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The Role of Ludic Activities in Enhancing the Speaking Skill in the EFL Classroom: The Case of Two Primary Schools in Tizi-Ouzou

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Dedication

*I dedicate this work to my parents who have provided me with their encouragement, love
and understanding.*

To my brothers and sisters for their whole-hearted support.

To all teachers at the university of mouloud mammeri of tizi ouzou.

To all who were there for me, thank you for your help and encouragement.

To all those who have been supportive, caring and patient, I dedicate this simple work.

SARA

*I dedicate this work first of all to myself for not having giving up
throughout the Journey of this dissertation.*

*To my parents, brothers, and sisters who were behind every success that I have
achieved so far.*

SLIMANE

Aknowledgenent

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Abstract

This dissertation aims at investigating the use of ludic activities in the early age of education, and their impact on enhancing the pupils' speaking abilities. Two public primary schools have been selected to achieve this purpose: Laimech Ali of Tizi-Ouzou and Freres khlifi of Draa El Mizan. The theory of Brewster, Ellis, and Girard, developed in their book; *The Primary English Teacher's Guide (2004)*, is the framework upon which this research is based. In fact, those three writers have focused their work on the use of ludic activities in teaching English as a foreign language to young learners: pupils in primary school, and they wrote a book in which they demonstrated the importance of this method of teaching and learning a second language. The mixed methods approach is adopted, which consists of combining both quantitative and qualitative methods for data collection and analysis. A questionnaire along with an interview are used to gather the necessary data. The interview is carried out with two teachers, and the questionnaire is administered to fifty-five pupils. Thus, the quantitative data is analysed by statistical tools, and the qualitative data by qualitative content analysis. According to the findings, ludic activities, as a strategy of teaching English language at the primary level, is among the effective ones used so far. Learners, through playing, increase their speaking abilities in English language efficiently, for throughout the game, they communicate, integrate, and cooperate unconsciously, spontaneously, and voluntarily just because they are in their own territories as children. It means that they are engaging in such a process by default, and they use all their effort to succeed through learning by playing, for they are instinctively prepared for that. Furthermore, according to Brewster et al. (2004), this method helps both teachers and pupils to accomplish the process of teaching and learning a foreign language in an agreeable manner.

Key words: Ludic activities, Learners' speaking abilities, Primary school.

List of Abbreviations

- **E F L** : English as a Foreign Language
- **E L T** : English Language Teaching
- **E S T** : English as a Second Language
- **L1** : First Language
- **L2** : Second Language
- **P B L** : Project-Based Learning
- **Q C A** : Qualitative Content Analysis
- **S E L** : Social-Emotional Learning
- **T E F L** : Teaching English as a Foreign Language

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General Introduction

Statement of the Problem

Nowadays, development has reached all fields that exist in the world thanks to the new technology. The language used by technology is English; for this reason is taught as a foreign language in almost all countries.

The traditional manner of teaching where the teacher is the leader and directs everything in the classroom is no longer used. In fact, other methods and techniques emerged and proved their efficiency including the use of ludic activities. According to Yagua and Figueroa (2017, as cited in Cango, 2023), ludic activities are important means to improve learners's ability to speak. "Lack of interaction in EFL classes could be the first lead to students' oral poor productions" (Warda, 2015, p.2, as cited in Larasaty, 2018). Verbal performance is an efficient means of communication largely used by EFL conversation teachers to improve verbal ability (king, J., 2002, as cited in zuhri, 2021). Furthermore, by using ludic activities, it is obvious that learners' fluency, coherence, accuracy, vocabulary, and pronunciation will be developed (Putri et al., 2016, as cited in Cango, 2023).

The implementation of ludic in teaching a foreign language acquired approval in the late of the 20th century, and was at the same period of the incorporation of the communicative approach in the courses of foreign language teaching (Gavranovic, 2022). The official declaration of the application of ludic activities in language teaching was made by the common European framework of Reference for language, and a section within chapter four of the use of ludic activities in teaching received a great importance by researchers for a long time all over the world. It means that this field is worth to be studied in the Algerian context.

As regards the Algerian country, this field has already been investigated from different perspectives, and the concept of "game" was used instead of "ludic" in those studies, amongst them the work of Merdas Souheir at Mohammed Khaidher university of Biskra

(2013), and Larbaoui Lynda at Mouloud Mammeri university of Tizi-Ouzou (2018), and their focus were on the role of games to motivate learners' interaction and communication in the classroom. In our research, we are going to investigate the use of ludic activities in a different context which is the primary school. In addition, there is a gap in those studies which is needed to be filled; in fact, children are by default attracted by everything that is enjoyable and funny, so whatever the situation where they are is, they feel comfortable to accomplish their tasks successfully, though, when they are in an educational place, at school for instant, they unconsciously, spontaneously do all their best to impose themselves and prove that they are capable to make miracles with their intrinsic potential: their capacity to play and learning at the same time.

Research Questions and Hypotheses

Taking into account the implementation of ludic activities in teaching English as a foreign language in the Algerian primary schools to improve the pupils' speaking abilities, the following questions are asked in the present study:

Q1: Are ludic activities used in the selected primary schools as a strategy of teaching English language?

Q2: How do ludic activities improve learners' speaking abilities?

As a prediction of the results of this research, the following hypotheses are provided:

H1: Ludic activities are used in the Algeria primary school to teach English language.

H2: Learners' speaking abilities are somehow improved in an enjoyable atmosphere created by ludic activities.

Aims and Significance of the Study

The present research aims to investigate the use of ludic activities as a strategy of teaching English language and its role to improve learners' abilities mainly speaking. Indeed, speaking is a core element of any language through which we can measure pupil's level, and their mastery of the language being studied.

Pupils in the primary school are still children, and they are by default influenced by everything which is enjoyable. In fact, through ludic activities, pupils unconsciously learn English language, and improve their speaking abilities in an efficient way. For this reason, this field is worth being investigated, and educational psychologists should make the educational staff aware of the importance of the implementation of ludic activities in teaching English as a foreign language in the early school education.

Research Techniques and Methodology

The present study adopts the mixed method which consists in using both quantitative and qualitative research for data collection and data analysis. Its aim is to investigate the role of ludic activities to increase learners' speaking abilities in the early stage of education. In fact, the investigation has taken place in two primary schools: "LAIMECHE ALI" in TIZI-OUZOU, and "LES FRERES KHLIFI" in DRAA EL MIZAN. The data are collected through the questionnaire which is distributed to the learners and an interview with the two teachers of the two schools respectively. A sample of the concerned population is randomly selected. Therefore, statistical tools are used to analyse quantitative data, and the qualitative data are analysed on the basis of Qualitative Content Analysis (QCA).

Structure of the Dissertation

The simple traditional type of dissertation format is followed in this study. It includes a General introduction, Review of the literature, Research design, Results and discussion, and

a General conclusion. The general introduction points out the problem and importance of the study, its aim and significance, the methodology and the structure of the dissertation. In fact, the first chapter deals with the review of literature, the background knowledge and theories that belong to the subject of the study. The second chapter is research design. It consists of the research methodology which includes the procedures of data collection and data analysis. The third chapter is about the presentation of the findings, and the fourth one concerns the discussion of the findings. At the end, a general conclusion is provided as a summary of the whole dissertation, and opens the door for further research to enrich the field being studied.

Chapter One

Review of the Literature

Introduction

This chapter is about the previous studies related to the field we are investigating which is the use of ludic activities in education and their role to enhance speaking abilities in primary school. Therefore, it is divided into four major parts. The first part is about the definition and types of techniques and teaching strategies used in education, amongst them ludic activities or gamification. The second part is dealing with speaking and speaking abilities. It starts with defining the speaking, and then shows the importance of speaking abilities. The third part, explores the ludic activities. It begins with a definition of ludic. Then, it points out its use in primary school; after that, it gives some types of ludic activities used in the second language classroom. The fourth part is about the theoretical framework of the study. It starts with showing its principles, then it indicates some benefits of ludic activities. At the end, the chapter is closed by a conclusion.

1. Strategies and Techniques of Teaching

.1. Definition of the Strategies and Techniques of Teaching

Teaching methods and strategies are techniques that teachers use to help students develop knowledge and /or skills (Stephens, 2023). There are two main types of instructional methods: teacher-centred instruction, and student-centred instruction. Effective teaching methods are any teaching methods that help the students successfully meet the learning goals set by the instructor (ibid).

Elhashash (2019) states that the meaning of methods of teaching is exhaustive and is included in the techniques of teaching. Strategies of teaching are a set of elements which are interrelated. These elements are matters, machines, means, and the teacher manner to teach and explain thing in a way to make them easy to be assimilated by the learners. Techniques of teaching aim to better the programme, the style of teaching, and give the teacher certain power to control everything in the classroom.

1.2. Types of Techniques and Strategies of Teaching

According to SplashLearn (2024), there are some teaching strategies which are as follows:

➤ **Visualisation**

Is the student's capacity to guess the meaning of what he/she hears or reads. This method can enormously help the students to focus on their studies, and stimulate them to transfer images or thoughts in real life situations.

➤ **Cooperative Learning**

Learners learn together and cooperate to do everything in the classroom. This strategy of learning encourage students to communicate between them in order to solve problems, find solutions, and achieve certain educational goals.

➤ **Differentiated Instruction**

It is a method of using different means, and following several ways, which can help to meet educational needs of the students. Since each student is different from the other one in terms of capacities, competencies, and predispositions, then everyone should be given the chance to express his/herself in the classroom about multiple subjects.

➤ **Gamification**

Is a strategy that mixes entertaining and immersive gaming elements into nongame contexts to enhance engagement, and motivate some behaviours. In fact, this method of teaching has proved its success in increasing the learners' abilities in learning mainly children

in their early age of education, for they help them to integrate gradually the new atmosphere of the classroom.

➤ **Student Centred Inquiry**

In this method, the importance is more given to the learner rather than the teacher. Therefore, students have the opportunity to think about the subject matter, and be critical in their studies in order to create in them the self-confidence.

➤ **Professional Development**

This method implements courses that aim to prepare the student for the future professions. In fact, students should be aware about some jobs and their requirements in order to know their capacities to do some of them in the future or not, though, they equip themselves in advance with the necessary knowledge and skills related to different professions.

➤ **Flipped Classroom**

Here the students in collaboration do some activities in the classroom based on video lessons that they have already seen at home. This strategy has received great approval in recent years, for is very effective in creating an interactive, and student learning experience.

➤ **Project-Based Learning (PBL)**

The objective of this method is to push the learners to critically thinking about everything that they are learning about. Project-based learning strategy, encourage students to work on extended projects that require them to explore, analyse, and apply their knowledge.

➤ **Mindfulness and Social-Emotional Learning (SEL)**

In this method, focus is on the psychological side of the learners to make them more social, and willing to build relationships between them. This technique involves teaching skills related to self-awareness, empathy, and emotion to handle challenges effectively.

➤ **Peer Teaching and Peer Assessment**

According to this technique of teaching, students work in collaboration and evaluate their work, which will create a certain self-confidence. This strategy empowers students to take an active role in their learning process, enhancing the overall learning experience, and involves students' self-assessment and critical thinking.

➤ **Socratic Questioning**

This method tries to give the learners an active role by engaging them in the learning process rather than being passive ones. Socratic questioning is a valuable teaching practice that fosters analytical thinking, and reasoning skills among the students.

2. Speaking and Speaking Abilities

2.1. Definition of Speaking

English as a second language teaching has four skills to be taught: listening, reading, speaking and writing (Siahaan, 2021, as cited in Pangaribuan, 2022). Among these skills, speaking is the most important element to be mastered, for learners have to be able to communicate in the foreign language perfectly (Neno, 2021, as cited in Pangaribuan, 2022). They have to practise their speaking skill (Bouk, 2021, as cited in Pangaribuan, 2022).

Cameron (2001, p.1, as cited in Larbaoui, 2018, p.6) shows that, "Speaking is the active use of language to express meaning so that other people can make sense of them. It is recognised

as an interactive, social, and contextualised communicative event.” Speaking is a means of interaction between people through building and sharing information (Brown, 2004, as cited in Larbaoui, 2018). In short, speaking is a human social phenomenon, in which language is used for the sake of communicating effectively in everyday life and in every situation.

2.2. Speaking Abilities

The ability to speak a given language is a fundamental criterion that shows someone’s mastery of that language. William (1981, as cited in Pangaribuan, 2022) states that the aim of the second language teaching is making learners capable to communicate with it. This means that the speaking skill should be given a big importance in the process of learning a foreign language. According to Pangaribuan (2022), pronunciation, mastering of grammar rules, vocabulary knowledge as a background, fluency and comprehension, are essential in speaking a second language accurately.

Nunan (1991, as cited in Harroug, 2022) declares that, “to most people, mastering the art of speaking is the single most important factor of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language” (p.56).

Colour-Murcia (2001, as cited in Harroug, 2022) claims that in order to be able to speak a given language, it is necessary to know it perfectly because speaking is a mean of communication in human society. In the same way Luoma (2024 as cited in Harroug, 2022) points out that in the programme of teaching a foreign language, the speaking section is given great importance, and is assessed by teachers as well. We understand that behind teaching any second language to young learners lies that goal of making them capable to speak it at least correctly.

To conclude, to be able to speak fluently and accurately in a foreign or a second language is a very important issue, for if the speaking skill is mastered by someone, means that

he /she is good in the other skills that govern that language namely listening, reading, and writing, as well.

3. Ludic Activities

3.1. Definition of Ludic

Ludic is an adjective which means the tendency to play and have fun, make jokes, etc. especially when there is no particular reason for doing this (Oxford Learner Dictionaries, 2024). The word ludic in English comes from the French “ludique”, and Latin “ludo” means “I play” (Wiktionary, the free dictionary, 2023). Children when playing games, they improve their capacities in creating through imagination, and they spontaneously learn a language and using it, as well (Constantinides, 2009). In his book *Homolerdens*, the Dutch historian Johan Huizinga (1955 as cited in Grey, 2013), summaries the definition of play as a conscientious entertainment done in daily life, insignificantly the player is completely engaged. It is done for free, with no rewards, it has a limit area and duration, following certain guidelines and in a methodological way.

The Russian psychologists Lev Vygotsky (1978, as cited in Grey, 2013), in his successful essay, *The Role of Play in Development*, determines the game action as (a) “wanted” by the child, (b) done with imagination and (c) obey to a given regulation (which are may be already stored in the mind of the player).

According to Lopes (2005), the word “ludicity” is a theoretical term and has its semantic origin in the Latin verb *ludere*, that means “to act or exercise”, and in the adjective *ludus*, that refers to this act or exercise. As such, *ludus* identifies not only the ludic as manifested in and by children, but moreover, the ludic in adults as well as the activities undertaken by adults and the effects on adults resulting from *ludus*.

3.2. Ludic Activities in Primary School Education

The most quality that denote children and make them different from adults is their tendency to enjoy playing all the time even in school. For Silva (2021, as cited in Renate, & Angelo, 2023), “playing develops an important educational role in early childhood education; through play, children develop, getting to know themselves” (p.7). Playfulness plays an important role in the first year of child’s education, for ludic activities improve the student’s growth. Through using games in teaching, the world of the child’s capacities of creation is unfolded. While playing, pupils are glad, enjoying emotionally themselves, which rise up their abilities to learn in a social atmosphere (ibid).

Silva (2021, as cited in Renate, & Angelo, 2023) explains that “the act of playing helps the development of the child in its various aspects, since through playing, the child acquires and builds knowledge” (p.5). This shows that playing and learning are interrelated and work together to teach children in school.

The official set of courses attempt to teach and give different information through “teacher centred”, “play-centred” were and still is “child-centred” which fits the child development (Singer, 2015). Neuropsychological research, have scientifically proved that playing and learning go together in childhood period (Panksepp, 2012, as cited in Singer, 2015). In addition, the acceptance in ludic, as an instructive means, has turned into so prevalent, which led to neglect the nature of the child as being influenced somehow by games, for children’s mean of game is almost “having fun, being outdoors, being with friends, choosing freely “(Smith, 1997, p.49, as cited in Singer, 2015).

Learners which are beginner in learning the speaking of the second language, should be helped by their teachers who somehow have to initiate the conversation, but pupils can also do that through the game they perform like in guessing games (Brewster and Ellis, 1991).

3.3. Types of Ludic Activities in the Second Language Classroom

Constantinides (2009) gives a list of well-known TEFL of ludic activities used in teaching which are as follow:

3.3.1. Describe and Draw

One participant gives some information about the image to another one who will try to draw it on the board; for example, house, trees, animals, sun, and water, which indicate that is about a house in a forest.

3.3.2. Find Differences or Similarities

Each participant tells the other one about the image they have, and each one try to find differences or similarities of the image of the other one. For instant, they may both show people, food, and cloths, but they are belonging to different countries.

3.3.3. Happy Families

Number of words are given to some participants and they try to match them to find all the family number like a father, mother, three children, an aunt, two uncles; therefore, this family is composed of eight persons.

3.3.4 Role-Playing

Pupils here imitate the role of someone else in different situations and contexts. The role of a teacher, for example, may be played by one of its pupil in the classroom who starts to explain the lesson, asks questions, and monitors the situation for a moment.

3.3.5 Puppet Theatre

The pupil has to preform someone else' role in a funny way by taking a puppet made by wood, and manipulate it by the pulling of strings to display, for example, certain behaviours of a mother towards its disobedient child.

3.3.6. Find the Order

Some parts of a story are randomly distributed to pupils and they try to collect the whole story. For example, give them dates, pictures of different places or peoples, chapters of some discourses made by important personality, and some well-known events during certain period in order to organise them to constitute a complete story.

3.3.7. Board Games

Mainly designed to practice the language in real situations. Board games are tabletop games that typically use pieces. These pieces are moved or placed on a pre-market game board (playing surface), and often include elements of table, card, role-playing, and miniatures games as well.

3.3.8. Making Board Games

Here pupils are given the opportunity to create their own board game and give it to others to play it as well, and they perfume it in their own manner and strategy, in a competitive or cooperative situation.

3.3.9. Hide your Words

Some participants with some words try to make a story and the other group of participants are asked to find the hidden words. For example, fill some gaps of some sentences in order to build the whole paragraph, and understand the story.

3.3.10. Pictionary

One pupil starts to write a word on the table, the other ones have to speculate rapidly the word. When he/she just writes the initial of a give word like “Tr”, the others can guess the left letters of the words “Tree” or “True” and so on.

3.3.11. Running or Wall Dictation

A text is written on a far wall and each pupil has to run and go back several times with all the words of the text. They have to cooperate to rewrite a new text in another board by bringing each word separately, and match them as they are in the original one.

3.3.12. Circle Games

In a circle, each pupil will utter a word and the next one add a new word to the previous one, and so on to build a phrase or a sentence. For example, the first pupil says “I am”, the second “eating”, the third “an apple”, and the last will express the whole sentence “ I am eating an apple”.

3.3.13. Mingling Games

Each participant look for his classmate who has the word he needs to complete his phrase or sentence. For instance, each pupil has one word of the following list: “teacher, classroom, explains, the, lesson, our, in”; therefore, those words should be gathered to have the complete sentence: “Our teacher explains the lesson in the classroom”.

4. Theoretical Framework

Games used to be seen by teachers as fun and enjoyable things to do, instead of good strategy which lead to better results in the learning process of a foreign language. With the emergence of communicative language teaching, the perspective towards games has changed, for the role of games become primordial in language classroom learning (Brewster et al., 2002, as cited in Lilic & Bratoz, 2019). Brewster, Ellis and Girard consider games as a bridge between home and school, they convert their natural characteristic from outside play into effective educational tool in the classroom (Giannikes, & Mclaugh, n.d.). *The Primary English Teacher’s Guide book, made by Jean Brewster, Gail Ellis, and Denis Girard (2004)*, is a definitive guide to teaching English as a foreign language at primary level.

4.1. Principles of Using Ludic Activities

According to Brewster et al. (2004), there are some principles to follow when planning to teach using ludic activities or games, which are as follows:

4.1.1. Selecting Games

According to Brewster et al. (2004) teachers have to choose the games suitable for their aims of teaching by deeply analysing them to know if they have some characteristics; for example, their capacity to promote fluency or accuracy, competition or cooperation, which are very important in the process of learning a second language; their educational aim as understanding and improving some concepts, topics, spanning more than one curricular in order to have an outlook about everything; insuring their suitability for beginners, or higher levels, it means that each category of people has its own kind of games to use in learning; discovering the psychological effects of those games on learners, and distinguish between the games which can calm or disturb them; preparing the necessary equipment and strategies needed to execute the game such as materials, resources, and classroom organisation; precise their exact function in learning the language, and if they focus on practicing pronunciation, words, grammar and skills. To conclude, teachers should not randomly use games in teaching English language, but they have to analyse them carefully and be sure that they are used in the right way, for specific category of people, and in order to achieve some educational goals.

4.1.2. Giving Instructions

Brewster et al. (2004, p.183) state that:

Giving instructions is a crucial stage; you may decide to do this in L1 and then check using English (or vice versa). Keep instructions short, clear and simple and use a limited number of key phrases which the children will quickly get used to. Match

carefully the language demands of the game to the language level of the class you are teaching.

It can be said that telling the student what to do in the game is very important. The kind of language used by the teacher determines the successful information transfer from teacher to student. The instructions should be as brief sentences to make sure student get them easily (ibid).

4.1.3. Organizing the Class

The organisation of the class from the beginning is a crucial step for the ongoing of the game. Brewster et al. (2004, p.184) say that:

If the game requires teams, groups or pairs, this needs to be organized quickly. Team games look like an obvious choice if you are unsure about sitting up pairs or groups and if you want to work with all the pupils simultaneously.

The plan is the one which helps teachers to organize the class in short time and without any complain from the pupils, or force them to agree with the organisation (ibid).

4.1.4. Playing the games

To have the game played, everyone should have an idea of the language that will be used. According to Brewster et al. (2004, p.184):

Pupils must be taught the language they need to actually play each game, including the language to organise themselves. For example, pupils need to know to check comprehension, and the listeners should be taught how to ask for more information or clarification.

When pupils are playing games, teacher has a key role in observing and listening, monitoring pupils' language difficulties which may need re-teaching, and so on. Teachers should not take a big part in the game, and should not interrupt or correct their students a lot. It will disturb the learners, and make them shy or hesitate to produce oral English (ibid).

4.2. Benefits of Ludic Activities

Ludic activities are used in teaching English in the primary school because of their impacts on the process of teaching and learning this language. Brewster et al. (2004), put out some benefits of the use of this strategy on both teachers and learners; for instance, they can bring some new specific variation in learning situations, which avoid pupils to get bored of some monotonous activities; they keep learners motivating thanks to their capacity to smooth the ongoing of the lesson, and make it more enjoyable; furthermore, games extend the concentration, memory, and the attentiveness of the pupils during and after the classroom, which will make them more curious and go forward; therefore, they increase the participation of all learners including shy ones by motivating them to immerse themselves in speaking; though, the communication between all the participants during the game is increased to a high level, so the teacher is no longer the dominant and gives space to its pupils to speak to each other; in addition, the unique kind of atmosphere created by this manner of teaching by playing, reduce the distance between the teacher and pupils, for they become more familiar which decrease the anxiety in the classroom.

The work of the three previously mentioned writers on the use of ludic activities in teaching a foreign language, has left any doubt about the effectiveness of this method in the primary school, for pupils which are still children enjoy learning through playing, but teachers should be at their guards when selecting games, giving instructions, organizing the class, and playing the game, for all those parts are overlapped, and if one of them is neglected, this will

have an impact on the other ones. For this reason we have chosen to build our research on those principles to give it a strong foundation.

Conclusion

Through the review of literature, it is understood that the use of ludic activities in teaching English language is one of the most efficient techniques used so far mainly to improve the learners' speaking abilities. In fact, speaking is always viewed as a pivot element of any language, and must be mastered. Furthermore, to ensure the success of ludic activities in teaching English language, the aforementioned principles of using them, cited by Brewster, Ellis and Girard, are worth to be followed by teachers. Though, in order to have a reliable collected data along with scientific analyses of them, we are going to rely on these principles in our present study.

Chapter Two

Research Design

Introduction

This chapter is about the research design of the present study. It contains five parts. First, it shows the research technique used to fulfil this work, which is the mixed methods. Then, it deals with the context of the investigation by mentioning the area where the practical part of this dissertation is accomplished. After that, it demonstrates the participants who are the pupils, and their teachers along with their number and role. Then, it portrays the procedures of data collection, which comprise a questionnaire distributed to the pupils, and an interview carried out with the teachers. At the end, it points out the data analysis methods in which statistical and interpretive tools are used. In fact, the investigation occurs in two public primary schools: Frere khlifi of Draa El Mizan, and Laimeche Ali of Tizi-Ouzou.

Research Methods

This chapter uses the mixed methods approach. It brings together the quantitative and the qualitative research tools for data collection and data analysis. Tegan (2021) defines the mixed method as a combination between qualitative and quantitative elements in order to respond to the research question. This method is helpful and contains both qualitative research, which is subjective based on description and interpretation along with quantitative research, which is objective and numeric based on statistics . The mixed method is the best one for the present study for having a thorough understanding about the research questions.

2. Context of the Study

This research is conducted in two public primary schools: Frere Khlifi of Draa El Mizan, and Laimeche Ali of Tizi-Ouzou. The pupils of the two schools are from the fourth level, aged between 9-10 years, and they are studying English language twice a week for the second year.

3. The Participants

The number of the participants in this research is fifty-five (55) pupils, twenty-two (22) of them are from Frere Khlifi School, and thirty-three (33) from Laimeche Ali School. The fifty-five pupils are asked to respond the questions of the questionnaire, which is about the role of ludic activities to improve the pupils' speaking abilities. The interview is used as a second tool in order to have more information about that issue, and is conducted with the two teachers of the two aforementioned schools.

This research is a case study. According to Cherry (2024, para.1), "A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analysed to seek patterns and causes of behaviour". Accordingly, the questionnaire and the interview are very effective tools to have a thorough understanding of the subject of our study in this work: ludic activities and their impact on the pupils' speaking abilities.

4. Procedures of Data Collection

Two data collection tools are used to fulfil the objective of this research which are the questionnaire and the interview.

4.1. The Questionnaire

Marriam Webstre Dictionary (2024) states that "The meaning of the questionnaire is a set of questions for obtaining statistically useful or personal information from individuals". A questionnaire comprises numbers of questions to be answered by someone in order to collect data about something. The questions can be open-ended or close-ended ones, or the two together. In The open-ended questions, the responses are not limited, so free expression is allowed. Whereas, in close-ended questions, the responses are provided in advance, and the

respondents have to choose or select one of them or more. The questionnaire permits to have pertinent data about a given subject in a short time and in an efficient way (Market Research, 2022).

The questionnaire is made up of an introduction, which is aimed to explain to the pupils the purpose of the research, and that their responses will be kept anonymous and confidential. It is composed of fifteen (15) close-ended questions, which are divided into four sections. The first section is about “learners’ interests”, which points out the general perspectives of the pupils towards English language; the second deals with ludic activities, and the importance given to them by the pupils; the third section seeks for the learners’ manner of playing ludic activities and their efficiency; the last section is about learners’ vocabulary improvement, which aims to investigate the role of educational games to help pupils to acquire, and understand much more English vocabulary items. Furthermore, the questionnaire is translated into Arabic because the pupils in primary school are still beginners in studying English as a foreign language.

4.1.1. Piloting the Questionnaire

Since the questionnaire is not face to face conducted, a pilot study is made in order to have an idea about the form and the content of the questionnaire, and whether some reformulations or clarifications are required to make them understandable for the pupils. Therefore, the questionnaire is first distributed to five (5) pupils for the sake of discovering any misunderstanding or confusion. Cleave (2021) declares that Pilot testing permit to examine and evaluate the validity of the questionnaire before its execution. The great importance of this step is to discover some mistakes or inadequate elements of the questionnaire, and eliminate or correct them before the final implementation.

4.2. The Interview

In order to enrich our research with enough data collection, an interview is added with the questionnaire as a second tool to help us to have an in-depth understanding of the issue under study. Tahedoost (2021, as cited in Tahedoost, 2022 p.2) states that “The interview is defined as the method of asking questions to gain both qualitative and quantitative data”. Facultative responses are suggested to the interviewee in quantitative questions, whereas the pupil is let free to express himself in the qualitative questions. (ibid).

The interview is conducted with two teachers of the two schools previously mentioned. It is a structured interview with nine (09) questions, ordered from general to specific ones. Firstly, there are questions which aim to know if ludic activities are used in teaching, then how can this strategy helps pupils in learning, and finally how the teacher organise, and guides his pupils during the game.

5. Procedure of Data Analysis

In order to have a pertinent and effective analysis about the data collected in this research, the mixed method approach is used to analyse and interpret them. In fact, this technique, which combines quantitative and qualitative research, uses statistical description and qualitative content analysis. The first deals with the numerical results and depict them objectively, the second looks for the interpretation of the data and explains them subjectively.

5.1. Descriptive Statistical Method

The quantitative data, collected from close-ended questions of our questionnaire, are statistically analysed. Therefore, different diagrams are used to depict the gathered results like tables, charts, and graphs.

5.2. Qualitative Content Analysis

The interpretation of the collected data of the open-ended questions used in the interview is analysed by the qualitative content analysis method. Delve and Limpaecher (2023, Para.1) point out that “Qualitative content analysis is a research method used to analyse and interpret the content of textual data such as written documents, interview transcripts, or other forms of communication”. In fact, this step of the procedure of data analysis is crucial, for it brings an outlook of everything about our research by giving the most necessary details of the issue under study.

Conclusion

In this chapter, which is about the research design, the procedures of data collection and analysis are clearly explained. Firstly, it presents the research method used, then the context of the study. After that, it describes the participants, then the procedures of data collection and analysis along with the tools used to gather those data namely the questionnaire and the interview. Descriptive statistical method and qualitative content analysis are used as tools to analyse the collected data. To conclude, this academic method of doing scientific research is universally used in any field with some differences, and is very reliable which leads to an important results which can be stand for a long period of time.

Chapter Three

Presentation of the Findings

Introduction

This chapter consists of presenting the findings obtained from the questionnaire and the interview. The first part is about the results of the interview conducted with two teachers from the two public schools: Frere Khlifi and Laimech Ali. The second part deals with the presentation of the results gathered through a questionnaire distributed to fifty-five (55) pupils from the fourth level in the two aforementioned schools.

1. Results of the Interview

This part is about the presentation of the data collected through an interview conducted with the two teachers of the two schools previously mentioned. In fact, the qualitative content analysis method is used to analyse the obtained notes and transcriptions.

The objectives of this interview is to highlight the importance of using ludic activities in teaching English in the primary school according to the teachers' experience, and to know the different kinds of those games used and their effectiveness to improve learners' speaking abilities. In fact, teachers are the first ones who can demonstrate how ludic activities as a strategy of teaching English language, play a pivot role to enhance pupils' improvement and mastering the four skills namely reading, writing, listening, and mainly speaking.

1.1. Are Ludic Activities Used in Teaching English language? If so, What Kind of Activities do you Use?

The interviewees confirmed that ludic activities are used in the classroom, and they are part of the textbook of the fourth level which consists of some kind of games like role-play, matching words or sentences with pictures, guessing games, flash cards, and so on. In fact, the two teachers assert that there is always and in each lesson a kind of activity which has somehow a relation with game and playfulness, for pupils in the primary school are still children and they need to enjoy this period of their lives as much as possible in all fields including the educational

one, and the teachers add that if we analyse deeply the programme of English for the fourth level in the primary school, we understand that the issue of including games in teaching this foreign language is predominant.

1.2. How Can Ludic Activities Improve Pupils' Speaking Abilities in English?

The two teachers agreed that ludic activities being selected and used are very useful to promote and improve the pupils' speaking capacity in English, for they give them the chance to communicate in real situations using the English words of the game.

1.3. Do you Give Instructions to your Pupils for Playing a Given Game?

To answer this question, the two teachers said that they give instructions to their pupils, and explain to them the game, and act it out through demonstration in order to help them to well understand how to play it.

1.4. Do your Pupils Find those Instructions Clear and Simple?

The response to this question was positive: pupils do not find difficulties to follow the instructions of the game. Furthermore, the two teachers point out that they are part of the game, they follow the ongoing of the play from the beginning till the end in order to be sure that everything is clear for the pupils, and if there is any misunderstanding or any confusion, they do not hesitate to intervene and direct or give enough explanation to help their pupils to fulfil their task successfully.

1.5. How do you Organise your Classroom before Starting the Game?

As regards the organisation of the classroom, one teacher said that she divides the pupils into groups or pairs to play the game, the other teacher prefers the participation of the whole class to perform the game. It means that each teacher has a given plan for the game.

1.6. Which Kind of Organisation is Suitable and Why?

Here, the teacher who divided the pupils into groups or pairs said that it is for creating a kind of organisation and avoid disruption, but the other teacher prefers the involvement of all pupils in playing the game to let them work together, and solve problems if there are any.

1.7. What is your Role when your Pupils Play the Game?

When it comes to the role of the teacher in the game being played, almost the two teachers shared the same point of view namely: observing the ongoing of the game, and giving enough instructions; listening to the pupils communication using English words of the game, and giving corrections if necessary; ensuring the participation of everyone in the game, and get involved the ones who are not. Finally, the safety of all is given great importance.

1.8. Do your Pupils Ask you for More Details about the Game being Played?

For this question, the two teachers confirmed that their pupils always ask for enough clarification, information, and comprehension, and they respond to all their requests.

1.9. Do you Interrupt or Correct them when they are Playing the Game?

Again, the two teachers agreed for the necessity to intervene, and correct the pupil's manner of playing the game because, somehow, pupils can fail to manage the game at a certain moment, and the teacher is there to redress them, and help them to fulfil their task with success.

2. Presentation of the Results of the Pupils' Questionnaire

2.1. Results of Section One

2.1.1. Learners' Interests

Q1: Do you Like English Language?

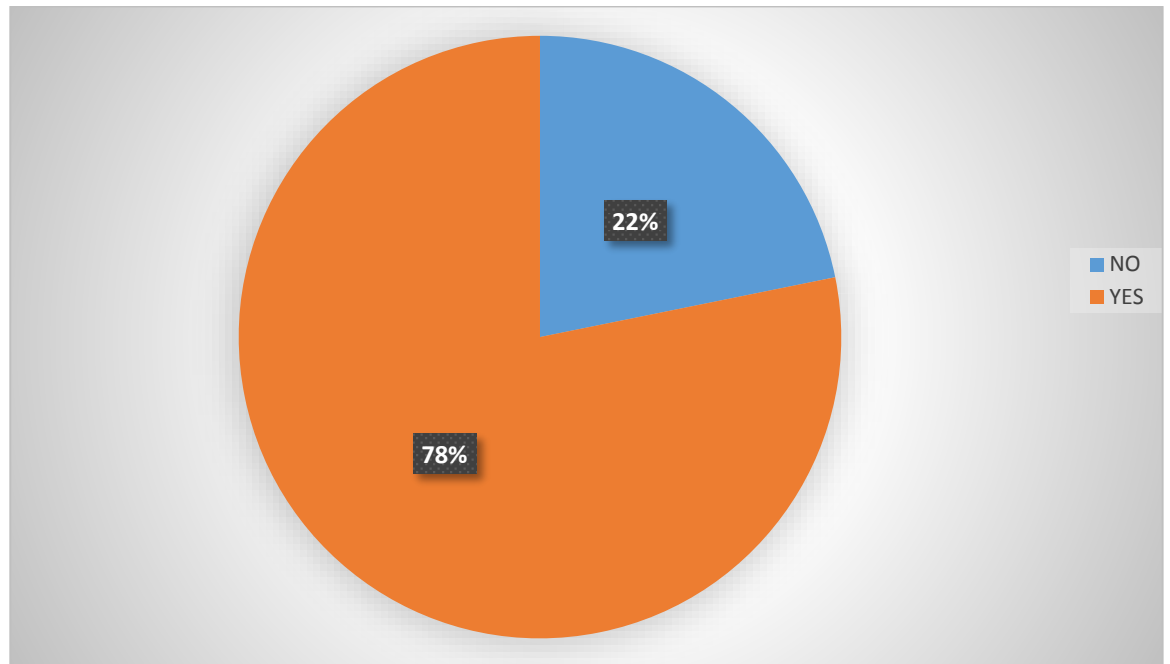


Diagram 01: Learning English Language

As demonstrated in the pie chart, the majority of the participants like English language (78%), and the rest of them (22%) do not like it.

Q2: Do you Find English Language Hard to Learn?

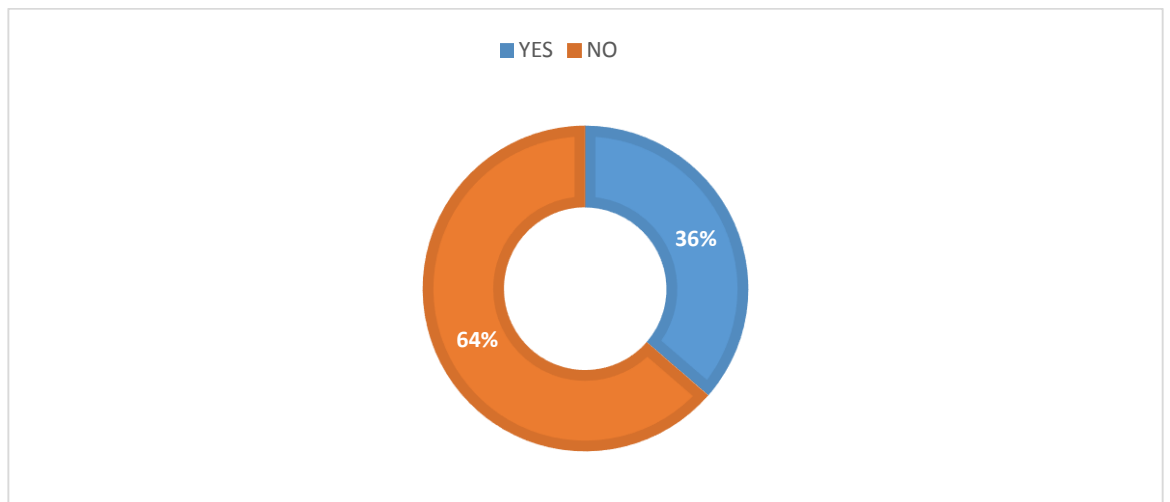


Diagram 02: English as a Foreign Language

As indicated in diagram 02, (64%) of the pupils have answered “No”, and (36%) with “Yes”; it means that the majority do not find English language hard to learn.

Q3: Which Skill do you Find Hard to Learn?



Graph 01: The Difficult Skill to Master in English According to the Pupils

As showed in the above graph, (49,09%) of the pupils find that speaking skill is hard to learn, and (21,61%) of them find difficulties in reading skill, whereas (10,90%) consider written skill as the hard one.

Q4: Do you Use English Language outside the Classroom?



Graph 02: The Use of English outside the Classroom by the Pupils

Graph 02 indicates (56,36%) of the respondents do not use English language outside the classroom; however, (43,63%) of them do use it.

2.2. Results of Section two

2.2.1. Ludic Activities

Q1: Do you Like Ludic Activities?

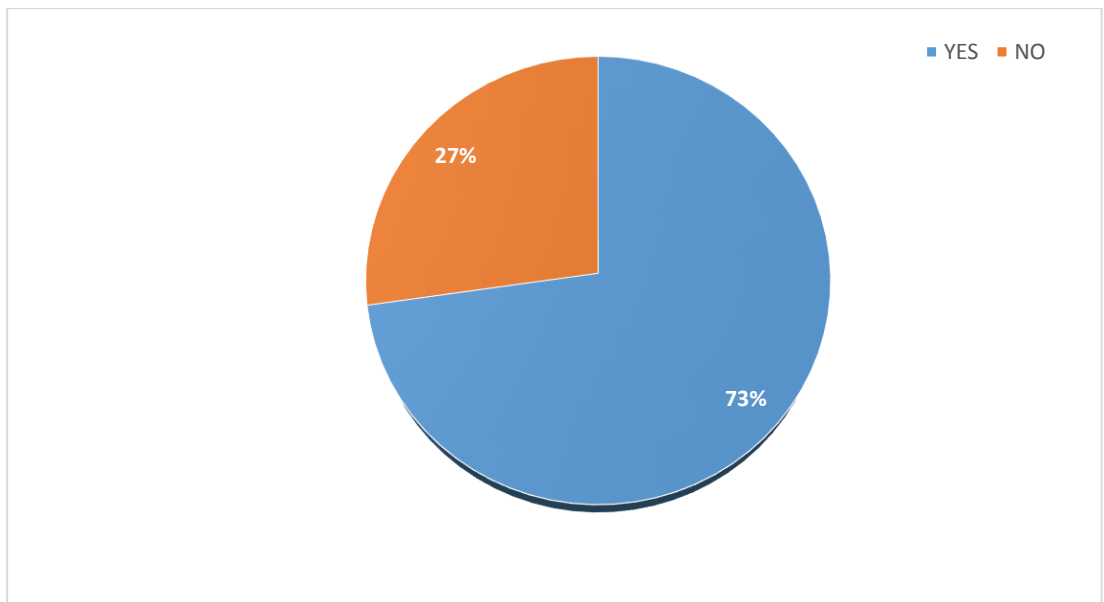


Diagram 03: The Approval of Ludic Activities by the Pupils

As mentioned in diagram 03, ludic activities are appreciated by almost all the pupils (73%), and only (27%) of them do not.

Q2: Do you Feel Bored when you Play Ludic Activities?

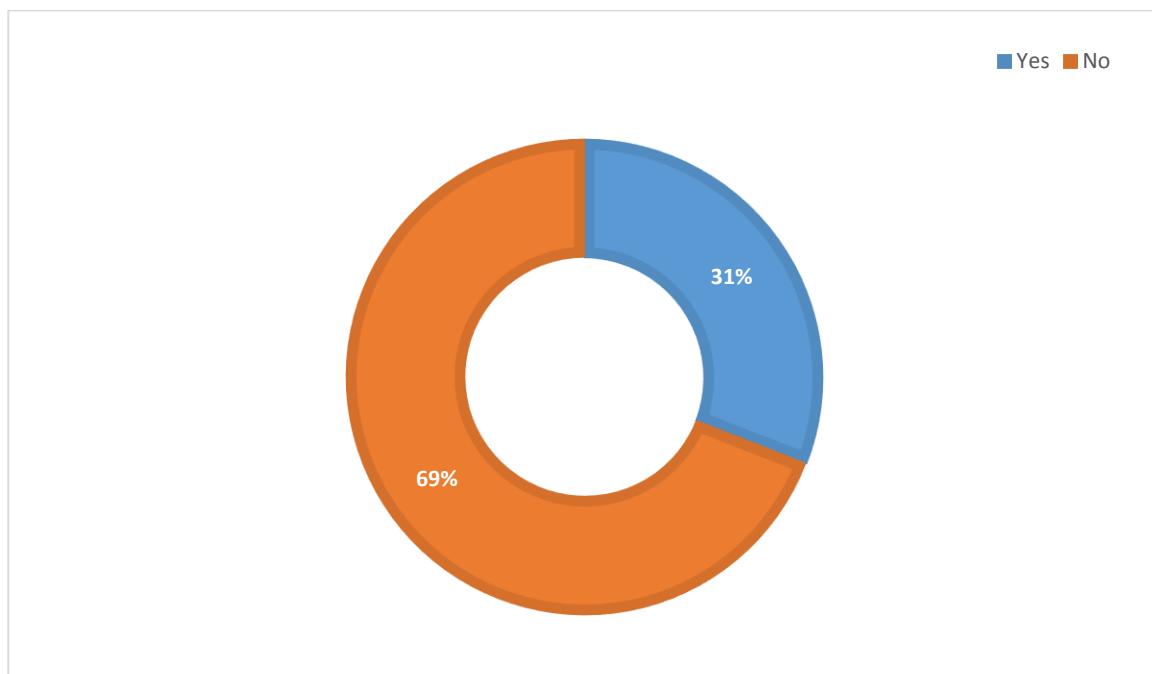


Diagram 04: Learners' Feeling during the Game

The pie chart above reveals that the majority of the pupils (69%) do not feel bored with ludic activities, but (31%) feel bored with playing them.

Q3: Why do you Like Ludic Activities?

Categories	Answers	Percentages
Because they are funny	5	9,09
Teacher plays the game with you	4	7,27
They help you to speak English	29	52,72
Everyone is involved in the game	17	30,90
Total	55	100%

Table01: The Reasons of Learners' Like of Ludic Activities

From the results of the table above, most of the pupils (52,72%) like ludic activities because they help them to speak English, and (30,90%) of them said that because everyone is involved in the game; however, (12,72%) of the participants find them funny, and the rest (7,27%) enjoy the participation of their teacher in the game.

Q4: What Kind of Ludic Activities do you Prefer?

Categories	Answers	Percentages
Guessing games	18	32,72%
Role-play	12	21,81%
Board games	13	23,63%
Describe and draw	4	7,27%
Find the order	3	5,45%
Find differences and similarities	5	9,09%
Total	55	100%

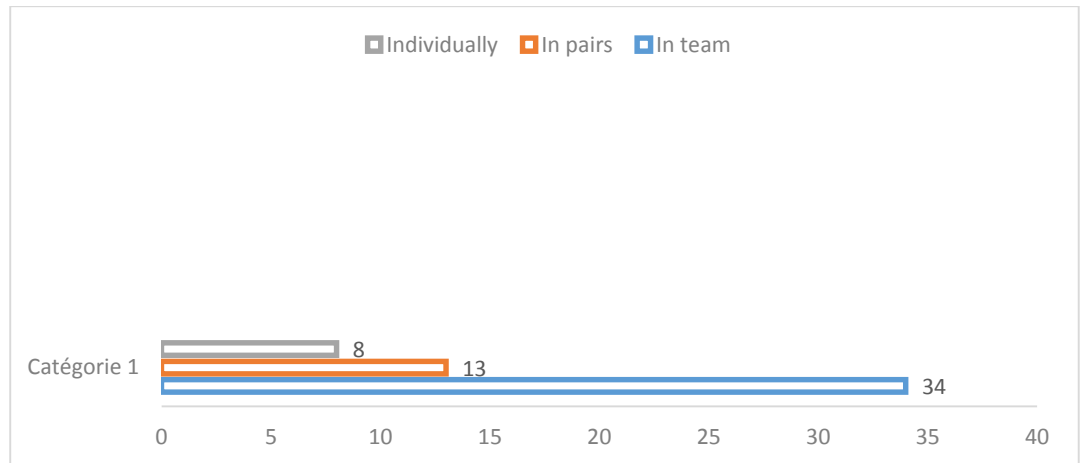
Table 02: Learners’ Ludic Activities Preferences

As demonstrated in table 02, most of the pupils prefer guessing games (32,72%), followed by those who prefer board games (23,63%), after that come the ones who are attracted by role-play (21,81%). “Find differences and similarities” are appreciated by (9,09%) of the pupils, whereas (7,27%) of them prefer “describe and draw” games, Finally, The rest participants (5,45%) are interested by “find the order” games.

2.3. Results of Section three

2.3.1. Learners Manner of Playing Ludic Activities

Q1: How do you Play the Game?



Graph 03: Learners' Manner of Playing the Game

The graph above indicates that (61,81%) pupils said that they play the game in team, and (23,63%) play it in pairs, whereas (14,54%) play the game individually.

Q2: Do you Interact and Cooperate through Playing the Game?

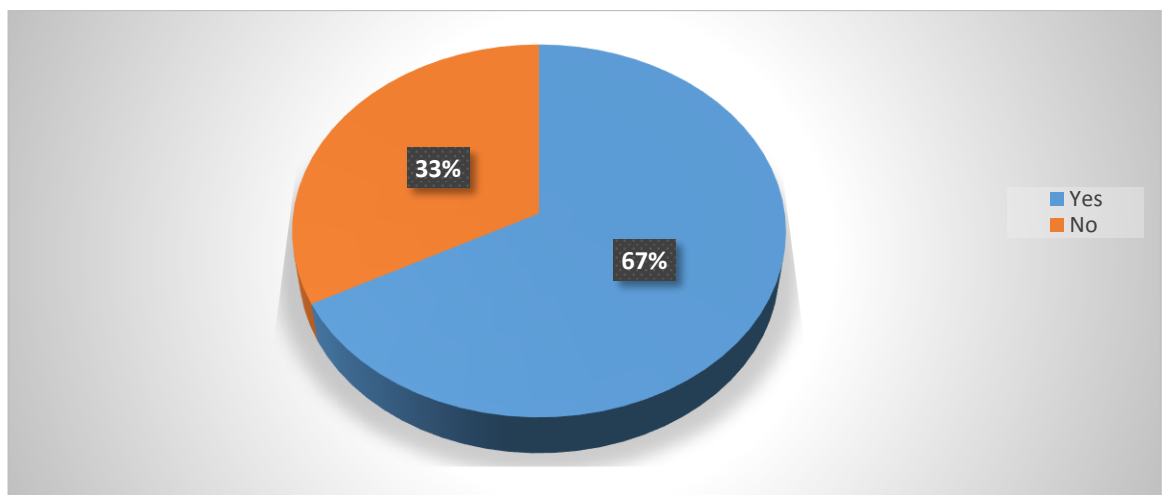
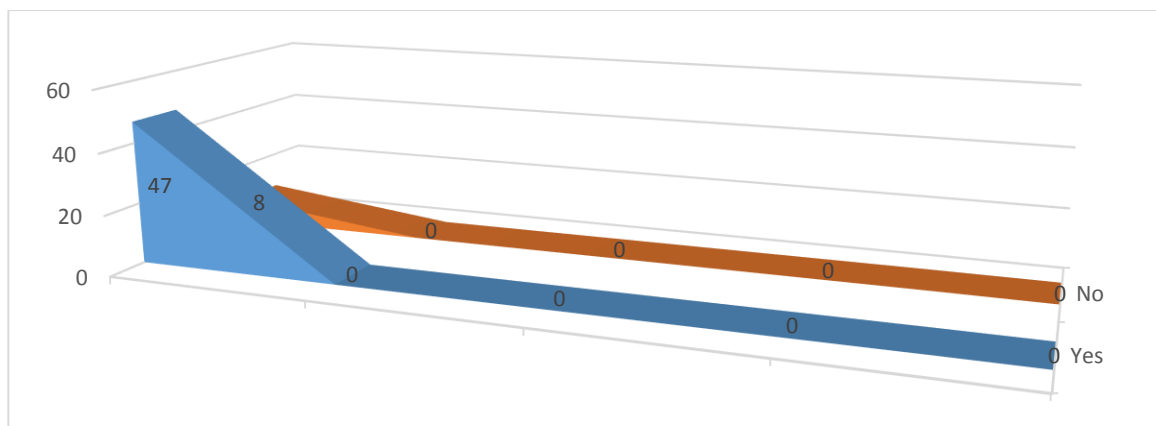


Diagram 05: Pupils' Interaction and Cooperation during the Game

According to the diagram 05, most participants (67%) said that they integrate and cooperate between them when they are playing the game, and (33%) of them said that they do not.

Q3: Do you Learn English Language when you Play Ludic Activities?



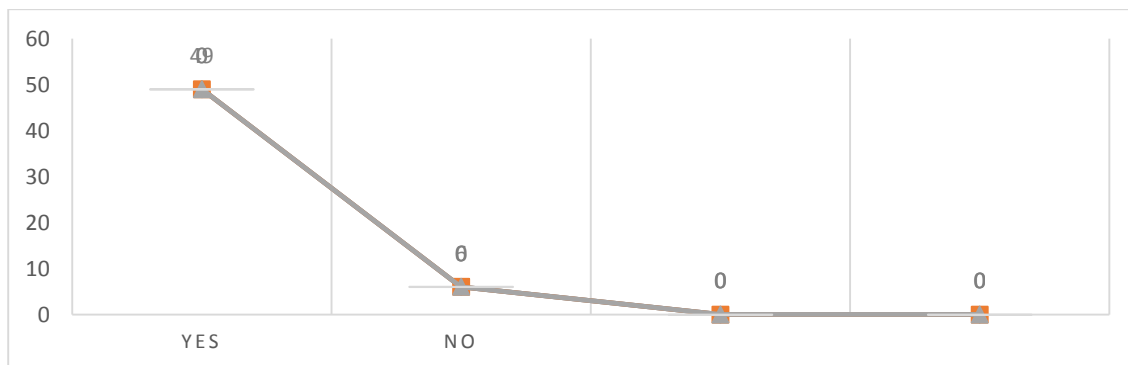
Graph 04: Learners' Learning English Language through Playing the Games

The graph above denotes that (85,45%) pupils learn English language when they are playing the game, and only (14,54%) of them do not.

2.4. Results of Section four

2.4.1. Learners' Vocabulary Improvement

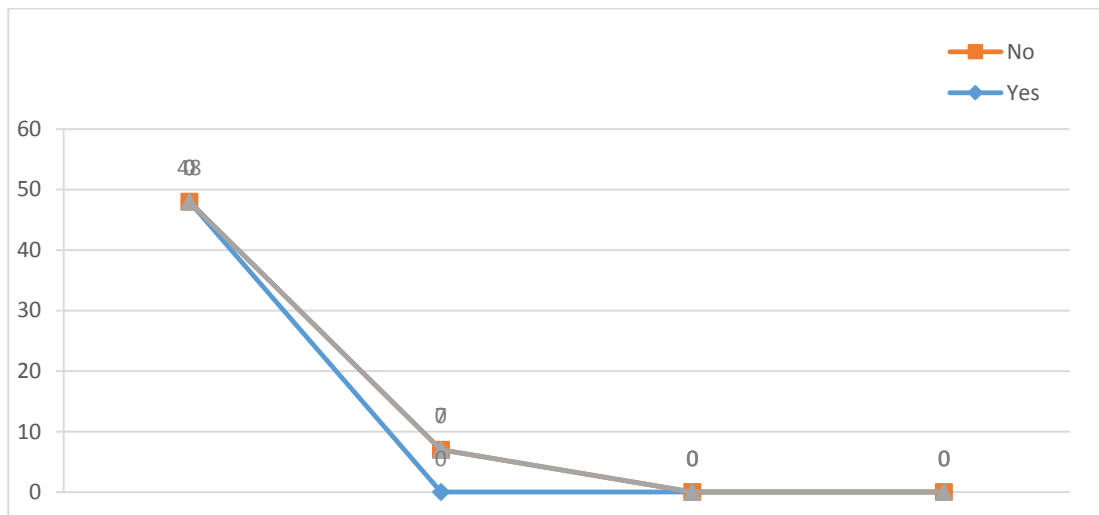
Q1: Do you Understand the Words Used in the Game?



Graph 05: The Pupils' Understanding of the Words of the Game

The results show that a great number of the pupils (89,09%) said that they understand the words used in the game, and just (10,90%) do not understand them.

Q2: Do you Learn the Pronunciation of the English Words Used in the Game?



Graph 06: Pupils’ Accuracy in Pronouncing the Words of the Game

The graph above indicates that the majority of the participants with (87,27%) learn the pronunciation of the words used in the game through playing it, however, (12,72%) do not learn them.

Q3: Are you Improved in Speaking English Language by Playing Ludic Activities?

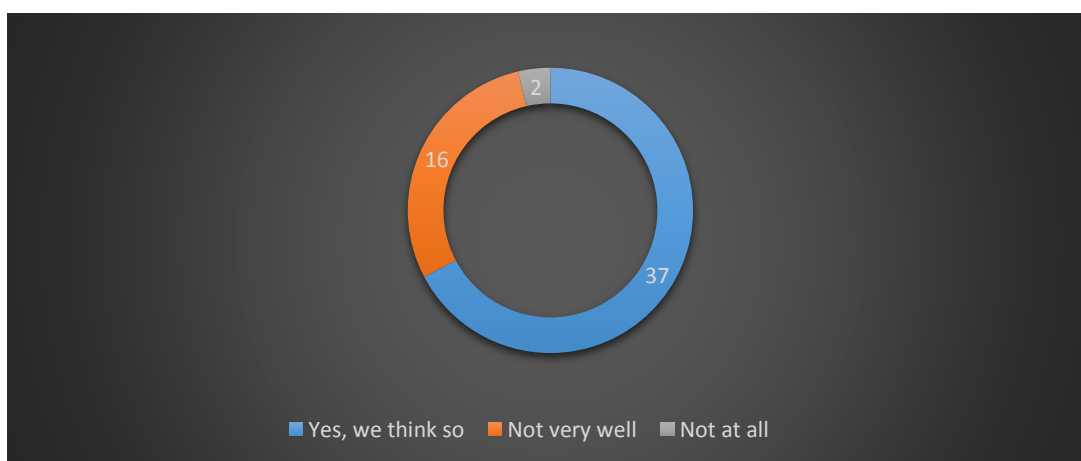
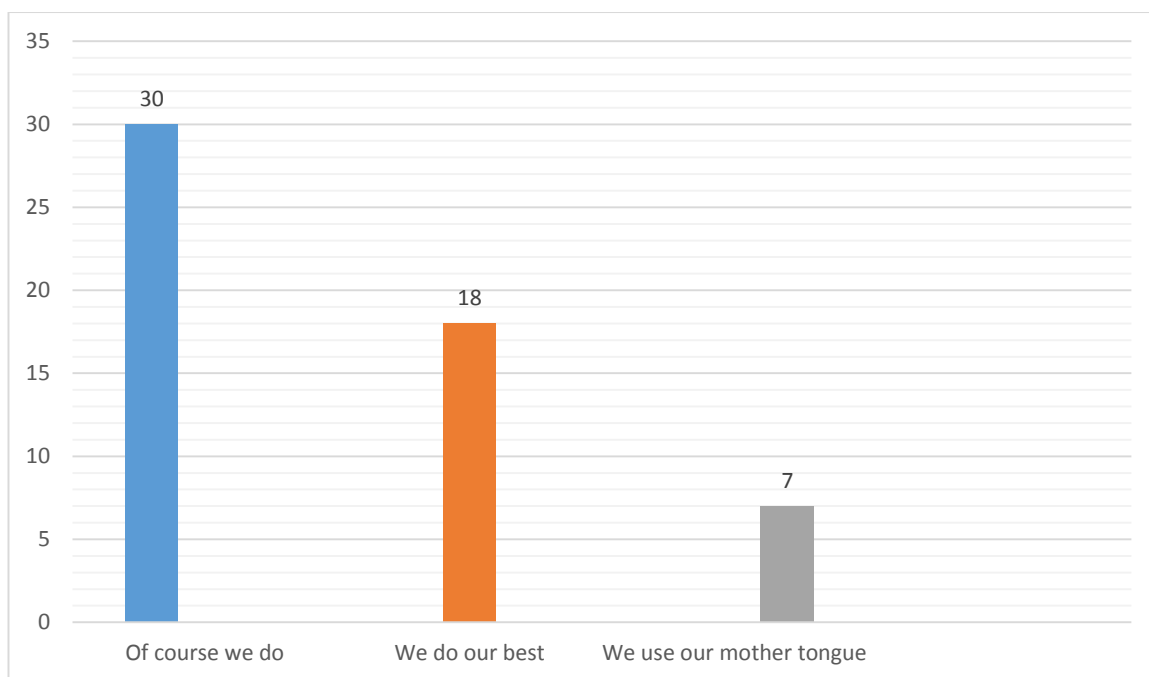


Diagram 06: Learners’ Speaking Improvement through Ludic Activities

The above diagram demonstrates that pupils improve their speaking in English language through playing the game with (67,27%) of “Yes” responses, and (29,09%) of them said “Not very well». The rest (3,63%) say that they do not feel any improvement.

Q4: Do you Speak in English Language while you are Playing the Game?



Graph 07: The Language Used by the Pupils during the Game

The results of this graph make it clear that (54,54%) of the participants speak in English language during the game, (32,72%) do their best; whereas, the rest with (12,72%) use their mother tongue.

Conclusion

This chapter presents the finding resulted from the interview conducted with the two teachers of the two aforementioned schools, and the questionnaire distributed to their pupils respectively. It shows the role of ludic activities in enhancing the speaking abilities of the primary school pupils. Accordingly, the following chapter is about the interpretation and discussion of those results.

Chapter Four

Discussion of the Findings

Introduction

The present chapter is about the discussion and interpretation of the results of the interview conducted with the two teachers of the two schools: Laimech Ali and Freres Khlifi alone with the questionnaire distributed to their pupils. This chapter also aims to answer the questions stated at the beginning of the study, and the confirmation or refutation of the hypotheses as well. It is divided into two parts. The first part interprets the results of the teachers' interview, and the second part discusses and analyses the results of the learners' questionnaire.

1. Discussing the Findings of the Teachers' Interview

The results of the teachers' interview are valuable for our research. In fact, the teachers' experience in teaching through using ludic activities in the classroom gives them the deep insight of the effectiveness of using such a technique to teach English language to the young learners which will enrich our study and give it a strong foundation.

1.1. The Use of Ludic Activities in Teaching English Language and their Types

As mentioned in the previous chapter, the two teachers confirmed that they use ludic activities in teaching, and they are part of the programme included in the textbook of the fourth level in the primary school, and they cited some kinds of them like guessing games, role-play, and matching words or sentences with pictures among others. The answers of the two teachers are in accordance with the point of view of Brewster et al. (2004) who state that ludic activities become one of the most important strategies used to teach English language in primary school all over the world, and they are no longer seen as just things to do for relaxing or having some rest, but an efficient technique that proved its success in teaching mainly in primary schools.

Concerning the types of games, there are many which can be grouped according to the kind of language or learning focus they have: language control, accuracy-focused games, and fluency-focused games. The first type aims to practise new language items and develop accuracy, often using chunks of language which are memorised through constant repetition in the form of hidden or disguised language drills. The second type of games tend to focus on developing fluency and collaboration with others; these games are usually done in pairs or groups, and the focus here is getting the task done together, using key language rather than practising language items for their own sake (ibid).

Obviously, the types of games cited by the two teachers belong somehow to those two major categories: accuracy-focused games and fluency focused-games. “With experience, teachers will be able to adapt games, perhaps to introduce more communication or to change the kind of vocabulary or grammar used. Teachers also need to be on their guard for games which at first sight look like fun but which do not actually provide much language focus” (ibid, p.182). Blanka (2014, p.1) states that “games is a natural means for children to understand the word around them. Therefore, it should be part and parcel of their learning, including learning foreign languages”. It means that children are influenced somehow by everything which makes them feel at ease while doing something serious like studying in the classroom; they should never be bored or stressed and this will help them to enjoy the lessons, and master the language used in the different games they perform in an educational way.

1.2. The Improvement of the Students’ Speaking Skill through the Use of the Ludic Activities

This issue of being able to speak English by learning it through games is confirmed by the point of view of Yagua and Figueroa (2017, as cited in Cango, 2023, p.11) who state that “ludic activities are an important means to improve verbal abilities”. Similarly, putri et al.

(2016, as cited in Cango, 2023, p.11) assert that “by using ludic activities, it is obvious that learners’ fluency, coherence, accuracy, vocabulary, and pronunciation will be developed”. As Uberman (1998, as cited in Blanka, 2014, p.3) puts it, “games encourage, entertain, and promote fluency and communicative skills.” Furthermore, rooyackers (1994, as cited in Upadhayay, 2022, p.18) claims that “games increase vocabulary, develop fluency, improve public speaking, develop social skill, etc”. Brewster et al. (2004, p.176) declaration about the importance of using games in teaching pupils to improve their fluency in English language who say that “fluency-focused games, are an important part of the communicative and activity-based approach, and are usually done in pairs or groups of four in games like: describe and arrange, describe and draw, information gap.”

The two teachers agreed that ludic activities being selected to teach English language, in the fourth level in the primary school where they are teaching, are very useful to improve the speaking skill among the pupils, for they give them the chance to talk in English. For example, one teacher says that when the pupil imitates someone else’s job, a doctor for instance in a role-play games, he or she uses English to explain the illness to his or her patient and gives him or her a medicine. Therefore, games encourage pupils to speak spontaneously either in describing, arranging, or drawing something in the classroom, this will help them to use English in different situations.

1.3. Giving Instructions to Pupils about the Ongoing of the Game

As regards the response of this question, the two teachers assert that they give instructions to their pupils about how should the game be played, starting by an outline, then a demonstration. This match very well with one of the principles cited by Brewster et al. (2004) about using games in teaching, which is the principal of giving instructions along with a demonstration of the game to help pupils to understand the ongoing of the play, and the teacher

can even use the L1 language to facilitate the task as much as possible. Wright et al. (2005, as cited in Blanka, 2014) declare that the explanation of the game and the time needed to play it should be given by the teacher. He/she can start by an introduction about the manner of doing the game to avoid any confusion, perform it with the help of certain participants, use the board to write any important clues or directives, doing an illustration, and finally starting the play.

1.4. The Understanding of the Instructions of the Game by the Pupils

The two teachers assert that their pupils understand and follow the instructions because they are clear and simple. Again, this answer goes well with another principle given by Brewster et al. (2004) who state that the instructions should be short, clear, and simple so pupils can assimilate them easily; teachers should use brief and key phrases which children quickly get used to. Telling pupils what to do is very important to make them concentrate and become calm. The kind of language used by the teacher determines the successful transfer of the information. According to QinPrinting (2023), for the game to be understandable by the players, the directives should be brief and precise, divided into well, organized parts which contain explanations of the execution of the game in a correct way. In fact, we can understand from what has been said that it is apt to the teacher to get his/her pupils familiar with the game being played, and arrive to the aims behind using ludic activities to teach English language in primary schools.

1.5. The Organization of the Classroom before Starting the Game

Concerning the organisation of the class before starting the game, the two teachers confirm that they have always a plan about the game from the beginning till the end, and they do their best to make that everything is perfect, and all the pupils are involved. This confirms the validity of another principle to play the game made by Brewster et al. (2004), in which they say that the teacher should already have a plan in his/her mind about the organisation of the

class before starting the game to avoid disruption and perturbation, and it is preferable to get the game played in teams to ensure that all pupils are participating. Blanka (2014) states that any activity which is executed in the form of play represents a hard task for the teacher. She/he has the responsibility of everything related to the game like the content, materials, and time needed to fulfil it completely.

1.6. The Suitable Organisation of the Game and the Teacher's Role

As previously mentioned, one teacher prefers group and pair games, the other opts for the involvement of the whole class in the game. It means that the more the number of pupils in the game is great, the more effective result is achieved. Therefore, this kind of organisation matches very well with what Brewster et al. (2004) say, "It is important to try and involve as many pupils as possible; whole class board games may be more participatory than team games. Elimination games can also leave some pupils standing with nothing to do" (p.184). Hadfield (1998, as cited in Moburaki, n.d), asserts that a play is a task done in an enjoyable way, following certain restrictions to achieve an objective, either in a competition where the participants compete to get the objective, or cooperate to reach a positive result. Therefore, we understand that playing the game in teams or groups, either in a cooperative or competitive way, is somehow the best way to follow by teachers in the organisation of their classroom for playing the given game to ensure the achievement of all educational objectives.

The answers of the two teachers concerning their role while pupils are playing the game, are in the same way with what was claimed by the aforementioned three writers about the role of the teacher which is crucial during the game, he/she has to listen, observe, monitor, and correct the language being used, and all his/her interventions should be limited in order not to spoil the flow of the game (Brewster et al., 2004). In addition, one study by Liu et al. (2017, as cited in LinkedIn, 2023), point out the effective role of the teacher in learning through games.

In their study they found that the process of teaching and learning through playing is done by both the teacher and the students. The teacher's role is primordial in monitoring and helping the students to accomplish the game, and in the same time give them the opportunity to discover their own role in the learning process. Following this strategy by the teacher, the students' involvement, commitment, and the success of the learning process will be achieved.

To conclude, the role of the teacher during the play seems to be fundamental for the success of the entire game done by the pupils in the classroom; otherwise, pupils cannot perform any part of the game alone without the aids given by their teachers.

According to Brewster et al. (2004), pupils should be given all the necessary information concerning the manner of playing the game, and if they ask for more details in order to get fully involved in the game, their requests should be satisfied by their teachers. Accordingly, the two teachers confirm that their pupils are not deprived of any more explanation about the play, which are keeping asking for. Some questions which can be asked by the pupils during the playing of the game along with some remarks given to them by their teachers, cited by Brewster et al. (2004, p.184), are as follows:

I do not understand. I do not know. I am not sure. Let check.
Have another turn. Wait for your turn. Wait a minute. Say that again. That is wrong. That finished. Who start? I will start/you start. It is my turn. Start again. Have another. Is wright. Sorry.
Do not look. Do not cheat. Do not be silly! Have another throw. Miss a turn. Stop there. Mix the cards. Turn over two cards. Put down a card. I am collecting... Who has got...? Do you have...? It matches/It does not match. This does not belong. I have finished! It is a draw! I have/We have lost. I have/We have won. I am the winner/We are the winners.

In fact, according to the two teachers, almost the same of those questions are asked by their pupils and they respond to them accordingly. For example, their pupils always ask for the manner of playing the game, the meaning of some words among other things, and they try to help them as much as possible to fulfil their task.

1.7. Teacher's Frequency of Intervention during the Game

Concerning the response to this question, the two teachers say that they often intervene in the ongoing of the game to redress some misunderstood rules, difficult words, misbehaviour, and monitoring everything from the beginning of the game till the end with moderation. Therefore, their answers are in conformity with the previously cited three writers about the importance of the intervention of the teacher during the game, which should be brief, efficient, and precise because the over correction of the mistakes, and the repetitive interruption will disturb the concentration of the pupils, and reduce their enthusiasm. Brewster et al. (2004, pp. 183-184) list some kind of intervention of the teacher during the game which are as follows:

Listen. Look this way. Look at the board. Here are the instructions. Here is an example. I would like helpers please. Show me. Repeat/Explain what you must do? What is missing? What is next? Work in pairs/Teams/On your own. Play back to back. Check you have everything you need. Get into circle/Line. Get into pairs/Groups. Throw the die. Choose your counter. Go forward/Back a square. On your marks 3. 2. 1 GO!

The results obtained from this interview highlight the effectiveness of the role of ludic activities in teaching a foreign language. They not only help pupils to master the language and manipulate its four skills mainly the speaking one, but also they give teachers certain ideas and cues about the technique to follow in teaching a given second language to beginner learners.

2. Discussing the Findings of the Learners' Questionnaire

2.1. Learners' Interests

It is obvious that everything that attracts the attention of the pupils is among their interesting one. In fact, the results show that the majority of the pupils (78%) like English language, and only (22%) do not (see diagram 01). This confirms what Kubanet-German (1998, as cited in Brewster et al., 2004, p.6) said in his article of primary ELT in Europe, "Regional and national guidelines unanimously point out that the children's experience with a foreign language ought to be enjoyable, and not put an extra burden on them". "Parental expectations can be a positive or negative force in L2 learning. Fortunately, in the case of learning English at the primary level, many parents support it, a feeling which tends to be passed on to their children" (Brewster et al., 2004, p.6). In fact, teaching English language at the primary school develop certain awareness among pupils about the culture of that language, and not just learning to use it. The aim is to prepare the pupils psychologically, linguistically, and culturally (Brewster et al., 2004). Therefore, this factor of awareness will trigger certain curiosity among the pupils, and start to like to learn the foreign language in order to acquire more and more knowledge about it.

In addition, the results demonstrate that pupils do not find difficulties to learn English language (64%), but others with (36%) do find them (see diagram 02). This matches with the idea that both public and private schools in all countries around the world teach English at the primary schools, for there is a strong common agreement that language can be better learned at the early age (ibid). Ellis (1999, as cited in Brewster et al. 2004, p.7) "analysed the term 'metacognition awareness', she sees it as an umbrella which covers four different kinds of awareness: language awareness, cognitive awareness, social awareness, and cultural awareness". When this kind of awareness is triggered, pupils will know what the importance

behind learning a foreign language is. In addition, they develop certain skills like concentration, analysing, making comparison, and so on, which are skills that Chomsky (1959) considers them as belonging exclusively to children by nature (Brewster et al. 2004). Again, we can say that pupils at primary school who are still children, are naturally prepared to learn any language easily and cleverly.

As regards the activities that learners find hard to learn in the English language, the majority of the pupils with (49%) find difficulties in speaking activities, (29%) are not well with reading activities, and the rest with (22%) have problems with written activities (see graph 01). In fact, the majority of pupils think that being able to speak the L1 language will have automatically an impact on the L2 language, so they start to try and speak it from the first lesson. Furthermore, at the beginning of learning a foreign language, children can only produce some common phrases, and use them in their ordinary communication with that language. In English language for instance, the kind of communication children start to use is related to the daily conversation which is easy for them to remember, and which does not need a perfect vocabulary. This kind of language can be in the form of salutation like, Hey, how are you doing? Common English like, Have a nice day! Simple question like, What is the date? and so on (ibid). Obviously, to be able to speak new language is not an easy task for everyone. It takes time to master the speaking skill, and it requires step by step building in an academic way.

Concerning the use of the English language outside the classroom, (57%) of the participants responded with “No”, and (43%) with “Yes” (see graph 02). This is because English language in the Algerian country is a second foreign language, and is not used in another field rather than education, so pupils do not have opportunities to use it elsewhere. Nevertheless, when they are (43%) of the pupils who point out that they use English outside, this means something. In fact, the Algerian government recently has changed its policy towards the status of English that should be given to this international language; therefore, teaching it

at the primary school becomes obligatory, and this decision has triggered the awareness of parents as well, and they start to guide their children by orienting them to study seriously English language for the better of their future. The intellectual parent even dares to use some English words when they are speaking with their children instead of the French ones to make them more familiar with this influential language, and this banal behaviour will have somehow an impact on the process of pupils' learning English as a second language efficiently.

2.2. Ludic Activities

According to the results, almost all the respondents, (73%) like ludic activities, and only (27%) do not like them (see diagram 03). This confirms the point of view of Brewster et al. (2004, p.172) that “games provide an important link between home and school which help children to feel more secure and confident, and usually games form an integral part of language programme and published ELT materials for young learners”. According to Cheng (2023), using game in teaching improve the process of learning. They help learners to face any challenges without being fear, and overcome all obstacles in an easy, relaxed, and happy way. In the play, the psychological side of the students is in a good state, so they assimilate everything perfectly thanks to the enjoyable atmosphere surrounding them. For these reasons, ludic activities are appreciated by pupils, and make them embrace leaning English by using them.

The majority of the pupils, (67%) do not feel bored when they are playing the game, but (33) do feel it (see diagram 04). Therefore, the results go together with Martin's definition of game who writes that game is “Any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way” (Martin, 1995, p.1, as cited in Brewster et al., 2004, p.172). This also matches with the point of view of Reneta and Angelo (2023) who say that teaching through playing is a method through which the child is helped to

discover its capacities to create. The students while learning in an enjoyable, relaxed environment improve their potential. Moreover, the learner is fully engaged and gives all its energy to fulfil the learning task in collaboration with their colleagues. It means that pupils never get bored with learning through playing games.

The results also indicate that (53%) of the learners like ludic activities because they help them to speak English language, and (31%) do like them because they are all involved in the game, (9%) said that they find them funny, the rest (7%) enjoy the participation of their teacher in the game (see table 01). This is due to some advantages of using games in teaching English language to young learners like increase the communication between pupils, and helps them to improve their fluency through practice, so everyone is participating in the game even shy ones, which leads to create a good atmosphere of willing to speak as much as possible in a spontaneous manner without being embarrassed of making mistakes (Brewster et al., 2004). According to Dalvinder and Azlina (2020), learners face huge obstacles in speaking skill of a given foreign language, for they have to know and master its elements like the phonetic transcription of the words, the speech rate, and so on. However, teaching using games helps them to overcome all challenges they go through thanks to the enjoyable, pleasant method followed: learning through playing games, so obviously they can make mistakes, and the role of the teacher is to correct them at each time; therefore, students will get familiar with those errors they are making while speaking the second language, and try to avoid them later. Through all that, we understand that pupils enjoy to learn in a funny atmosphere, and improve their speaking in English language in such a way.

In addition, the results mentioned that guessing games are the most preferred kind of games by the pupils with (33%), followed by board games (24%), then role-play (23%), after that come the other kinds of ludic activities with less percentages (see table 02). This is proved the point of view of Brewster et al. (2014) when they say that children are excellent in

imagination, and creation through comparison between things, and find differences as well. They enjoy imitating others, and performing their jobs in a perfect way, these are parts of their innate capacities as children. Wahyuni and Yalialianty (2019, as cited in Dalvinder & Azlina, 2020), point out that guessing games can have an important influence on learners, for they improve their speaking skill and self-confidence. Board games push learners to work together, and help them to speak even if they are not enough well in speaking skill without being anxious (Fin & Min, 2016, as cited in Dalvinder & Azlina, 2020). Role-playing games are an excellent method of learning English language. They are made of interdependent events, and plenty information of the language being studied and its functionalities, which help to transmit clues in a different ways than the traditional classroom activities (Kit, 2022). These three kinds of ludic activities are the most appreciated ones among the pupils according to the results, this is because they help them to learn English more than the other games.

2.3. Learners' Manner of Playing Ludic Activities

Regarding the manner of playing the game, most pupils with (62%) say that they play it in team, and (24%) of them play it in pairs, the rest with (15%) practise the play individually (see graph 03). Accordingly, pupils confirm that they cooperate, and interact during the play with (67%) of them responded "Yes", and (33%) said that they do not (see diagram 05). Brewster et al. (2004) are right when they state that organising the class in teams is a good choice to get everyone involved, and teachers should know when selecting any game to what extent that game is competitive or cooperative. Again, this goes hand in hand with Ergasheva (2022) who claims that learning by using games in the classroom get pupils to cooperate between them, and playing either altogether against the teacher or in several groups. By doing so, they learn the importance of achieving something in a cooperative, respectful, and successive process. Karma (2010, as cited in Liu et al., 2021) state that children through playing, they are starting to live their lives, sharing everything they have in a social atmosphere, enjoying

their cooperation, and tackling all tasks bravely. Therefore, playing the game collectively, helps pupils to cooperate and integrate between them in order to perform the play, and achieve the educational goals.

As pointed out by the previous results, learning English language through games is a real fact, (85%) of the pupils confirm that they feel an improvement in their process of learning English through playing, and only (15%) do not feel it (see graph 04). Again, this proves that “Children enjoy constructive play and games. They are not only motivating and fun, but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the fourth language skills” (Brewster et al., 2004, p.172). Byrne (1995, as cited in Fang, 2023) declares that when learners learn in an enjoyable situation, using funny games, they escape to the daily monotonous environment towards a new effective method of learning a foreign language: the use of games. Karma (2010, as cited in Liu et al., 2021) suggests that the use of ludic activities in teaching English as a second language could have an excellent benefit on the students, for this method helps them to improve their capacities in English. To conclude, the results and the points of view of the previous authors concerning learning English through ludic activities are similar: they help pupils to learn English in a perfect and successful way.

2.4. Learners’ Vocabulary Improvement

On the issue of understanding the words used in the game along with their pronunciation, the results were positive with (89%), and (87%) for both the understanding of the words, and their pronunciation (see graph 05 and 06). This is another benefit of using games in teaching, “They provide (hidden) practice of specific language patterns, vocabulary and pronunciation” (Brewster et al., 2004, p.173). Accordingly, McCarthy (1990, as cited in Moburaki, n.d) asserts that in order to master a given language and speak with it fluently, the vocabulary knowledge is needed otherwise you cannot express anything. Thornburry (2002, as

cited in Moburaky, n.d) also explains that if we do not know the grammatical rules that govern the language, we can hardly use it, and if we do not have enough vocabulary baggage, we cannot use it at all. This shows the importance of acquiring vocabulary items of any language in order to be able to use it correctly.

Pupils also confirm that there is an improvement in their English speaking skill with (67%) of them feeling it and (33%) of them do not feel so (see diagram 06), and this is thanks to the communication made between them in English during the game with (55%) of the participants say that they do so (see graph 07). Consequently, this is exactly what Shelley's personal view as a teacher of ESL students asserts about teaching English with games. He argues that pupils while playing they are not doing things in a nonsense way, but they are communicating between them using the language being studied, and each one tries to impose himself in the classroom. He says that his pupils speak enough during the games, for it is the main purpose behind using them as a method of teaching a foreign language, and the other skills can be improved as well along with the speaking one. He adds, as an experiment English teacher, that the very essential and powerful mean that the teacher should give to its students is the ability to speak and manipulate the language. "How can someone dare to say that he is a qualified English language user if he is unable to speak with it?" he concludes (Selley, n.d). In the same way, Brewster et al. (2004, p.182) say that one crucial teacher's question for assessing the potential of the game is, "Do children practise English throughout the game, or for the most part, at least?" Therefore, this shows how important using games in teaching English language is, for they help pupils to acquire as much as possible of vocabulary words which are necessary for them to be able to speak fluently, with confidence and in an accurate way.

Conclusion

The results of this chapter concerning the discussion of the findings, obtained from both the teachers' interview and the learners' questionnaire, confirm the advanced hypotheses in the present study, and with the research questions as well. In fact, ludic activities, as a strategy of teaching English language at primary school level, is fundamental to improve learners' speaking abilities in English. Consequently, they should be included in the programme of teaching English as a foreign language in all levels of the Algerian primary schools, which will have great benefits on the pupils' mastery of English which is considered as the most important and omnipresent language in all fields around the world so far.

General Conclusion

The study was compiled to investigate the role of ludic activities to enhance the learners' speaking abilities in two public primary schools of Tizi-Ouzo wilaya: Laimech Ali and Freres Khlifi. It inquired how ludic activities contribute to improve pupils' speaking capacities in English language through communication, interaction, and cooperation between them during the fulfilment of the game in the classroom. The inquiry in this field is very important because this issue of using ludic activities in teaching English language in the public primary schools of Tiz-Ouzou based on the theory of Brewster, Ellis, and Girard, developed in their book entitled *The Primary English Teacher Guide, is new*.

The mixed methods approach was followed in the present study to answer the initial research questions, and to confirm or disconfirm the advanced hypotheses. Therefore, both quantitative and qualitative methods were combined to collect and analyse data. Statistical tools were used to assess the results of qualitative data, and qualitative content analysis was applied to interpret the data gathered through the interview.

As demonstrated by data analysis, the qualitative content analysis and the statistical tools provide answers to the advanced research questions and hypotheses. The two teachers, with whom the interview was conducted, confirm that ludic activities are used to teach English in primary schools, and they are part of the programme they teach. They also assert that those ludic activities really help pupils to improve their abilities to speak in English since they communicate between them during the play using the English words of the game. In addition, they constantly give instructions to their pupils concerning the manner of playing the game and its rules, and they assimilate them easily because they are clear and simple. The organisation of the classroom by the two teachers for playing the game is another issue which is given a great importance for the well ongoing of the game, and each teacher has her own kind of organisation. The two teachers claim that their role in the ongoing of the game is primordial, for they follow

each action done by their pupils, and they intervene to correct any misunderstanding or misbehaviour when necessary.

On the other hand, the findings of the students' questionnaire are also in the same way as those of the interview, they once again proved the remarkable role played by the strategy of using ludic activities in teaching English in the primary schools. In fact, the most pupils say that they like English as a foreign language to learn, and lot of them do not find difficulties to study it. When it comes to their points of view concerning ludic activities as a means of teaching English, the majority of them like this kind of teaching, and according to their responses, they do not feel bored in studying in such a way because they feel that there is an improvement in their capacities to speak in English through playing. Concerning the kind of games they most like are guessing games, board games, and role-play games. Besides, they declare that they generally play in groups, which lead them to cooperate and integrate easily, spontaneously, and voluntarily to achieve the educational objectives of the game being played: learning and mastering the English language.

Hopefully, with this modest study, in which we have faced some obstacles like the limitation of time, the obligation to translate the questionnaire into Arabic since the pupils are still beginners in learning English, and the difficulty to find books as resources in order to enrich our research, we have paved the way for further research which will be done in the same field. This will contribute to the perfection in teaching English language to young learners and even older ones.

It has been proved that science has no limit, no place, no time, and is never late to look for the better wherever can be found, and whenever it is possible. English is seen nowadays as an international language used in all fields, and is the source of all scientific knowledge; therefore, any means that can help pupils to master it in the right way is welcomed. Without

any doubt, the further research which will be done to investigate deeply the issue of ludic activities and its capacities to shift its natural nature, which consists merely of joy and play into an educational tool thanks to the children's intrinsic innate potential, will focus on the same topic but in another context with different categories of learners or deal with the other components of English like grammar, vocabulary, and so on, which will thrive the process of teaching English as a foreign language in the primary school .

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Appendices

Appendix 1:

Teacher's Interview

This interview is for our study which focuses on the use of ludic activities in the primary school, and its role to improve the pupils' speaking abilities. You are kindly asked to answer the following questions to help us to collect some data concerning this issue. Your answers will be kept anonymous and confidential.

Q1: Are ludic activities used in teaching language? If yes, what kind of activities do you use?

Q2: How can ludic activities being selected improve pupils' speaking fluency in English?

Q3: Do you give instructions to your pupils for playing a given game?

Q4: Do your pupils find these instructions clear and simple?

Q5: How do you organize your classroom before starting the game?

Q6: Which kind of organisation is suitable and why?

Q7: What is your role when your pupils play the game?

Q8: Do your pupils ask you for clarification, information, and comprehension about the game being played?

Q9: Do you interrupt or correct them when they are playing the game?

Appendix 2:

The learner's Questionnaire

The present questionnaire aims to collect reliable data for our research. In fact, we are studying the role of ludic activities to improve learners' speaking abilities in the primary school. You are kindly asked to fill it carefully and sincerely for the success of our study. Your answers will be kept anonymous and confidential.

Please use a cross (x) to indicate your chosen answer.

Section 1: Learners' Interests

Q1: Do you like English language?

Yes No

Q2: Do you find English language hard to learn?

Yes No

Q3: Which activities do you find hard to learn in English?

- ✓ Written activities
- ✓ Speaking activities
- ✓ Reading activities

Q4: Do you use English outside the classroom?

Yes No

Section 2: Ludic Activities

Q1: Do you like ludic activities?

Yes

No

Q2: Do you feel bored when you play ludic activities?

Yes

No

Q3: Why do you like ludic activities?

Because they are:

✓ Funny

✓ Teacher plays the game with you

✓ They help you to speak English

✓ Everyone is involved in the game

Q4: What kind of ludic activities do you prefer?

✓ Guessing games

✓ Role play

✓ Board games

✓ Describe and draw

✓ Find the order

✓ Find differences and similarities

Section 3: Learner's Manner of Playing Ludic Activities

Q1: How do you play the game?

✓ Individually

✓ In team

✓ In pairs

Q2: Do you interact and cooperate through playing the game?

Yes

No

Q3: Do you learn English language when you play ludic activities?

Yes

No

Section 4: Learners' Vocabulary Improvement

Q1: Do you understand the words used in the game?

Yes

No

Q2: Do you learn the pronunciation of the English words used in the game?

Yes

No

Q3: Do you feel improved in speaking English language through playing ludic activities?

✓ Yes, we think so

✓ Not very well

✓ Not at all

Q4: Do you communicate in English language while you are playing the game?

✓ Of course we do

✓ We do our best

✓ We use our mother tongue

الاستبيان

هدف هذا الاستبيان هو جمع معلومات ذات مصداقية تتعلق بموضوع بحثنا. في هذه الدراسة، نحاول إبراز دور منهجية التدريس عن طريق اللعب في تطوير قدرات التلميذ في التكلم باللغة الانكليزية في الابتدائي المطلوب منكم هو ملئ هذا الاستبيان بكل شفافية وموضوعية من اجل بلوغ هدف هذا

البحث

ضع علامة (x) في خانة إجابتك

المختارة

الجزء الأول اهتمامات التلميذ

س₁ هل تعجبك اللغة الانكليزية؟

نعم لا

س₂ هل اللغة الانكليزية صعبة التعلم؟

نعم لا

لا

س₃ أين تجد الصعوبة في اللغة الانكليزية؟

في

الكتابة

في

القراءة

في

الكلام

س4 هل تتكلم اللغة الانكليزية خارج القسم؟

نعم

لا

الجزء الثاني التعلم عن طريق اللعب

س1 هل تحب الدراسة عن طريق اللعب؟

لا

نعم

س2 هل تشعر بالقلق في التعلم عن طريق اللعب؟

لا

نعم

س3 لماذا تحب الدراسة عن طريق اللعب؟

لأنها طريقة مضحكة وهزلية

لان المعلم يشارك في اللعبة

لأنها تساعدنا في التكلم باللغة الانكليزية

لان الجميع يشارك في اللعبة

س4 ما هي اللعبة المفضلة لديك؟

إيجاد الكلمات أو الصور الناقصة

العاب الطاولة والبطاقات

العاب الوصف والرسم

العاب إيجاد الترتيب

لعب الأدوار

العاب إيجاد التشابه والتناقض

الجزء الثالث طريقة اللعب

س1 كيف تمارسون اللعبة؟

فرديا

زوجيا

جماعة

س2 هل تتعاونون وتتفاعلون بينكم أثناء اللعبة؟

لا

نعم

س3 هل تتعلمون اللغة الانكليزية من خلال اللعبة؟

نعم

لا

الجزء الرابع تعلم مفردات

جديدة

س1 هل تفهمون الكلمات المستعملة في اللعبة؟

نعم

لا

س2 هل تتعلمون نطق الكلمات المستعملة في اللعبة؟

نعم

لا

س3 هل تشعرين بتحسين في التكلم باللغة الانكليزية من خلال اللعبة؟

نعم نشعر بذلك

ليس كثيرا

لا نشعر بذلك

س4 هل تتحدثون باللغة الانكليزية أثناء اللعبة؟

نعم، نتحدث باللغة الانكليزية

نحاول قدر الإمكان

نتحدث بلغتنا الأم