games.

More specifically, this research study aims to:

- Demonstrate how to relate video games themes with the content of the syllabus to establish a good level of English.

- Shed light on improving pupils' acceptability to learn English as their foreign language.

### **3. Research Questions**

This research will attempt to answer the following questions:

1. How do educational language games facilitate the English language learnability for pupils?
2. How can educational language games enhance middle schoolers' speaking skill in English?

### **4. Research Hypotheses**

This research proposes the following hypothesis:

- Rather than systematic linguistic measures, using language games with new learners of English can facilitate the learning and acquisition process in class by making it more acceptable to acquire the language.

### **5. Research Methodology**

The presented research plan will lead a qualitative study in nature as it will take a descriptive approach in order to test hypotheses. The descriptive method will allow the experimenter to deduce the pupils' motives and evaluate the outcomes of the theorised testing that influences their progress while learning English. Moreover, this approach combines theoretical knowledge of descriptive design and field knowledge of the particular factors to determine the optimal strategy to tutor middle schoolers.

Within this design, the research will follow a descriptive approach to estimate the causal impact of language games on the learning process of pupils.

The qualitative data of this research was gathered using a structured questionnaire and scales, in order to accumulate precise numerical findings from pupils, the result scores were calculated into ratios and displayed on pie charts.

There are two variables to work with in this research: using educational language games as the independent variable, and how educational language games enhance middle schoolers' speaking skill in English.

## **6. Population and Sample**

To generalise the research's results, participants were selected according to a stratified sampling strategy in order to include all 1st, 2nd, and 3rd levels of middle school which will represent the general English level of pupils as beginners in the English language. 10 pupils were selected from each level regarding the factor that they must be or have been enrolled in English complementary courses.

## **7. Key terms**

This research highlighted some significant terminology to fully cover the need of this work to link collected data in order to come up with a significant research; (middle school pupils, private schools, speaking, EFL, language games)

### **Middle School Pupils**

This slice of the community starts from the age of 10 to 15. The pupil finds new challenges in the time they meet the new subjects they are supposed to deal with, the timing for their schedules change and tutoring ways are totally different from what they had to deal with for the past 5 years from the day they started getting to know what knowledge was. It is important to know the fact that the pupil finds a quite hard time with all the means of study he or she is in the process of getting. However, to start with the instant change the pupil is going through, in primary school they used to write in a copybook with double space but in middle school it is mandatory to not leave lines between what is written, which is a huge concern for

those young learners, it might seem as a simple quest to go through but it is the first impression they make about how hard it is to change things in a blink of an eye. For the school subjects they meet a new foreign language, which French was their only foreign language, the first impression they make about the language is that it is not what they saw or heard before in movies, songs, comics or cartoons, they meet a very strict unrecognisable set of terms by an older person who in 80% are not completely aware of the pupil needs, the pupil here finds a hard time understanding the speedy speech of the tutor and on the way of exercising on ambiguous topics with a little less help from people around.

### **Private Schools**

The private realm of foreign languages institutions is widespread phenomenon in our countries to provide fulfilment for learners, parents find themselves in a critique situation because complementary lessons are the way to escape the educational curriculum that the governmental authorities and legislation create to present English language to pupils, The pupil of 10 years old is introduced to the second language after French and the third after their maternal language Arabic for the first time with long paragraphs and exercises they do not understand what they are addressed for, and what is the purpose of the subject if the language is not understood at the very first place? Krashen established the fact of the lack of understanding via his theory of the comprehensible input to emphasise on the necessity of providing slower speech techniques and the need for visuals and animations to fully comprehend the language by the receivers. Parents find themselves in a quest of reaching the underserved with complimentary education. However, middle school pupils find it fruitful to engage in activities that private schools represent and work with, because none of the supplies used and private schools are available in middle schools. Complimentary lessons in private schools are based on introducing language as a set of words and in sounds they can easily imitate and understand sometimes cannot even answer lessons are connected with additional

individual lessons in this case a tutor teaches only one 1 pupils to make the pupil at ease and create and that's messed up there where the pupils can fill the consent rate with the teacher in order to gain what it is not served in school, most parents tend to give their children a push in what comes to learning a new language, by that they do not want their kids to be stuck without a significant baggage due to the lack of educational means in middle schools, all of the private school that offer complementary lessons tend to focus on what the pupil is in need of , for example to teach English as a language it is a must to start with vocabulary, then grammar so flipped classroom game is the most significant game that promotes the sense of problem-solving during class and promotes creativity and energy outside the classroom.

### **Speaking**

Speaking is a skill that, like listening, requires just as much attention as other language abilities, in both first and second languages, because teaching speaking in EFL classrooms is crucial for learners' success in oral communication (Bygate, 1987, p. 1). He spoke as follows:

"Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought"

### **EFL**

Learning English in a non-English speaking nation is known as studying English as a foreign language. For instance, because English is not the official language of China, learners who are learning the language are referred to as EFL learners. However, if those same kids were studying English in the UK, they would be classified as ESL learners.

### **Language Games**

A set of educational games used inside ESL/EFL classes as a teaching technique that facilitates the acquisition of the target language.



## **Chapter One: Speaking Skill**

### **Introduction**

1. Defining speaking skill
  - 1.1. Speaking english as a foriegn language
  - 1.2. EFL learners' speaking skill
  - 1.3. Importance of speaking skill
2. Speaking english inside the classroom
3. Speaking English outside the classroom
  - 3.1. Speaking english with family
  - 3.2. Speaking english with friends
  - 3.3. Speaking english on social media

### **Conclusion**

## **Introduction**

For a very long time, English has been regarded as an international language. The number of English language learners has increased globally as a result of English's status as a "global language" and its widespread usage. English is regarded as the most major foreign language and plays a big part in the educational system. Algerian pupils begin learning English in their first year of middle school. English is a required subject for pupils in middle schools through secondary schools due to its significance as the primary language of worldwide communication. Challenges are a part of life, which makes the need to comprehend and discover the reason why they occur crucial to finding answers. Speaking English while studying is typical. Learning to write in a language different than their already learned language or languages can be tough for pupils, as one illustration of such issues. Writing in a second or foreign language, then, can provide difficulties for both teachers and pupils. In order to come up with practical solutions, it is crucial to comprehend what EFL speaking is and its nuances. The researcher can better address the issue by identifying the problem's root cause.

The goal of EFL speaking competence, its variants, and the idea of language usage in many areas of life will all be discussed in this chapter along with their importance and relevance to EFL learning.

### **1. The speaking skill**

#### **1.1. Definition**

Speaking in a foreign language is deemed one of the most difficult skills to acquire and develop especially for EFL learners with limited exposure to the target language. The said skill is essentially the means through which learners or speakers communicate their thoughts, ideas, and feelings to achieve a certain communicative end. Speaking is defined by Chaney (1998) as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Therefore, it involves the production, reception, and processing

of information between two or more interlocutors in real time communication (Brown, 1994). This instantaneous, synchronous nature of the speaking skill makes it a daunting skill because learners need to process information and construct meaning through utterances in a very short period of time, unlike the writing where learners have enough time to plan and adjust their utterances to well constructed, complex discourse.

Brown (2001) has identified four major aspects of the speaking skill. The latter include fluency, accuracy, pronunciation and vocabulary. In accordance, fluency is commonly described as the ability to speak with minimum interruptions. Moreover, accuracy refers to produce oral language that is grammatically correct. Furthermore, pronunciation is described as the learners' ability to produce intelligible oral language through the implementation of different pronunciation aspects such as intonation, stress and rhythm for a clear, comprehensible communication. Finally, and the most crucial aspect for understating and producing language, vocabulary, which refers to the appropriate diction a learner has to have in order to engage in any communicative event (Brown, 2001).

We could conclude from the definitions mentioned above that the speaking skill is a productive language skill which involves the production and processing of information through turn taking in order to reach a communicative end.

## **1.2. EFL learners speaking skill**

It is important to note that grammatical correctness, fluency, and pronunciation alone are not sufficient to evaluate the speaking skills of EFL learners. Instead, teachers must look at their pupils' classroom interactivity while analysing speaking.

"Interactive communication" as (Thornbury, 1998 ) observes is;" The candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfil the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction" (p, 129).

Teachers must consider learners' abilities to speak out when appropriate, participate properly in a number of interactive circumstances, and explore a range of themes by correctly initiating and reacting when evaluating a learner's interactive level. In conclusion, the majority of interactions urge learners to contribute easily, for more advanced learners to participate completely and productively throughout the encounter with just occasional and minor speaking issues.

### **1.3. Importance of speaking skill**

When compared with the other language skills, Leong and Ahmadi (2017) identified speaking as the most important skill that human beings use to interact with one another. The latter claimed that we, as humans, tend to interact orally with language more than we use it in its written form. Similarly, Rivers (1981) discovered that speaking is used twice as much as reading and writing combined when studying the use of language outside classroom settings.

The significance of speaking is indicated in this skill being one of the abilities that are needed to engage in communication or initiate conversation with one another (Leong & Ahmadi, 2017). Besides, Nan (2018) reflected on the interrelationship that exists between all four language skills of speaking, listening, reading, and writing as all of which are interactive with one another. As a result, with the integration of the other language skills, speaking can help learners develop their vocabulary and improve their grammar and writing skills (Leong & Ahmadi, 2017).

### **1.4. Difficulties of speaking skill**

Speaking is usually the skill that EFL learners are motivated to learn the most despite the difficulties they encounter when learning this skill. In her recent study, Ratnasari (2020) identified a number of challenges faced in learning the speaking skill.

Lack of vocabulary is one of the issues that makes learning to speak a difficult task due to limitation of words. Besides, a number of psychological factors can also affect the learning

process of speaking, some of which include: fear of making mistakes, shyness, motivation and self confidence (Ratnasari, 2020). EFL tutors frequently make claims about "discussion failure" (Harmer,2001,272). He goes on to say that the reason for this is because EFL learners are afraid to express their ideas in front of the entire class due to a noted lack of confidence (shyness and fear of making mistakes, lack of enough vocabulary and proper syntax, etc.).

Because of the unmotivating environment, the majority of pupils find it difficult to handle it, according to Littlewood (1999). He conveys his viewpoint by observing that foreign language learners will not increase their speaking abilities unless they are given many opportunities to express themselves, to offer their views, and to communicate and integrate with the environment around them (classmates/teacher). Thus, Speaking abilities in pupils are best developed in an environment that values dynamic interactive learning and promotes learners' feelings of security, ease, and relaxation with little to no exposure to the target language.

Speaking involves what is referred to as "real time exposure," unlike the other talents. Learners of foreign languages exhibit a pronounced inhibition while speaking or expressing themselves in front of others in the target language. It is too simple for inhibition anxiety to develop in a foreign language course. The sense of ignorance that pupils have in front of their teacher or instructor, whom they see as the primary source of input and the primary knowledge-holder, causes inhibition on one side. As a result, from the other perspective, inhibition seems to be directly associated with pupils' shyness, fear of making mistakes, and anxiety of receiving negative feedback. As a result, they feel embarrassed while trying to talk and are careful about making mistakes in their speech; as a result, they choose to limit their speaking time and engagement due to their feeling of linguistic inferiority and incapacity to enhance their communicative abilities. Some pupils are pushed by this reluctance to choose silence and not speaking at all.

The connection between listening and speaking is amply demonstrated. Therefore, a lack of speaking practice will inevitably result in a lack of listening practice. Therefore, pupils' inability to speak is not just a result of their lack of interest and motivation, their inability to find the right words and correctly use grammar to combine them, or even just their limited exposure to listening to English because they only listen their teacher speak, which is not the only model they encounter in their real-life situation. Therefore, our pupils should understand the significance of listening to native speakers' examples of speech (including intonation, pitch, fall, and facial emotions), since these characteristics are necessary for effective listening, quality spoken output, and respectable communication.

Consideration of pronunciation mistakes made by learners and how these might obstruct effective communication seems to be an important issue to address. The poor pronunciation of FL learners may have an impact on their spoken performance and involvement in class. In the case of the English language, a small misunderstanding might result in a significant change in meaning. Unfortunately, a lot of pupils have formed bad habits that make it difficult to recognise some words, which frequently leads to communication issues.

"A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker" (Kelly, 2000, 11).

Other learners experience the abuse of supra-segmental aspects of language, such as (intonation, stress,...), in addition to word mispronunciation.

## **2. Speaking english inside the classroom**

Composed of interactions between teachers and pupils as well as among pupils, classroom interaction is one of the platforms where any reality about classroom phenomena is

produced and can be practised simultaneously. It is a type of institutional speech that is nearby managed but agreeably constructed speech switch system.

During oral activities, discussion is typically the most popular activity. In reality, teachers should employ "section discussions" in pairs or small groups, when pupils present their opinions on a topic and other pupils (in the audience) respond by agreeing or disagreeing. This practice is particularly helpful because it encourages pupils to concentrate more on what they speak than on how they say it. Pupils want to speak freely and without inhibition during discussions activities as long as they are focused on learning from one another. In this sense, debate is the ideal activity for honing pupils' speaking skills, according to (Thornbury, 2005; 73).

The importance of classroom engagement in the learning of language and its norms has also been examined, as well as the relationship between communicators. It was discovered that participant interaction and the interchange of ideas may increase knowledge and boost abilities. The most essential thing, then, is to let kids speak English whenever possible and forbid them from using their native dialect. The more they practice, the more fluently they speak. (Eliss, 1992, p. 1) asserts that "Interaction is the social behaviour that occurs when one person communicates with another"; consequently, pupils' talk time should increase while teachers' talk time should be restricted in order to encourage more participation and interaction among the pupils in pairs or groups. Two phases of communicative language acquisition arose as a result of this process. The weak version and the strong version both held communication exercises after teaching the pupils the elements of language. The latter contends that since language acquisition only occurs through interaction, assignments given during oral tasks must provide pupils with as many opportunities as possible to use the target language.

### **3. Speaking English outside the classroom**

#### **3.1. Children's acquirability of speaking skill**

Due to the significance of speaking in communication, oral communication in general and speaking in particular have become the focus of every foreign language course since the advent of the communicative approach to education. Speaking a language well is equivalent to knowing it, according to (Murcia, 2001, p. 103), as speech is the most fundamental form of communication. People generally agree that the younger the learner, the better when it comes to English (Wang and Chang, 2011; Birdsong and Molis, 2001). It has been shown that early childhood education is essential, and that critical age they learn best. There are theoretical and empirical justifications provided by scholars and professionals for foreign language training in middle school. More specifically to the subject of this study, Parents have recently shown an increased interest in having their kids start learning English at a young age. As a result, it appears that more private schools are now offering English language programmes as a topic and language in their workshops as a result of the growing importance of learning English.

#### **3.2. Speaking English on social media**

"Social media is a group of internet based applications that build on the ideological and technological foundations of web 2.0, and allow the creation and exchange of user generated content" (Kaplan and Haenlein, 2010, p.10). Through social media, new opportunities for knowledge discovery and acquisition, idea exchange, and interpersonal interaction are created. Therefore, individuals use social media to acquire vast speaking skills with natives and non-natives which can be a great way to practise English fluency. pupils nowadays are digital savvies who often talk with one another on social media. pupils are provided with laptops, iPads, various Smartphones, and tablets, all of which make it easier for them to access social media. It is not simple to integrate social media into language speaking. However, it was discovered by Jones and Shao (2011, p. 87) that students respond favourably to the integration



of new technologies into the teaching and learning process under the condition that the technology use is well-conceived, meaningful, and effectively integrated into the learning process.

Youngsters nowadays choose social networking over the actual world when it comes to socialising and meeting new individuals. Simply said, social media plays a significant part in our lives by creating easier and more efficient communication for interlocutors everywhere. The use of the Internet for storytelling is one innovative use (Sabia, 2011). When we consider that computers may be a window to the entire world thanks to the variety of tools available for portraying life and story in fresh and intriguing ways, this seems like an inevitable evolution (Ang & Zaphiris, 2006; Sabia, 2011 ). Computers can show real texts in creative ways, and they also let pupils share their own experiences and learn from one another, all of which increase motivation and help them develop a sense of identity in the target language (Nicholas, Rossiter, & Abbot, 2011). Innovation in this area of telling tales is only getting started, but it has the potential to develop into a useful tool for English language learning.

Social media platforms may have a social purpose, but many pupils utilise them primarily for academic purposes. According to the 2009 Community College Survey of Student Involvement, students' usage of social media for academic reasons to communicate with other students, professors, and even college employees is connected to their degree of engagement. Additionally, according to Grosseck and Holotescu (2008; quoted in Vooren & Bess, 2013, p. 33), social media platforms like Twitter that are used in the classroom: -Increase the sense of community.

- Promote speaking as a valuable practice tool.
- Offer a stimulating teaching environment.
- Alter the classroom's atmosphere.
- Enhance communication.

- Permit notes and other links to be posted by teachers.
- Encourage every pupil to speak up.

### **Conclusion**

The goal of the previous chapter was to give a general review of English speaking ability, including its definitions and usability, which characterise its distinctiveness. Additionally, it clarified the various ways in which studying EFL in a classroom varies from doing so outside of a classroom. It also covered the wide prospects offered by using English as a communicative tool. Lastly, this chapter included several places where English is spoken. The researcher will lay out a theoretical foundation for educational language games in the chapter that follows, along with examples of how they might be used in teaching and learning.

## **Chapter Two: Educational Language Games**

Introduction

2.1 Defining Language Games

2.2 Types of Language Games

2.2.1 Flipped Classroom

2.2.2 Hangman

2.2.3 Crosswords

2.2.4 Snakes and ladders for EFL Learners

2.2.5 Miming Words in Class

2.2.6 Heads Up Games

2.3 The Significance of Language Games for EFL Learners

2.4 The limitations of Language Games on the Learning Process

Conclusion

## **Introduction**

Second language learning can be regarded as a challenging task for human beings, if not presented or practised properly, and it is also regarded as a tool to enhance the brain capacity and performance at one hand to gain more ability to function properly towards learning and reinforcement. The specialised part in the brain in what comes to language acquisition is the left frontal lobe, also called the convolution of Broca, a region of the brain that contains neurons involved in speech function. This area, located in the frontal part of the left hemisphere of the brain, was discovered in 1861 by French surgeon Paul Broca, who found that it serves a vital role in the generation of articulate speech. In short terms, language is represented primarily in the left half of the brain (hemisphere). Second language acquisition, in a simple and easy form 'learning a new language' has been a mythical sphere for parents who wanted to teach their children a new language beside their maternal language, the myth here is that the child's development highly interferes learning a new language, but the facts state that learning one and more languages is a mental training, in which memory grows stronger in terms of the input on output strategy. The mechanism of boosting, retention and recall speed requires concentration and coordination for that multilingual and bilingual pupils steadily improve their ability to focus when they engage in games because fun and challenge elevates and deepens the understanding of how a particular language works, as a result for any particular game during the class language games can ease the learn ability for pupils who are in front of a new language in schools as a subject to learn not as a language to master; therefore this research is an attempt to set a correlation between games and English language learning for pupils in private schools in Algeria precisely, also to shed light on different ways that are more than efficient to improve language teaching strategies with a new unconventional strategy that can be used across private schools. The variable to be measured in this chapter is using thematic language games as an alternative to the typical system syllabus.

## 2.1 Defining Language Games

Learning a language, according to (Wittgenstein, 1958) philosophical views, involves establishing an association between words and actions. Therefore, a language game, where words are inextricably interwoven with action, provides an opportunity for learners to not only learn an established language, but also how to use it. A language game on Wittgenstein's conception is characterised as an evolutionary game as language learners repeatedly interact, they update their strategies. In other words, they are playing the game well when their language use facilitates successful actions. In line with this is (Kreps, 1990), who claimed that language games are a set of tacit games, because producing a behaviour after uttering a word is a tacit process.

EFL teaching has its shortcomings, learners are too passive, and learners rely on teachers to acquire information for learning. When (Krashen, 1982) analysed the concepts of "acquisition" and "learning", he pointed out that learners who are learning English are not acquiring English because they can do reading and writing, but cannot communicate naturally. ESL teaching has its advantages. According to (Liu M., 2011) research which carried on the activities of classroom observation teacher interviews and learners questionnaires in the ESL teaching centre of the university of wisconsin-madison in the past semester, they made a thorough analysis of the teaching ideas and modes of ESL from three perspectives of teaching, teachers and textbooks so that they draw a conclusion that it will be helpful in the respect of teaching ideas, textbook construction and teachers' team construction, teachers would better turn pupils into the leading role and promote their initiative through multiple methods. ESL classroom teaching should be made full use on the basis of the mode of EFL teaching so as to find out a suitable way and educational mode for English classroom teaching. In this research the suitable way to teach English EFL learners especially middle school pupils is language games because it promotes the learning ability for them and it creates personal space for the

learners to meet language outside the box and away from educational restrictions, learning English via video games and language games can be fruitful more than the educational curriculum for middle school pupils, as asserted by Nicholson and (Williams, 1975, p. 427) that: “Games are a form of teaching which may be used in circumstances where ordinary approach are not well tolerate; when attention is hard to get and harder to keep”.

There are many types of language games that can teachers use during classroom time as a significant change to get the pupil from the tedious drill routine as a push to refresh the cerebral skills of pupils to work more and gain more words in a fun way, fun always make things easier to acquire and the concept of working smarter pays more than the hard work that eventually causes fatigue and make the learning process undesirable.

## **2.2 Types of Language Games**

Games are used to help and encourage many learners to sustain their interest and work and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help make words more memorable. Games are used to help many learners feel comfort and fun in their learning activities.

Vocabulary games help English as a foreign language (EFL) pupils increase their word knowledge and practice their English in a more laid-back setting. Whether you are teaching children or adults, you should incorporate games into every lesson, starting by teaching the concept--such as a grammar point or new vocabulary words--and then using these EFL vocabulary games to reinforce the knowledge.

### **2.2.1 Flipped Classroom**

This game is all about a teaching method that delivers lecture content to pupils at home through electronic means and uses class time for practical application activities, which may be useful for information literacy instruction. The flipped classroom is known by various names including the inverted classroom, and more simply, the flip.

Origination stories differ, but most credit Jonathan Bergmann and Aaron Sams, high school chemistry teachers from Colorado, who began using recorded lectures in 2006. The flip evolved out of a history of experimentation with the concept of hybrid, or blended learning and problem based learning, using active learning techniques and new technologies to engage pupils. The flipped classroom has two defining components: moving the lecture outside of class, usually delivered through some electronic means, and moving the practical application assignments, formerly homework, into the classroom (Educause, 2012).

There are many other optional components that arguably optimise this structure and provide enhanced learning opportunities to pupils, creating a wide variation in practice (“flipped classroom offers,” 2011). The lecture format has varied and evolved from slides, audio, podcasts, or narrated presentations, to video casts that may also incorporate animations, screen captures, and other multimedia content. The classroom component is varied as well, with different learning expectations, engagement techniques, levels of pupil autonomy, and other variability (Sams, 2011).

In fact, instructors have taken countless paths to teaching with the flip because the learning context and objectives determine which features are most useful (Bull, Fester, & Kjellerstrom, 2012). Khan Academy, Coursera, Ted Talks, and YouTube are online resources associated with the flipped classroom, providing access to recorded lectures, instructional videos, and sometimes other interactive elements for teaching and learning. In many cases instructors implementing the flip depend on these resources to provide the lecture content (Bull, Ferster, & Kjellerstrom, 2012). Sourcing of content from outside may be helpful for those who lack presentation skills, extensive subject knowledge, or need an outside perspective to enrich their course. Scott McLeod, a leader in educational technology and the director of innovation for prairie lakes area education agency 8 in Iowa, notes that these large educational video sites are innovations that were not created by established education groups but instead came from

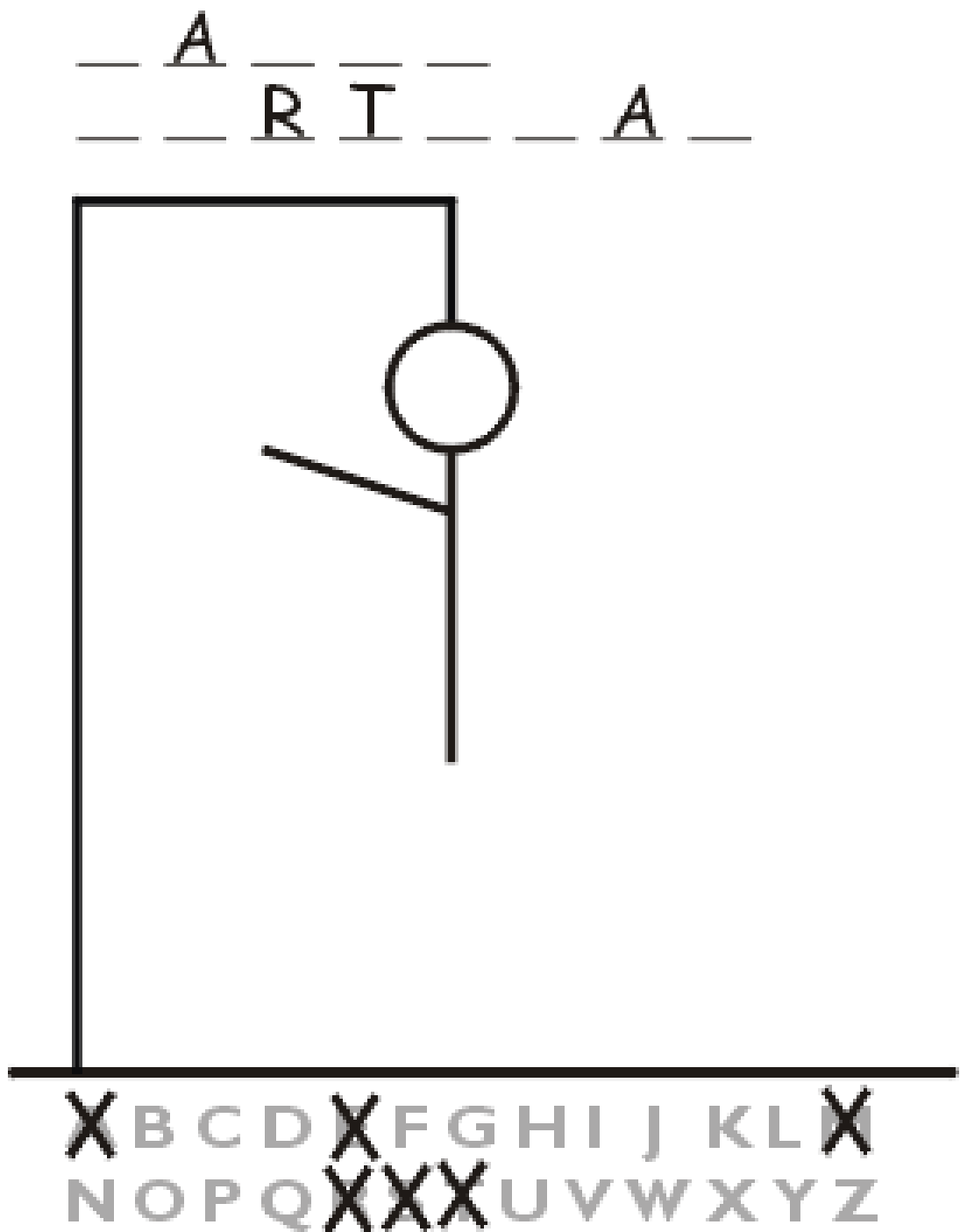
outside “to fill the vacuum” that educators had left as cited in (Tucker, 2012, p. 83), leaving the possibility that as this learning model grows, educators may take back the reins.

### **2.2.2 Hangman**

According to (Ward, 2013, p. 2) hangman is a good way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. Hangman game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the others try to determine the word by guessing it letter-by-letter. The games provide clues, such as whether the word is an adjective or a noun, the antonym or synonym word, the number of letters, the alphabet of words, and so on. (Wright et al., 2006, p. 111) explains the procedure hangman game to exercise spelling some words, as follows:

1. Think of a word that should be familiar to the learners, and draw a dash for each letter.
2. Invite the learners to call out letters which they think may be in the word.
3. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the ‘hanged man’ as in the illustration.





**Figure 2.1** *Hangman*

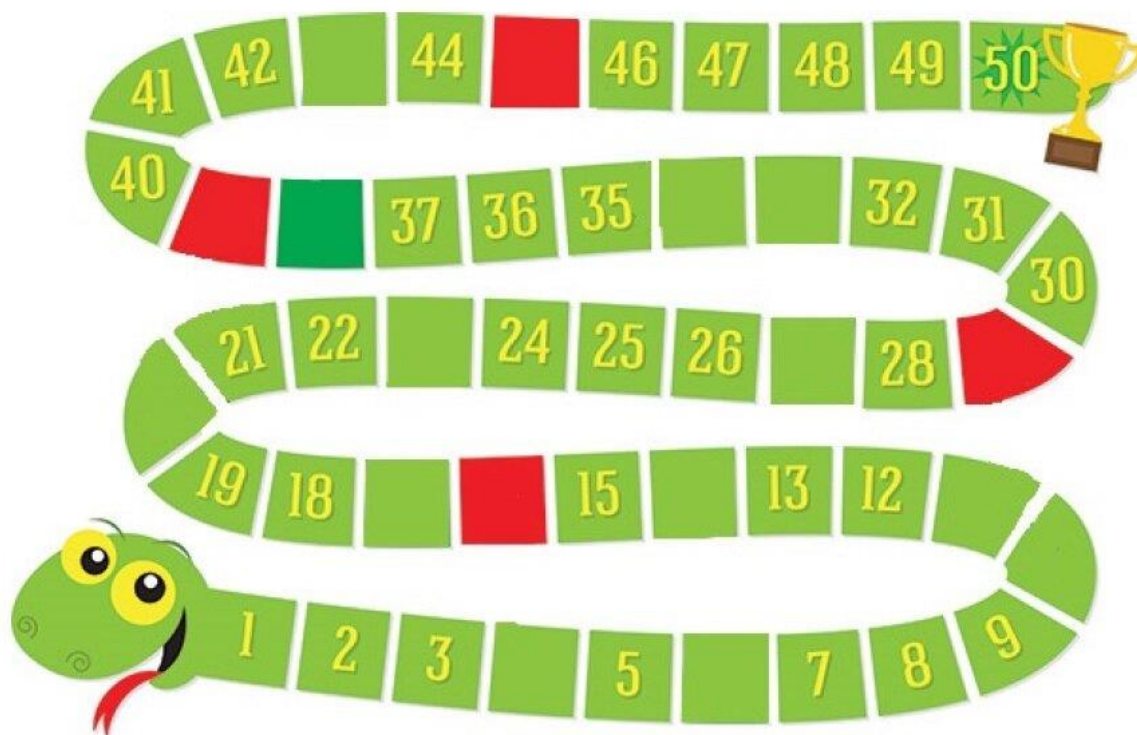
### 2.2.3 Crosswords

Crosswords puzzle games are one strategy that aims at improving the mastery and vocabulary of computer science faculty pupils in a fun way. The steps in taking crosswords puzzle games on a general English courses basis are: some pupils become a volunteer for a

friend. This crosswords puzzle will be prepared in an English language module or textbook in which each pupil is required to have it. Then, crosswords puzzles will be displayed on the screen using a laptop media projector or LCD. In every crossword puzzle game that is correctly answered, the pupil is required to make a simple sentence related to the words that he/she responded to. Then s/he should make a sentence related to the words that he/she guessed.

#### **2.2.4 Snakes and ladders for EFL Learners**

Snakes and ladders is a common game from everyone's childhood, yet strangely often gets overlooked or forgotten within the EFL classroom. According to the British Council website, board games like Snakes and ladders are a very useful way to develop more effective classroom dynamics, because they add the element of fun to the learning process, which in turn facilitates language acquisition inside the classroom.



**Figure 2.2** *Snakes and Ladders*

### 2.2.5 Miming Words in Class

Miming in class is a simple activity in which pupils physically act out or perform a word without using language in order for others to guess the word. Using body language during class as a game can be fruitful as a language teaching game. Bringing gestures and other body language into the EFL classes not only adds the element of fun into the learning process, but also has benefits for the class, as it allows pupils to express their ideas in ways other than language use, which in turn may encourage pupils to think in the target language.

### 2.2.6 Heads Up Games

In the heads up ESL game learners have to guess words/phrases from the descriptions of their team (reverse articulate, it is important to know that this game is named after an app).

The teacher will need a set of appropriate words for the pupils to describe. While the heads up app is fine for more advanced pupils and smaller classes, the vocabulary is often difficult for ESL/EFL pupils. Also, because it is a mobile app, it can be complicated to display

it to a large class. If you do not have an internet connection, you will need to prepare your own list of words/phrases in a computer slideshow. Each word/phrase must be on a separate slide so you can reveal them one at a time.

Game steps: In class, divide the pupils into two, three, or four teams of at least two players.

1. The teams take turns playing.
2. One pupil from the team stands at the front of the class, facing their team.
3. Project the words to describe behind that pupil (so they cannot see). The rest of the pupils in their team describe the words, and the pupil at the front guesses.
4. The pupil at the front has thirty seconds to correctly guess as many words as possible. Each correct guess scores one point for their team. Depending on the level of your pupils, and how many words you have available, you may want to allow zero, one or infinite passes per turn.
5. After each team has had one turn, repeat with new pupils guessing for future rounds. The team with the most points at the end of the game wins.

## **Conclusion**

English is a global language, in terms of its universality people are in a significant necessity to learn it, either for travelling, working or living abroad, marketing, a mean of communication between people all over the world, and also a key for understanding other cultures through one language, the idea of one common language for all mankind appeared for the first time, in European thought, during the renaissance. It has been estimated that since then nearly ‘seven hundred such artificial languages’ have been tried. In many ways, the world, and not just Europe, is now facing a similar challenge. While English has become the Latin of the contemporary world, such a position, one can say in the light of historical experience, has

always been precarious. Whether English will be unanimously accepted as the one unifying, international language of the globe, whether it will share this role with one or more other languages, or whether an artificial language will be adopted for that purpose is the question that sooner or later we will all be facing. Through this research the need of learning English language either as EFL or ESL, English as a SLA needs a special and new effective ways to be taught and grasped properly especially amidst young learners (the chosen slice of community for this research), it is very accurate to adapt and adopt in this case of study, both tutors and learners must be aware of the needs of the learning process for better results and effective impression about the language for future tangible results.

## **Chapter Three: Field Work and Data Analysis**

### Introduction

#### 3.1 Research Methodology

##### 3.1.1 Research Approach

##### 3.1.2 Population and Sampling Techniques

##### 3.1.3 Data Collection Method

##### 3.1.3.1 Pupils' Questionnaire

###### 3.1.3.1.1 Aims and Structure

###### 3.1.3.1.2 Piloting and Validation

###### 3.1.3.1.3 Administration

##### 3.1.4 Data Analysis Procedures

#### 3.2 Pupils' Questionnaire Data Analysis

##### 3.2.1 Interpretation of the Results

### Conclusion

## **Introduction**

Speaking is one of the key abilities in the teaching and learning of the English language that is thought to determine a learner's ability to utilise the language effectively. According to Numan 1991, the capacity of pupils to carry on a conversation is a good indicator of how well they are learning a second or foreign language. Speaking is therefore seen as the most difficult of the four language skills (speaking, listening, reading, and writing) as long as speaking fluency is equated with language proficiency. According to Brown, due to the context of a speech, speaking is an interactive process of generating meaning that entails the behaviours of receiving, processing, and producing information. Nunan described speaking as "the creative oral ability, consisting of making organised verbal speech to express meaning" in a similar manner. Without a doubt, speaking English is a hard talent that must be cultivated and performed precisely and effectively for improved academic accomplishment and future employment. This is due to English's significance as a worldwide language. Therefore, the majority of teachers and pupils have given careful consideration to and made a priority of mastering English-speaking performance. However, one of the most pervasive issues facing pupils of English as a Foreign Language is their poor performance in speaking English (EFL). There has been a blatant neglect of oral language development, which has led to the formation of numerous speech barriers. The greatest problems are reported as being fear of public speaking, a lack of self-confidence and nonverbal cues, an unwillingness to communicate, being ridiculed at, anxiety over speaking evaluations, and poor linguistic expertise.

### **3.1 Research Methodology**

Descriptive research is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem, rather than the why. The descriptive method of research can involve the use of many different kinds of

research methods to investigate the variables in question. It predominantly employs quantitative data. It is important to note that in the descriptive method of research, unlike in experimental research, the researcher does not control or manipulate any variables. Instead, the variables are only identified, observed, and measured.

### **3.1.1 Research Approach**

Qualitative research is the process of gathering, analysing, and interpreting data that does not involve numbers, such as language. Qualitative research can help us understand how an individual sees and interprets their social reality. Qualitative data is typically non-numeric data. This type of data can be collected using a questionnaire, and analysed using thematic analysis.

Thematic analysis is a method of analysing qualitative data. It is usually applied to typesetting such as questionnaire answers. The researcher examines the data closely to identify common themes, ideas, and patterns of meaning that recur.

### **3.1.2 Population and Sampling Techniques**

Stratified random sampling is a method of sampling that involves the division of the middle school population into smaller sub-groups namely 10 pupils of 1st, 2nd, and 3rd years known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment. This allows the researcher to obtain a sample population that best represents the entire population of the general level of middle schoolers. Stratified random sampling involves dividing the entire population into homogeneous groups called strata, so each possible sample is equally likely to occur.

### **3.1.3 Data Collection Method**

A questionnaire is a research tool that allows the researcher to collect information from respondents. It typically features a series of questions, which can guide the researcher to gather



information that is useful for the research. These tools include written or oral questions and include an interview style format. Questions may be qualitative or quantitative and can be done online, over the phone, on paper or face to face, and questions do not necessarily have to be asked with a researcher. Questionnaires can be open or closed, and sometimes both.

### **3.1.3.1 Pupils' Questionnaire**

One of the methods for gathering data most frequently employed in research investigations is the questionnaire. In the former, “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (Brown, 2001, p. 6). Due to the qualitative character of the study, we used a structured questionnaire for the current investigation. Paper copies of the questionnaire were given to first-, second-, and third-year pupils from several schools.

#### **3.1.3.1.1 Aims and Structure**

Because they provide a quick, effective, and affordable way to acquire a lot of data from huge sample sizes, questionnaires are a common research approach. These questionnaires work particularly well for gauging the attitudes, preferences, intentions, and behaviour of the subjects. Researchers are able to collect both qualitative and quantitative data because of their usage of open and closed research questions, which produces results that are more thorough. As the name implies, a closed-ended question only allows for a certain number of responses. For instance, the participant may select an answer from a list of provided suggestions or just say “yes” or “no” or multiple choice. They are meant to offer a specific, immediately discernible, and categorised response. Particularly during questions whose goal is to be encoded in accordance with pre-established criteria, this form of inquiry is employed. Like with open-ended inquiries, there is little space for free speech. This kind of question enables the investigator to gather the same information from a variety of respondents in the same style.

### **3.1.3.1.2 Piloting and Validation**

Three of our colleagues who work with middle school pupils were provided the questionnaire questions, and they suggested that we modify some of the questions to make them clearer, to include the Arabic translation, and to include clipart images to encourage pupils' engagement, which we did. Few more items were added to the questionnaire at the suggestion of one of the teachers. Regarding the piloting phase, the questionnaire was sent to 5 of our intermediate pupils who weren't part of the population so they could respond and offer their opinions. There were no adjustments made to the questionnaire since their responses revealed no ambiguity or irrelevant information.

### **3.1.4 Data Analysis Procedures**

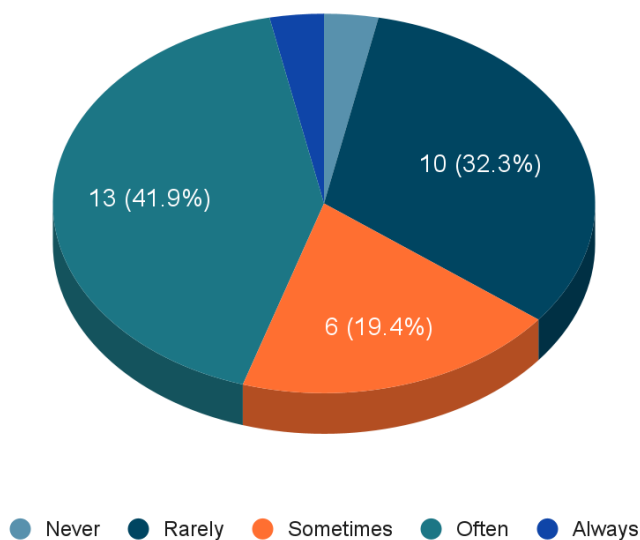
We chose to analyse the data using the descriptive approach and thematic analysis due to the qualitative nature of the data that was obtained. To explain the outcomes of the pupils' questionnaire, we employed the descriptive approach as a process. The researcher began to draw links between the items that were highlighted and later given different codes. After classifying the data into codes, we began grouping related codes under several themes. These themes were then evaluated and debated in connection to the study's objective.

### **3.2 Pupils' Questionnaire Data Analysis**

The questionnaire's main goal was to identify the preferences and recommendations of the pupils concerning learning the English language in middle schools. The questionnaire acts as an assessment of conventional teaching conditions, assisting the researcher in formulating recommendations for approaches to the issues in the pupils' responses in an effort to enhance the state of teaching English in middle schools in Biskra.

### 3.2.1 Pupils' Responses

#### 3.2.1.1 Speaking English outside the classroom

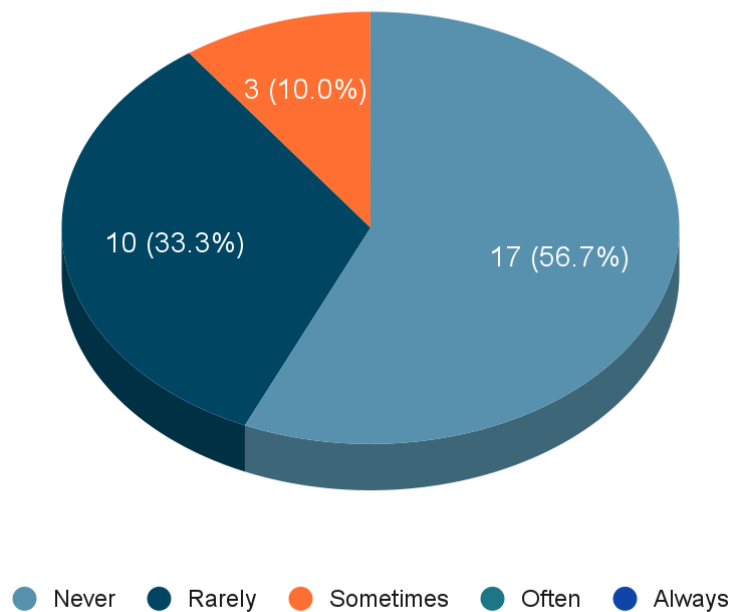


**Figure 3.1** *Do you speak English outside the classroom?* هل تتحدث الإنجليزية خارج

القسم □

This question was posed to evaluate the nature of spoken English use outside of the school environment. The results are almost null and do not precisely convey if English is used outside the classroom, and this can tell that there is a dominant language being used over English. Longer investigation is required.

### 3.2.1.2 The use of language games in the English class



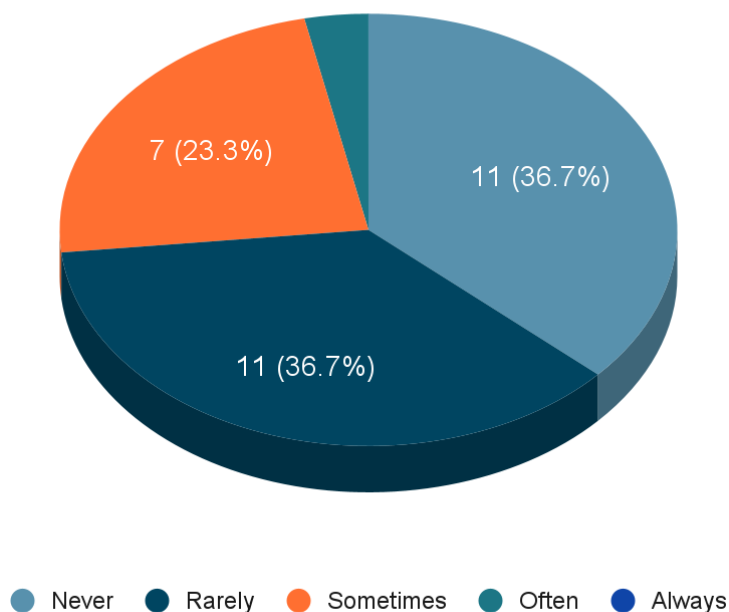
**Figure 3.2** Do you use language games in English class? هل تمارسون الألعاب اللغوية في

حصة الإنجليزية □

This question was asked to determine the frequency of educational games use inside the classroom to teach pupils English, and the answers came back mostly negative. The lack might be due to the constraints to follow the syllabus or adherence to teachers' busy lesson plans to finish the yearly subject program.

Pupils eventually find the course of the subject tedious and unentertaining.

### 3.2.1.3 The use of language games in English complementary classes

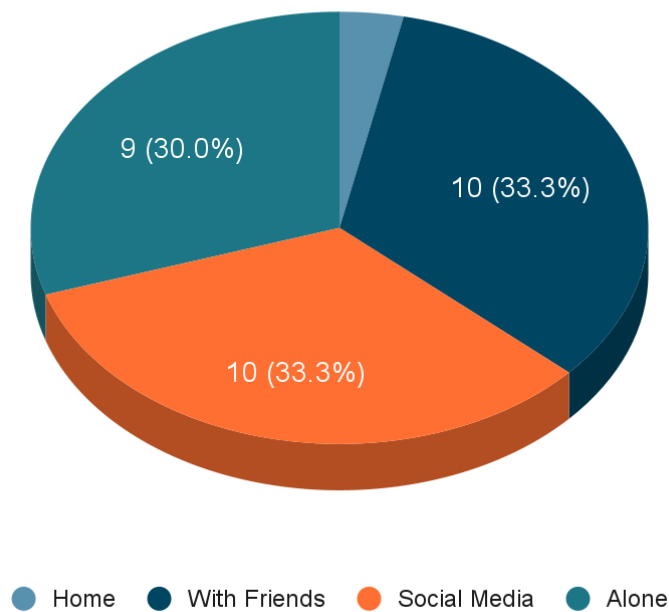


**Figure 3.3** *Do you use language games in English complementary class?* هل تمارسون

□ الألعاب اللغوية في دروس دعم الإنجليزية

This graph presents the pupils' answers which adhere to English private tutorials which are not taught by the researcher. The answers show the lack of creativity when teaching private tutorial classes for middle school pupils.

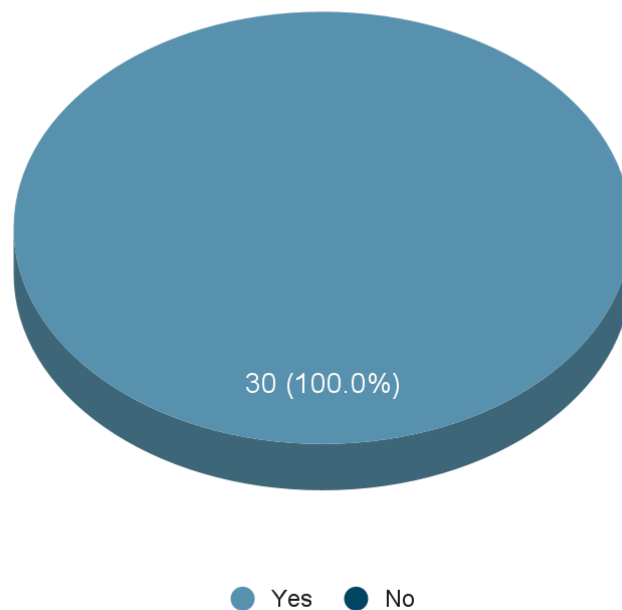
### 3.2.1.4 Where is English usually spoken



**Figure 3.4** *Where do you usually speak English?* أين تتحدث الإنجليزية عادة □

The pie chart displays the probability that middle school pupils are prone to use English more on social media than social settings.

### 3.2.1.5 Preferably of learning English using language games

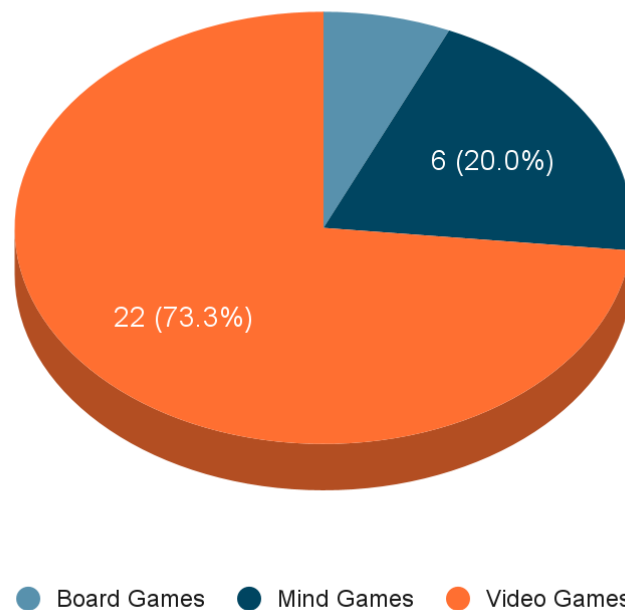


**Figure 3.5** *Do you like to learn English through games?* هل تحب تعلم اللغة الإنجليزية

باستعمال الألعاب

This pie chart presents the straightforward question that was posed to the pupils to a transparent response, and the vast majority gave a positive answer corresponding to the research's purpose.

### 3.2.1.6 Favourable type of games

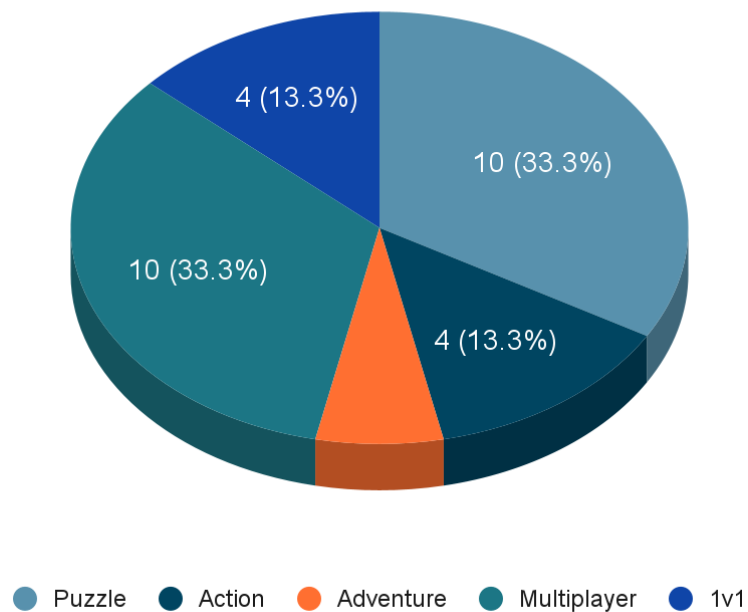


**Figure 3.6** *What is your favourite type of game?* ما هي الألعاب المفضلة لديك □

This pie chart presents pupils who have shown the most positive reaction towards video games due to its rich variety of challenges in developing their language skills, and second favorability to mind games because they help pupils break the monotony of conventional learning whilst maintaining the learning process.



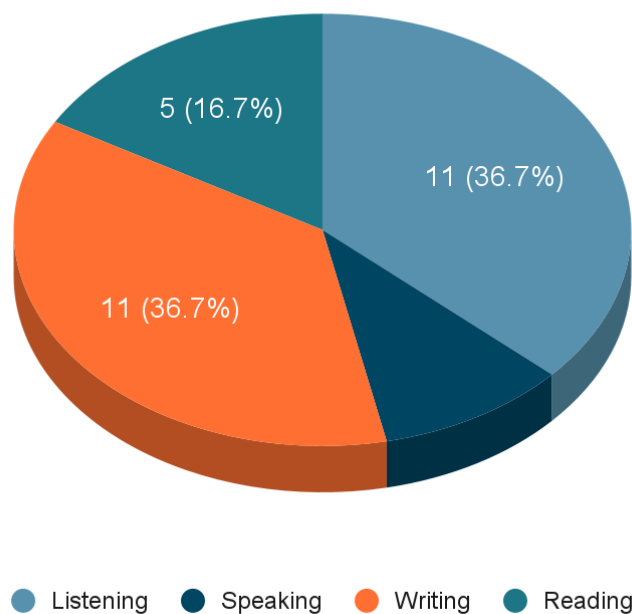
### 3.2.1.7 The favourable genre of games



**Figure 3.7** What is your favourite genre of games? ما هو نوع الالعاب المفضل لديك □

Young learners are competitive in nature mentally and socially, they tend to engage in games that challenge their intellectual capacity and contrast and compare with their classmates; whilst obviously maintaining the learning process.

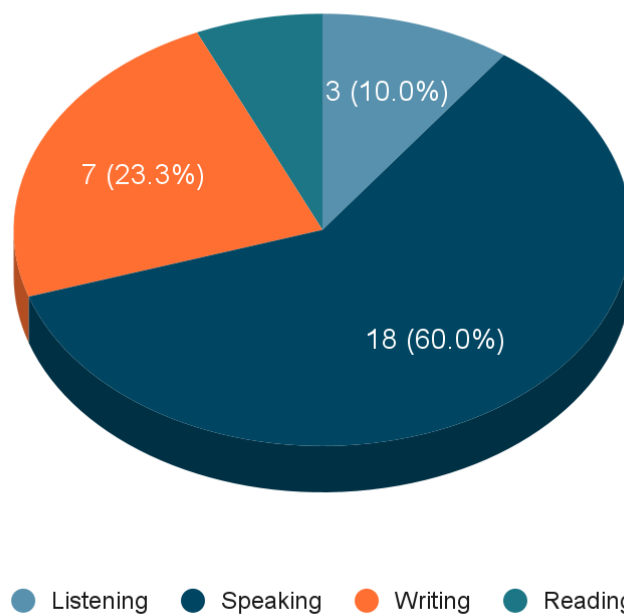
### 3.2.1.8 The most well-performed skill



**Figure 3.8** Which skill are you good at? أي مهارة تتقنها □

The pupils' answers here show that the educational system in Algeria has always relied on testing middle school pupils mainly on their writing skill and secondarily on reading (reading comprehension tasks). However, listening and speaking are given much less importance.

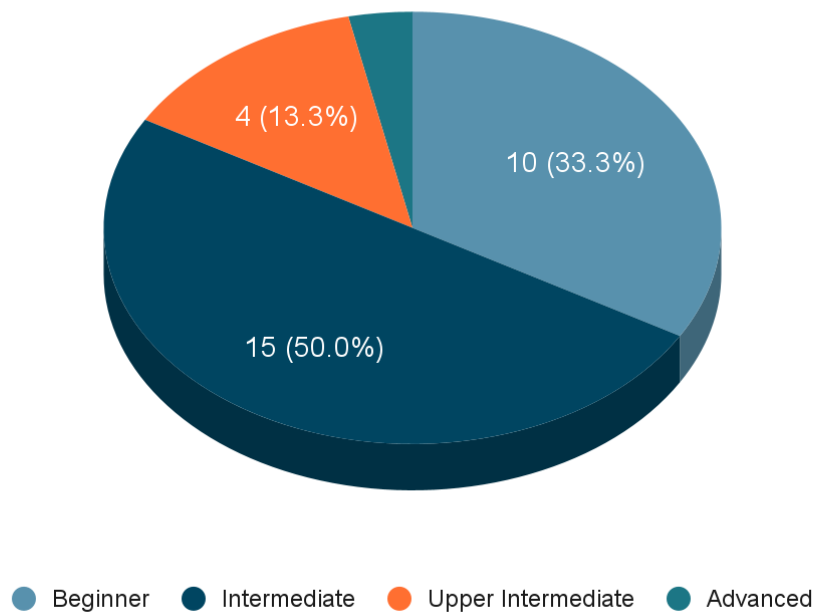
### 3.2.1.9 The most desired skill to learn



**Figure 3.9** Which skill do you want to learn? أي مهارة تريد ان تتعلمها

Most pupils in Biskra may lack the productive skill of speaking but possess the will to learn it and further improve their writing skill as well. The absence of the oral expression activities in middle schools in Biskra have resulted in these findings.

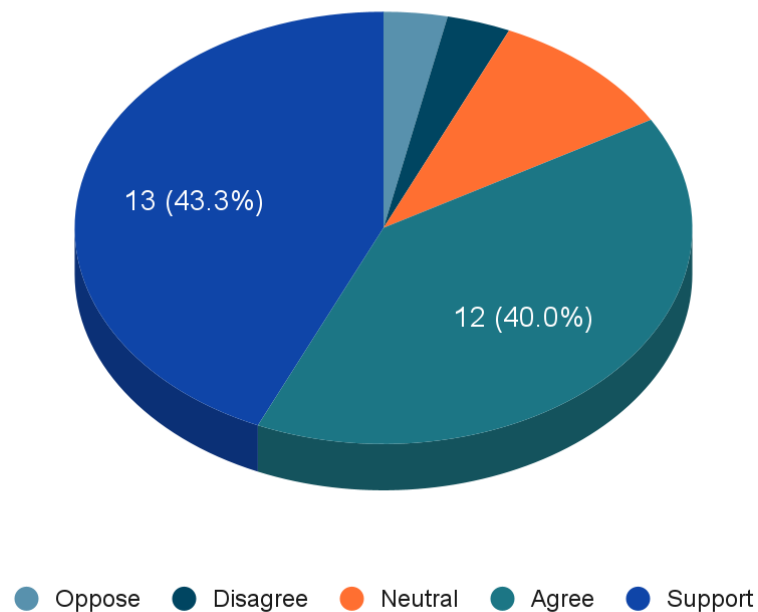
### 3.2.1.10 Middle schools pupils' English level



**Figure 3.10** *What is your level in English?* مستواي في اللغة الإنجليزية

The average level of English language mastery with pupils in Biskra is mostly beginner to intermediate in the case of above average pupils, this is accurate due to the fact that they learn English conventionally for the first time in middle school.

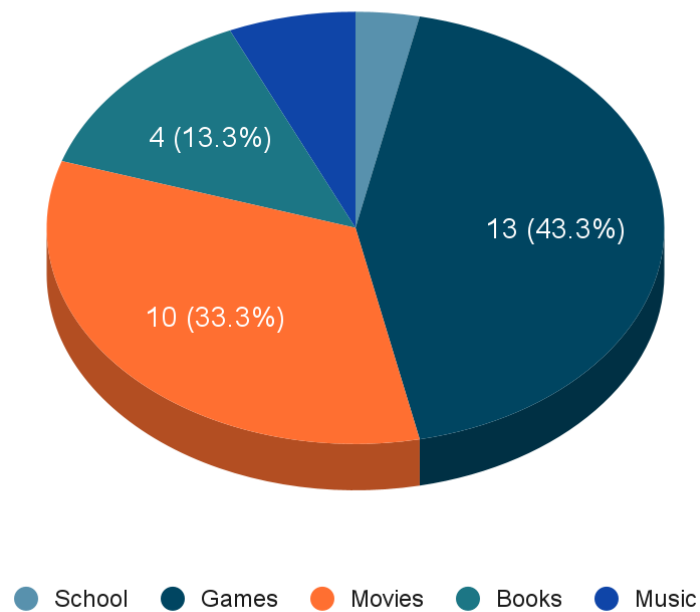
### 3.2.1.11 Petition to include English language games in state schools



**Figure 3.11.** *We want to play language games in the classroom.* نريد أن نتعلم الإنجليزية  
بممارسة ألعاب لغوية

This was a straightforward request to acquire the approval of middle school pupils who were enrolled in complementary English classes to sum up to 80% positive votes and 10% neutral. This portrays the acceptability and willingness to learn the English language.

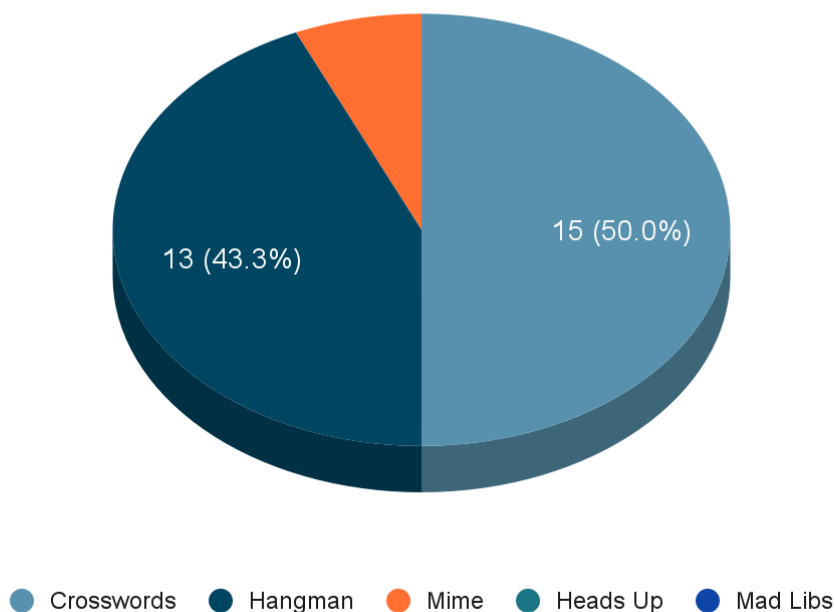
### 3.2.1.12 Preferred tool to learn English



**Figure 3.12** *How do you prefer to learn English?* كيف تحب تعلم اللغة الإنجليزية □

The graph shows that the majority depend on audio visual aids to acquire the English language, as it improves the lacking skills previously mentioned: listening and speaking.

### 3.2.1.13 Previously played games



**Figure 3.13** Which game have you played before? اي لعبة لعبتها من قبل □

The graph shows that the vast majority are familiar with the crossword games as well as hangman, and that is due to their occasional practice in the textbook.

### 3.2.2 Interpretation of the Results

This part sought to synthesise the findings stated in the preceding one as a continuation of the previous section. As previously noted, the current study sought to identify the role of educational language games in enhancing the English language proficiency level for middle school pupils as well as offer suggestions to change the way pupils learn English as a private course in Biskra. By offering answers and suggestions to the current research topic, the study's main goal was to enhance the teaching and learning circumstances of English as a foreign language. The researcher reported the findings in connection to the study questions they supported in order to emphasise the main findings of the qualitative data gathered. The first

question addressed is: How do language games facilitate the English language learnability for pupils?

We have answered this question from reviewing the literature of previous researchers on the topic of language games, as well as reviewing the pupils' answers from the pupils' questionnaire. Previous studies have shown that EFL learners are more prone to tolerate the acquisition of a foreign language if their teachers and tutors implement educational games inside the class and provoke their problem solving skill and their eagerness for competition. We also asked the pupils conclusive questions to determine their exact opinions.

The second question of this research was: How can educational language games enhance middle schoolers' speaking skill in English? Answering this question, pupils were asked two conclusive questions about the four skills of language. Pupils seem to achieve in writing more than any other skill, but instead are keen on learning to speak fluently.

## **Conclusion**

An overview of the study design used in the current investigation was presented in this chapter. It included the research methodology, approach, and design of this study, as well as the tools utilised to gather data, how we analysed that data, and the research's population and sample. According to the research objectives that the current study aims to observe and address, the findings and interpretation of the data collected were presented and synthesised.



## General Conclusion

During 4 years of tutoring English to middle and secondary school learners, the researcher had noticed that the methods for teaching and studying languages in private schools are largely restricted to academic subjects and learning. Because of this, beginning pupils see the English language as just another subject they must succeed in. The variable establishes the idea that English is less useful in the actual world than mathematics and the sciences. To better comprehend this tendency among middle school pupils in Algeria and develop a teaching method, this research has been made. Basically, English teachers in private schools follow the curriculum and teach in a way similar to that of state schools, which keeps the complementing class systematic and constrained to within-school accomplishment. Private schools have stronger audiovisual resources and instructional tools, allowing teachers to conduct engaging English classes and progressive activities that are designed to spark pupils' enthusiasm in learning a new language. While adhering to their academic curricula, private schools might use a cutting-edge, unconventional method to teach middle school pupils new functional language skills. A novel approach may alter how middle school pupils approach English as a foreign language. If English tutors in the private sector considered their pupils' needs and goals.

This study's overarching goal is to provide a fresh approach to language games-based English instruction for middle school pupils in private institutions. The study will show how to connect the topics of video games with the syllabus material to build a strong level of English. The study will provide information on raising pupils' acceptance of learning English as a second language. This research aimed to answer the following questions:

1. How can educational language games enhance middle schoolers' speaking skill in English?
2. How do educational language games facilitate the English language learnability for pupils?

According to this study, employing language games with new English language learners instead of systematic linguistic interventions boosted the language learning and acquisition process in the classroom by making it more acceptable to pick up the language. Additionally, it was qualitative in character and used a descriptive technique to test ideas. The researcher's ability to infer the pupils' intentions and assess the results of the predicted testing that affects their proficiency with English was made possible by the descriptive approach. Additionally, this method integrated theoretical understanding of descriptive design with practical knowledge of the relevant aspects to identify the best way to instruct middle school pupils. In accordance with this concept, the research adopted a descriptive methodology to determine the causal effect of language games on pupils' learning. A standardised, closed-ended questionnaire was used to collect exact numerical data from pupils for this study's qualitative data, and the result scores were converted into ratios and presented as pie charts. The independent variable in this study was the use of educational language games, while the dependent variable was how educational language games improved middle school pupils' English speaking ability.

All first, second, and third-level middle school pupils were included in this study's sample of participants as part of a stratified sample method to represent pupils' overall English proficiency as language beginners. Regarding the requirement that they must be or have been enrolled in English supplementary courses, 10 pupils were chosen from each level.

### **Pedagogical implications and recommendations**

The conclusions reached from the data gathered for this study were used to develop the suggestions offered in this section. The former seeks to make clear the changes that must be

made in order to enhance the teaching and learning of English as a subject and a language in Biskra.

- Teachers should consider getting up to date with the use of technology to carry out an efficient English course.
- Teachers should encourage their pupils to get familiar with using their phones and tablets to learn speaking.
- Teachers should keep the class environment intriguing by including language games and challenges that contribute significantly to the learning experience.
- Tutors in private schools should diversify from the conventional method of teaching English as a subject and treat the language as a communication tool.
- Tutors should touch on all the language skill to better make a proficient-speaking EFL learner
- Tutors should stay updated with the news of English teaching and class management.
- Parents should indulge in creating a domestic English speaking environment for their children.
- Parents should encourage self-reliance in their children to acquire English effectively.
- Parents should make their children's devices useful tools of learning by monitoring their activities and engaging them in using educational applications and games.
- Parents are the first school for kids, accordingly, they should invest in learning apparatuses.
- Headmasters should always address teachers and parents' complaints to foster appropriate friendly classes for teaching youngsters.

### **Limitations of the study**

Despite the fact that the primary goals of this research study have been met, it is crucial to understand its constraints. One of the drawbacks of the current study is the dearth of literature

on utilising educational games to improve middle school pupils' speaking abilities. This forced us to talk about the literature on language games in general and speaking ability separately. Because of this, we advise doing similar research investigations in many Wilayas around the country to bolster and provide a foundation for the literature pertaining to the themes of this thesis.

Another inconvenience that slowed the course of this research is that the data gathering tool had to be printed and distributed distinctively to pupils in different schools and then collected and treated manually which was unnecessary labour in the era of technological advancements, and that is due to the poor dexterity in using basic Google products such as Forms to distribute, collect, and treat the data using intricate statistical AI to produce proficient results and calculations and provide the accessibility to reach out to participants in case of issue.

Finally, this study has given us insight into the nature of the English language in Biskra; however, a questionnaire is a short-term limited tool to precisely study this case. Thus, we recommend to future researchers to run occasional surveys to enhance the understanding of the results and issues exponentially.

The second question of the research was: How can educational language games enhance middle schoolers' speaking skill in English? Answering this question, pupils were asked two questions about the four skills of language.

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## **Appendix**

## Appendix 1: pupils' questionnaire

### Let's Play English

Hello! مرحبا ☺

هل تحبون تعلم اللغات باستعمال الالعاب؟

اختر الاجابة المناسبة بك

بالتوفيق ☺

1. Do you speak english outside the classroom? هل تتحدث بالانجليزية خارج القسم؟

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. Where do you usually speak English? أين تتحدث الإنجليزية عادة؟

Mark only one oval.



Home في المنزل



With my friends مع اصدقائي



Social media مواقع التواصل الاجتماعي



Alone وحدي

3. Do you use language games in the English class? هل تمارسون الالعاب اللغوية في حصة الإنجليزية ؟

Mark only one oval.

1 2 3 4 5

Never ابداً      Always دائماً

4. Do you use language games in English complementary class? هل تمارسون الالعاب اللغوية في دروس دعم الإنجليزية ؟

Mark only one oval.

	1	2	3	4	5	
Never ابداً	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always دائماً

5. Do you like to learn English through games? هل تحب تعلم اللغة الإنجليزية باستعمال الالعاب ؟

Mark only one oval.

نعم Yes

لا No

6. How do you prefer to learn English? كيف تحب تعلم اللغة الإنجليزية ؟

Tick all that apply.

- المدرسة School
- الالعاب Games
- الافلام Movies
- المطالعة Books
- الموسيقى Music

7. What is your favorite type of games? ما هي الالعاب المفضلة لديك؟

Mark only one oval.



Video games



Board games



Mind games

8. What is your favourite genre of games? ما هو نوع الالعاب المفضل لديك؟

Mark only one oval.



ألغاز Puzzle



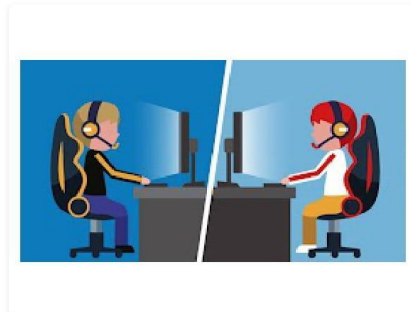
إثارة Action



مغامرات Adventure



عدة لاعبين Multiplayer



لاعب ضد لاعب PvP

9. Which skill are you good in? اي مهارة تتقنها؟

Mark only one oval.

- الاستماع Listen  
 التحدث Speak  
 القراءة Read  
 الكتابة Write

10. Which skill do you want to learn? اي مهارة تريد ان تتعلمها؟

Mark only one oval.

- الاستماع Listen  
 التحدث Speak  
 القراءة Read  
 الكتابة Write

11. What is your level in English? مستواي في اللغة الإنجليزية

Mark only one oval.

- مبتدا Beginner 10%  
 متوسط Intermediate  
 فوق المتوسط Upper intermediate 50%  
 جيد جداً Advanced  
 ممتاز Fluent 100%



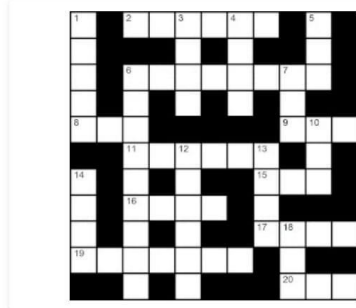
12. We want to play language games in the classroom. نريد ان نتعلم الإنجليزية بممارسة ألعاب لغوية

Mark only one oval.

- اعارض ☹️ Oppose
- لا اوافق Disagree
- لا اعرف 😐 Neutral
- اوافق 😊 Agree
- اساند 🙌 Support

13. Which game have you played before? اي لعبة لعبتها من قبل؟

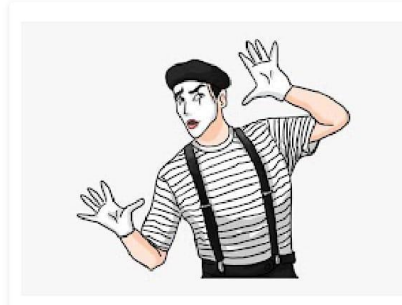
Tick all that apply.



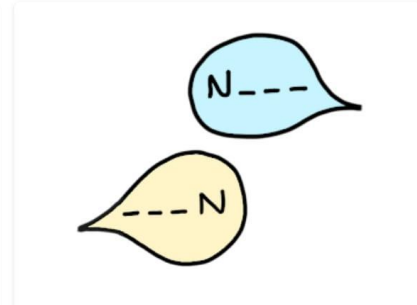
Crosswords الكلمات المتقاطعة



Hangman رجل المشنقة



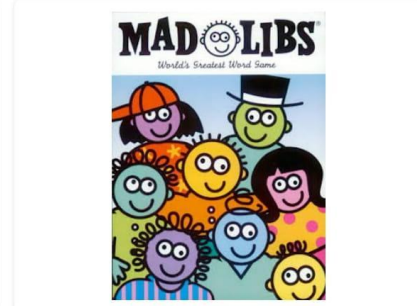
Mime التمثيل الصامت



Word train قطار الكلمات



Heads up وصف الكلمة



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### الملخص

لطالما تأثر اكتساب اللغة بالألعاب. تمنح الألعاب التعليمية التلاميذ فرصة رائعة لممارسة العمل الجماعي بالإضافة إلى تشجيعهم على التعلم وزيادة تذكرهم للمصطلحات المقدمة. نظرًا لأن طلاب المدارس المتوسطة يستمتعون باللعب ، يجب استخدام الألعاب التعليمية الموضوعية بشكل متكرر في الفصل وطوال عملية تعلم اللغة الإنجليزية ، وهي طريقة الفصل الدراسي المعكوسة في التدريس / التعلم. لذلك فهي تقنية مفيدة وممتعة لتعليم التلاميذ. أثناء اللعب ، يتعلم التلاميذ اللغة الإنجليزية بكفاءة أكبر. من أجل معرفة المزيد عن مقترح استخدام الألعاب التعليمية في تدريس اللغة الإنجليزية كلغة أجنبية ، تبحث هذه الدراسة في المنهجيات والتكتيكات السابقة التي تم استخدامها لتنفيذ هذه الألعاب. يحلل البحث بعض الأفكار والنهج والتعريفات المتعلقة بأنواع الألعاب الموضوعية من أجل تحقيق هذا الهدف. تقترح هذه الدراسة استراتيجيات تستند إلى خبرة الباحث التي تبلغ 3 سنوات في التدريس باستخدام الألعاب اللغوية في عملية التعلم. نحن نقدم إرشادات إرشادية بتنسيق من شأنه مساعدة المعلمين في إنشاء وتنفيذ الدروس التي من شأنها أن تروق لجميع الذكاءات. جاءت نتائج الدراسة نتيجة التحقيق في 30 تلميذاً من المرحلة الإعدادية التحقوا بفصول تكميلية للغة الإنجليزية ، وبالتالي تقدير قابلية تعلم اللغة الإنجليزية في ولاية بسكرة.