

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

University of Tlemcen



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**Developing the Communicative Competence through
Gamification in Primary School: The Case of Third-Year
Pupils at Ain Tallout and Ouled Mimoun**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of English Language Education.

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Dedication

I proudly dedicate this modest work to my parents

Abd El Kader and Fatma.

*To my sisters Djanet, Hadjira, Nabila, Asma and
Fatima. And lastly my dear brother Kwider.*

*Thank you for your endless love, support, efforts, patience and
your precious prayers.*

ACKNOWLEDGEMENTS

All the praise is to Allah, for giving me the patience and the power to complete this work.

I would like to express my biggest appreciation and gratitude to my kind supervisor **Dr. Hadia HAKEM** for her help and guidance to complete this work. I would like also to thank the examiners **Dr. Faiza HADDAM** and **Dr. Hidaya Amina HEMCHE** for their valuable feedback on this dissertation.

My thanks go to our teachers from the department of English for their efforts and for providing the appropriate environment for us to learn.

My sincere appreciation goes to my dearest teacher **DR. Wafaa ZEKRI** for her help, encouragement and kindness.

My special thanks for my beloved friends **Rokia BOUBEKEUR, Sanaa CHIB, Meriem CHABOULI** and **Aya Ibtisem SGHIR** thank you for your supportive words and for all the moments we shared together.

Abstract

Primary stage is the most important stage of the child's educational life. Therefore, teachers need to be aware of the strategies and the methods they choose, in order to motivate their learners, increase their participation and interaction and to enhance their communicative competence. One of the strategies that can be used in integrating language is the use of communication games. Then, the major aim of this study is to bring a better understanding of the impact of language games on developing learners' communicative competence. To reach this end, a descriptive study was conducted in Ain Tallout and Ouled Mimoun primary schools using two instruments for data collection, a semi-structured interview for three teachers and a classroom observation for primary pupils. The data collected from these research instruments were analysed qualitatively. The results revealed that communicative games have a great influence in improving the learners' speaking ability. Moreover, games help the learners become more opened to take a new step and try new things, they help them build their personalities, strengthen their relationships and teach them the meaning of collaborative work.

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General Introduction

General Introduction

Communicative competence plays a vital part in language learning because the purpose of learning a foreign language is to practise that language in real life situations outside the schools. Efficient communication depends heavily on vocabulary because it is the heart of any language. Therefore, no language can function properly without it. Students will not be able to comprehend English well, interact with their peers, or express their own opinions in front of others. Primary school learners are encountering some difficulties to learn and to remember the new lexis. The main purpose of this study is to investigate the link between language games activities and their role in improving the communicative skill of the learners.

English is considered as a global language because it is the language that is used by a wide range of people around the world due to its significance in communication. Algeria decided to add the English language alongwith French in the elementary schools in July 2022, it was implemented by the minister of education Mr **Abdelhakim BELABED**. Its use officially started in September 2022.

In this context, many techniques and methods can be used to overcome the learning difficulties and to make the atmosphere more enjoyable, thus to handle those challenges in a funny, entertaining and easy way by using games. In fact, gamification is effective in developing learners' communicative ability and that it a functional process in communication. Learner's try to express their ideas, thoughts, feelings and emotions based on their experiences. The psychologist Piaget (1976) states that children's instincts push them to play freely and explore the world on their own. He believes that children learn best when they are actively engaged in the task at the moment and developing their own conceptualizations of what is happening rather than receiving explanations from adults and that they need every possible opportunity to do things for themselves. The Algerian ministry of education urged the English language +teachers to use gamification as method of teaching during their training. Thus, this research tries to check whether this concept of gamification is just theoretical or efficient in the arena of teaching.

To this end, the researcher is motivated to seek answers to three questions, they are:

1. Are communicative games used by teachers in primary schools?
2. How can communicative games improve the quality of English language learning in primary schools?
3. How do teachers use gamification in their English language teaching?

The above-mentioned questions led to formulate three hypotheses:

1. Primary school teachers use communicative games in their teaching.
2. Games may improve the learners' communication, oral production and their speaking ability by creating a relaxed and enjoyable atmosphere besides the cooperative and competitive.
3. Teachers have the possibility to use games in a creative way or they simply just apply the scheduled syllabus using the method imposed by inspectors.

The previously set objectives drive the researcher to design a descriptive study dealing with third-year primary school pupils. This study will collect qualitative data relying on a set of research instruments: a classroom observation conducted with, notably ten classes between 29, 38 pupils at Ain tellout and a semi-structured interview with three primary school teachers. The main purpose of this study is to investigate the link between language games activities and its role in improving the communicative competence of the learners.

The present extended study is made up of two chapters. The first chapter tackles the theoretical part of this research, it provides different insights of the use of gamification in the teaching-learning process. The second chapter is about the methodology and procedures done in this research, the data collected were analysed and discussed qualitatively.

Chapter one:

Gamification and Learners' Proficiency

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1.1. Introduction

Within the process of education and modern teaching, teachers and learners are exposed to several strategies to engage, encourage and motivate learners throughout the lesson. One of the most innovative and preferred teaching strategies, is the use of games to improve the language competence of learners.

This chapter discusses the different views related to gamification in the field of education and how it improves the learners speaking ability. It firstly provides some definitions of this method accompanied by some types and examples. Then, it attempts to explore their significance on the learner development. Moreover, this chapter deals with requirements of how to use games, their role in language learning and their importance on enhancing the learners' language proficiency. Lastly, this chapter sheds the light on the need of games in education and the role of the teacher in implementing those games inside the classroom.

1.2. Definition of Gamification

Learners encounter many challenges when trying to have meaningful conversations and express their ideas and thoughts. The low achievement of the students who are constantly complaining about the boring and demotivating classroom were also noticed by English teachers along with the negative effects of using traditional methods to teach English. Therefore, teachers looked for ways to reduce the negative effects that traditional methods have on English language learners and tried to find effective methods by using educational games as a teaching strategy. Using gamification to improve the learning environment and learners' engagement is very important in the actual digital age.

There are many different definitions of gamification according to the different views about its nature and use. Deterding, Dixon, Khaled and Nacke (2011:10) define gamification as "the use of game design elements in non-game contexts". Deterding, Sicart, Nacke, O'Hara and Dixon (2011) also mentioned that it appears to be a new

strategy that has begun to be applied in a number of academic fields to improve and inspire learning. That is gamification is a method that uses different rules to evolve and engage learners in different situations.

Playing games is an excellent way to practise vocabulary. Students can use their target language in a great context thanks to them. Rather than memorizing word lists at home, they use games in which they help them remember.

Kapp (2012) maintains that gamification is the potential to involve and teach effectively if it uses correctly by the teacher inside the class. Zicherman and Cunningham (2011) define it as “changing the way of thinking and using some ‘gaming rules’ in order to increase the interest of learners and solve problems”. However, Kiryakova, Angelova and Yordanova (2014:01) state a clear and a holistic definition cited in (GamifyingEducation.org) “Gamification is the use of game thinking, approaches and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions”.

1.3. Definition of Communicative Games

Effective communication relies heavily on vocabulary because it facilitates interpersonal interactions, learner have a tendency to prioritize mastering communication skills. Teachers therefore make an effort to support children in using language effectively by employing a variety of tactics. Games are one of these methods, which are employed not just for amusement or passing the time but also for facilitating student interaction.

Communicative games are defined as “a set of well-design activities which stimulates students’ interaction in the classroom” (Dewi, Kultsum & Armadi, 2017:64). According to Deguang (2012), games in English classes are the most accepted and helpful communicative method as they are easy to accept for learners, he views that games are communicative in nature and can be used in English teaching and learning to emphasise the communicative language teaching approach.

Miller (2019) maintains that communication games improve the communication abilities. Kids are encouraged to express their wants through interactive activities. Children are also more inclined to participate in these activities if they perceive them to be entertaining and interesting.

1.3.1. Types of Communicative Games

The major aim of using games in language teaching is to exercise the different skills of the learner, particularly the speaking skill. Zhu (2012) reported eight types of games from different published sources (Carrier 1980, Ellis 1986, Harmer 1985, Kallsen 1982, Klippel 1984, MaCallum 1980, Porter-Ladousse 1987, Stern 2002, Willis 1982, etc.). They are summarized in the diagram below then detailed in the following subsections.



Figure 01: Types of Communicative Games.

1.3.1.1. Guessing Games

Guessing games basically involve one person knowing something that another person wants to learn. Each game has a different thing that must be guessed. It could be a word, an item, a thing to do, or a lot of other things. Guessing games can be helpful for teaching students to ask questions and use logic. An illustration of a

guessing game is the 3-item story. One person in a group is aware of the narrative in which the other group members are given three items. They must make inquiries based on the three items in order to discover the story. Only yes or no responses are accepted from the story's teller. The guessing participants must exercise their questioning skills to get the picture.

1.3.1.2. Picture Games

There are various kinds of picture games. Comparing and contrasting images, analyzing their contrasts or similarities; figuring out plausible connections between images, like a storyline sequence; defining important characteristics so that others can recognize them or portray them similarly; creating a narrative based on the image provided. The majority of these picture games give learners the chance to practice their speaking and listening skills while allowing them to use their available language quite freely.

1.3.1.3. Sound Games

The use of sound effects can give listeners a mental picture of people, locations, and events. There is a need for the listener to participate creatively. Individual interpretations are unavoidably produced as a result, allowing the listeners to share their perspectives and thoughts. These kinds of games can encourage students' creativity and critical thinking while also giving them a chance to practise their speaking and listening skills. Students can create dialogue or a story, or they can hazard a guess about the object depicted by a sound.

1.3.1.4. Mimes

Mimes can be done in pairs, groups or even by the whole class. One side has to perform the mimes for the other side so that the answer can be found. It can be an object, action or person. So miming activities are valuable language learning situations. Guessing something is linked with the real desire to find out and thus is a true communication situation. Miming trains the students' skill of observation and improvisation. It emphasises the importance of gesture and facial expression in

communication. For example: A guest in a hotel in an English-speaking country has a very bad cold and has lost his voice. He wants the receptionist to help him turn on the heating. But he has to mime because of his voice. He tries to make the receptionist understand him by using gestures and expressions. The receptionist makes guesses by asking questions in order to find out what he wants. The activity will not stop until the receptionist gets exactly what the guest wants to do. This game can be done in pairs or in groups, Zhu (2012).

1.3.1.5. Fact-Finding Games

This mainly deals with general knowledge and is a very practical exercise. Every day, there is something important happening, so the students can be asked what happened on a day in history. It may be a historical accident, a birthday of a famous person, or something strange or marvelous. Then further details can be asked. The students can discuss in pairs or groups in order to find much more information.

1.3.1.6. Debates

In this exercise, two sides one in favour of the notion and the other against it are presented. They then make their case while offering evidence. The purpose of this activity is to encourage conversation among the children as well as their interest in and sense of competition. These exercises encourage students to reflect on their values and priorities. Without a doubt, this practice will help pupils communicate more effectively.

1.3.1.7. Jigsaw games

In a jigsaw puzzle activity, each participant has one piece of the answer, which could be a narrative, a text of facts, or a visual. They each bear equal weight. To solve the problem, they should cooperate and fit their own puzzle pieces together. As a result, they foster more group acceptance and cooperation. Before they can put the puzzle pieces together correctly, players in this game must chat a lot.

1.3.1.8. Role Plays

Short scenes that can be wholly fantastical or realistic frequently make up role plays. Both commonplace and contemporary issues can be the subject of role plays. The content makes for a simple role play and may even contain real role play material. Students may be requested to perform the text after they have learned it. It can also help pupils understand what they have studied more clearly and generally improve their speaking skills. Role plays are very helpful for encouraging spontaneity and free expression in the language classroom.

1.3.2. Examples of Communicative Games

In the notion of games, there are a lot of different genres. Zirawaga, Olusanya and Maduku (2017) define these games examples as follow:

- **Word Search**

The words in a word search puzzle are arranged randomly in a box, and the goal is to find all the words. As an example different words are hidden in the puzzle below and pupils have to find them according to the previously studied context.

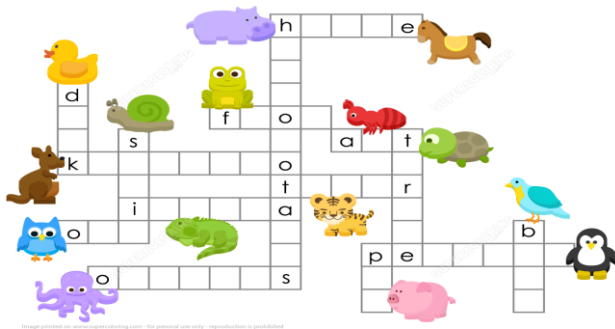


Source: <https://www.treevalleyacademy.com/kindergarten-spring-word-search>

- **Cross Words**

Crosswords are word puzzles that typically take the shape of a square or rectangular grid with squares that are shaded in white and black. By figuring out the

clues that lead to the answers, the objective is to fill the white squares with letters to create words or phrases that cross each other.



Source : <https://www.pinterest.com/pin/489062840782474445/>

- **Sliding Puzzle**

The goal behind the sliding puzzle is to test the player's ability to move pieces along a predetermined path to rearrange the picture in its original format.



Source : <https://appadvice.com/app/zoo-animal-sliding-puzzle/1182694156>

- **Jigsaw Puzzle**

A jigsaw puzzle is a type of puzzle that consists of multiple pieces that can be gathered to form a picture by combining those pieces together.



Source : <https://www.appspy.com/app/83450057/dino-puzzle-kids-dinosaur-jigsaw-puzzles-games>

1.4. Games and Learner Development

Playing is vital for learners as young children for a wholesome development. It allows them to build a new confidence, practise new skills, solve problems and find solutions, learn from their mistakes, and most of all build a new connection and interaction with teachers and classmates at school.

Hakkarainen (2006) states that the inherent power and potential of playing in young children's lives can get lost in debates over how it affects learning in the classroom or the mostly intuitive claim that play always fosters development.

The majority of us who study playing see it as an outlet for our creative selves, our imaginations, our curiosities, and our fantasies consider it to be a form of exercise. In our opinion, it is essential to human development. Children learn new things through playing, and these experiences they design themselves help them develop social, emotional, and intellectual skills they wouldn't otherwise be able to develop alone (Elkind, 2008). The learner development through games is divided into three types cognitive, linguistic and social development.

1.4.1.Cognitive Development

Ahmad, Batool,Ch, Sittar and Malik (2016:72) define the cognitive development as “the construction of thought processes, including remembering, problem solving and decision making, from childhood through adolescence to adulthood”. They state that playing supports cognitive growth in a variety of ways. It aids in the development of children's imagination and memory, two skills necessary for thinking about the past, present, and future, and that children have the chance to practise their decision-making and problem-solving skills through playing which are two crucial aspects of cognitive development. The growth of a child's creative abilities can be significantly influenced by playing. Because creative thinking aids in problem solving, the development of creativity is linked to the development of cognition.

Hence, playing is very significant for learners to develop their capacities, critical thinking and to practise new skills. Gray (2018) mentions on his video that for kids, playing is not a waste of time because it helps them learn topics that are not teachable, playing is the only way to learn them. These skills and topics are acquired through experience which for young children comes from playing.

1.4.2. Linguistic Development

Scholars like levy 1984; Weisberg, Zosh, Hirsh-Pasek and Golinkoff 2013 argue that playing promotes language learning in children. They assert that since playing includes many of the socially interactive and cognitive elements known to improve language, it aids children's language development. Levy (1984) states that playing is a powerful tool for promoting language development. Playing can encourage language use and practice, introduce and explain new words and concepts, develop metalinguistic awareness, and promote verbal thinking.

Weisberg, Zosh, Hirsh-Pasek and Golinkoff (2013) view that playing probably has the biggest impact when kids learn the basics of a language, and that despite the fact that playing may not contain a single component that performs the majority of the work, it is clear that play contains many of the components essential for the best language development.

Games offer students practice in speaking, writing, listening, and reading as well as other language skills. They also encourage interaction and communication between learners and provide a context that is rich in meaning for language use.

1.4.3. Social Development

Games are a positive method for children to socialize and build that strong bond and healthy interaction. Therefore, Hendrix (2009) clarifies that playing offers the perfect setting for practising and developing social skills and it is currently widely believed that one of play's main purposes is to advance children's development.

Petty and de Souza (2014) confirm that playing games during an intervention encouraged beneficial changes. Additionally, it influenced children's attitudes positively and motivated them to develop new social behavior patterns. As a result, it made it possible for everyone to engage with one another and build better relationships based on cooperation and respect.

1.5. Requirements to Use Games in a Classroom

Games can be used in a variety of ways in the classroom instruction, so teachers need to pay attention to the timing and procedures to be used when implementing games. Regardless that games are tools for fun and play, the teacher uses them to change the atmosphere of the study at times. For that reason, he must organize these games so as not to create chaos and the lesson remains within the content. Teachers have to select the appropriate games that fit each learner profile. According to Kiryakova et al (2014), the incorporation of game elements into education makes sense given that both games and training share some common facts. In games, for e.g. the player's behavior is directed toward overcoming obstacles in order to achieve a specific objective (win). Even in education, a learning objective exists and must be met through the execution of particular learning tasks or engagement with educational material. However, it is important to be equipped for teachers with the pedagogical skills they need to incorporate games into the classroom. (Gresalfi, Barnes, & Pettyjohn, 2011)

The disparity between teachers' desire and practice of using games for teaching and learning may be explained by the fact that teachers encounter a variety of obstacles when attempting to incorporate games into the classroom (Shah & Foster 2015).

In this respect, Shah and Foster (2015) introduce some requirements for developing and assessing teacher's knowledge in game-based learning which are "(a) improving their knowledge and expertise in game analysis, (b) integrating games, and (c) the ecological factors influencing game use in school contexts" (Shah & Foster, 2015:242)

Thus, it is very important for the teacher to be aware of these factors in addition to the significant role when using those games inside the classroom.

1.6. The Role of Games in Language Learning

The majority of people immediately associate the word "game" with amusement. In the past, games were a way for amusement, competition, and for having fun. In today's actual world, games play a significant role in learning a foreign language. They provide learners with a relaxed learning environment in the classroom. Moreover, they are considered as effective methods for raising students' competency in learning foreign languages.

Squire and Jenkins (2003) demonstrate that games tackle a major role in the students' lives; they are played in class, outside of class, and even during private reflection. Participating in gaming communities and learning from the most talented players who teach other players what they have discovered are two ways that learning happens a lot. Games help to redefine the nature of learning from outcome to process (Steinkuehler, Squire & Barab, 2012).

In this regard, Mubaslat (2012) believes that games should not be viewed as supplemental activities to fill in empty time for the teacher and the class. At every stage of the lesson, games should be at the forefront of instruction, provided that they are appropriate and well-selected. Games can also be used to review the material and

aid students in remembering it in a fun way. However, some teachers might assert that games are time-consuming and should only be played for enjoyment.

To encounter the assertions of teachers who doubt the value of educational games, Mubsalat (2012) states a set of advantages and characteristics of using games in the classroom, including their potential to: break the language's routine, inspire and challenge students, assist them in practicing the four skills, encourage interaction and communication, provide a purposeful context for language use, and help students continue their education. Likewise, well-made games can boost learners' active participation, inspire them, grab their attention, decrease disciplinary issues, make it easier for them to remember things, help them to develop their cognitive and affective skills, and encourage creativity, problem-solving, critical thinking, and self-confidence.

Thus, in the field of language teaching, games play an important role inside the classroom according to Gozcu and Caganaga (2016), games encourage learners to learn the foreign language. The more they are engaged in the game the more they are learning that language without noticing while having fun. Motivation is the key when learning a foreign language for positive results.

1.6.1. Motivation

In order for students to learn more, enjoy what they are learning, and have effective communication, they should be motivated when learning a foreign language. This indicates that motivation forces students to act and engage in class participation. Many teachers are always looking for fresh ways to inspire their students to learn. Games are one such method, and they have a favorable impact on learners' motivation and the environment of the classroom as a whole.

Weiss (2000) indicates that providing appropriate challenges, fostering a mastery-motivated environment, making physical activity enjoyable, and assisting children in helping themselves are all intervention strategies for sustaining and enhancing children's motivation for physical activity.

Additionally, teachers have to increase their learner's motivation by offering rewards and prizes for instance extra points, stickers, candy, lunch with the teacher or write a positive note sent to parents. Baranek (1996) confirms that rewards are given in an effort to boost that crucial student motivation, which is frequently blamed for low student achievement. Due to their repeated failures in school, students with learning disabilities are frequently unmotivated. They face even more difficulties. They may appear to be the least motivated of all students because they can struggle with even the simplest tasks assigned by teachers, going to great lengths to hide their weaknesses. Due to these pressures, teachers promise students with rewards such as: stickers for good behavior, treats for finishing assignments, and lunches for submitting homework.

1.6.2. Child Engagement

The ability of students to engage and collaborate can be greatly improved by playing games in the classroom. Singer, Nederend, Penninx, Tajik and Boom (2014) maintain that deep-level learning is possible through play with a high level of engagement. Children perform to the best of their abilities when there is high engagement.

Collaborative learning, which also protects the learners' personality, is the most efficient way for students to acquire the teamwork skills they will need to succeed as leaders in the future. Saha and Singh (2016) claim that the different games played in small groups help reduce students' anxiety levels and motivate reserved students to participate. Language learning games may aid students in acquiring collaboration skills like active listening, respect, manners, a positive attitude, and social awareness in addition to language proficiency.

1.6.3. Adaptivity

Humans are social being in their nature. They are in a constant interaction within their environment. School is considered as a micro-society in which learners try to adapt. Games are an efficient strategy to increase a great interaction and adaptivity between learners. Anderson (2012: 01) believes “that adaptivity is one of the most promising ways that games for learning can impact education”.

Normally when playing games, learners are trying to win and beat each other or other teams they try to compete one another. Mubaslat (2012) states that learners want a chance to play, to score points, and to win, which is why they are so competitive while playing. Students will undoubtedly take part in the class activities. Hence, games promote the challenge among learners in which they need to learn a foreign language.

1.7. Gamification and Learners' Language Proficiency

The primary goal of using games in the classroom is to provide students with the chance to learn the language and communicate effectively. Additionally, by playing games, students become more involved, motivated, attentive, and proficient.

It is necessary to learn a language in today's world. However, learners are facing some difficulties when learning English language, for instance, fear of making mistakes, fear of their friends making fun of them because they don't know how to pronounce or use grammar. In addition, they lack the vocabulary necessary to fully express their ideas, which makes them feel uneasy. Additionally, they find learning English to be boring because it involves traditional teaching-learning techniques, like having students perform texts they have memorized. Furthermore, they are unable to express themselves freely because the teacher structures what they want to say; as a result, they simply repeat the words that have been produced. After that, those issues result in students becoming lazy or speaking less fluently (Dewi, Kultsum & Armadi, 2017).

According to Wang, Shang & Briody (2011) findings, when learning involved games, students' learning motivation and vocabulary acquisition significantly improved, and their anxiety levels related to peer pressure decreased. Besides, the use of games and students' English performance are significantly correlated or different, particularly in terms of proficiency levels. Mubaslat (2012) states that the use of games is advised because they are helpful for the teacher as a method for language acquisition and are particularly effective for the early stages of teaching a second language, and that what Maryam (2020) illustrates the ability of students to speak is improved by playing communicative language games. In addition to the games, other activities

include using English in the classroom, incorporating various themes, using appropriate media, engaging in language form activities, providing feedback and rewards, working in groups, and rearranging the seating of the students. Thus, it can be inferred that the use of communicative language games can help students' speaking abilities.

1.8. The Need of Games in Education

Games assist students in making and maintaining learning efforts; they provide language practice in various skills such as speaking, writing, listening, and reading; they encourage learners to interact and communicate; and they create a meaningful context for language use. Iaremenko (2017) maintains that games provide students with a fun-filled and stress-free learning environment and this has a significant educational value. Games are just as crucial in teaching adults English as a second language (ESL) as they are in teaching young students ESL. When playing games, the students focus more on the message than the accuracy of the linguistic forms they employ. This reduces learners' anxiety and fear of being unfairly judged in front of others, which is one of the main reasons why they avoid speaking in public in their foreign language.

Gaming may be viewed in education “as an interference to learning but its role in education is to increase learners’ motivation and engagement, to enhance visual skills, to improve students’ interaction and collaboration abilities with their peers and to enable them to apply gaming values in a real-world situation” (Zirawaga, Olusanya & Maduku, 2017:55). Therefore, teachers mainly use games in the classroom because they believe that these activities have great educational value and can be used to encourage students to use the language instead of just thinking about learning the right form of words, which will help them build their vocabulary knowledge. Games are another great way to make lessons entertaining because they give learners a chance to have fun and relaxation.

1.9. Teachers' Role in Implementing Games in the Classroom

The teacher is the essential piece in the classroom. He has an important role in guiding learners, developing their knowledge, motivating learners, facilitating the lesson and organizing his classroom. The teacher plays the largest role in educating children in schools, and they are crucial to the development of children (Parinussa, Taryana, Ningtyas, Rachman & Tannady, 2023). The diagram below summarises the teachers' role when using games inside the classroom.



Figure 02: The Teachers' Role in Implementing Games inside the Classroom

1.9.1. Organizer

Being organized means that everyone is where they should be at the right time, that the teacher is prepared with useful lessons and methods of assessment, and that the students are aware of all the expectations. It is the teacher's responsibility to set up the classroom and instruct the students on how to get the most out of the games they play in order to learn how to speak a foreign language correctly, he has to organize his learners according to the playing rules for example split them in to teams randomly or by gender, name those teams according to what they want flowers for girls and animals for boys or even give the chance to choose by themselves, this could be very helpful for learners to communicate and build that strong self-esteem and satisfaction. One of the teacher's fundamental duties in the classroom is serving as the organizer.

According to Naibaho (2019), one of the most crucial roles in language learning in the classroom is that of the organizer. In this role, the teacher is responsible for organizing both the students and the many different activities involved in language learning. Students are typically given information; instructions on how to complete tasks, a variety of study groups, either in pairs or in groups, and finally something typed that ends or finishes. A teacher must play this role in a timely manner because it

is crucial. When students don't know what they should be doing, for instance, they might not benefit from ongoing activities or from the teacher's role as an organizer.

1.9.2. Facilitator

Teachers can facilitate learning for students by offering various solutions to potential issues or challenges. Students occasionally encounter difficulties while learning or applying certain skills because they lack the knowledge necessary to articulate their ideas, thoughts, or even specific opinions. In this situation, the instructor should assist them in minimizing these issues. A game is a learning activity where students take the lead and teachers serve as facilitators Saha and Singh (2016) clarify that by assisting and encouraging peers, games assist a teacher in developing contexts in which a learner can use language in a meaningful way. When playing any game, students must speak or write to provide information, express their point of view, and comprehend what others have written or said. In this way, students develop teamwork skills that aid in their ability to socially adapt to others in real-world situations.

By acting as a facilitator, a teacher can make it easier for the students to learn by providing them with good services like opportunities for each student to participate in activities and by setting up resources to support the teaching and learning process (Rindu & Ariyanti2017).

1.9.3. Motivator

It is generally believed that it is another major part of a teacher's job to motivate learners. Teachers have to support learners and encourage them to make the best. While playing language games teacher must give positive feedback or by rewards such as extra points, listen to music or sit near the teachers in order to increase his learner's engagement, motivation and learning development. Yan (2012) indicates that the teacher's primary responsibility is to encourage students to use their own language and to wisely correct their mistakes in order to support them in creating their own learning strategies and techniques.

1.10. Conclusion

Through the discussion of this chapter, it is clear that communication games are excellent tools that teachers can use to improve oral communication among their students and increase student participation, engagement, and motivation. With regard to the impact of using educational games on learner's speaking ability, several studies confirmed the positive impact of these games. Thus, games are serious weapon for teachers to use in order to rise the positive energy among learners' and to attract their attention.

Chapter Two

Methodology and Discussion of Results
and Recommendations

Chapter Two: Methodology and Discussion of Results

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2.1. Introduction

This chapter tackles the practical part of the research. The researcher will try to describe the development of communicative competence by using games in primary schools. This chapter is three-fold, it first highlights the field work where the research was conducted, the research objectives, the informants' profile and research instruments used to collect data. Second, and in order to clarify the study, the researcher analyses data qualitatively and discusses the main results. The last section suggests some recommendations hoping to provide a contribution in the field.

2.2. English at the Primary School

The English language was introduced as a tool for the future in 08-11-2021 (see Appendix 1). In July 2022 the president **Abdelmajid TEBBOUNE** gave the official decision to add English language as a part of the primary program at the beginning of the new school year in September 2022. This decision was implemented by the minister of education **Abdelhakim BELABED**. 5,000 applicants were hired, the new teachers were given training courses done by inspectors for twelve days in 09-09-2022 in order to be ready for school opening on 21-09-2022. They learnt different modules such as, psychology, organizing of teaching and curriculum, classroom management and pedagogical practice, planning, didactics, etc. The teachers were given seminars each Tuesday with their inspector to have new ideas and methods in order to help them teach.

2.3. Field Work

The present research was conducted at five primary schools in two towns; in Ain Tallout, there are three primary schools which are BAKHTI Ahmad, HAMDACH Abd Rahman and MOUALID Bakhelifa and in Ouled Mimoun there are two primary schools which are AMOURI Kwider and HACHEMI Aicha, each primary school has two classes. In Ain Tallout there is only one English teacher taking in charge the pupils of one school and in Oulad Mimoun, there are two teachers having in charge. The researcher took the permission by the directorate of education to do the research on 07-05-2022 (see Appendix 2).

2.4. Research Objectives

This research has three objectives in order to discover the effectiveness of using communicative games in elementary schools.

1. To find out if teachers use games in their English language teaching.
2. To identify the quality of English language learning improvement by using games.
3. To witness how the teachers implement language games in the class.

2.5. Research Methodology

In order to investigate the research hypotheses and reach the objectives, the researcher has adopted for a descriptive method, to uncover the efficiency of using games in primary school education.

2.5.1. Method

Two instruments were used to collect qualitative data: classroom observation and teachers' interviews. The data will be described below in order to discuss the main results and answer research questions and reach research objectives.

2.5.2. Informants' Profile

The informants are the omnipresent elements of any educational setting, notably, teachers and pupils.

2.5.2.1. Teachers

The informants of this study are three English teachers of 3rd grade primary schools at Ain Tallout and Ouled Mimoun they received training sessions done by inspectors for twelve days and seminars each Tuesday in Tlemcen (see 2.2). The first teacher is in Ain Tallout, she has in charge four primary schools. Her first chance of teaching was in 2009 in Tindouf secondary school, then she opened a tutoring center in her house from 2017 until 2022. For the second teacher is in Ouled Mimoun, she has in charge three primary schools. She has taught about two years in secondary

school and one year in middle school, she has got training at Benzerdjeb secondary school with Mrs. Hadjidj in 2001 under the supervision of Pr. Baicheb the TEFL teacher. The last teacher also in Ouled Mimoun she has three primary schools and this is her first time in teaching.

A semi-structured interview was used with the three teachers to learn about the different answers of using games as a new method to enhance their learners' communicative competence.

2.5.2.2. Pupils

The research was carried out in five primary schools. In Ain Tallout there were three primary schools, in HAMDACH Abd Rahman both classes have 29 pupils. For MOUALID Bekhlifa both classes have 32 pupils and the last primary school is BEKHETI Ahmad, the first class has 34 pupils and the second one has 38 pupils. In Ouled Mimoun there were two primary schools, in HACHEMI Aicha the first class has 29 pupils and the other class has 30 pupils. As for AMOURI Kwider School both classes have 31 pupils. The learners' age is from eight until ten years old.

2.6. Research Instruments

Two instruments that involved qualitative data were used: a semi-structured interview with three teachers and classroom observation.

The classroom observation was administered to observe pupils' communicative skills and their behavior when using games during the session. The interview was conducted to ask the teachers about those language games and their effectiveness.

2.6.1. Teachers' Interview

The first tool used in this research is the interview, it is one the most widely used tools as it offers the researcher to have a deeper comprehension of the informants' opinions. Interviewing is "a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation". (Boyce & Neale, 2006:3).

The interview is the systematic collection of qualitative data about peoples' experience and opinions about a particular topic.

There are three types of interviews: structured, unstructured and semi-structured and interview which is a type of qualitative research technique that combines a pre-set list of open questions with the chance for the interviewer to dive deeper into particular themes or responses

In this study, the researcher opted for the semi-structured interview in order to have more flexibility to get a deep insight about teachers' experience in using games inside their classrooms (see Appendix 3). The interview questions aimed at:

Q1 and 2 sought information about the teachers' opinions of the use and the advantages of the communicative games.

Q 3 and 4 aimed at having a deep understanding of how they implement those games inside their classrooms and their relation with the learners' development.

2.6.2. Classroom Observation

The other tool which was used is observation in order to provide the researcher with a better understanding of how the teachers use games during their teaching and to witness the learners' communication and behavior.

Observation is considered "as a deliberate, organized and systematic form of 'looking' or 'watching' is integral to all scientific inquiry. It is a process that is guided by rational principles and assumptions, and motivated by an interest in obtaining data on occurrences, events, processes, reactions, forms of conduct and relationships" (Smart, Peggs & Burrige, 2013:1). It involves recording the behavioral patterns of people, objects and events in a systematic manner. There are several methods used in observation, the researcher has chosen the structured observation, which is a qualitative research method. This method entails an independent researcher observing an event or series of events in their natural environment and recording what they see.

A structured observation was used to observe and record some points which are as follow:

1. To observe the learners' behavior when using games.
2. The teachers' management and planning.
3. To observe the changing of the learning environment while using games.
4. To observe if the teachers' reward their learners to increase their participation.
5. The learners' communication and language ability.
6. The teacher-learner interaction when using games.

The researcher was not a participant in the classroom observations, she used a notebook as a tool to register data. At the beginning of the session the participants were stressed and scared but the teachers found a way to reduce their anxiety and fear by introducing themselves and clapping.

2.7. Data Analysis

In this section, the collected data will be analysed from classroom observation and teachers' interviews. The analysis is mainly qualitative due to the nature of the used data elicitation instruments.

2.7.1. Teachers' Interview Analysis

This section deals with the analyses of teachers' interview. Teachers' answers were noted and cited in what follows.

Q1. Do you use games in your teaching? What kind of games?

Teachers provided arguments in support of their opinions. They all confirmed that they use games in their teaching in order to spread the fun during the session because they are dealing with young learners. One of them revealed that she did not use them at the beginning but she decided to use them as her pupils began to be lazy and when they lost their concentration.

One of the respondents says, "Yes, I do use games in my teaching because it is fun and it helps the learners to be in a good mood".

Other teacher states, “Yes, I do use language games in order to motivate the learners and to reduce their anxiety”.

The last teacher believes that using games in teaching is evident, especially when they deal with young learners because it not only makes learning fun for the pupils but also for them as teachers.

All of the teachers assume that they use different kinds of games.

The first respondent says, “I use mostly spelling games and guessing games”.

The other teacher states, “I use all the different kind of games that fit all the learners’ styles”.

The last teacher explains, “I use different types of games to help the learner memorize new vocabularies which are picture game, spelling game and missing cards game”.

Q2. What do you think of communicative games in foreign language learning?

The respondents believe that communicative games are significant and needed in the teaching-learning process for the sake of learning the language quickly and motivating learners.

One of the participants commented that communicative games are needed in a foreign language learning because they help the learners learn quickly and in a fun way.

Another teacher adds by saying, “Communicative games are useful, successful and effective for motivating learners, increase their interaction, participation and to capture their attention. They are very important especially for learners as young children because they prefer learning in an enjoyable way”.

The last teacher shares the same opinion by saying, “The use of communicative games is very important especially for young learners since it makes the lesson funny and successful, so the students learn the language implicitly throughout playing”.

Q3. How do you implement those games in your classroom?

The teachers gave different points of view of how they use those games inside their classes. Some use them at the beginning as a warm up others prefer to use them at the end as a final task.

The first informant states, “I divide my learners in to groups, I do not use them in all lessons but at the end of each sequence to see their levels and to know what they have gained from this unit”.

Another teacher says, “I use them as a warm up to revise the previous lessons and when it becomes hard for them to understand or remember in order to facilitate the learning”.

The last teacher claims, “I generally use games according to the objectives, the different tasks I give them and the different skills (listening, speaking, reading or writing), also according to the learners’ style”.

Q4. Do you think games in education can change the learning environment?

All of the respondents believe that communicative games do change the learning atmosphere as well as help in changing the learners’ behavior.

The first teacher clarifies that using games can change the learning environment because sometimes it becomes hard for learners to understand, so games facilitate what is difficult for them.

The other teacher states, “Yes they do, because through playing learners are developing their mantel abilities when they try to solve the problem they have and they learn what collaborative work is”.

The last teacher said, “Using games has a positive impact on learner’s behavior. During the last term my pupils become careless and not paying any attention, so I had to change my methods using communicative games, hopefully there are remarkable changes they become so interested and active”.

2.7.2. Classroom Observation Analysis

The classroom observation was done in five primary schools; each primary school has two classes. The number of pupils was between 27 and 31, each observation session lasted 45 min, one session with each class. They are summarized in the table below then detailed in the following sections.

Primary schools	Time	Pupils number	
		Class: 01	Class: 02
AMOURI Kwider (O.M)	45 minutes	31 pupils	31 pupils
HACHEMI Aicha (O.M)	45 minutes	29 pupils	30 pupils
BAKHETI Ahmad (A.T)	45 minutes	34 pupils	38 pupils
HAMDACH Abd Rahman (A.T)	45 minutes	29 pupils	29 pupils
MOUALID Bakhlifa (A.T)	45 minutes	32 pupils	32 pupils

Table 01: The Classrooms Observations Summary

a. First observation: 3/5/2023

Class (A)

At the beginning of the session, the teacher started her warm up by showing her learners pictures of pets. 31 pupils were present. They were formulating sentences orally such as: “it is a brown dog”, “it is a black cat”. After that the teacher showed them different flashcards of parts of those pets, the pupils immediately started describing those pets orally “it is a black dog with a long tail”, “it is a yellow canary with a small bill”, each learner was giving his own sentence of his favorite pet, they participate at equal parts. That task lasted for 20 minutes.

After that, they moved to another task. The teacher wrote some short words with ‘o’ like dog, long, and fox. The pupils thereafter tried to give other examples like Monday, robot, doll, toy, parrot, and cross. The last task was from the textbook. They had to read some words once they had finished. The teacher used a speaker, they listened to a small dialogue in order to answer the activity from the textbook. The researcher has noticed that few students answered the questions.

Class (B)

The teacher started her warm up with 31 pupils by revising the previous lecture, they used slates to write some phrases “a yellow chick”, “brown dog”. Then, they moved to pets’ parts and which are “tail, feather, fin, wing and bill”. They had to repeat those vocabularies all together then one by one to memorize them. The teacher noticed that it was a bit hard for some pupils so she immediately changed her method from drilling and writing to using “what’s missing game”. The teacher pasted flashcards of pets’ parts on the whiteboard and under each one she wrote a number, the pupils had to close their eyes, she hid a random flashcard at the end they opened their eyes and they had to guess the missing one. All pupils started to pay attention. They were motivated and all of them participated and tried to solve the problem so one of them can be the winner.

b. second classroom observation: 10/5/2023

Class (A)

At first, the teacher began her lesson with 29 pupils by playing ‘copy me game’ as a warm up. She said the word by doing the facial gesture and pupils said the opposite word. In a similar way, doing the opposite gesture like happy and sad. Then, they played a spelling game, she divided them into groups, each row presented a group. The teacher said the word and they wrote it in their slates. The winning group was rewarded by a candy, and that had increased their motivation and it pushed the lost group to do better.

Class (B)

In that classroom of 30 pupils, the teacher wrote some adjectives on the whiteboard and she did facial gestures to see if they were still remembering or not. To help them memorizing, she picked five pupils to play copy me game she said the word and they did the gesture related to that word. She also played a song to create a funny environment while learning in order to motivate them. In the last task, the teacher gave them a sentence and asked them to correct the mistake. Then, she rewarded the pupils who found the answer with a sticker.

c. Third classroom observation: 17/5/2023

Class (A)

The teacher wrote a sentence and the learners were reading and repeating the sentence ‘hello, I’m Ilyas. I’m eight. I live in a small flat’. Then, they gradually began to add other words they had seen in the whole year in order to build a small paragraph with the help of the teacher preparing for the exam. After that, they started reading one by one and the teacher rewarded the ones who read the paragraph in a good way to increase the participation among learners. The aim behind that task was to improve vocabulary and develop fluency.

Class (B)

In that classroom there were only 29 pupils. The teacher did the same task as the previous classroom preparing for the exams but the teacher noticed that it was very hard for them to remember the acquired lexis, so she had to change her method by using games. She took her marker and moved around the class to choose one learner to write a simple phrase on the whiteboard. She chose one learner, the learner went to the whiteboard to finish the sentence with the help of his teacher he managed to do it, once he finished he had to give that marker to another pupil. With that way, they were too motivated even if they could not remember the acquired vocabularies. They asked for their teacher's help and eventually they wrote the whole paragraph.

d. Fourth observation: 18/5/2023

Class (A)

The teacher wrote the same paragraph on the whiteboard as an oral exam for 32 pupils. They start reading one by one for getting their marks. After finishing the exam, the teacher asked her pupils if they could try to introduce themselves following the same paragraph and the one who did it the teacher rewarded him with candy and extra points for the exam. That had motivated the entire classroom to participate.

Class (B)

The teacher did the same task as an oral exam for 32 pupils. They went to whiteboard and started reading one by one and she rewarded the ones who did well by candy and extra points as well. The ones who could not remember, she helped them by doing gestures and whispering game and the support of their friends. The researcher noticed the change immediately the pupils who were afraid and shy became motivated to continue and to give more.

e. Fifth observation: 22/5/2023

Class (A)

This class comprises 34 pupils. They were very excited for the exam and seemed to memorise the whole paragraph. They began to read one by one after they had finished.

The teacher asked her learners to introduce themselves following the previous paragraph in order to check if they can remember what they had seen during this year or not. Luckily, they were able to do that, they started speaking without any fear while they had finished the teacher promised them to prepare a party for them as a reward.

Class (B)

The exam was the same for this class. All The 38 pupils were able to read the whole paragraph written on the whiteboard. The teacher asked them to introduce themselves following the previous paragraph. The learners asked the teacher if they could do it in team game, they divided themselves into two groups each group presented two rows. They chose the name of person who was going to be introduced but without any help of the teacher. After they had finished the teacher rewarded the winning team also by candy and extra points for the exam and invited them to join the other class for the party. The researcher noticed that games increase the collaborative work among learners.

From the classrooms observations conducted with these classes, it was noticed that games motivated the pupils, increased their participation and involvement and they strengthened the teacher-learner interaction. Games bring the learners out from the zone of fear and anxiety into the zone of fun and pleasure. They make the learning environment smoother and more comfortable for the pupils to learn the language quickly and easily without any obstacles. A number of games were used:

Game 1: What's missing game.

Game 2: Spelling game.

Game 3: Copy me game.

Game 4: whispering game.

All these games have different rules to follow in order to play, yet they share the same purpose which is to facilitate the learning and make it much easier and amusing.

2.8. Discussion of the Main Results

The data collected from the classrooms observations and teachers' interviews revealed that primary teachers use games in their teaching sometimes as an alternative method and other times they use them from the beginning according to their objectives. The three teachers confirm that games assist in creating fun and comfortable settings. They agree that games help keep up the energy and motivation among learners. Therefore, the first hypothesis stating that primary school teachers use games in their teaching is validated.

According to the classroom observations, third-year pupils face difficulties in learning English as a foreign language. They find it hard to memorize, understand and practise the new vocabularies acquired. This makes the teachers search for different methods and strategies to handle those difficulties.

The use of new words in every lesson suggests that teachers are cognizant of the value of vocabulary in learning L2. Learning vocabulary poses the biggest challenge for learners to memorize. The main techniques used by teachers to improve their learners' language learning are: gestures, songs, flashcards and games. However, because the learners have different skills and levels the teachers have to use all of them to reach their final objectives. Thus, the second hypothesis stipulating that Games may improve the learners' communication, oral production and their speaking ability by creating a relaxed and enjoyable atmosphere besides the cooperative and competitive is validated.

All the three teachers state that the use of games does improve the language ability and develop the communicative competence of the learners. They believe that games create the appropriate environment in which they can learn through fun, so they try to use them whenever they face a problem while explaining the lesson either as a warm up or at the end of the session as a final task. They also agree that games help developing the cognitive and the social behavior of the learner. They also add that games increase the motivation, participation, engagement, interaction and to capture their attention. Pursuant to the data collected from the classrooms observations the

teachers use games as a creative strategy in their teaching since it is considered to be the best solution when pupils find some problems when learning English language. Hence, the third hypothesis stating that teachers have the possibility to use games in a creative way or they simply just apply the scheduled syllabus using the method imposed by inspectors. is validated.

The obtained results confirm that the use of games inside the classroom are very important and needed to help the learners overcome their difficulties and break the routine and monotony. Gozcu and Caganaga (2016) determined that in order to create a setting for EFL learners where there is fun, motivation, and high learning performance, games should be used in second language learning classrooms.

2.9. Suggestions and Recommendations

Because of the significance of using games in the teaching-learning process. With the help of the classrooms observation, the researcher suggests some recommendations that may help in implementing those language games inside the classroom.

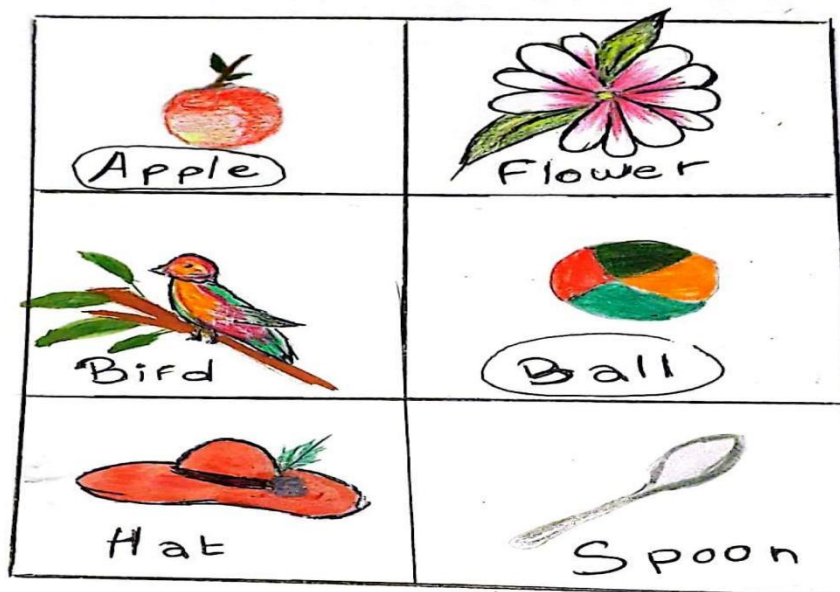
1. Teachers should include games in all the stages of the lesson, not only as a warm up or only as an alternative method.
2. Teachers have to be careful when choosing games activities in order to fit all the learners' needs, styles and skills .i.e. games should be varied according to each learner profile using pictures, songs and some gestures and movements to break the monotony.
3. They should be creative in creating games that suits their pupils' level, interests and preferences.
4. Teachers should give rewards when using games in order to motivate their learners and create a challenging environment toward learning the English language.
5. Teachers should know how to monitor students in class in order to make games more effective .i.e. from the beginning of the school year they should divide their learners into groups and name them depending on what the learners want

or give them the choice to do that, they also have to be careful of the time when playing those games in order not to fall in any kind of problems.

6. Teachers should make their learners have the chance to create their own games, in order to make them innovative and motivated in their learning process.
7. The teachers need more training courses in order to adapt with new situations.
8. The Ministry of Education must take regard to time and the overcrowding in schools.

The researcher also offers three different examples of language games that may help teachers for further education. These suggestions can be adjusted according to the learners' levels, interests, needs, skills and styles.

The first one is 'Bingo game'. This example is for the individual work, the teacher gives a table of words to his learners and he pronounces a word. Then the learners are going to circle the word. This game is beneficial for both the learners to help them memorize the word and to improve their pronunciation and for the teacher to help him see or check who has not memorized or understood the words.



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The second example is for group work and the researcher calls it 'Team building game'. So at first the teacher is going to say the first letter of some words and he is going to give each group the choice to select a letter, then each group is going to say five words that begin with that letter, as an example the letter (D) learners are going to say (dog, doll...) and the winning group will be rewarded.

And the last game is a pair work. The researcher names it the 'Loop game'. This game is very easy but at the same time very powerful one learner is going to say the first and the last letter of a word and the second learner is going to say the complete word for example b...l, ball; r...t, robot.



All these three games have one objective which is to help the learners memorize, understand and learn in an easy, funny and an amusing way as well as to teach them the meaning of collaborative work.

2.10. Conclusion

This chapter had presented the research methodology and procedures used in this study. It depicted the classroom observation and interview used in data collection. The analysed data showed that communicative games has a significant impact on English language learning that the teachers use them as an effective strategy to reduce their learners fear and anxiety as well as to increase their learners motivation, participation and interaction, adding to this games create an entertaining environment where learners prefer to learn. At the end, the researcher provides some recommendations for English teachers to make the use of games more effective.

General Conclusion

General Conclusion

The goal of communicative language teaching is to help students acquire language skills through meaningful context-based interactions. This method of instruction offers genuine learning opportunities that go beyond memorization and repetition of isolated grammatical patterns.

English language is the first used language across the globe because of its importance in communication. English learners at the Algerian primary schools tend to face various difficulties while English language learning at many stages. Games are deemed to be the preferable method for both teachers and learners in order to learn the language easily and quickly in a fun atmosphere. The main aim of this study was to investigate whether communicative games or language games are effective in developing the learners' communicative competence and language ability of the pupils at primary school in the Algerian context. The research was descriptive following the qualitative methods.

The research was divided into two main chapters. The first one dealt with the theoretical considerations on communicative games. Saying that games have the power to change the learners' behavior as well as they help developing the learners cognitively, socially and linguistically. Games split into too many types and examples such as spelling games, guessing games, sliding puzzle games, etc. They all share one major aim which is to learn the language easily in a comfortable environment.

The second chapter devoted to the practical part, describes the procedure of the research, i.e. the methodology. In the situation analysis, necessary data were collected and then discussed. The last part of the chapter provided some recommendations to the teachers that may be helpful to overcome the difficulties and challenges revealed in the previous chapter, and observed on the field of research.

The analysis of the findings from the data gathered resulted in validation of the first hypothesis. The three informants use language games in their teaching to help their pupils overcome the difficulties they have when learning English language learning.

This hypothesis was validated and proved to be true through the practical results of the classroom observation and the interview.

The second hypothesis was that games may improve the learners' communication, oral production and their speaking ability by creating a relaxed and enjoyable atmosphere besides the cooperative and competitive. This hypothesis was validated because when teachers used games in their teaching they created a comfortable environment thus, the learning will be much easier and funnier for the pupils.

The third hypothesis was that teachers have the possibility to use games in a creative way or they simply just apply the scheduled syllabus using the method imposed by teachers. This hypothesis was also validated according to the results of the interview and classroom observation.

The obtained data exhibited that the use of games is very needed and important in English language teaching for elementary school learners. Games are considered to be the best solution to defeat those difficulties since they help in encouraging and involving learners to learn in more relaxed way. This research seems to endorse the efficiency of communicative games on English language learning. Indeed, language games are crucial method for improving the language ability and communicative skill among learners and to boost their motivation, participation and involvement.

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Appendices

Appendix 1:

The Letter of the Minister of Education to the Member of Parliament



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

الوزير

الرقم: 1068/وت.و.ا.ع.و.

13 شهر 2021

السيدة طالبي خولة
نائب بالمجلس الشعبي الوطني

الموضوع: بخصوص الرد على سؤالكم الكتابي رقم 2021/243 المؤرخ في 2021/10/25.
المرجع: إرسال وزارة العلاقات مع البرلمان رقم: 2725، المؤرخ في 08 نوفمبر 2021.

لقد تفضلتم من خلال سؤالكم الكتابي المنوه به اعلاه، بطرح انشغال بخصوص اللغات الأجنبية المعتمدة. بهذا الصدد، ونحن إذ نشكركم على اهتمامكم بقضايا التربية، يشرفني أن أوافي سيادتكم بعناصر الرد كما يلي:

إن وزارة التربية الوطنية تعمل على تمكين التلاميذ من التحكم في لغتين أجنبيتين على الأقل للفتح على العالم كما نص عليه القانون التوجيهي للتربية كما تعمل جاهدة على ترقية اللغة الإنجليزية والمدرجة ابتداء من السنة الأولى متوسط.

إن تعليم لغة أجنبية أو لغتين أجنبيتين واسعتي الانتشار للأطفال منذ الصغر هو تزويدهم بأدوات النجاح وتمكين التلاميذ الجزائريين من الاطلاع المباشر على المعرفة العالمية والفتح على ثقافات أخرى، وإحداث نوع من التفاعل الناجح بين مختلف شعب التعليم، والتكوين المهني والتعليم العالي، وكذا التطور الحاصل في مجال التواصل اللغوي ومكانته في التعاملات الاقتصادية. وعليه ينبغي اعتماد مبدأ المرونة حتى نحدث تكاملا بين اللغات الأجنبية المتعددة في إطار الممارسة التعليمية.

أما إدراج اللغة الإنجليزية (وكل اللغات الأجنبية في المحيط الدراسي) في التعليم الابتدائي فيتطلب تحضيراً محكماً وفق محطات تربوية وتنظيمية ضرورية، ويتعلق الأمر بما يلي:

Source: https://m.facebook.com/Legislation.scolaire/photos/pcb.2677583775869517/2677583622536199/?type=3&source=48&__tn__=EH-R

Appendix 2

Authorization of the Directorate of Education

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

تملسان في: 07 مايو 2023

مديرية التربية لولاية تلمسان
مصلحة التكوين و التفتيش
الرقم 568/م.ت.ت/2023

مدير التربية
إلى
الطالب(ة): ويسي سارة
جامعة ابوبكر بلقايد - تلمسان
كلية الآداب و اللغات
قسم اللغة الإنجليزية

الموضوع: ب/خ القيام بدراسة ميدانية.

المرجع : مراسلة جامعة ابوبكر بلقايد - تلمسان، كلية الآداب و اللغات، قسم اللغة الإنجليزية ، المؤرخة يوم 2023/05/02 .
بناء على الطلب المذكور في المرجع أعلاه، و في ظل احترام النظام الداخلي للمؤسسات التربوية ،
نعلمكم بموافقتنا وبتريخيصنا لكم للقيام بهذه الدراسة الميدانية على مستوى:
المدارس الابتدائية التالية :

موليد بخليفة- عين تالوت حمداش عبد الرحمن- عين تالوت
بخي أحمد- عين تالوت حشمي عائشة- أولاد ميمون

وذلك خلال الفترة الممتدة من : 08 ماي 2023 إلى : 25 ماي 2023
و عليه المطلوب منكم الاتصال بمديري المؤسسات المعنية و التنسيق معهم لإجراء هذه الدراسة.
ملاحظة: تعتبر هذه المراسلة بمثابة ترخيص للدخول إلى المؤسسات المذكورة أعلاه .

مدير التربية

لسخة الى :

مفتش التعليم الاجدالي لإدارة الاجديات مقاطعة عين تالوت.
مفتش التعليم الاجدالي لإدارة الاجديات مقاطعة أولاد ميمون.

عن مدير التربية وبتفويض منه
رئيس مصلحة
التكوين و التفتيش
معايير عبد القادر

مديرية التربية لولاية تلمسان - مصلحة التكوين و التفتيش
البريد الالكتروني: Serviceformation13000@gmail.com
رقم الهاتف /الفاكس 043418908

يوم =

الأستاذة : ويببي سارة
العتوان : هي قاسمي عبد القادر
عين تالوت - تلحسان -
العاقبة : 06-63-53-81-53

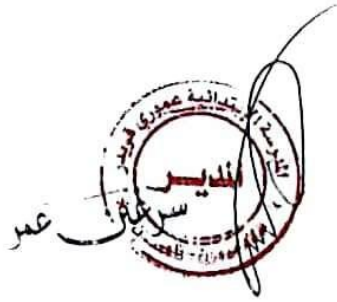
الموضوع : حليب إدراج مؤسسة - عموريا قويس أولاد
ميصون في بحث المذكور المتعلقة بشهادة
الماستر.

أنا الممغية أسفله الأستاذة ويببي سارة استاء ثانياة ماستر
في اللغة الإنجليزية أتقدم إلى سيادتكم بالسماح لي بإدراج
مدرسة "عموريا قويس" التابعة لمقاطعة "أولاد ميصون" في
التربيع الذي قعت به من أجل البحث المتعلقة بالمدرسة ، وذلك
بسبب عدم إدراج اسم المدرسة مع المدارس التي قصت بالتوجه
إليها من طرف "مديرية التربية لولاية تلحسان".
أودع لسيادتكم الرجوع هذا ان اجيئة من سيادتكم تقبل حليبي مع
كل الاحترام والتقدير.

الامضاء



فريد داودي
رئيس قسم
اللغة الإنجليزية



Appendix 3

Interview Questions

1. Do you use games in your teaching?
Which kind of games?

2. What do you think of communicative games in Foreign language learning? (are they important and needed for younger learners?)

3. How do you implement games in your classroom? at which frequency?

4. Do you think using games in education can change the learning environment