Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
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Title

THE IMPACT OF PEDAGOGICAL GAMES ON FOREIGN LANGUAGE TEACHING

Case of Second Year EFL Learners LMD at Mohammed Khider University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Academic Year: 2021-2022

DEDICATION

In the name of Allah, Most Gracious, Most merciful

All the pray is due to God alone, the Sustainers of all world I dedicate

this modest work

To My Living Angels, MOM and DAD, Without Whom This Thesis

Would Have Been Successfully Completed. No "Thank You" Can

Express My Deepest Thanks And Gratitude!

To My Loving Sister Souad,Fethia,And Aicha

To My Precious Brothers Bouhafs,Mohammed El Hafed,Djamal,

Mebrouk, Bilal, Salah and To My Darling Abo El Kassem

The Unstoppably Supported For Me, Encouraged Me, And Pushed Me

Each Time ToReach My Goals, Unlimited LOVE And APPRECIATION!

To My Best Friends Rifka, Abir, sonia, leila, khadija And Nadjat

To All My Family And Friends

To All Those Who Believe In Me And Pray For My Success.

Acknowledgements

Abstract

Most of EFL teachers face difficulties in teaching English or other foreign languages such as students` motivation and understanding …etc. teachers may use games activities to facilitate learning and teaching process as well as motivate learners. Therefore, the present study attempts to investigate the effect of pedagogical games on teaching. The study target on second year LMD students of English at the University of Biskra. Our research attempts to test our hypothesis which states that pedagogical games is more effective in engaging learners. To accomplish this, quantitative research approach was used where we designed two questionnaires as our research tool. The first one was distributed to (25) second year EFL students at the university of Biskra, whereas the second one was administrated to (7) EFL teachers in the academic year 2021/2022.The obtained results from analyzing the gathered data of two questionnaires revealed that pedagogical games have a positive impact on teaching and learners` motivation.

Key words: pedagogical/ educational games, EFL teaching/ learning, second year students, University of Mohamed Kheider.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as second language

Et al.: (and others).

Etc: (and so on, and so forth)

LMD: License, Master and Doctorate degree

PG: Pedagogical Games

Ibid: Ibidem (Latin) - the same previous source

%: Percentage

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GENERAL INTRODUCTION

1. Introduction

Teaching nowadays is difficult activity and the traditional methods become non-effective to meet learner's and teacher's expectations; that's why researchers endeavour to create new techniques and tools that may facilitate teaching for teachers to avoid problems that face both teachers and students in the classroom.

Foreign language teaching is one of the fields that use those techniques to increase teaching style. For instance, in teaching English grammar and vocabulary, every teacher has their own methods of education that affect positively their students and facilitates more the role of teaching in the classroom. One of those techniques is pedagogical games. It is a fun way of teaching and playing at the same time. The main factor behind using games-based teaching foreign language is to make teachers active during the session and the student are better motivated to learn more and find there interacting with themselves and with their teacher in class.

Since, the recent study sheds light on the important of educational games affecting teaching process, in addition to the ability of EFL learners in comprehending lessons in an easy and effective way in practicing the language.

 NOTE: the terms pedagogical games and educational games are using interchangeably in our research.

2. Statement of the Problem

Teaching is a very difficult task that requires a great effort, and they need more patience and diligence for both the learner and teacher. For that reason, most of Algerian teachers think seriously about different teaching tools and try to adopt new different methods and techniques make the teaching process more effective. Indeed, and according to my personal experience, during five (05) years studying English at university of MOHAMMED KHIDER in BISKRA, most of EFL learners tend to encounter many problems with the boring tools teachers often use in teaching foreign languages without any interest to adopt new way of teaching. Furthermore, teachers tend to complain about student motivation towards learning English and that results in a case where most of them stop attending sessions based on traditional methods often use years ago.

Based on the outcomes of previous research, one way to over this problem is by adopting new way of teaching which is Pedagogical or educational games that may motivate more learning foreign languages and EFL learners in particular.

3. Literature Review

A large number of studies and research publications acknowledge the impact of educational games on teaching; some of them are presented in this research.

Kaochimen et al.(2016) believe that games make teaching more active in class. They made a qualitative literature review about teacher's activities regarding using games during teaching. The collected data of 35 article using an interpretive process. The founding of this research indicate that in 21 article teachers become more active and agree that games are evident factor for success in their teaching plan and orientation.

Furthermore, to determine the role of games-based- teaching. Moayad (2012) hypothesized that game grade teaching foreign language is significant and it will has a good effect on improving the achievement of teaching. The study was experimental at governmental schools in Jordan. The participant's were groups out of six (6) randomly chosen from different basic classes, experimental games group and control tradition method group. They were tested through a period of five (5) months, 20 lessons in one month. The result of data analyse showed that games affect positively the experimental group and they are better than the control group. She believed that games-based-education creates a rich environment with full interaction. Also games increases foster teaching English language.

In the same path, Ait Hajji and Kim (2019) tested what enhance teaching grammar better whether through textbooks or games. The participants were English teachers and students from high school in Morocco. Used 80 questionnaire were delivered by 30 teachers and 50 students were divided on two groups. The first group was thought grammar following games; while the second group was thought grammar following textbooks. The result of the test showed that teachers have a positive view about teaching grammar using games better than textbooks. Besides the group thought grammar without games were M=10.76 only, and experimental games group were scored more. Consequently, games an effective technique in learning grammar.

Moreover, Aiche (2019) pointed out that learning vocabulary difficulties' can be overcome by using games teaching. She collected data based on questionnaire administered for 5 for teachers and (30) for second year EFL student at the university of Mohammed Khider Biskra. The results showed that all the participants had positive attitudes towards the idea of teaching vocabulary using games, because they found it the main reason of many difficulties they encountered in learning English as foreign language.

From the above literature review, many researchers agree on the usefulness of educational games during teaching foreign languages to overcome the difficulties of teaching tasks and the learner's motivation, even though every one have his own approach and design in collecting data, the result were the same; all indicate that games have a significant impact in the betterment of the participant's teaching foreign language.

4. Significance of the Study

We believe that using pedagogical games to learn English language is an interesting technique that may facilitate teaching for many teachers. In addition, it can solve many problems in both teaching and learning process.

5. Aim of Study

This research paper is aims to:

- ✓ Explore teaching tools of learning English.

- ✓ Present the importance of pedagogical games in the teaching process.

6. Research Hypothesis

- ✓ We hypothesis that teaching is more effective and engaging by using pedagogical games.

7. Research Questions

- ✓ What are the teachers' and learners' attitudes and views regarding the use of pedagogical games to enhance teaching foreign languages and English in particular?

- ✓ What kind of games is more effective in teaching English?

- ✓ Are pedagogical games can be a great challenge in learning and teaching process?

8/Research Methodology

The choice of method: this research is based on the quantitative approach in collecting and dealing with data because it is believed to be more appropriate to discover the impact of pedagogical games on teaching a foreign language, specifically English.

8-1/ Sampling

Our sample research is second year English student at Mohammed Khider University of Biskra because they are aware enough to find the appropriate tool for better learning the language.

8-2/ Research Tools

In order to obtain data for this study we are going to use questionnaires for teachers and students.

9/Structure of Study

Our research is divided into two chapters:

The first chapter is the theoretical part of the study in two sections. First one contain the main definitions from authors, of the terminology games and pedagogical games in particular based on quoting, paraphrasing and summarising techniques from different sources.(books, articles...etc); in addition, types of educational games and the qualifications about how and when can use. The second section includes definitions, the main characteristics of teaching, methods of foreign language and teachers` roles. The second one is the practical part. It develops the methodology. In addition to the discussion and analysing collecting data along with interpretation concluded with a suggesting solution, recommendations and general conclusion about the research.
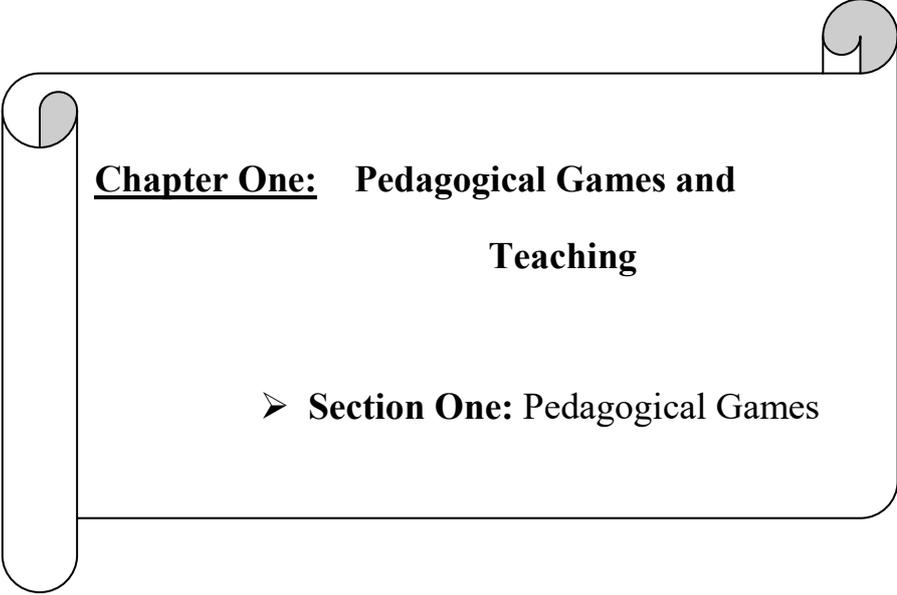
Chapter One: Pedagogical Games and Teaching

> **Section One:** Pedagogical Games

Introduction

The main aim in writing this chapter is to address the relevant theoretical insights about pedagogical games and teaching, in two sub divided sections. The two sections highlight several definitions provided by different scholars. The first section contains general definition of games, than it focus on pedagogical games definition and their role on the motivation and psychological side of learners. Also, it seeks to explore the use of games based teaching English, grammar, vocabulary and communication. As it attempts to address types of educational games with examples; in addition to different areas of when and how they should use and learn. Moreover, it includes some qualification and advantages of games. Whereas the second section shed light on teaching, it contain definition of and characteristics of teaching; in addition it includes foreign language teaching methods like grammar translation methods and direct methods to end with teachers` roles in classroom such as assessor, organizer, tutor ...etc.

Section one

2. General definitions of Games

There are many scholars and researchers defined the terms Games as it believed by Adalina games is not only for children, but also it includes adults (2015), so we cannot limit gaming on specific age even old age can use games. Hramer (2000) also state that games is any activity which executed for pleasure and without conscious purposes. Sometimes people use games just for fun and enjoy their time they did not play or want to get specific goal, their aim only to feel better.

According to Longmens` dictionary (2010.p 363) Games defined as "A form of play or sport with rules" as well as Deesri (2002)says that a game is an activity with rules, has a goal and an element of fun. Games not only a play or an activity sport, but also it is a way of studying and creativity, so the learner can study and create at the same time because games may deal with mental thinking of student.

Brayen (1995) argues that games are a form of play governed by rules. They are not just a break from routine activities, but it is a way of getting the learners use of language and enriching their vocabulary knowledge.

From the above definitions games are not just for fun it can use for educating and developing students` level .

Different learning theories as well as researchers have supported researching into the application of games in teaching, so they create different kind of games-based-learning such as pedagogical and video games.

According to Adelina (2015) video game is a digital game playing in computer. It was a result from the development of science and technology around the world. Working with video games in schools can help to get effective results and improvement in learning, particularly for learning vocabulary.

Another famous kind of games is Pedagogical games, it is the centre of our study, it considers as an effective tool that benefit many teachers to develop their way of teaching.

3. Pedagogical Games

The use of games in an educational curriculum context for learning purposes and development is not a new phenomenon. However, the growing acceptance of digital games as mainstream entertainment has raised the question of how to take advantage of using games for educational purposes.

Educational games encourage learners to realize their energy towards language learning by providing them meaningful contexts (Wright, Betteridge and Buckby, 1984). Harmer (1998) believes that they are games used based teaching and learning in classroom. Also, it provokes communication between students and their teacher during the session in order to facilitate an ambiguous point, solve a puzzle or find similarities and differences of certain object. This kind of games encourage learners to speak languages fluently front others and can solve many problems in teaching as it cited by Hadfield (1984).

Deesri (2000)   state that pedagogical games in teaching increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose.

Aich (2019) believed that language games have a great effect on teaching vocabulary in term of improvement and memorization of words as well as the psychological side, considering motivation. All in all, we can extract the importance of pedagogical games. It plays a great role in enhancing teaching process.Also it facilitates learning languages such as in learning grammar and vocabulary which are at the canter of learning any language. In addition, they increases the level of students` skills.

3.1. Pedagogical Games Based English Teaching

The idea of using games based teaching English becomes popular around the world in the early centuries beck to the internationality of English language. They want to find the appropriate tool that may facilitate learning English for all levels.

Mubaslat. M (2012) claims that learning a language requires a great effort. Games give the student a chance to break the difficulties to learn the language in an easy way and promote their

language proficiency. Mubaslat also state that teachers may facilitate teaching by using pedagogical games as basic tool in class.

Ersoz (2002) believed games highly motivating learners to practise the language skills and many types of communication in different real context. Hadfield (1984.p.4) states that "games provide an opportunity for real communication".

3.2. Pedagogical Games in Teaching English Grammar

There are some studies examined the use of games in grammar instruction. Nguyen (2005.p. 60) carried out one such study in Vietnam with 100 students and 10 teachers. The study suggested ways to present and practice grammatical rules. In this study, Nguyen emphasized that "games are a vital part of a teacher's equipment because they provide not only practice but also an amusing and challenging from other classroom activities.

Luong (2009) and Al-Jarrah, with Oraib T.W et.al (2019) studied the application of games in grammar review lessons. The study surveyed 08 teachers and 225students from three high schools and included an experimental project with 82 students during three months. The results showed a dramatic improvement in students' grammatical knowledge, demonstrated in both written test scores and oral performance.

Hamzah and Dourado (2010) had goals of methods and application of games in classroom. They examined the effects of integrating games into grammar instruction, focusing on students and teachers' responses to this change. The sample included 56 students from two classes in Malaysia. One class formed the experimental group, while the other was the control group. Data were collected via pre- and post-tests on grammar, semi-structured interviews with the English teachers, and observations of participants' reactions to the grammar games. Their study was concluded the following:

1. Games were particularly useful in grammar learning because they provided a

mechanism that gave students an incentive to go on practicing a structure beyond the

point where they would normally tire of repeating it.

2. The games also presented the students with an authentic environment to learn and practice tenses.

3. Teachers agreed that games played an important role in the teaching and learning process.

3.3. Pedagogical Games in Teaching English Vocabulary

Teaching English vocabulary based grammar as well was investigated by researchers. Gozcu and Caganaga (2016) tested the effectiveness of using games to learn vocabulary for EFL classrooms, they made an observation and interview for learners regard playing "Twister" (a kind of classroom games deal with vocabulary). The result of the study showed that the majority of learners were satisfied and motivated, they learned new terms without any memorization. Furthermore they claim that it was obvious games are useful instruments that provide learners recall the words without looking at any written source. Thus earning vocabulary by 'looking and remembering' is not seen as an effective way for EFL learners.

3.4. Pedagogical Games and Communication

Communication is very important for EFL learners. Students need to practice the language so many times to increase their level of communication skills not only for education and classroom purposes, but also for real life and future job. Pedagogical games are one of the effective tools that encourage learners to communicate and express their ideas and opinion; in addition many teachers become satisfied from the result that games will represent. Hadfield (1984.p.4) states that "games provide an opportunity for real communication " .

3.5. Pedagogical Games as Motivator

Ahmed and Ziyad (2014) tested the effectiveness of using games in promoting students` attitudes and motivation towards learning English in Junín camp school, ya`bad , Araba, and Romana school . They delivered 30questionnair, 20 for male and female learners and 10questionnair for teachers of English UNARVA. The result of the research showed that while using educational games in class the achievement of students become higher than the traditional education. Most of learners feel fun, free and happy; in addition they are more interested and involved in the task, they devote more time on task, they actively pursue challenging activities and they are more committed to continued task activity.

3.6. Pedagogical Games and Psychology

Psychologists have mostly emphasised on the importance of games in cognitive development and learning. Boyle (2011) posits that games play a vital role in building students' self-confidence and self-esteem;in addition games can lower anxiety especially when it played in small groups. Cognitive Load theory by Norman (2011) demonstrated that games or interactive simulation showed higher cognitive gains in teaching than the traditional way. The use of games in education aims to help students remember what they have learnt as active participation is encouraged. Learning should not mean rote memorization but students can use games to remember the critical points which they can apply in their examinations as well as in real-world situations. Moreover, using games can help capture students` attention as this it considered to be a fun way of learning.(Victor .al 2017).

3.7. When Can Pedagogical Games be used?

Most of EFL teachers believe that using games in classrooms makes the lesson very entertaining because they offer students a fun-filled and relaxing atmosphere. They think if learners do like those activities will develops their skills and will have great education.

According to Lee (1979) using games in classroom by teachers should be regarded by the need of learners not when the teacher and class have nothing better to do. Therefore the game must have an educational purpose such as enriching vocabulary stock, facilitate understanding grammar lessons, and motivate student practicing the language...ect.

the teacher is responsible in dividing the session time for enough activities and games that help student cover their need about specific object.

3.8. How Can Pedagogical Games Be Used?

Games play an important role in the classroom curriculum; it designed to make language teaching and learning fun and engaging. For those reasons teachers should pay attention in selecting the kinds gaming in classroom as well as the way should followed carefully to apply the game. Furthermore, the teacher will be the centre of class to organize the game, the leader of learners and many other role of teacher in classroom. There are different methods of playing games in class they are as following:

3.8.1. Individual Games Activities

Its main advantage is that every learner relies on his knowledge. However, they create a missing chance of conversation. Also, a most of individual games are highly competitive which may cause troubles between winners (happiness) and losers (failure). (Darfilal 2015)**.**

3.8.2. Pair Games Activities

Pair work is simple and quick to set up. It allows you to get a lot of listening and speaking practice. If there are disciplinary issues, pair work is preferable to group work. Some methodologists advise that games be organized in pairs or in general class work rather than in groups. If there is to be a challenge amongst groups, they should have a variety of abilities.(Il Birova2013)

3.8.3. Group Games Activities

It is workable for teachers to create groups of four to five students for using some kind of games. Group work is when learners work together in groups on certain task or activity. .In the classroom, group works increase the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback, examples of typical group work activities include ranking discussion, project work group and group writing tasks.

3.9. Types of Pedagogical Games

The good teacher who often has several games for their learners any time they need. Hadfiled (1998) give two main categorizations of games linguistic and communicative ones. Linguistic games focus on the sentence structure, grammar use and pronunciation of words; however, communication games focus on the conversations between people. Moreover, there are many different kinds of educational games according to the specific tools, skills and activities. For example: speaking, writing, guessing, and matching games...etc. Games use to play with board, pictures, objects, cards... etc. Hadfiled (1998) introduce a list of games that has linguistic and communicative features they are as follow:

3.9.1. Speaking games

The successful teaching is generally based on the good communication in class, when the teacher creating a conversation between students will encourage them to extract their energy for speaking which can be a part of fundamental challenge in teaching. One of the helpful strategies that make a successful communication in classroom is speaking games. The aim of this strategy is mastering the learners` skills specially listening and speaking ones; in addition will learn new vocabulary and use them fluently.

3.9.2. Guessing Games

They are interesting games for learners. The learner will try to guess certain information of an object, for instance guess words, expressions, sentences or locations so on and so forth. Guessing game teach learners thinking before answering and relating information with objects.

3.9.3. Matching Games

The main aim of these games is to have a good memory for the learner. In matching games the participant will try to match words or phrases with the suitable objects such as pictures or cards, for example student place ten half pictures in the table and the other second half in another table and student try to find out the pair of the picture based on their memory and specific time in the same way with words or phrases.

3.9.4. Role Play Games

Role play involve learners to play roles they do not play in real life in order to tell a story or extract a moral. For example, students play a role of the doctor and the patient. There are two types of role play verbal and non-verbal role play. Verbal is to perform role play by spelling, while non-verbal is to perform it silently (like Mr. Bean).

3.9.5. Information Gap Games

Student must act on action information in order to complete a task. For instance, one participant might drawing and their partner need to create a similar drawing by listening to information given by the person with the drawing.

3.9.6. Board games

Board games integrate enjoyment in teaching the lesson and motivate learners for creation. The learner will be active in these games by moving from their place. For example fill in the gap or continue a task in the board.

3.9.7. Search Games

It is a popular game that helps students to seek information and recognize words. For example, teacher give small information about well known person and students (in a form of groups) try to

looking for the name and the full information of that person. The group who find information first is the winner.

3.9.8. Exchanging Games

In these games the learner will exchange cards, ideas, information, and other objects.

3.9.9. Combining games

Students must act on action information in orders to among themselves in groups like families living in the same place.

3.10. Examples of Language Games

There are many different types of games in the world of gaming, and some of them can be classified as follows: (Hadfiled. 1990)

Make a story; better to do it in small groups, each student asked to add a line to obtainat the end a story. In the same way the teacher can give to each group an event and student try to create a story related on. This games benefits learners to listen to each other and develop their imagination.

Taboo; a board game that is currently utilized by many ESL teachers, it is an excellent tool for students to clarify their thoughts and look for vocabulary. The game is played with cards that either a keyword at the top or a keyword with a picture and a list of words below them. Without using any of the words given, the learner must persuade their companion to speak the keyword. Of course, teachers may create their own Taboo games according on the demands of their class.

Race vocabulary; classifies the class in two teams than write whatever English term you like at the top of two columns on the board, when you say "go," the first member in each team runs to the board and writes a word that starts with the final letter of the first word, Ex: elephant, time, egg, geography, yellow, water, and so on. You can choose to time the game or do the first team to 20 words. At the end of the game check spelling for both teams and if you like, discount points for wrongly spelt words. Alternatives for this game include focusing just on verbs, adjectives, or nouns – or for higher levels, consider focusing on a topic. Teacher might also have pupils compose a tale using their word list; this frequently results in some extremely inventive ideas and some funny stories.(ibid 1990)

Scattegories; this game is similar somehow to the previous one, student can play it in pairs or groups, teacher might choice the first letter randomly to each pairs than they will give list of many words start with that letter as can as possible (countries, things, persons` names, animals and so on

and so forth). This is very fun, it make student exited to share their answers and communicate the language.

Today's question; the teacher write a question on the board about previous lessons before the

students arrived, the fast one answer properly has a reward.

Crosswords; It is a popular type of word puzzle that consists of a diagram, usually rectangular, that divides into black (white) and can be called (black) squares, where the white squares are supposed to be filled with letters and the black squares are used to separate the letters or words.

Criss-Cross; It's similar to a crossword puzzle except, instead of clues, you're given the words and must figure out where they belong in the puzzle.

3.11. The Qualification of Using Pedagogical Games in the Classrooms

Among Simpson (2015), the use of games in classrooms must follows by certain rules they are mentioning bellow:

-Determine what the learners will gain from the game and which game will help them achieve their learning objectives. For instance, you might want to concentrate on one skill at a time (speaking,

listening, reading, or writing are all skills that a game might require). Choose a game that reinforces that skill.

-After selecting which skill you want to focus on, you also need to find a game that is suitable for the number of learners in the class, that matches their current level of English and that is also appropriate for their age group. ESL learners, for instance, enjoy games involving plenty of movement around the classroom, whereas older learners might – although not always - prefer to stay seated. Also, make sure the game is simple enough to explain and be understood by the learners.

-Do not ignore the necessity of adapting games to the scenario, whether it's to simplify the task or reduce the time it takes to finish it. When planning the game, make sure you only use words that you know the students are familiar with. Make it possible for learners to succeed at all times.

-Gather all the equipment or necessary materials for your game. For instance, certain games may need dice or markers, while others require printed materials; try to play through the game in your mind before you enter the classroom. to avoid forget any step.

-There is no such thing as explaining the rules of a game in too simple a way. Plan out the easiest possible way to explain how the game is played.

-Make sure that you get the most out of learner involvement by guaranteeing that everyone in the class has a turn; in speaking games, for instance, this is as simple as giving all learners a chance to speak, whereas in listening games you need to make sure that everyone can hear what is said. In many situations, you might need a team to appoint a captain. Even when this is the case, don't allow quieter members of the class to hide and not get involved.

3.12. Some Advantages of Pedagogical Games Based Curriculum

There are many positive sides to including games in the curriculum of teaching, some of these are as follows: (it was cited by Ekaterina A, 2019)

 a. The use of games and gaming moments at foreign language lessons is an important method for stimulating the motivation of students' learning and cognitive activity.

 b. Games are important for teachers to transfer the main meaning of lessons to a play actions in the real life experience.

c. Games master the grammar materials of learners and creates the opportunity to move to their active speech.

d. Games teach students to respond to the process of communication.

e. Games Helps students to have an active memory in term of understanding and memorization, in addition to high attention in doing tasks and learning in general.

f. The rules of the game make students organize their discipline and motivate them for cognitive activity.

g. Games as a means of ensuring a positive emotional state, increase the working capacity and interest of teachers, as well as facilitate the role of teaching in class with different levels.
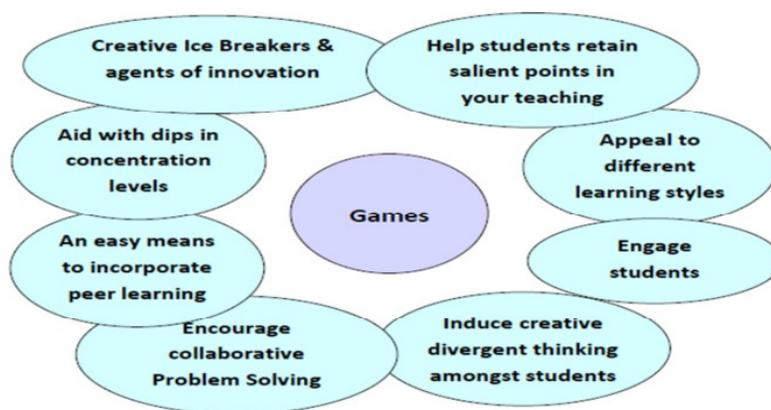
Figure 01: Role of Games in Education **(Boyle, 2011)**

Section Two: **Teaching**

1.1 Definition of Teaching

Teaching is commonly described as the action when the person imparts information or skills to another. Imparting may mean to share experiences or communicating information, for instance, lecture. Different educationists hold different ideas regarding the concept of teaching.

B.O. Smith (1960) defined teaching as "Teaching is a system of actions intended to induce learning". He adds that it is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching). According to John Brubacher (1939), "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so".

Edmund Amidon (1967) [cited in Rajagopalan, I. (2019)] defined teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". Davis et al. (1962), Gagne et al. (1974) and Gage (1978) (ibid, (2019)) have contributed significantly to defining this concept, and their views could be summarized as follows: Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop the new teaching-learning activities, and hence the flexibility is inbuilt into the system; and "The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments".

Davis and Glaser (1962) (ibid,2019) have pointed out that the entire structure of teaching has four steps:

☐ **Step-I**: Planning of teaching which includes content analysis, identification and writing of objectives.

☐ **Step-2**: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.

☐ **Step-3:** Identification of suitable strategies for effective communication of content.

☐ **Step-4**: Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and forms the feedback to teacher and students.

The International Encyclopedia of Teaching and Teacher Education have classified the concept of teaching into three categories:

a. Teaching as success: it signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.

b. Teaching as an intentional activity: means that teaching may not logically imply learning, but it can be anticipated that will result in learning.

c. Teaching as normative behaviour: it denotes action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing which are primary members and indoctrination.

1.2 Characteristics of Teaching

According to Rajagopalan, I. (2019), the characteristics of teaching are as follows:

☐ Teaching is an effective interaction between teacher and students.

☐ Teaching has various forms like formal and informal raining, conditioning or indoctrination.

☐ Teaching is dominated by the skill of communication. Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.

☐ Teaching is suggesting and not dictating.

☐ Good teaching is democratic, and teacher respects the students, encourages them to ask questions,

answer questions and discuss things.

☐ Teaching is a cooperative activity and the teacher should involve students in different classroom activities such as organization, management, discussion, recitation and evaluation of results.

☐ Teaching is a professional activity that helps to bring about harmonious development of children.

☐ Teaching stimulates students' power of thinking and directs them towards self learning.

□ Teaching can be observed, analyzed and evaluated.

□ Teaching is a specialized task and may be taken as a set of component skills for the realization of a specified set of instructional objectives.
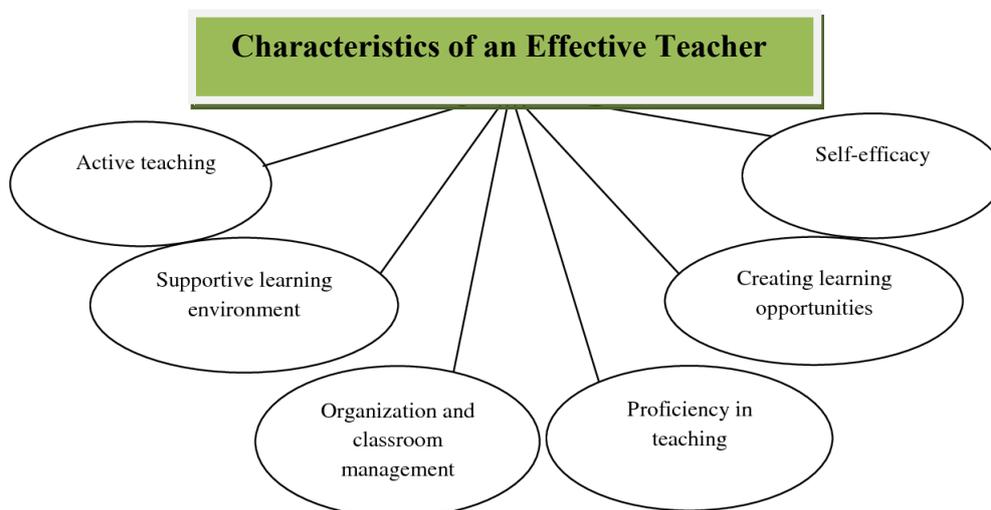
Figure 02: The Characteristics of Effective Teacher **(M. Behzadi 2015)**

As what the figure above represents, the characteristics of effective teacher who organize the classroom create learning opportunities, supporting learning environment and s/he active in teaching...etc.

2. Foreign Language Teaching Methods

Teaching a foreign language can be a challenging but rewarding job that opens up entirely new paths of communication to students. It is beneficial for teachers to have knowledge of the many different language learning techniques including ESL teaching methods so they can be flexible in their instruction methods, adapting them when needed.

Knowledge of the different methods gives foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice, and helps them understand the process that FLT has undergone, particularly through this century. To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands as teachers, applied linguists and educationists can prove.

2.1. Grammar-translation method

Grammar-Translation Method, just as the name suggests, emphasizes the teaching of the second language grammar. Its main techniques are translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centred model. (Liu, Q. X., & Shi, J. F. (2007)).

2.2. The Direct Method

The direct method is a radical change from Grammar-Translation Method through the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed first language acquisition and the learning process involved which are often interpreted in terms of psychology. The direct method was a first attempt to make the language learning situation so impotent in any language. It demanded inventiveness on the part ofteachers and led to the development of new techniques of language such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements.(ibid,(2007))

2.3. The Audio-Lingual Method

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviourism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the

skills---listening, speaking, reading, and writing and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the centre of the stage in this method, tape recordings, and language laboratory drills were offered in practice. As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching; for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology.(ibid,2007)

2.4. The Communicative Method

The communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures. This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counsellor, or a group process manager. There is no doubt that the communicative method developed quite fast; it dominates language teaching in many countries because it does not only make language learning more interesting but helps learners develop linguistic competence as well as communicative competence.(Liu, Q. X., & Shi, J. F. (2007).

3. Teachers` Roles in Classroom

The teacher as one of the key factors in education, s/he might be aware about all what concerns students` need his/ her responsibility to provide a good environment for the students for better learning. A good teacher who is a better prepared and organized so that the students receive the best education. Students view their teacher as a model they tend to follow him/her in almost every way

like manners, style... etc. A Student tends to get affected by the teacher's affection as a most favourite person. According to harmer (2003) there are several strategies and role that might be followed by the teacher to be successful at the end of any session s/he teaches, such as planner, assessor, organizer and so on and so forth; in some situations teacher play all the roles together in order to cover students` needs.

3.1. Teacher as an Assessor

A teacher can be an assessor because he must provide feedback and offer remarks on the progress of his students. Students are always concerned about whether they are using the language correctly, and this is where the assessor steps in to help them by being both sensitive and fair. Apart from the assessor's job, the tutor's position is highly significant and is a more personal one, when encouragement is needed this role is used more frequently at individual or pair work. Finally, a teacher can serve as a role model since he is the exclusive source of real English grammar, vocabulary, and pronunciation, and he has the ability to motivate students. The students desire to benefit from this great source of knowledge and master their English language skills.

3.2. Teacher as an Organizer

Perhaps the most important and difficult role the teacher has to play is that of an organizer. The success of many activities depends on good organization and on the students knowing exactly what they are required to do. A lot of time can be wasted if the teacher forgets to give students vital information or issues conflicting and confusing instructions, so the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about (or write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. This sounds remarkably easy, but can be disastrous if the teacher has not thought out exactly what he is going to say beforehand.

3.3. Teacher as Facilitator

The facilitator function is also important; the teacher provides assignments to his students so that they are confident in their ability to learn the language on their own. This is a student cantered method; therefore, the instructor should be present as a resource at all times while remaining

unobtrusive among the students. As a result, students will be allowed to participate in a variety of activities without intervention from the teacher. In addition, the teacher may be required to observe and supervise what is happening in the classroom. He should take notes while the student are developing a speak or compliment them at the conclusion, he should be able to jump into some activities to keep an eye on current writing projects or listen to oral presentations. The teacher, on the other hand, should never disturb them and should maintain a low profile throughout the exercise. A teacher can also act as a participant since he will be required to participate in specific tasks in order to balance the number of students in pair work or simply to motivate pupils from within. All in all, he should be unobtrusive and avoid attracting the groups` attention.

3.4. Teacher as Participant

The teacher then takes on the role of a participant. At times during the session, the teacher may prefer to participate as an equal rather than a teacher. There are a variety of reasons for this, including the ability to participate in activities with pupils and the need to balance the number of pairs during an activity. It is critical for a participatory teacher not to dominate the action or draw attention to him-self or her-self.

3.5. Teacher as an Observer and Controller

This role explains the teacher's job as an observer and a controller. During a lesson, the instructor will want to keep an eye on what is going on in the classroom. This can provide information to the teacher about how long an activity will take and how successful it will be. The teacher may want to take notes during oral communicative exercises for later correction or commendation. In order to monitor effectively, the teacher may also need to step in a bit closer to hear spoken work or look at writing in progress.

3.6. Teacher as Motivator

External assistance is frequently provided by teachers who are responsible for creating a supportive environment that supports and increases students' learning. Teachers' support for growing

students' autonomy, relevance, relatedness, competency, teachers' interests, and teachers' self-efficacy about teaching their subject is seen as a key factor in promoting students' motivation.

Though students' desire to study might be intrinsic or extrinsic, the teacher's involvement in supporting their learning and establishing the correct environment can help them learn more effectively.

3.7. Teacher as Prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3.8. Teacher as a Resource

In this role the teacher might make sure that he knows more information concerning the lesson than the learner, because in some activities students need to ask about how to write and spell words, or ask about their meaning as they can ask for more information and details. in addition to books and websites; in this situation the teacher might answer the learner or try to guide them for external tools internet for instance. This is where the teacher can be one of the most important resources they have.

3.9. Teacher as Tutor

It is very difficult to be a tutor in a large group, so it absolutely used time to time because it includes more than one role doing in the same time which considered hard for many teachers. This role is similar to that of an organizer and controller. The teacher should go around the class and stay with certain group or individual to explain and guide them; while learner feel supported and helped by the teacher.

Conclusion

As a conclusion and considering all what have been said above, pedagogical games have a clear impact on teaching since they can make classes interesting and exciting during the session. Also they help improving students' vocabulary, grammar and communication of language learning as it develops memory, agility and critical thinking of learners .in addition. Games facilities the teaching process for many teachers, teachers will become more professional in presenting the lesson. Games consider as a challenging for both teachers and learners in terms of collaboration, competency and immediate feedback. Moreover games offer new and dynamic forms of teaching and practicing which replace the traditional methods and tools. Games also provide a comfortable environment full of fun and enable the teacher to be more creative.
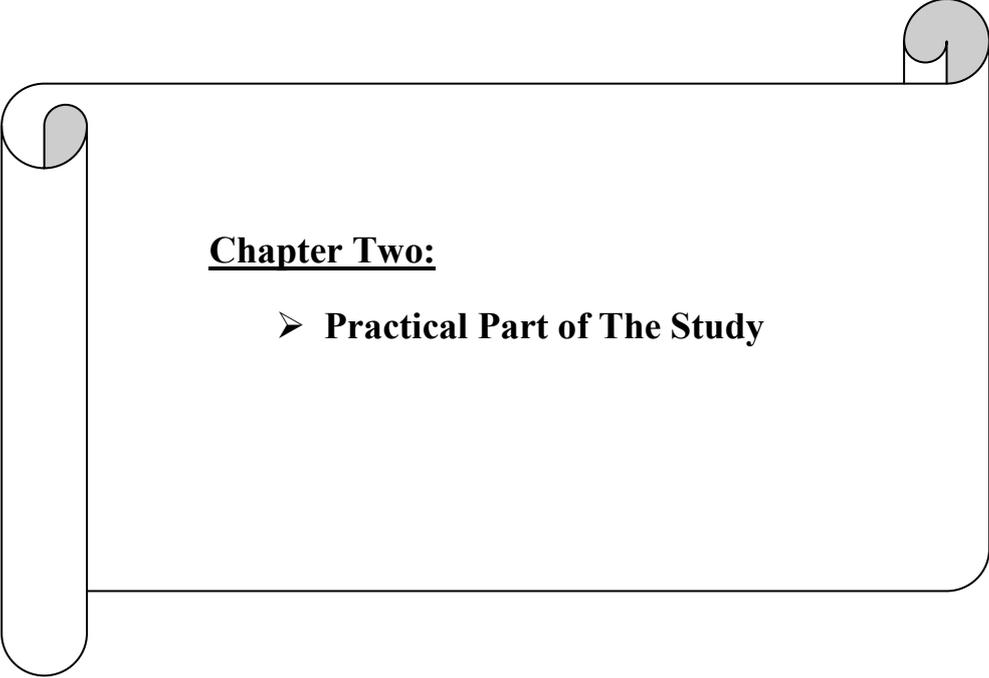
Chapter Two:

➢ **Practical Part of The Study**

Introduction

This chapter will deal mainly with the practical part of this research. It is devoted to investigate the hypotheses presented in the general introduction. To do so, the empirical touch will be sustained from teachers` and students` questionnaire to collect data about their attitudes towards the use of educational games in classrooms .The two questionnaires were submitted to teachers and second year EFL students LMD selected randomly at Mohammed Khaider University of Biskra.

2. Research Instruments and Methodology

According to Parahoo (1997: p52- 325), a research instrument is "a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills". The research instruments are from different types: questionnaires, interviews, observations… etc.

Questionnaire is the best data gathering tools that it used in this work to collect the opinion and point view regarding given issue at the University; it was selected to collect data from both learners and teachers. Richterich and Chancerel (1980: 59) clime that "questionnaires are structured instruments for the collection of data which translate research hypothesis into questions". The questionnaires were administered to seven teachers and twenty five students of second year selected randomly; the reason behind selecting this level exactly that students have an experience about teachers` style in the first year at university and they are more aware to choose the best and the convertible way that benefits them for the next levels.

3. Description of the Research Method of students' Questionnaire

This questionnaire was divided and designed for second year LMD students of English section at the University of Mohammed Khider biskra. It was divided into three sections including sixteen questions starting with open-ended questions, yes/no question and multiple questions. The first section included students' personal information; the second is an over view about learning English as foreign language give students the opportunity to give their opinion about about the way of teaching used by your teacher in class. The third section deals with the students` point of view about educational games and their importance.

3.1. Section One: Personal Information

This section contains five questions which aim at collecting personal information about the students: gender, their choices to study English whether it was parental or personal; also, their level in English and how they found learning English.

3.2. Section Two: An Over view about Learning English

This section contains five questions concerning the difficulties that face students in studying English and how teachers help them to overcome these problems; in addition, questions that give students the opportunity to evaluate their interaction and motivation with your teacher in the class.

3.3. Section Three: The Students' Attitudes about Games-Based-Learning

The final section deals with the students view towards educational games in classrooms. They asked if they use games with their teacher before; in addition to the main advantages of that experience.

4. Description of the Research Method of Teachers` Questionnaire

The questionnaire was administered online on Google site. It was divided on three sections nineteen questions. The questions require from teachers to choose "yes" or "no" answers, to pick up the appropriate answer from a number of choices, or open-ended questions where teachers are requested to give explanation.

4.1. Section one: Personal information

The first section is about teachers' background information. It contains four questions; the first question is about gander; the second question specifies the degree(s) held by teachers, than the third and fourth questions seeks information about the modules with how many years they have been teaching English at the University.

4.2. Section two: An Over view about the Process of English teaching

This section includes eight questions deal the teachers` attitude about the adaption of teaching style; also it contain the difficulties that face teachers in teaching English for EFL learners. In addition; the suggestion tools that they use to facilitate the process of teaching.

4.3. Section three: Teachers' Attitudes about Games-Based-Learning

The aim of this section is to see if teachers use the games in their sessions, as well as, the main kind of educational games activities they focus on while teaching. To end with the advantages and disadvantages that teachers remarked towards the experience of use games in EFL classrooms.

5. Results of the Analysis of Students' Questionnaire

Question 1: Gender

options	Number	%
Female	18	72%
Male	07	28%
Total	25	100%

Table 1: Students' Gender Distribution
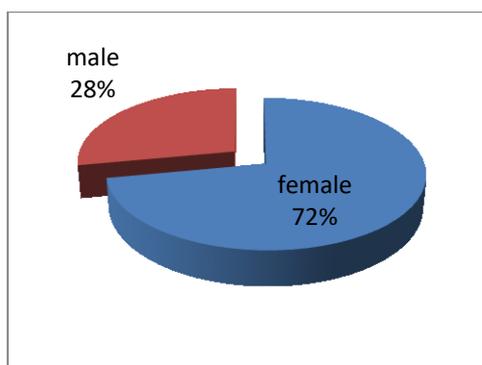
Graph 01: Students' Gender Distribution

The result of table (01) shows that the majority of the students (72%) are female and only (28%) are male; the population is mostly composed of females especially in foreign language. This leads us to say that female students show more interest in learning English than males learning.

Question 02: Your choice of studying English was personal or parental?

Option	Number	%
Personal	19	76%
Parental	06	24%

Total	25	100%

Table02: Students' Choice of Studying English
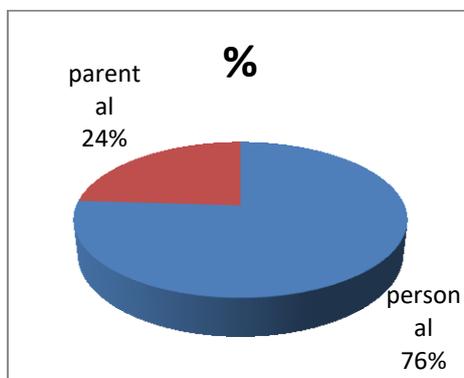
Graph 02: Students' Choice of Studying English

From the chart and table (02) above, we c observe that the majority of the participants (76%) choose to study English Language according to their own choice (personal), while (24%) claimed that they follow their parents (parental).Therefore, we can say that the majority of participants' choice to study the English language was purely their own personal choice and aim.

Question 03: Students` Level in English

Options	Number	%
Poor	0	0
Average	07	28%
Good	16	64%
Very good	02	08%
Total	25	25%

Table 03: Students` Level
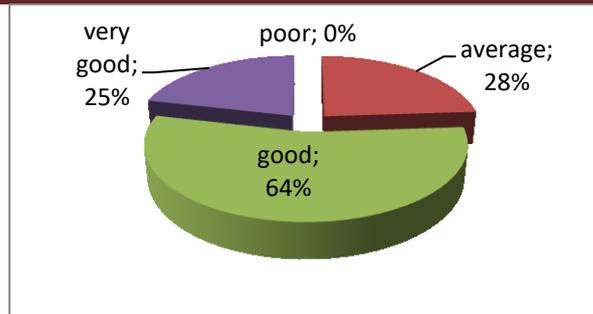
Graph 03: Students` Levels in English

Concerning the number of second-year students, the above result reveals that (28%) of the sample evaluated their level in English as being average, whereas (64%) of students claimed that their level in English is good, and (25%) claim that their level is very good; while no one said that he/she has a poor level. From those results, we can understand that most of the participants have a good level in English.

Question 04.01: Do you face difficulties in studying English?

Options	Number	%
Yes	20	80%
No	05	20%
Total	25	100%

Table 04.01: Students` Difficulties in Studying English
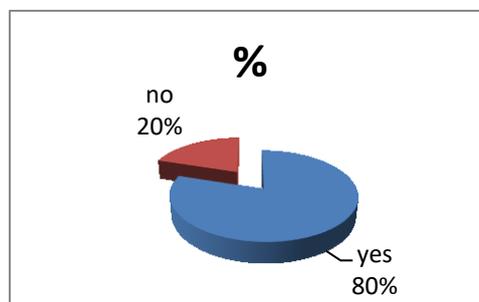
Graph 04.01: Students` Difficulties in Studying English

The results presented in the table (04.01) displayed that the majority of the respondent students (69%) have difficulties regarded learning English. However, only (31%) of students do not face any kind of difficulties in English learning. This pushed us to deal only with students those face problems in the next question (20student (69%)) (because they are enter-related questions)

Question 04.02: If yes, where do you have difficulties?

Options	Numbers	%
Grammar	09	45%
Vocabulary	08	40%
Other	03	15%
Total	20	100%

Table 04.02: Students` Difficulties in Studying English
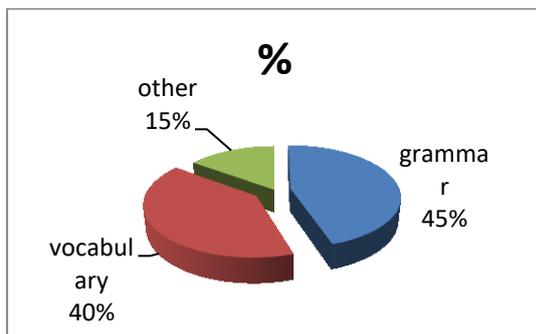
Graph 04.02: Students` Difficulties in Studying English

The above result shows that the majority of students (45%) face difficulties in grammar, while (40%) have difficulties in vocabulary, and (15%) state that they have other difficulties pronunciation, motivation and understanding the lecture.

Question 05: Does your teacher help you to overcome these problems

Options	numbers	%
Often	05	25%
Sometimes	13	65%
Never	02	10%

Total	20	100%

Table 05: Teachers` Help for Students to Overcome Their Problems
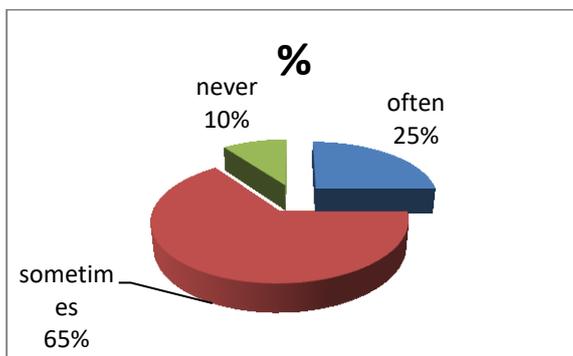
Graph 05: Teachers` Help for Students to Overcome Their Problems

The result present above **(05)** displayed that the majority of the respondent students (65%) sometimes receive help from their teacher; however, (25%) of students state their teacher often help them; while, only (10%) says that never receive any help from their teacher.

Question 06: how can you evaluate your interaction and motivation with your teacher in class?

options	Numbers	%
Low	04	16%
Medium	19	76%
High	02	08%
Total	25	100%

Table 06: Students` Evaluation of Interaction and Motivation in the Class
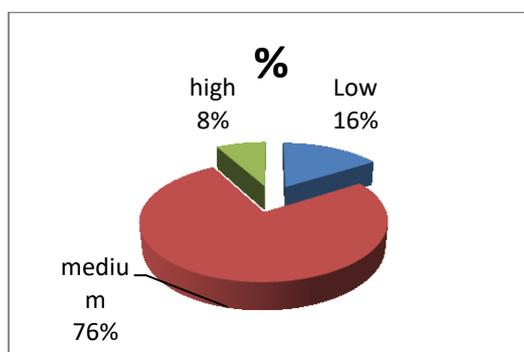
Graph 06: Students` Evaluation of Interaction and Motivation in the Class

The result above (06) shows that the majority of students (76%) have a medium motivation in Class, whereas only (08%) students are highly motivated, and (16%) have low motivation in class.

Question 07: what do you think about the way of teaching used by your teacher in class and why

Options	Numbers	%
Very good	**02**	**08%**
Good	**16**	**64%**
Poor	**07**	**28%**
Total	**25**	**100%**

Table 07: Students` Attitude about Teachers` Teaching Style
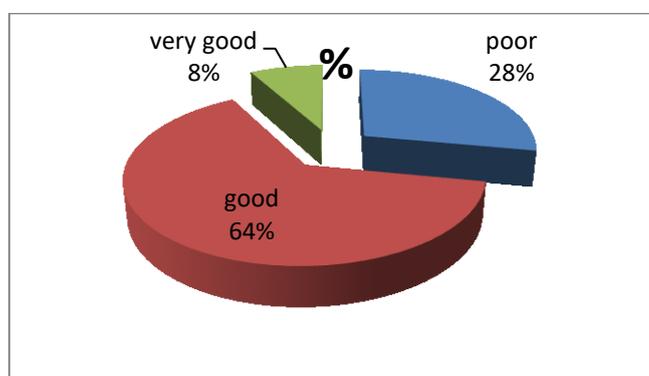
Graph 07: Students` Attitude about Teachers` Teaching Style

From the above table (07), the majority of students (64%) state that the style of their teachers is very good, justifying their answer that sometimes they cannot understand what the teacher present; while only (08%) state that teachers have a very good teaching style and did not have any problem with their teacher explanation; (28%) state that teachers have poor style in teaching which mean they are not satisfied about their teachers style they need another style or adaption.

Question 08: The way use to teach you in class make you motivate or boring?

Options	Numbers	%
Motivating	10	40%
Boring	15	60%
Total	25	100%

Table 08: Students` Motivation in class
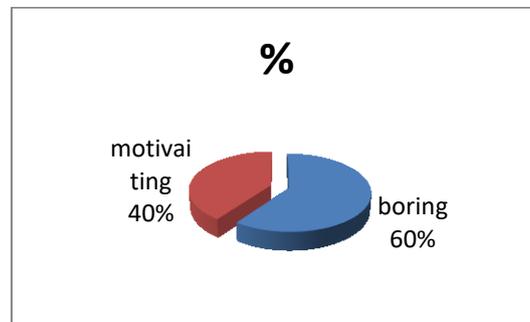
Graph 08: Students` Motivation in class

As it illustrated above, the majority of student (60%) feel boring during the session, whereas (40%) are motivated regarding their teachers` way of teaching. They relate their answer to the teachers` teaching style.

Question 09: have you been using games in class before

Options	Numbers	%
Often	03	12%
Sometimes	10	40%
Never	12	48%
Total	25	100%

Table 09: Student Using Games in Classroom
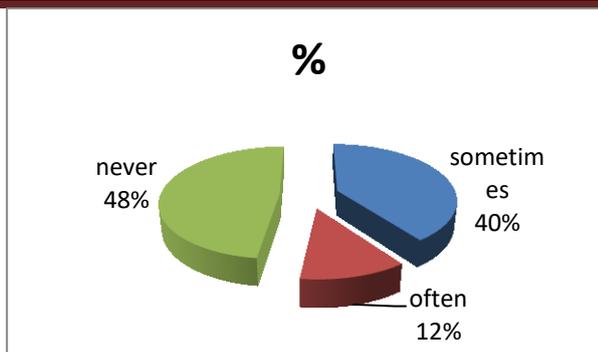
Graph 09: Student Using Games in Classroom

The result of the question (09) shows that majority of student (48%) never use games in class; it is clear that their teachers are not interested by this experience; while (40%) sometimes use games-based-learning in class; in addition, (12%) often use it because their teachers consider it as an enjoyable technique that may help learners.

Question 10: which kind of educational games you experienced?

Options	Numbers	%
Board games	05	38.46%
Role play game	03	23.07%
Task card game	03	23.07%
Other	02	15.38%
Total	13	100%

Table 10: Kinds of Educational Games Students Experienced
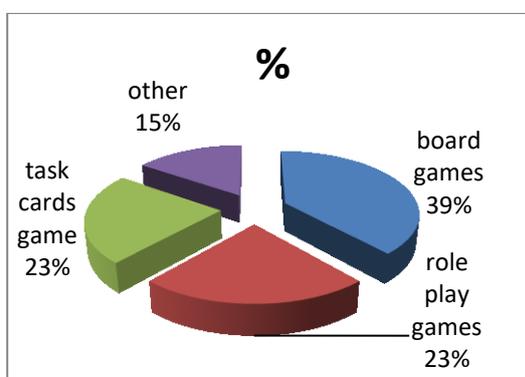
Graph 10: Kinds of Educational Games Students Experienced

As it is demonstrated above (13), students used games before, (38.46%) play board games, while students who play role game and task card game are equal to (23.7%); However (15%) experienced games like crosswords and taboo game ... etc.

Question 11: what do you think about this experience and why?

Options	Numbers	%
Very helpful	09	69.23%
Good experience	02	15.38%
Waste of time	02	15.38%
Total	13	100%

Table 11: Students` Opinions about Their Experience with Games
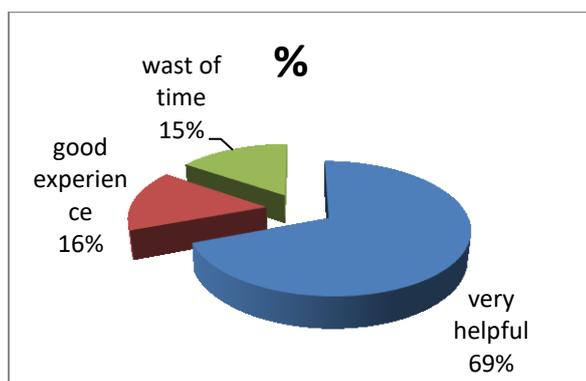
Graph 11: Students` Opinions about Their Experience with Games

The table (11) shows that (69%) of students consider games as a very helpful tool in learning, most of them are very interested, justifying their answer that they understand the lesson better and it is enjoyable and a fun tool; (16%) students consider it a good experience. This means they accept the tool but they are not very interested to do it often, justifying their answer that it is helpful but it has some disadvantages such as noise; however, (15%) see games-based learning just wasting of times because they did not remark any improvement and they prefer the traditional teaching methods.

Question 12: do you know any other types of educational games?

Options	Numbers	%
Yes	10	40%
No	15	60%

Total	25	100%

Table 12: Other Educational Games Students Know
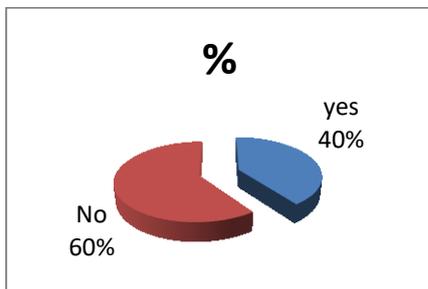
Graph 12: Other Educational Games Students Know

The result above show that the majority of students (60%) do not know any other games and when they asked why, they answered that they did not try to use it with their teacher before in class, so they did not know any information about it, whereas (40%) says yes and they mentioned examples like taboo, puzzle, fill the gap, box game, brain game, word game... etc

Question 13: what are the major advantages of using the educational games in class?

Options	Numbers	%
Help to learn English in easy way	04	16%
Motivation of in class	08	32%
Overcome many learning problems in class	03	12%
All of them	10	40%
Total	25	100%

Table13: Advantages of Using the Educational Games in Class
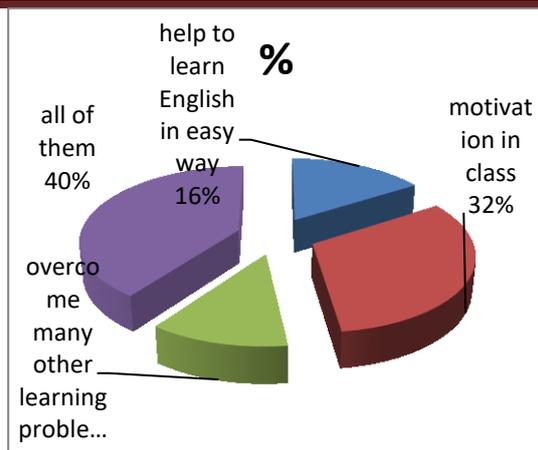
Graph 13: Advantages of Using the Educational Games in Class

Most the participants (40%) select all the choices dealing with advantages of games. They claim that games motivate them very well. Also it helps them to learn English in easy way and overcome many other problems in learning. While (32%) state that games motivating them. (16%) they find games an easy way for learning English then other tools; however (12%) state that educational games help them to overcome many learning problems they face such as anxiety and communication... etc.

Question 14: Did you remark any disadvantages during this experience in classroom?

Options	Numbers	%
Yes	10	40%
No	15	60%
Total	25	100%

Table 14: Disadvantages of Using Educational Games in Classroom
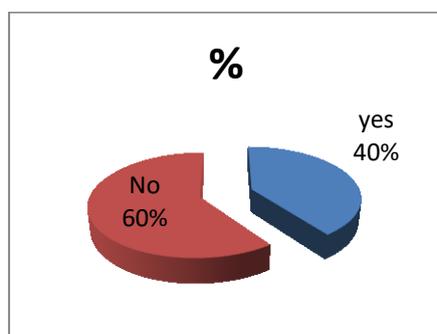
Graph 14: Disadvantages of Using Educational Games in Classroom

As it illustrated above (14) most of student (60%) did not remark any disadvantages through using educational games in classroom; however (40%) responding with yes, so they remark that time is not enough, the organization of groups and students, all student answer in the same time which made noise in class, and sometimes missing of materials ... etc.

Question 15: What do you prefer?

Learning English using traditional methods or Educational games methods?

Options	Numbers	%
traditional methods	02	08%
Educational games methods	23	92%
Total	25	100%

Table15: Students` Favourite Methods of Learning English
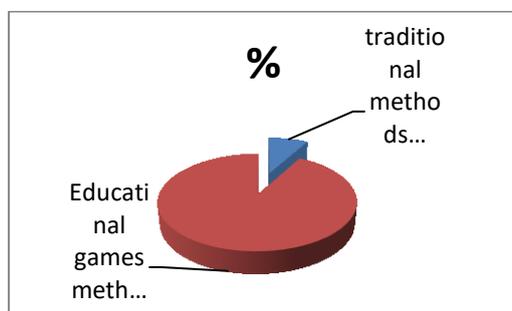
Graph 15: Students` Favourite Methods of Learning English

The last question (15), the majority of students (92%) prefer to learn English based on educational games, they justify their answer that games-based learning will make them memorise lessons and never forget again; it will encourage them in presentations; in addition, will create a great computation between learners, also it rise their confidant and self-esteem of learners; Whereas (08%) only prefer the traditional method because it will be wasting of time and student will not respect the classroom rules.

6. Results of the Analysis of Teachers' Questionnaire

Question 01: Gender
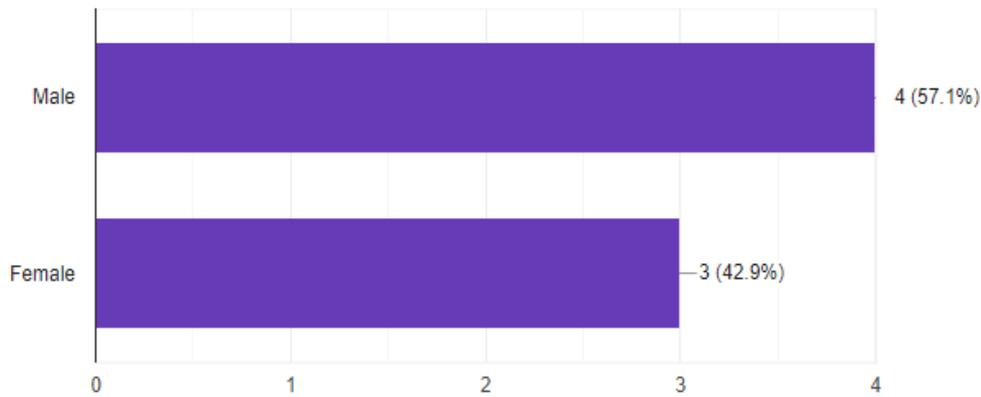
Graph16: Gender of Participant Teachers

The graph (16) shows that the majority of participant teachers (57.1%) are males; whereas females are (42.9%), in this situation we can remark that males teachers are more interested than females.

Question 02: Please state your highest academic qualification
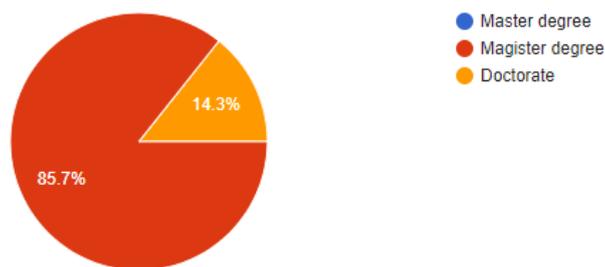
Graph 17: Teachers` Qualification

As it illustrated in graph (16), the majority of teachers (85%) have Magister degree, whereas (14.3%) have Doctorate degree; while no participant their highest qualification is master degree, which mean that all the participant teachers have a great experience in domain of teaching.

Question 03: How many years you have been in teaching?
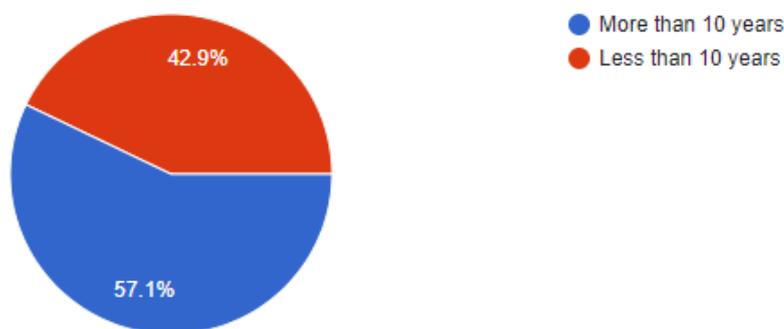
Graph 18: Teachers Years of Teaching

This graph (17) shows that most of teachers (57.1%) have been teaching for more than 10 years in teaching; however, (42.9%) have less than 10 years experience of teaching. The aim of this question is to know the teachers` experience in teaching, ten years was selected as a standard to determine the experience; we conclude that teachers who have more than 10 years are more experienced.

Question 04: What modules you have taught so for?

The answers of teachers are disscused as follows:

The results of the question above shows from the seven participant teachers there are 05 teachers who have taught grammar and oral expression, 03 teachers taught written expression; while all participant teachers have taught many different modules such as linguistics, phonetics, ESP, language mastery…etc.

Question 05: Do you have any difficulties in teaching English for EFL learners at university?
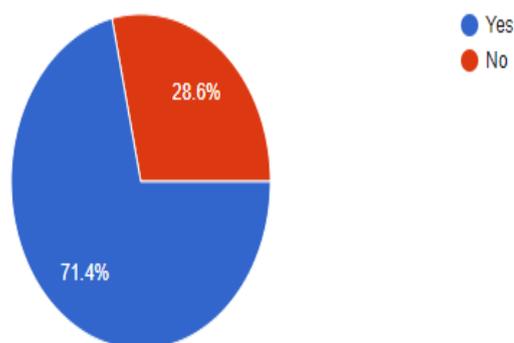
Graph 19: Teachers` Difficulties in Teaching

The graph 19 shares that the majority of teachers (71.4%) face difficulties in teaching; however, (28.6%) state that they did not face difficulties in teaching English at university.

Question 06: What kind of difficulties?
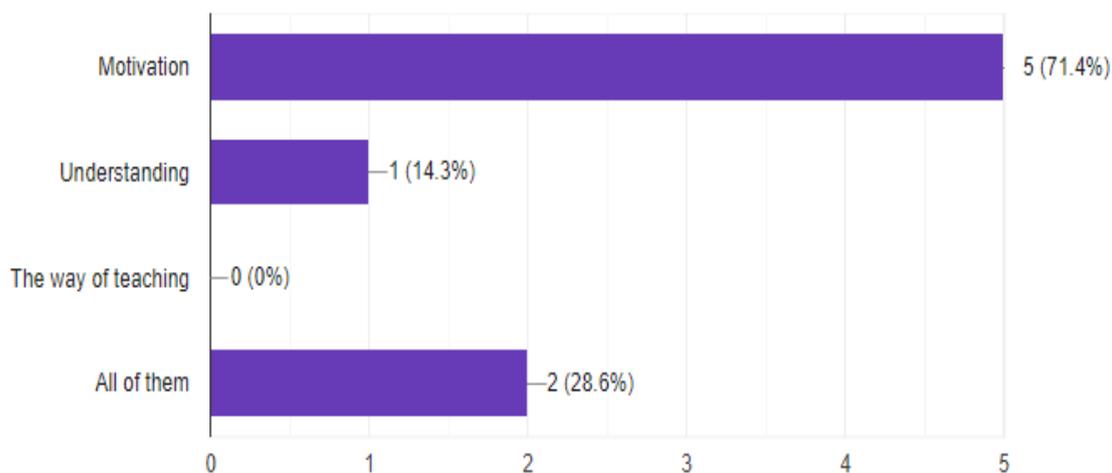
Graph 20: Kind of Difficulties Faced by Teachers

The graph (20) above illustrate kinds of difficulties that face teachers during teaching. The majority of teachers (71.4%) state that motivation is a huge barrier between teachers and students in class; (14.3%) state that understanding is another problem for teachers in teaching EF learners,

while no teacher clamed about their way of teaching. (28.6%) mention all options above problem of motivation, understanding and way of teaching.

Question 07: Do you make any try to overcome these problems? How?

The answers of teachers are disscused as follows:

The responses of teachers about the above question are different from one to another, but all of them are with the idea of adopting their style of teaching time to time to offer students with solutions. Each teacher have his/her own way of adoption, some of them state that they work hard to make competition to motivate student and make them more engaged in the class activities. Another teacher state that he give their student a gift or extra mark in order to motivate them. Other teachers think the best way of adopting teaching style is self-evaluation of teacher and practices to make improvement. Moreover, another participant teacher use motivational strategies such as using humour to install a friendly atmosphere and overcome anxiety and shyness, varying topics of discussion, varying teaching techniques like using ICT, varying activities, using group work and encourage interaction, tolerating mistake.

Question 08: How do you evaluate your student motivation in class?
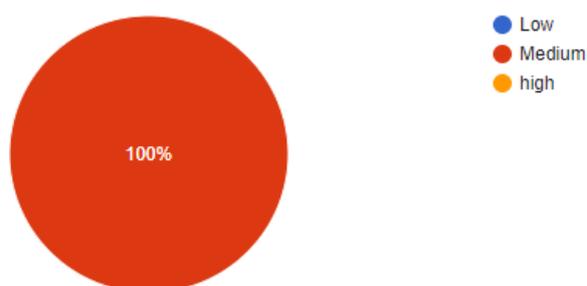
Graph 21: Teachers` Evaluation of Students` Motivation

As it illustrated above all teachers (100%) claim that their students are medium motivation in class, there is no high or low motivation.

Question 09: What about your teaching style? What are the major tools you use to motivate your students during the session?

The answers of teachers are disscused as follows:

 The result of teachers` answers demonstrated the teachers` tools that they use in class to motivate students during the session. There are teachers more interested to use technology and ICT like data show, TBLT and many other communicative strategies to do some tasks, while other teachers prefer to tell anecdotes, share personal experiences and unexpected question…etc. In addition, some teachers like to give students a chance to work in pair or in group as different methods and make pauses and interesting activities; however, teachers prefer to enjoy teaching and learning by play games and do fun practices.

Question 10: Do you agree that the adoption of teaching tools is necessary time to time?
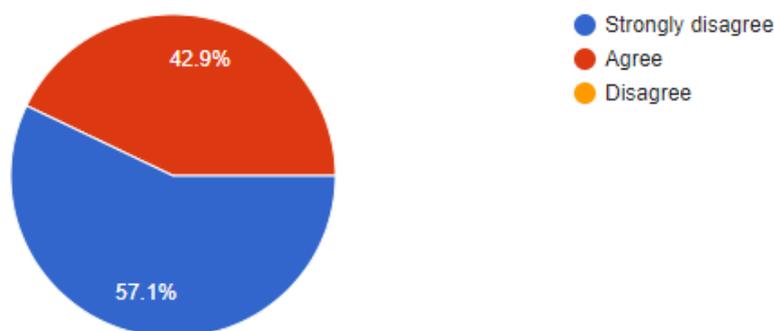
Graph 22: Teachers` Attitude about Adoption of Teaching Tools

From the graph above most of teachers (51.1%) believe that they strongly agree with the adoption of teaching tools. That mean it is very necessary for any teacher to adopt their own teaching tool time to time because it helps students very well, while (42.9%) agree and believe that it is natural to make adoption in teaching tool according to the students` needs; therefore, no one disagree.

Question11: what do you think of pedagogical games?

The answers of teachers are disscused as follows:

The results of the question above describe the teachers` attitude about using games, most of participant teachers believe that pedagogical games are a useful tool in learning. It is an effective tool in teaching language in a funny, motivating and attractive way far from the other traditional ways. While another teachers clime that using pedagogical games in class should be based on reasons, under qualification, educational purposes, and serve lessons` objectives.

Question 12: Do You Use Games as a Teaching Tool in Class?

Graph 23: The Use of Games in Classroom by Teachers

The results in graph (26) indicate that all teachers (100%) state that they use games sometimes; they prefer to use it only according to the students` needs or for the lessons` objectives. No one answer by often or never, so the use of games by teachers in classroom is medium.

Question 13: what kind of pedagogical games you use most?
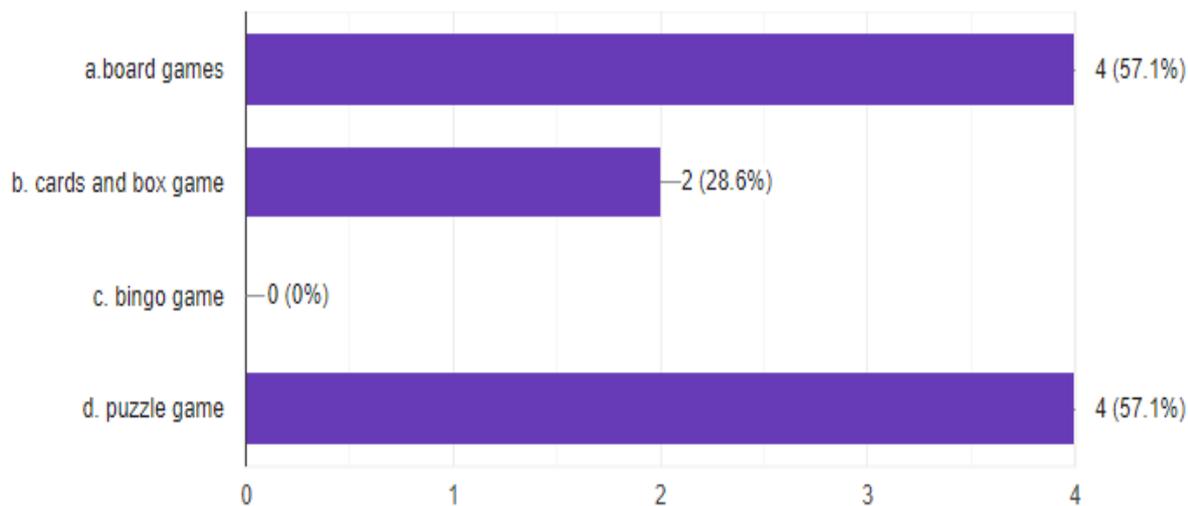
Graph 24: Kind of Pedagogical Games Use by Teachers

The majority of teachers (57.1%) use to play puzzle and board games, while (28.6%) use to play cards and box game.

Question 14: To what extent they are helpful?
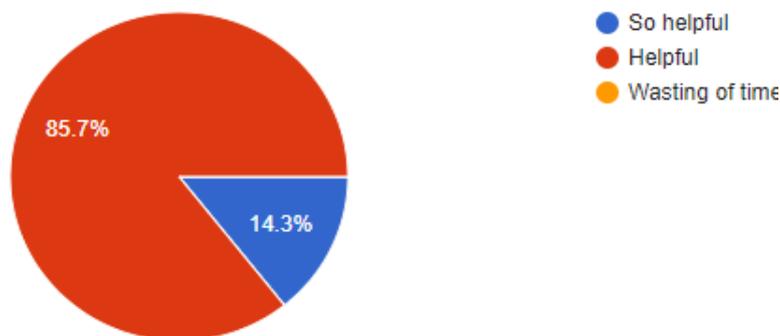
Graph 25: The Extent of Using Games

As it illustrated above the majority of student state that (85.7%) stat that games are helpful; while (14.3%) consider it so helpful; however, no one state that games it is wasting of time.

Question 15: What are the advantages of this experience?

The answers of teachers are disscuse as follow:

The answer of question above shows that, the participant teachers mention several advantages of educational games according to their experience. Teachers above claim that games during teaching break the routine create an enjoyable learning atmosphere. Also they state that students will have more fun and active in class. In addition, all teachers strongly agree that games increase motivation and collaboration of learners and compete with one another in friendly atmosphere. Moreover, they state that educational games improve critical thinking skills because they help learners to have better understanding, as well as reading comprehension, learners seem to be less anxious and shy.

Question 16: What are the disadvantages of pedagogical games?

The answers of teachers are disscuse as follow:

The answer of question above show that the participant teachers as well remark several disadvantages of educational games according to their experience. Teachers get along that games create a noisy environment and distract students. They believe if games are not designed correctly, it could be a disadvantageous to the learners` thinking.

7. Discussion of the Results

7.1. Students' questionnaire

The analyses of students' questionnaire provide us with some points. First of all, the result in the first section revealed that the majority of our sample (72%) is composed from female rather than male. In addition, most of them (76%) studying English at the university were their personal choice. For these reasons, we found that (24%) of students are good in English; however the majority of them (80%) face different difficulties in learning. (45%) of students face difficulties in grammar module. (76%) of students state that they have medium motivation in class; most of them feel boring during the session because of their teachers` style. Therefore we asked student about educational games and found that (40%) never used in classroom; while those who have used it state that it is very helpful and most of them (92%) prefer games as new method rather than the traditional methods. At the end, the results of students' questionnaire revealed that pedagogical games have a positive effect in students` learning English improvement as well as their motivation.

7.1. Teachers` questionnaire

After the analysis of teachers' questionnaire, we figure out some points. The majority of the participant teachers are males by (57.1%). Majority of teachers (85.7%) hold Magister degree which means that they are qualified teachers. Also, Teachers experiences in teaching English varied from one teacher to another, but most of them (57.1%) are experienced teachers with more than ten years of experience; however, (71.4%) face motivational difficulties in teaching they clime that students are medium motivation in class. Teachers asked about using games, all responds that they use it sometimes and (85.5%) consider that it is helpful which mean that it contain advantages and disadvantages; advantages like motivation, better understanding, and critical thinking improvement, while disadvantages given are noisy classroom and distraction.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from both students' and teachers' questionnaires. This data reveals students' and teachers' attitudes towards the effectiveness of using pedagogical games in classroom. Accordingly, from the analysis of both questionnaires we found that second years LMD students still face some difficulties in learning English should be improved and that they should work on. Moreover, both students and teachers showed positive responses towards games-based-teaching. Both of them believe that educational games helpful tool for better learning. Henceforth, these results confirmed the hypothesis and answered the research questions.

Pedagogical Recommendations

On the basis of the findings of our work, it is revealed that pedagogical games are beneficial in foreign language classrooms to enhance teaching tools and learners` motivation. Therefore, we suggest some pedagogical recommendations for both teachers and students.

For Students

1. When using games in classroom students should be well organized, discipline to avoid wasting time and noise.

2. EFL learners need to devote more time and effort to practice extensively different types of games, even outside the classroom.

3. Students should respect the rules and exploit educational games.

For Teachers

1. It will be better if teachers often include games in classroom activities.

2. Teachers should create competition between their students in each game activities used.

3. Teachers should be aware about when and how pedagogical games should be used.

4. Teachers should be well organized and planed the game.

5. Student should be well controlled by their teacher during the game activities.

GENERAL CONCLUSION

General Conclusion

EFL learners in the division of English at university of Mohammed Khider Biskra tend to face different difficulties while learning English. The aim of this study is to investigate the nature of those difficulties and knows the various educational games activities and their impact on teaching and rising learners` motivation in class.

This study departed from one main hypothesis. The main finding show that teaching is more effective and engaging by using pedagogical games, also it create a great motivational environment for students during the session. This work began with a theoretical framework which dealt with the main concepts related pedagogical games as a first section, while second section is about teaching and teachers` role in class. The second chapter is the empirical phase of the work in which the researcher used questionnaire as an instruments for the sake of gathering information from EFL teachers and second year EFL learners. The results of tool is analyzed and discussed in order to prove or disapprove the hypotheses suggested by the researcher when starting investigating. As a final step in this chapter a set of recommendations were designed for EFL teachers and their students

to facilitate and improve the teaching/learning process by using pedagogical games and how can be use.

The analyzed results of the practical part showed that most teachers and students have a positive view about pedagogical games. Students like games as a better method of learning than the traditional ones in term of motivation, understanding and solving learning problems. Teachers also accept this tool as new way of teaching under qualification and rules should follow and respect. In addition the kind of pedagogical games that is more effective for teachers and students is puzzle games and board games. As a recommendation for both teachers and students teaching based pedagogical games can be a challenge in learning English if teachers well aware about all their roles in class and students are more respecting their teachers` recommendations.

To conclude, pedagogical games is an effective tool that raise the learners` motivation in class and facilitate teaching for EFL teachers. It is very helpful to enhance learning English and other languages as well as productive skills for students. It is hoped that future research will be conducted on the use of digital games-based-teaching other foreign languages as a new tool of learning/ teaching process much emphasis on improving the productive skills.

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APPENDICES

Appendix

1. A Questionnaire for EFL Teachers of Second year

Dear teachers, you are kindly asked to answer the following questionnaire. It is about "the impact of using pedagogical games in teaching foreign languages". A games based learning is a high level of engagement to develop our students` motivation which is crucial in successful learning. Our main focus is to investigate the effectiveness of educational games in teaching.

We hope you give full answers about this subject. I personally assure that all collected data will be confidential and protected .

Section one: Personal Information

1. Gender

    a. Male   ☐   b. Female ☐

2. Please state your highest academic qualification

    a. Master degree   ☐

    b. Magister degree   ☐

    c. Doctorate   ☐

other...

3. How many years you have been in teaching?

  a. More than 10 years   ☐

  b. Less than 10 years   ☐

Other...

4. What modules you have taught so for?

....

....

Section two: An Over view about the Process of English teaching

5. Do you have any difficulties in teaching English for EFL learners at university?

    Yes   ☐   No   ☐

6. What kind of difficulties?

    a. Motivation   ☐

    b. Understanding   ☐

    c. The way of teaching   ☐

    d. All of them   ☐

7. Do you make any try to overcome these problems?

    a. Yes   ☐   b. No   ☐

How...

....

....

8. How do you evaluate your student motivation in class?

Low   ☐   Medium   ☐   High   ☐

9. What about your teaching style? What are the major tools you use to motivate your

student during the session?

  ....

  ....

  ....

10. Do you adopt or change your way of teaching

Often ☐　　　　　　　　Sometimes ☐　　　　　　　　Never ☐

Justify your answer...

....

11. Do you agree that the adoption of teaching tools is necessary time to time?

Strongly agree ☐　　　　　　agree ☐　　　　　　Disagree ☐

Section three: Teachers' Attitudes about Games-Based-Learning

12. what is do you think of pedagogical games?

....

....

....

13. Do you use games as a teaching tool in class?

Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐

15. what kind of pedagogical games you use most?

a. board games

b. cards and box game

c. bingo game

d. puzzle game

14. To what extent they are helpful?

So helpful ☐　　　　　　Helpful ☐　　　　　　Wasting of time ☐

15. What are the advantages of this experience?

....

....

....

16. What are the disadvantages of pedagogical games?

....

....

....

19. If you have any suggestions, please write them down

2. A Questionnaire for Second Year EFL Students

Dear students,

This questionnaire is one of the data collection tools designed for second year student entitled

"The Impact of Pedagogical Games on Foreign Language Teaching" .You are kindly request to answer

the following questions by ticking the appropriate answer in the corresponding box, and providing full

statement whenever it is necessary.

The all information you provide will remain confidential and used only for research purposes.

Thanks for your time and collaboration.

Section One: Personal Information

1. Gender

   a. male   ☐   b. Female   ☐

2. Your choice of studying English at university was

a. personal   b. Parental

Other...

3. How do you consider your level in English?

a. poor ☐   c. Good ☐

b. Average ☐   d. Very good ☐

Section Two: An over view about Learning English

4. Do you face difficulties in studying English?

 a. Yes ☐   b. No   ☐

If yes, where do you have it?

a. Grammar ☐   b. Vocabulary ☐

Others...

5. Does your teacher help you to overcome these problems?

a. Often ☐   b. Sometimes ☐   .c Never ☐

 6. How can you evaluate your interaction and motivation with your teacher in the class?

    a. Low ☐   b. Medium ☐   c. High ☐

7. What do you think about the way of teaching used by your teacher in class?

a. Very good ☐   b. Good ☐   c. Poor ☐

Justify your answer

....

8. The way use to teach you in class make you?

a. Motivating ☐   b. Boring ☐

Section three: the students' attitudes about Games-based-learning

9. Have you been using games in class before?

a.Often ☐   b. Sometimes ☐   c. Never ☐

If you have,

10. Which kind of educational games you experienced?

a. Bored games ☐   b. Play role games ☐   c. Task cards games ☐

Other..

11. What do you think about this experience?

a. Very helpful ☐   b. Good experience ☐   c. Waste of time ☐

Justify your answer..

....

12. Do you know any other types of educational games?

Yes ☐   No ☐

Mention some of them

....

....

....

13. What are the major advantages of using the educational games in class?

    a. Help to learn English in easy way ☐

    b. Motivating in class ☐

    c. Overcome many learning problems in class ☐

    d. All of them ☐

14. Did you remark any disadvantages during this experience in class?

    a. yes ☐   b. No ☐

If yes, please write some of them down

....

....

....

15. What do you prefer?

Learning English using

    a. Traditional methods   ☐   b. Educational games methods   ☐

Justify you answer

....

16. If you have any suggestions, please write them down

....

3. Examples and Models of Educational Games

Picture 01: Role play games
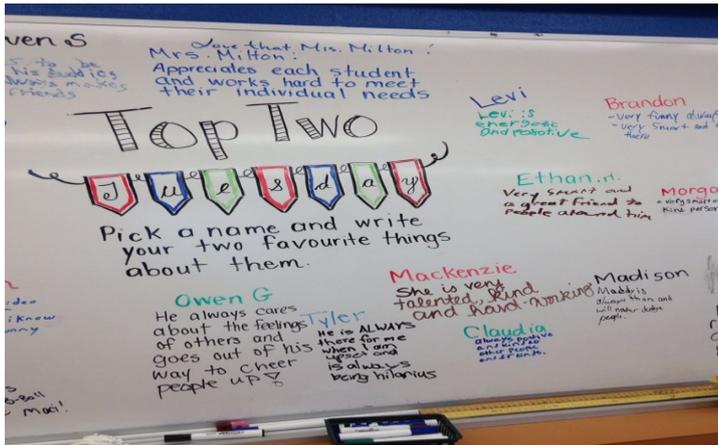
Picture 02: board games

Picture 03: Taboo game

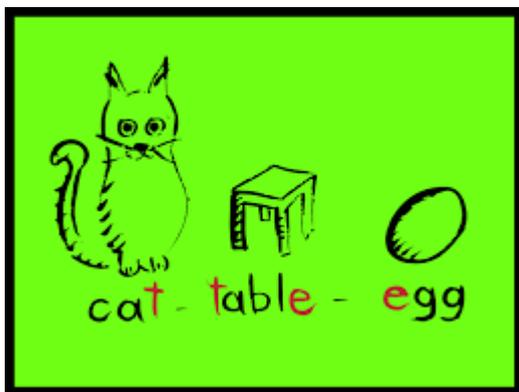| Countries	Clothes	Animals	Foods	Colors
25 points	25 points	25 points	25 points	25 points
50 points	50 points	50 points	50 points	50 points
100 points	100 points	100 points	100 points	100 points

**Picture 04 *:* Scattegories Game
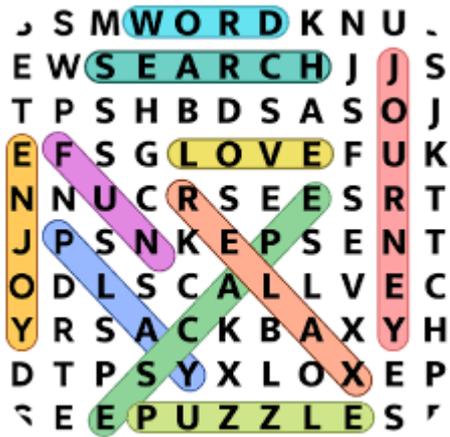
Picture 05: search game
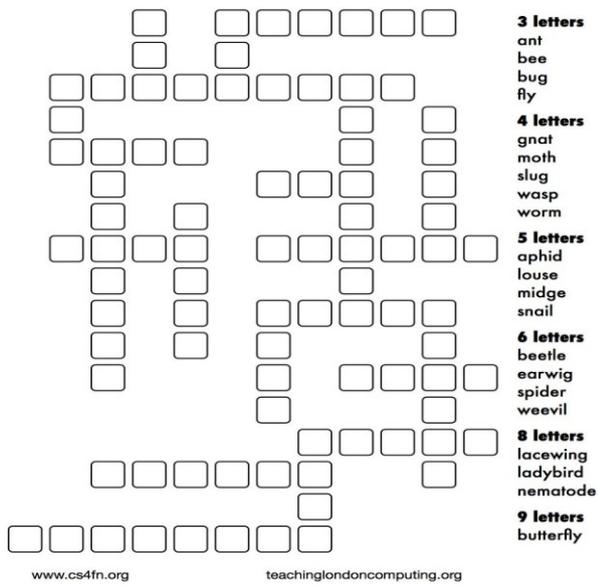
Picture 06: Criss- cross games

Picture 07: Race vocabulary game

الملخص

معظم أساتذة اللغات الاجنبية يواجهون صعوبات في تدريس اللغة الانجليزية و اللغات الاجنبية الاخرى؛ حيث تتمثل هذه الصعوبات في تحفيز الطلبة للدراسة وفهم الدرس...الخ . يمكن للمعلمين استعمال تمارين الألعاب لتسهيل مهمة التعلم و التعليم و كذالك تحفيز الطلبة. لذالك هذه الدراسة تسعى الى التحقق من تأثير الألعاب البيداغوجية في التدريس؛ هذه الدراسة خصت طلبة السنة الثانية لغة انجليزية LMD في جامعة محمد خيضر بسكرة الدراسة. أيضا الدراسة تسعى لاختبار صحة فرضية '' الألعاب البيداغوجية أكثر تأثيرا في اشراك الطلبة''. و لانجاز هذا قمنا باستعملنا منهاج الدراسة كيفية حيث قمنا بتصميم استبيانين كأداة للبحث. الاستبيان الأول وزع على (25) طالب لغات أجنبية شعبة لغة انجليزية في حين الاستبيان الثاني كان الكتروني وزع على (07) أساتذة للغات الأجنبية شعبة لغة انجليزية في السنة الدراسية 2021/2022 .النتائج المستخلصة من تحليل البيانات المجمعة من الاستبيان تبين أن الألعاب البيداغوجية لها تأثير جيد في التدريس و تحفيز الطلبة.

الكلمات المفتاحية

الألعاب البيداغوجية/ التعليمية ـ التعلم/ التعليم اللغة الإنجليزية لغة أجنبية ـ طلبة سنة ثانية ـ جامعة محمد خيضر بسكرة