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**Exploring the Use of Language Based Games to Improve Students' Achievements
in the Algerian Primary Schools: Case of Third-Year Pupils of Mebarek EL Mili
Primary School in EL Malah, Ainit-Temouchent.**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree
in Didactics and Applied Languages*

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Dedications

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Abstract

There is no denying that the English language makes the world a global village, and it plays a crucial role as the lingua franca in the development of any society in the entire world. Thus, in our globalized world, it becomes necessary to learn and master this precious language as well as to teach it to a new generation. In order to learn the target language effectively, the teacher should implement an effective and creative teaching strategy. Therefore, the aim of the study in hand is to highlight the importance of integrating language games as an effective, funny, motivating, and creative teaching method. It also seeks to explore the use of language-based games to improve students' achievements in Algerian primary schools. In order to achieve the objectives of the current research work and answer the research questions, the researcher opted for an online questionnaire with primary teachers of English. Additionally, an interview was conducted with third-year primary pupils at Mebarek El Mili primary school in El Malah, Ain-Temouchent. Eventually, this research study obtained interesting results, which revealed that including language games is an effective, funny, exciting, and innovative teaching technique in Algerian primary schools. It also indicated that games increase students' motivation and reduce their level of anxiety, as well as raising teachers' awareness and creativity. Moreover, the findings show that integrating language games reinforce the students' positive perceptions towards learning and improve their achievements.

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List of Abbreviations and Acronyms

ADHD: Attention deficit Hyperactivity Disorder

EFL: English as a Foreign Language

EGL: English as a Global Language

ELT: English Language Teaching

ESL: English as Second Language

FL1: First Foreign Language

FL2: Second Foreign Language

L2: Second Language

LBG: Language Based Games

TEFL: Teaching English as a Foreign Language

USA: United States

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General Introduction

General Introduction

1. Introduction

The world has become a global village due to the rapid growth and increase in science, technology, and communication. Nowadays, English is a prominent tool that allows people to interact easily with each other by transmitting messages, thoughts, and ideas. In addition, by expressing feelings and emotions. Also by exchanging different cultural backgrounds from all over the world. Because of its enormous importance, English has become quite widespread as a foreign language within several countries' schools. Thus, Algeria attempts to keep up with the world's progress by shedding light on the importance of embracing English as a second foreign language within the Algerian educational system.

In addition to eliminating the entrenched Frenchness in Algeria from the colonial era. Therefore, English was introduced in Algerian primary schools in the 1990s, but the experience did not succeed. However, it has been officially introduced in September, 2022. Which sparked controversy among people, especially parents and teachers. Because of their fear of this sudden change and because of their failure to achieve compatibility between French and English. Because they are alphabetically similar and have many features in common.

Accordingly, French was the second language in Algeria, but after the arabization process, things changed. Even though Algerian scholars and Muslims achieved preeminent success in the Arabic identity in general and the Arabic language in particular, the influence of French colonialism remnants on the Algerian identity is still engrained in various aspects of Algeria as well as in the Algerian people's behavior, interactions, and communication. Therefore, learning English as a second foreign language is really challenging for both learners and teachers. Moreover, from here came the idea of using language-based games to improve

General Introduction

the quality of learning English by providing a motivating environment that attracts learners' attention and raises their motivation to learn more.

This new teaching strategy breaks the barrier of boredom and exhausting routine that kills creativity and inspiration in the souls of both students and teachers. While the application of modern and interactive tools creates a flame of creativity and excellence within each learner and teacher, every simple challenge contributes to highlighting the best version of themselves by improving their skills, competence, and performance. Which also makes the learning process smooth and enjoyable.

2. Motivation, Aims, and Objectives of Research

This research seeks to:

- Explore the effectiveness of the implementation of language games in the Algerian primary schools.
- Spot light on the importance of using language games as a creative teaching method for providing a suitable and motivating environment for Algerian primary schools students' learning process.
- Raise teachers' awareness about the importance of introducing fun and motivation as a key factor for students' success.
- Increase Algerian primary school students' motivation towards learning process as well as the creativity of teachers of English.
- Provide Algerian primary teachers of English by a beneficial language games to use them in their English teaching process.

3. Statement of the Problem

Teaching is an art and talent that is not given to anyone. Additionally, learning a foreign language is valuable and enjoyable process that requires a suitable and motivating environment, especially for kids and beginners who are full of energy and enthusiasm. However, it seems challenging because learners often lose concentration after a short time, and this is due first to the nature of the function of the human mind towards receiving information. Secondly, they feel bored of staying in the same rhythm without any renewal or creativity as result of repeating the same activities in the same way.

The latter leads to their dissatisfaction with the traditional learning process and their lack of motivation and development in the target language. Therefore, teachers should apply language games as an effective and interactive strategy to raise students' motivation and arouse their learning curiosity, as well as to improve their teaching creativity.

4. Research Questions and Research Hypotheses

1. To what extent do language games affect EFL primary pupils' motivation and teachers' awareness and creativity?
2. Is there any relationship between fun in learning and pupils' learning positive perceptions and achievements?

This research tries to give evidence to the following hypotheses:

1. Language games are very important for increasing pupils' motivation and teachers' awareness and creativity.
2. Integrating fun into learning may reinforce the pupils' positive perceptions towards learning and improve their achievements.

5. Structure of Research

The foundation of the current research work is built upon three main chapters. The first chapter covers the theoretical framework. The first chapter is devoted to defining the concept of language-based games. Second, it describes its different types which are information gap games, guessing games, matching, games, exchanging and collecting games, and searching games. Finally, this chapter highlights the high value of the integration of language-based games in the Algerian primary schools by discussing the psychological and intellectual effects of games on primary pupils and their success in the English learning process.

The second chapter is a status analysis. It starts by defining teaching English as a foreign language. Second, it highlights the status of English as a global language (EGL) and its significance in the entire world's progress as a lingua franca. Then, this chapter also highlights the importance of teaching English as a foreign language (TEFL). Next, it introduces the status of French and English in the Algerian educational system. Finally, the present chapter tackles the history of introducing English as a foreign language (EFL) in the Algerian primary schools. Therefore, it presents the old experience of the 1990s as well as the modern experience of 2022 for adopting the English language in Algerian primary schools.

The third chapter deals with the practical part of this research study. First, it presents the sample population, the research method, and the research instruments used in this research work. Then, it analyzes the data obtained and interprets the main findings. Finally, the chapter concludes with some limitations encountered by the researcher in this research work and proposes some useful recommendations for teachers of English in general and primary teachers in particular, as well as for the Algerian responsables in the educational sector concerning the implementation of language as a fundamental and effective strategy in the Algerian primary schools.

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In order to test the following hypotheses: language games are very important for increasing pupils' motivation and teachers' creativity. Additionally, integrating fun into learning may reinforce both pupils' positive perception towards learning. The researcher have opted for an online questionnaire with primary teachers of English and an interview third-year primary pupils at Mebarek El Mili primary school in El Malah, Ain-Temouchent. Therefore, this research study is based on 'a case study' to collect valid and more data about the teachers' and the pupils' opinions, perception, and reactions towards the integration of language based games as a fundamental teaching strategy alongside with the traditional method. Eventually, to achieve the primary objective of this current research work which is to explore the use of language based games to improve students' achievements in the Algerian primary schools.

Litterature Review: An overview of Language Based Games

1.1 Introduction

This chapter reviews the theoretical framework. It aims to introduce the research topic by defining the key concepts in this research work. First of all, this chapter will provide the reader with a theoretical review about the notion of language based games. Therefore, it starts with a definition of language-based games. Then, it describes the different types of language games which are information gap games, guessing games, searching games, matching games, exchanging and collecting games, and arranging games. Next, this chapter sheds light on the importance of using language games during the teaching and learning process. Finally, it puts emphasis on the psychological and intellectual effects of language based games on English foreign language students and their achievements.

1.2 Definition of Language Based Games (LBG)

Nowadays, science and technology are strongly advanced, as is education, which has developed. Additionally, the educational system is regularly adjusted. Therefore, the learning process changes because of these developments, and learners need change too according to their globalized environment. Thus, they need an entertaining and motivating environment and modern learning techniques that spawn a feeling of fun and enthusiasm in order to learn effectively and creatively.

From this perspective, the notion of language games starts to gain ground as an effective and enjoyable teaching and learning strategy. In this regard, Akilli (2007) states that a game is considered as being “a competitive activity that is creative and enjoyable in its essence, which is bounded by certain rules and requires certain skills” (P. 04). That is to say, games provide learners with an amusing and innovative environment in which they discover and improve their cognitive abilities, and they create a spirit of competition among learners that is governed by a set of rules.

Literature Review: An overview of Language Based Games

In the same vein, Greenall (1990) expresses that “the term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity” (P. 06). In that stream, Byrne (1995) defines games as a system of play “governed by rules” (p. 21). In other words, games play a crucial role as a preeminent element of enthusiasm, pleasure, and creativity in the learning process. Therefore, teachers should treat them as a fundamental and substantial factor in achieving a fruitful learning journey, additionally, adopt them as a credible and effective teaching strategy rather than using them as an extra activity only for fun.

Supporting this idea by Haldfield (1984) who emphasizes that “a game is an activity with rules, a goal and an element of fun (...) Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term” (P. 4). This means games are an essential part of fun and competition in a learning setting. Therefore, they are a destination for success more than a mean.

Moreover, a game is an enjoyable task that is divided into two categories: competitive games and cooperative games. In both categories, players aim to achieve a specific objective. It gives paramount importance to effective communication rather than the language itself. In this regard Toth (1995) states that:

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. The emphasis in the game is on successful communication rather than on correctness of language (P. 5).

Furthermore, Games are a powerful tool for teachers to solve hard learning circumstances such as, the lack of concentration, skills, and motivation in the learning process.

In this aspect, Nicholson and William (1975) assert that "Games are a form of teaching which may be used in circumstances where ordinary approach are not well tolerate; when attention is hard to get and harder to keep" (p. 427). That is to say, games are considered as a modern and effective teaching strategy that can raise learners' positive interaction and quantifiable outcomes when the traditional one is unbearable.

1.3 Types of Language Games

There is no denying that today, in our globalized world, language games play a central role in improving the quality of learning and providing a suitable and motivating environment. Moreover, they raise competition and creativity among students as well as the awareness and creativity of teachers when they use them during their teaching classes. Thus, teachers should be aware that using games is not only for having fun; it is also a serious task that requires certain rules and conditions, as well as particular abilities and a suitable environment.

Moreover, each type of game has its own effect in recalling and improving specific skills. Therefore, mentors should be selective and creative in using them in order to complete the lesson and improve the previous knowledge of learners in a real-life situation. In this regard, Wright, Betteridge and Buckby (2006) assert that teachers should be "aware of the essential character of a type of game and the way in which it engages the learners can be helpful in the adaptation of games or the creation of new games" (P. 4).

Furthermore, there are several language games that teachers can implement in their depending on their objectives, learners' skills and knowledge, and lesson plan. According to Hadfield (1984), games can be categorized into three taxonomies: The first taxonomy involves communicative and linguistic games, which is based on communication, it focus on exchanging ideas and information. In other words, they prioritize fluently.

In this regard, Hadfield (1984) explains communicative games by stating that “they are active with non-linguistic goal or aim ... they provide an opportunity for real communication...; thus constitute a bridge between the classroom and real world” (P. 4). Moreover, Hadfield explains linguistic games from another angle by claiming that linguistic games put an emphasis on accuracy.

The second taxonomy includes competitive and cooperative games, in which students compete with one another to complete tasks or accomplish goals. In this context, Hadfield (1984) claims that “players or teams work together towards a common goal” (P. 4). The third and final taxonomy is made up of a variety of games that combine linguistic and communicative games. Additionally, language games are divided into other categories by Hadfield (1984). These are listed below:

1.3.1 Information Gap Games

They are games that play a crucial role in communication. In such games, teachers provide their learners with the opportunity to express their opinions and thoughts. In this type of game, two players are needed, and one of them has an idea that the other student does not. The objective is for the students to complete the assignment by exchanging knowledge and ideas (Hadfield, 1984). Other students can play this game in a different way by attempting to guess which pieces of knowledge the other two players have.

Regarding this game, Hadfield (1998) provides a teacher with an example of this game in which he/she tries to pair up the students, brings various street pictures, and gives each pair a street picture for one player. This should be done for the other pairs without looking at one another's pictures. Each partner then makes an effort to describe his or her photographs in detail to the other. The main objective of the game is to attempt to distinguish between the two pictures by identifying seven differences between them.

In this regard, Harmer (1998) argues that “two speakers have different parts of information, making up a whole; because they have different information there is a ‘gap’ between them” (P. 88). Moreover, Ur (1988) notes that the notion of information gap aims to primarily create “a feeling of purpose, challenge, and authenticity which improve learner interest.” (P. 21).

1.3.2 Guessing Games

These games are allegedly based on the following rule, which is conjecture. To put it another way, one student can have an opinion about a certain item, while the other students might be speculating or trying to learn more about it (Hadfield, 1984). Supporting this idea by Klippel (1984) who says that “the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out” (P. 31). For instance, in order to play this game, the teacher tries to prepare little cards before giving them to the students. Each student selects a card without exposing it to the others and attempts to act out what is on the card. The other students are then asked to guess what their fellow students are trying to say, or discover the appropriate word, based on their performance.

1.3.3 Searching Games

In this sort of game, All of the pupils participate as a donor and gatherer , each one has an idea that will helps the learners to gather a large amount of information in order to answer questions or solve problems (Hadfield,1984). Moreover, “What a Mess” is one of the searching games that Hadfield (1998) uses as an example. The teacher sets up six household object cards and six room cards for this game. As long as the room object cards do not have the same items as the home cards or the other cards, that is.

The teacher tells the kids that their home is congested and disorganized and asks them to go inside their rooms for the items that belong there. In order to play this game, the students

must move around the classroom asking other students about the item they require. Each student then has to find the necessary object by asking the others if they already own it or not. Therefore, the person who acquires all the requested objects is the winner.

1.3.4 Matching Games

The entire class plays this kind of game. Students must look for a match (peer) for a word, picture, or card (Hadfield, 1984). Moreover, Hadfield (1998) views “Funny Face” as a matching game, and he provides some guidelines for playing it. In this game, each student receives a card from the teacher, who presents cards with half faces. Therefore, finding the other half of the face is the primary objective of this game.

Each student attempts to assign the face that he or she has to 23 of their classmates by traveling through the rows until they locate the person who has the other half of the face. Then, in order to determine if the two cards complement one another or not, they attempt to compare the cards side by side. The participants should sit down if they discover the half face.

1.3.5 Exchanging and Collecting Games

This form of game, in which students trade cards and items in a random manner to complete a set, is open to the entire class. Additionally, Hadfield (1998:24) describes and provides specifics regarding the "Flea market" game, which is categorized as an exchanging and collecting game. It is performed as follows: The teacher distributes three hobby cards to each student in the class and tells them that these are their preferred pastimes. Next, each player receives three equipment cards. It is not appropriate for this latter to match their hobby cards. This game aims to match the player with the equipment components that are most appropriate for their activity.

Therefore, the students circulate the room while announcing their interests and hobbies, using phrases like “I like...” or “I’m interested in...” and “What do you prefer to do in your free time” or “Do you have any particular hobbies?”to inquire about the interests of their classmates. After gathering the desired equipment, exchanging it, and giving away their unnecessary equipment, the students should provide one of their pieces of equipment to the person who needs it so that they can sit down.

1.3.6 Arranging Games

Hadfield (1998) claims that organizing games can also be referred to as sequencing or ordering games. They are activities in which players can learn information and use it to order various components in a certain manner. Hadfield (1998) recommends a game that may be played in couples and is classified as an arranging game. The teacher divides the class into pairs and gives them each 24-tale cards with their own action cards in order to act it out.

The teacher tries to choose two participants; he tells the first one the story and invites the second participant to reveal the cards in front of the class. Therefore, the first student's job is to read the story, and the second student's job is to organize the photographs so that the story can be told orally later on. The objective of this type of game is to arrange the images in order to tell the entire story. Following that, the instructor instructs the participants to set the story away and attempt to retell it from memory using only the visuals as aid.

1.4 The Importance of Using Language Based Games during Learning Process

There is no denying that in recent years, the learning process has changed thanks to science and technology. Therefore, traditional teaching as well as passive learning have become gradually marginalized. Additionally, learners needs require modern teaching strategies and an active learning atmosphere. Moreover, nowadays, students can access their knowledge easily

from anywhere and anytime through the internet. Hence, they are responsible and autonomous learners, while the teacher just serves as a guide and facilitator.

Furthermore, Games plays the mother role, who can embrace all the learners needs and offer them a suitable and enjoyable learning environment where they can express themselves freely and discover their substantial abilities and hobbies, as well as improve their cognitive and soft skills. Furthermore, they strengthen their social connections through public speaking and involvement in multiple collective tasks. Accordingly, teachers should be aware of the positive effects of language games on students' learning outcomes in order to use them for effective learning and not just for fun, and they are elaborated as follows:

1.5 The Psychological Effects of Language Games on English Foreign Language Primary Students

It is well known that stress and anxiety are part of any learning process, especially when learning a foreign language because it is unfamiliar and unknown to us. Therefore, learners feel anxious and uncomfortable learning it. Furthermore, these feelings affect their psychological state, behaviors, and learning outcomes negatively. Accordingly, games play a vital role in reducing their level of anxiety because they are a source of relaxation and motivation. In this regard Schultz (1988) states that:

Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking, raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation ...one method has been developed to make students forget that they are in class.... relax students by engaging them in stress-reducing task (games). (P. 7).

In other words, learners lose their concentration and motivation in the traditional learning process, which makes them feel more anxious, whereas games absorb all this negative energy and create an amusing and motivating atmosphere in which students can be free, active, and creative in their classrooms. Moreover, many pupils do not participate and engage in classroom discussions because they worry about being criticized or punished by their teachers. Therefore, they prefer to stay isolated and passive. However, their behaviors will totally change when they are involved in games because the nature of the tasks is full of positive energy, fun, and cooperation, as well as because the teacher is smiling and motivated all the time.

Eventually, the learner will receive this pure energy and positive feelings from his teacher; hence, he will unconsciously feel comfortable and happy in the classroom, and these positive feelings will reflect on his learning outcome and achievements. Language games provide an outlet where intrinsic and shy students have the chance to express and prove themselves by engaging in cooperative tasks in which they can challenge their fear and shyness to accomplish a specific goal. Accordingly, games play a vital role in promoting students' self-confidence and self-esteem by involving them in the group and giving them the feeling of belonging as an effective part of society. Thus, they give them the space and freedom to express their opinions, feelings, and ideas in real-world situations. In this context, Wright, Betteridge and Buckby (1984) assert that:

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Thanks to games, shy language learners will have more chances to speak and show their feeling and opinions in English as much as they can (P. 2).

In the same vein, Huang (1996) says that “Learning through games could encourage the operation of certain psychological and intellectual factors which facilitate communication, heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence” (P. 1). Therefore, games are an effective treatment for social anxiety, and they can help students with panic attacks because they reduce the level of anxiety and create a relaxing and supportive setting in which they feel comfortable and not alone in handling their fear and anxiety. Furthermore, games are central to promoting social interactions and cooperation between learners by engaging them in debates, discussions, and collaborative tasks to achieve a common goal.

It is well known that students with attention-deficit hyperactivity disorder (ADHD) struggle with hyperactive energy, inability to pay attention, difficulty sitting still, and difficulty controlling impulses. Thus, it is hard and exhausting work for teachers to control their behaviors in the classroom, and it is more complicated to retain their attention for a long period of time. However, games have a crucial role in controlling their behavior because they require physical action that absorbs all their extra energy and puts it into the learning context. Therefore, teachers can use games to constantly attract their attention by providing them with clear, immediate feedback to stay focused during the learning process. In this regard, Nicholson and Williams (1975) assert that “Games are a form of teaching which may be used in circumstances where ordinary approach are not well tolerate; when attention is hard to get and harder to keep” (p. 427).

1.6 The Intellectual Effects of Language Games on English Foreign Language Primary Students

It is known that most students lose their attention and interest after a short period of time in the learning process. To avoid this problem and to attract pupils' attention, many researchers assert that including games creates an inspiring and encouraging atmosphere in which learners stay attentive, curious, and attain their concentration for a long period of time.

Moreover, there is no denying that vocabulary is a fundamental element in learning any language in the entire world. At the same time, learning and retaining vocabulary are two of the most challenging and tiring parts of the learning process because, in most traditional settings, learning vocabulary occurs without any real context. For instance, writing vocabulary on the board without any kind of illustration.

Therefore, learners usually forget new vocabularies easily because they are restored just in short-term memory. Whereas implementing language games plays a crucial role in fostering their memory because they learn the new vocabulary through practicing it in real context. For example, using role-playing games enables them to practice their vocabulary in real-life situations.

In this regard, Wright, Betteridge, Buckby (2006) argue that "Games also help teachers to create context in which the language is useful and meaningful" (P. 2). Therefore, these new words and concepts will be restored to long-term memory. Furthermore, this type of learning serves to solve the problem that most students suffer from, which is a lack of vocabulary. In the same line of thought, Wright, Betteridge and Buckby (1984) state that:

The need for ‘meaningfulness’ in language learning has been accepted for some years. A useful interpretation of ‘meaningfulness’ is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and therefore, better remembered (P. 1).

It is well recognized that games have a high value in developing students’ four skills because they are exposed to real situations where they have to take a quick decision in order to win. Therefore, they have to speak, read, listen, and write to realize a specific goal in the task. In this aspect, Wright, Betteridge, and Buckby (2006) state that “games can be found to give practice in all the skills (reading, writing, listening, and speaking), and for many types of communications (e.g., encouraging, criticizing, agreeing, explaining” (P. 1).

Moreover, games are essential in improving learners’ soft skills such as good communication and public speaking, time management, problem solving, and teamwork. Furthermore, games are a preeminent and substantial tool for promoting students’ critical thinking because the nature of games requires emotional intelligence and quick decision-making to win.

Furthermore, games create a spirit of competition between pupils. Thus, each one tries to do his best to create something new or to win the challenge. Therefore, games create an inspiring and creative educational setting where learners will avoid imitation and repetition and learn to be creative and good thinkers.

1.7 Conclusion

The present chapter provides an overview of language based games. First, it defines the concept of language games. Next, it indicates its various types. This chapter also highlights the psychological and intellectual effects of language games on primary pupils and their learning outcomes. Then, it elaborates the different types of language games, which were listed above as information gab games, guessing games, searching games, matching games, exchanging and collecting games, and arranging games. Moreover, it sheds a light on the importance of language games during the teaching and learning process. Then, it concluded with a rich discussion that puts a focus on the psychological and intellectual effects of language-based games on English foreign language students and their accomplishments. The next chapter will be about a status analysis. It highlighted the importance of English as a global language. Additionally, it introduces the status of English in the Algerian educational system.

**Chapter Two: The Status of English
in the Algerian Educational System:
Situation Analysis**

2.1 Introduction

The present chapter is devoted to a situational analysis. It starts with a definition of teaching English as a foreign language (TEFL). Then, it describes the status of English in today's world as a global language, as well as the status of English in the Algerian education system as a foreign language. It also emphasizes its importance in developing the economic, social, educational, and cultural levels of all societies on the globe. Furthermore, we are going to tackle the path of English in the Algerian educational sector from the old experience of 1993, when some changes took place and the Algerian government adopted English as a competitor to French in primary schools without neglecting the main political, social, and educational reasons that led to the failure of this experience, to the modern experience of 2022, when President Abdelmadjid Tebboune officially introduced English as a second foreign language in primary schools, and the success of this experience is highly expected; hence, the future of English in Algeria will flourish through the notable present development.

2.2 Teaching English as a Foreign Language (TEFL)

Nowadays, teaching a foreign language has become of paramount importance and an essential element of any country's development; therefore, all countries on the globe have at least one foreign language besides their mother tongue. In this aspect, Dulay & All (1982) states that "Over a billion people in the world speak more than one language fluently" (P. 9). Thus, we considered the language as foreign when it was not used in daily life or within the social context; however, it was largely thought of within the educational context (the classroom).

Moreover, English is the most widely spoken language as a foreign language in the world since it is seen as the language of globalization, science, and technology, and it plays a crucial role in the development of societies and makes a shift in their economy, science, education, and media. Therefore, teaching English as a foreign language simply means

educating individuals whose mother tongue is not English and where English is not spoken in order to enable them to communicate effectively and creatively and to understand the world better. In the same vein, Santoso (2010) advocates “TEFL is defined as the study of English by non-native speaker living in non-native environment and sometime taught by non-native speaker” (p. 25).

2.3 English as a Global Language (EGL)

It is an undeniable fact that the world has become a global village thanks to the usage of English as a lingua franca among all speakers of different languages and share unfamiliar cultures across the globe. In this respect, Harmer (1983) defines a lingua franca as “a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language” (p. 1). In other words, English is a prominent medium for people's interactions from different geographical and cultural backgrounds in the world.

Moreover, English is the language of science and technology. Therefore, millions of scientific research papers are written and published in English; hence, scientists and researchers from all over the world have to use English in order to share their knowledge and exchange their ideas, as well as to develop their own knowledge through reading others works and staying updated about any scientific developments that can be achieved. In this light, Modiano (2001) points out that “English” “Is now a prerequisite for participation in a vast number of activities.

The global village is being constructed in the English language, as are the information highways [and] access to findings in science and technology is made through English” (p. 341). Furthermore, English is today the most commonly used language on the globe since it is considered an effective tool for cross-cultural interaction. Sharifian (2009) supports this idea

by saying “ELT emphasizes that English, with its many varieties, is a language of international, and therefore intercultural, communication” (p. 2).

The economy is one of the most important reasons that gives English the dominance to be a global language since it is an effective tool of communication between companies and business organizations all over the world. Accordingly, it is so important to mention that many researchers agree that English derived its status as a global language from the political and economic dominance of the USA over the world (Crystal, 2003; Clyne; Sharifian; Tan; Rudby, 2008).

According to Holborow (1999) the rise of English to become the pre-eminent global language can be explained by the “broader perspective of the economic weight of the USA and the workings of international capitalism” (P. 79). Additionally, English has become a global language through the internet and social networks, which provides an outlet where peoples can communicate to each other and share their feelings, ideas, and cultures from anywhere and in anytime. Hence, it allows them to see what is happening in the world and interact with their interests.

2.4 The Importance of Teaching English as a Foreign Language

Today, we are living in a globalized world where rapid growth is emerging in many aspects of life, such as science and technology, business, and education. Therefore, all these developments fall under the umbrella of the usage of English as a global language. So, teaching English as a foreign language becomes crucial for the progress of any society on the globe. Hence, English allows individuals from different countries and cultural backgrounds to communicate and interact with each other, so they can exchange ideas, different perspectives, and their goals in various aspects.

For example, in social life, they can communicate effectively and creatively to establish new connections and effective relationships in both personal and professional life, in which they can share many perspectives, such as ideas, feelings, opinions, and goals, in order to support each other; hence, they will improve their travel experiences due to their previous knowledge of the other culture, and they can connect with people and make new friends there.

Educationally, learning a foreign language provides learners with many substantial opportunities, such as getting access to the latest findings and scientific research and interacting with them effectively by expressing their ideas and opinions and exchanging them with other people in the world; hence, teaching a foreign language enriches your cognitive functioning and skills through gaining valuable knowledge about other unique cultures, as well as through strengthening memory through acquiring new vocabulary and increasing attention and focus. Moreover, it can open many doors in the future, such as getting scholarships and having a better chance of finding a good job; working for international companies and organizations; and achieving a successful career.

From the linguistic perspective, researchers have highlighted that one of the most surprising benefits of studying a foreign language is that it raises the learner's awareness of his own mother tongue through better understanding because he frequently compares the two languages. Therefore he develops a greater consciousness of the syntax, vocabulary, and pronunciation patterns in his native tongue. In other words, learning a foreign language improves cognitive and critical abilities.

On the cultural side, teaching a foreign language not only provides the learner with new communicative skills, but it also opens new doors to discover another culture and society. In this respect, Rivers (1981) explains that "the learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact" (P. 9). Therefore, it enriches the learner's knowledge and

broadens his perspective on life, as well as raising his maturity and awareness through a better understanding of the world and his accessibility to accept different ideologies and new visions in order to adapt to diversity consciously and with flexibility.

In the business world, teaching English as a foreign language plays a vital role in building strong and effective relationships since the success of any business is based on effective negotiation and communication. Therefore, the ability to speak English as a foreign language allows those who work in businesses to understand each other and enables them to express their needs and goals in order to succeed on today's global marketplaces. In short, the presence of a foreign language is a substantial means for achieving mutual intelligibility between different speakers around the world.

Therefore, today, due to the world's ongoing development, learning a foreign language besides the mother tongue has become essential for individuals and society's success. Furthermore, researchers have shown that learning a foreign language increases an individual's self-confidence and self-esteem. Therefore, increasing their happiness and enjoyment in life and making them more flexible in coping with daily problems.

2.5 Status of French in the Algerian Educational System

French serves as a second language (L2) in Algeria from a linguistic perspective, but it is viewed as the first foreign language from a political standpoint. Therefore, it now plays a significant role in politics, administration, government, medicine, law, business, the media, and education. It is used as a teaching tool beginning in elementary school. According to a report issued by the High Council of Francophonie in Paris in 1986, at the time, 15000 people in Algeria out of a total population of 21 million knew French as a first language and 6 million as a second. 11.8 million Algerians, or 33% of the population, were literate in French in 2008.

At that stream, Grand Guillaume (1983) notes that “The knowledge of French started expanding to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction” (p. 12). That means French began to be taught as a foreign language beginning in the fourth year of primary school and continuing through the senior year of secondary school in 2002, when things started to shift. The primary and secondary education sectors have been particularly impacted by the arabization program in 2007. Yet, French continued to hold a greater social status in higher education and was frequently employed in scientific research.

2.6 Status of English in the Algerian Educational System

The Algerian government considers English a crucial element in the development of various fields such as economy, technology, and education since it is the language of globalization. In this respect, Crystal (1997) states that “There has never been a language so widely spread or spoken by so many people as English” (P. 127). Therefore, it is the official second foreign language in Algeria.

Many years ago, this language was taught from the first year of middle school, and French was the only foreign language taught in the primary school. However, today, things have changed, and Algerian decision-makers give paramount importance to this language. Thus, in 2022, they officially introduce it in the Algerian primary schools alongside French as a second foreign language.

2.7 History of Introducing English Language in the Algerian Primary Schools

There is no denying that French was the dominant language in the colonial era in several fields such as government, the media, politics, economics, administration, medicine in general, and education in specific. However, the Algerian government made enormous efforts for the

eradication of the colonial language (French) and the renovation of the official national language (classical Arabic) as a symbol of Algerian identity.

Furthermore, keeping up with the wave of modernization, they took unpredictable actions, which culminated in the adoption of English as a foreign language in the education system. Hence, the researcher tackles the history of introducing the English language as a foreign language in the Algerian educational system by introducing the old experience of the 1990s and the modern experience of 2022 and discussing the main political, social, and educational reasons behind the failure of the old experience.

2.7.1 The 1993's Experience of Adopting English as FL1 in the Algerian Educational System

In 1993, the English language was introduced in the Algerian educational system as a first foreign language (FL1) alongside with French for many reasons and objectives. However, this experience ultimately failed because of many political, social, and educational reasons.

In this regard Benrabah (2007) claims that: from Beginning in the fourth grade of the primary cycle, French was taught as a subject and as the first required foreign language from the end of the 1970s until the beginning of the 1990s. The second foreign language, English, was taught in middle school (eighth grade). The Ministry of Primary and Secondary Education adopted English as a rival to French in primary school in September 1993 under the pressure of the pro-Arabization group. Therefore, the Grade Four students (aged 8 to 9) had to decide between learning French or English as their first required foreign language.

In contrast to those who oppose Arabic-French bilingualism, the minister of education believes that English is “the language of scientific knowledge” and that French is “imperialist” and “colonialist”. The percentage of Grade 4 students who selected English between 1993 and 1997, out of 2 million total students, ranged from 0.33% to 1.28%. Therefore, this experience

failed because French was the favorite foreign language selected by the vast majority of students' parents since it is seen as the language of prestige; hence, they believed that learning French could open doors and create more opportunities in their children's careers.

2.7.2 Reasons behind the Failure of 1993's Experience

The Algerian government introduced the English language in the Algerian primary schools in 1993s. However, this experience ultimately failed because of many political, social, and educational reasons that are mentioned below in details.

2.7.2.1 Political Reasons

One of the main reasons is that the violent conflict between the proponents and opponents the French language. Additionally, the French felt threatened when the arabization system introduced in Algeria. Especially, when the English language arrived as a competitor to French. Eventually, The Francophones play a crucial role in eradicating the English language through political scheming because they were opposed to the introduction of this language and they saw it as merely a first step toward the complete Arabization of the nation.

2.7.2.2 Social Reasons

Another significant reason that highly leads to the failure of this experience is that the majority of parents of students chose French over English because parents believed that learning French is easier than English since it was widely spoken in Algeria because of the colonial era. Moreover, they think that French will open many doors to their children in the future because many jobs in Algeria required proficiency in French. Additionally, it was more familiar and useful than English since has been around from a long time, whereas, English was not highly demanded in Algeria as a new foreign language.

2.7.2.3 Educational Reasons

One of the main reasons that contributes in the failure of introducing the English language in the Algerian primary schools is that most of teachers are not well prepared for this step. Additionally, teachers were lost and did not have any perception or specific goals for the future regarding the English language teaching and learning for the primary levels. Therefore, they needed a training before teaching to know how they should deal with kids and teach them effectively. Furthermore, another significant reason that is the lack of materials in the primary educational sector which ultimately obstructed the teaching and learning of the target language. In this regard, Kara (2002) states that:

On the educational side, the basic tools for this operation played big role in its failing, starting by the noticeable lack of materials, as well as the unpreparedness of teachers who were untrained and some of them were even novices, those who had never dealt with young pupils, moreover, the supervisors lacked long-term vision and it seemed that the curriculum was drawn from the textbooks (P. 530).

In the same vein, the former minister of education Ali Ben Mohammed stated in an interview with the Aljazeera TV program Bila Hodoud (no limits) in the episode titled Conflict of language and identity in Algeria... Dimensions and implications that, during his tenure, many inspectors from Britain were sent, and 2,000 teachers were prepared and set to be employed in the Algerian primary schools. However, this operation ultimately failed.

2.7.3.4. The 2022's Experience of Adopting English as FL2 in the Algerian Educational System

It is said that failure is just part of success since learning, awareness, and wisdom come from failed experiences. The same case can be deduced from the experience of introducing English as a foreign language (EFL) in the Algerian educational system in general and Algerian primary schools in particular. The old experience in 1993 failed for many reasons. However, we cannot deny the tremendous efforts that were made by the Algerian decision-makers at that time since the failure of this experience was not their choice. In contrast, the environment and all conditions of life in this period, such as the influence of French colonialism and the dominance of French in Algerian society, ultimately contributed to the impact of parents' awareness and their children's' choices, which resulted in the majority of pupils preferring French over English.

Nowadays, many things have changed; we are living in a globalized world where English is the most widely spread and spoken language in the world. Thus, all societies on this earth have recognized the importance and high value of English as a global language, thus the language of science, technology, and economy. As well, there is no exception for Algeria. English starts to gain ground within the Algerian society in general and the Algerian educational system in specific. Therefore, President Abdelmadjid Tebboune took an unexpected decision, which embodied the integration of English as the official second foreign language in the Algerian primary schools in September 2022, in order to keep up with the wave of world progress as well as to eliminate the dominant presence of the colonial language (French) in most of the Algerian sectors, especially in administrations and education.

Algeria is preparing to implement the decision of President Abdelmadjid Tebboune to start teaching English from the school year next September, as a step aimed at displacing the French language, which Tebboune said was war booty, and in reference to the start of getting

rid of France's cultural heritage related to the French language, which until recently competed with the Arabic language, as he said, English is the language of science and economy at the present time.

It is important to highlight that this sudden decision sparked controversy among the Algerian people, especially parents and teachers, because it was something totally new and interesting at the same time, which makes them afraid for many reasons. Their biggest fears were the failure of their children since the educational program is already full and the inability to reconcile English and French due to their great similarity. However, not all these arguments negate the importance of this step or the extent of its impact on the future of Algeria in all educational, economic, and social spheres.

Therefore, this is the distant vision adopted by the Algerian decision-makers about adopting English as a second foreign language starting from the primary stage. Eventually, this decision was subject to a deep study by experts and specialists. Moreover, the Algerian government gives the opportunity to all English-certified teachers to join the educational sector and start teaching in primary schools. Therefore it provides them with a training program before teaching in order to examine their English level and capacities, as well as make them ready for this new step and enable them to give better lessons and succeed in their careers.

1.12 Conclusion

The present chapter presents a definition of teaching English as a foreign (TEFL) language. Then, it describes the status of English as a global language (EGL), as well as its status in the Algerian educational setting. It also sheds light on the importance of teaching English as a foreign language in our present globalized world. Afterwards, the chapter provides an historical background of introducing English as a foreign language in the Algerian educational system. It discussed the old experience of 1993. Next, it explained the main

Chapter Two: The Status of English in the Algerian Educational System: Situation Analysis

political, social, and educational reasons behind the failure of this experience. The chapter concludes with a discussion of the experience of adopting English as the official second foreign language in the Algerian primary schools in 2022. The next chapter will be devoted to the practical part of this research study. It describes the sample population, research instruments, and the research method. It concludes with some limitations and recommendations for both primary teachers of English and Algerian decision makers.

Chapter Three: Research Methodology And Data Analysis

3.1 Introduction

The present chapter is the foundation of this research study as it presents the methodology. It aims to investigate the effectiveness of integrating language games to improve students' achievements in Algerian primary schools. First, the sample population, research instruments, and research method is described. Then, it highlights the analysis of the data and the interpretation of the results obtained. Finally, it aims to mention the limitations faced by the researcher in conducting this research work and provide the primary teachers of English and future teachers, as well as the Algerian decision-makers in the educational system, with some interesting recommendations regarding the implementation of language games in the Algerian primary schools.

3.2 The Sample Population

This research work has been carried out at Mubarak El Mili Primary School, which is located in El Malah, Ain-Temouchent. The target population of this study was divided into two groups of third-year primary pupils: the first group consisted of 32 pupils, and the second group had 30 pupils. In addition to fourteen (14) primary teachers of English from different Algerian primary schools. This sample has been chosen on purpose and not randomly because the primary objective of this research work is to investigate the effectiveness of integrating language games to improve students' achievements in Algerian primary schools. Therefore, it was necessary to take the opinions, perceptions, and reactions towards this method of both primary teachers of English and primary pupils into consideration.

3.3 The research method

The current research work is based on 'a case study', since its main purpose is to explore the use of language games to improve students' achievements in Algerian primary schools. It is both a quantitative and qualitative method to obtain valid and more specific data in order to

Chapter Three: Research Methodology and Data Analysis

answer the main research questions and confirm or refute the previously proposed hypotheses. The researcher opted for an online questionnaire with primary teachers of English and conducted an interview with third-year primary pupils in order to analyze and interpret the data collected from the target population quantitatively and qualitatively.

3.4 Research instruments

To meet the aim of this current research work and collect reliable data, the researcher opted for an online questionnaire with fourteen primary teachers of English and held an interview with two groups of third-year primary students as effective tools for this research.

3.5 The Analysis of the Students' Questionnaire

Section One: Background Information

Question 01: Participants' gender

Options	percentage
Male	14.3%
Female	85.7%
Total	100%

Table 3.1: Participants' gender distribution

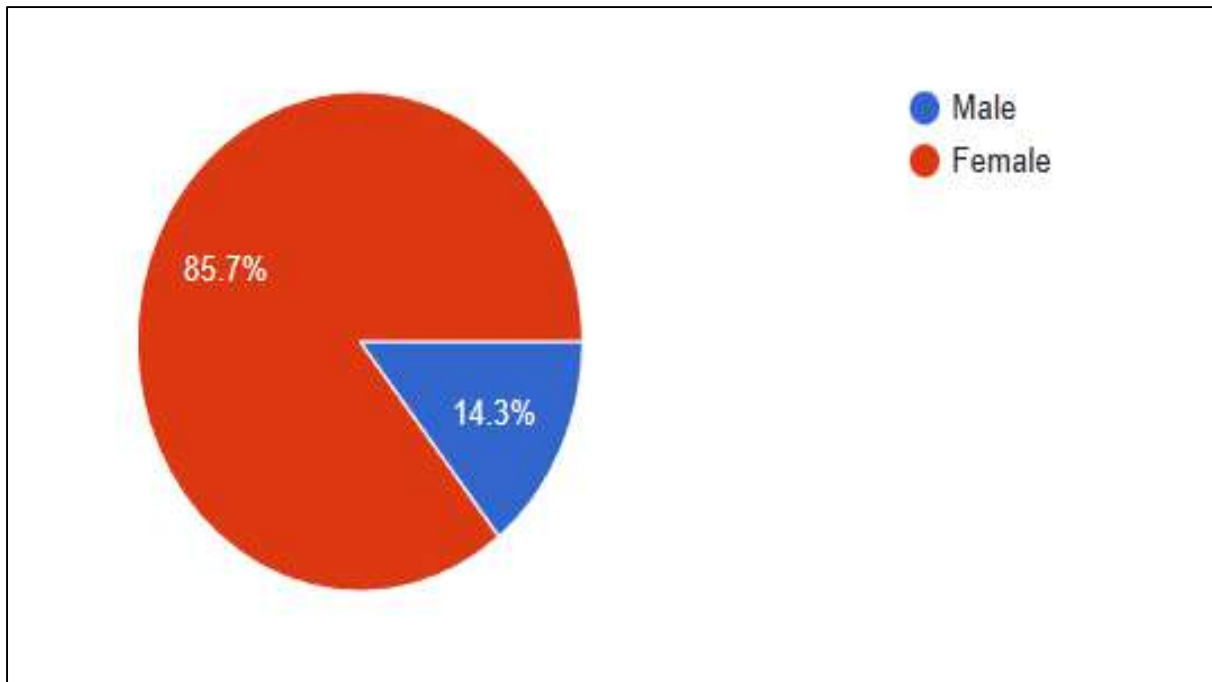


Figure 3.1: Participants' gender distribution

This question mainly seeks to discover the participants' gender. The figure above showed that the rate of female teachers of English working in the primary school is higher in comparison with the rate of male teachers. As it is represented in the pie chart above, female teachers represent more than (85%) of the sample population, whereas, the percentage of male teachers is only (15%).

Question 02: Participants' age

Age	Percentage
[21-25]	71,4%
[26-30]	14,2%
[30-46]	14,2%
Total	100%

Table 3.2: Participants' age distribution

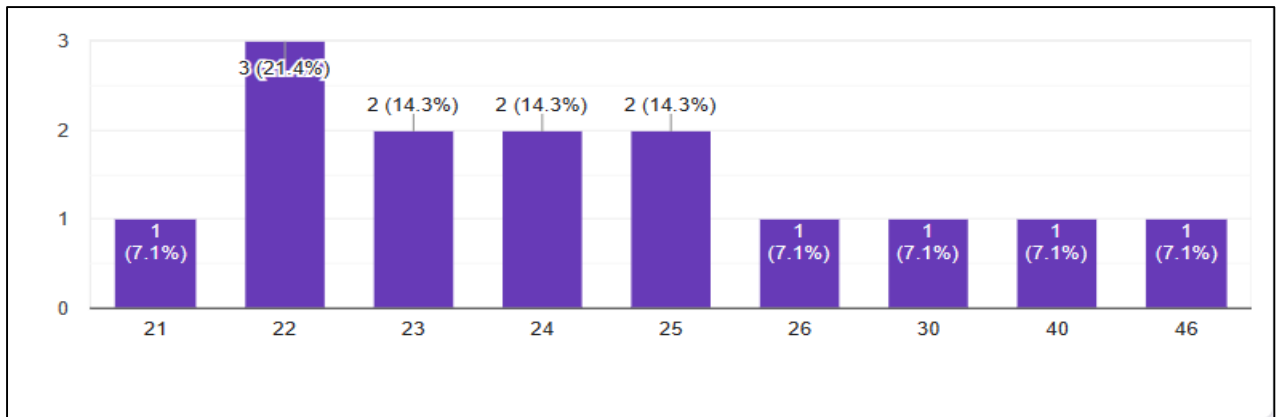


Figure 3.2: Participants' age distribution

The second question of this questionnaire intended to introduce the informants' age. The results obtained reveal that most primary school teachers are youth. The bar graph above indicated that more than (72%) of the sample population's age belongs to this age group [21-25]. In addition, (14%) of the informants' ranges between [26-30]. The remaining participants' age ranges between [30-46] and represent (14%).

Question 03: Participants' teaching experience

Year	Percentage
One year	35,7%
Two years	28,6%
Three years	14,3%
Four years	7,2%
Six years	7,2%
Twelve years	7,2%
Total	100%

Table 3.3: Participants' teaching distribution

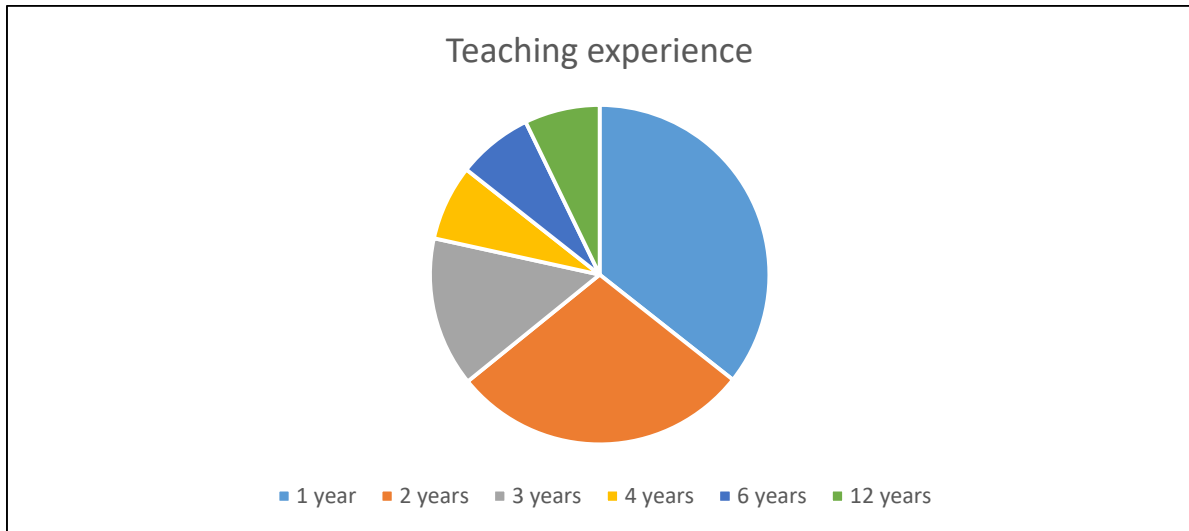


Figure 3.3: Participants' teaching distribution

This question aimed to identify teachers' teaching experience. The findings represented in the figure above demonstrated that the majority of teachers of English in the primary schools (36%) have at least one year teaching experience and the rest of teachers (50%) have more than 2 years teaching experience. Only two teachers (14%) have more than 5 years.

Question 04: Participants' educational system

Educational System	Percentage
LMD system	92,9%
Classical system	7,1%
Total	100%

Table 3.4: Participants' educational system

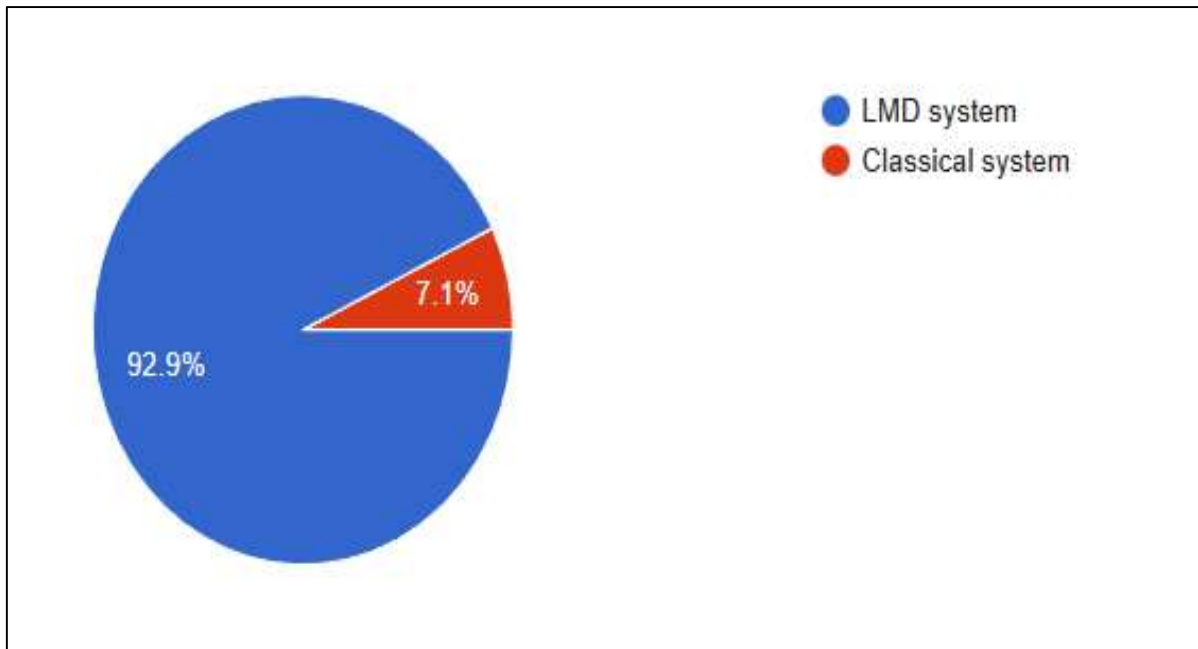


Figure 3.4: Participants' educational system

This question attempted to highlight teachers' educational system. The pie chart showed that most primary school teachers followed the LMD system as they represent more than (90%) of the whole sample population, whereas, only less than (10%) belong to the classical system.

Question 05: Participants' specialty

Specialty	Percentage
Didactics	57,1%
Linguistics	28,6%
Litterature and Civilization	14,3%
Total	100%

Table 3.5: Participants' specialty

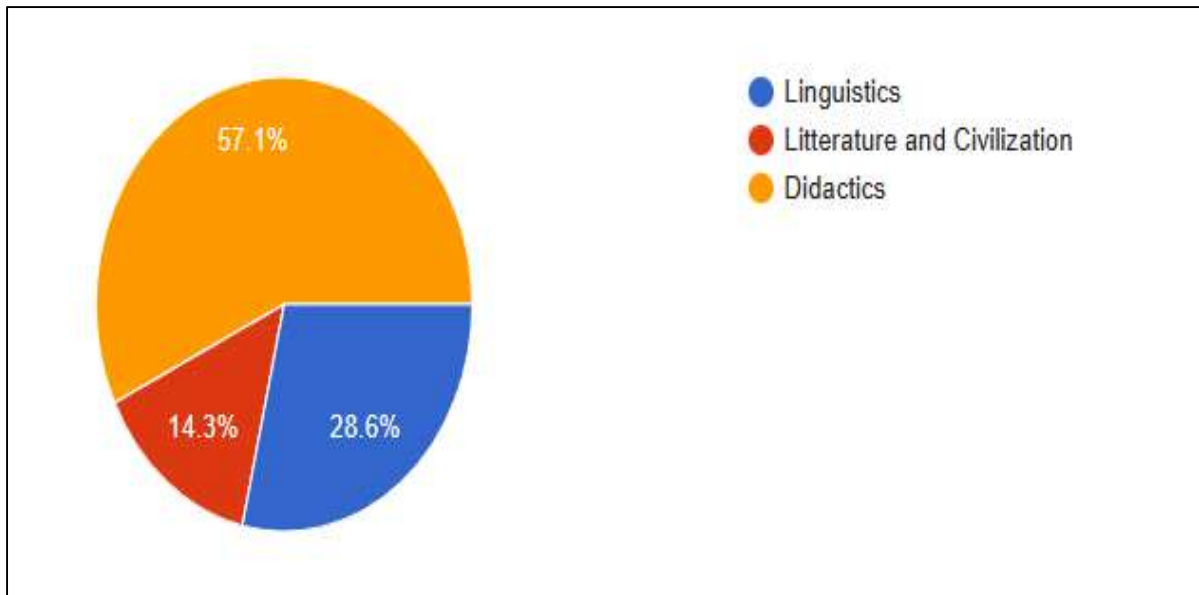


Figure 3.5: Participants' specialty

The aim of this question is to highlight teachers' specialty. As it is presented in the previous figure more than half of the population were specialized in Didactics and they represent (57%). The percentages of the remaining specialties are (14%) for Literature and Civilization and (29%) for Linguistics.

Section Two: An Overview of Language Based Games in the Algerian Primary Schools

Question 01: Do you think that using language games is in an effective strategy in teaching the English Language?

Teachers' opinions about the effectiveness of language games	Percentage
Yes	100%
No	0%
Total	100%

Table 3.6: Teachers' opinions about the effectiveness of language games

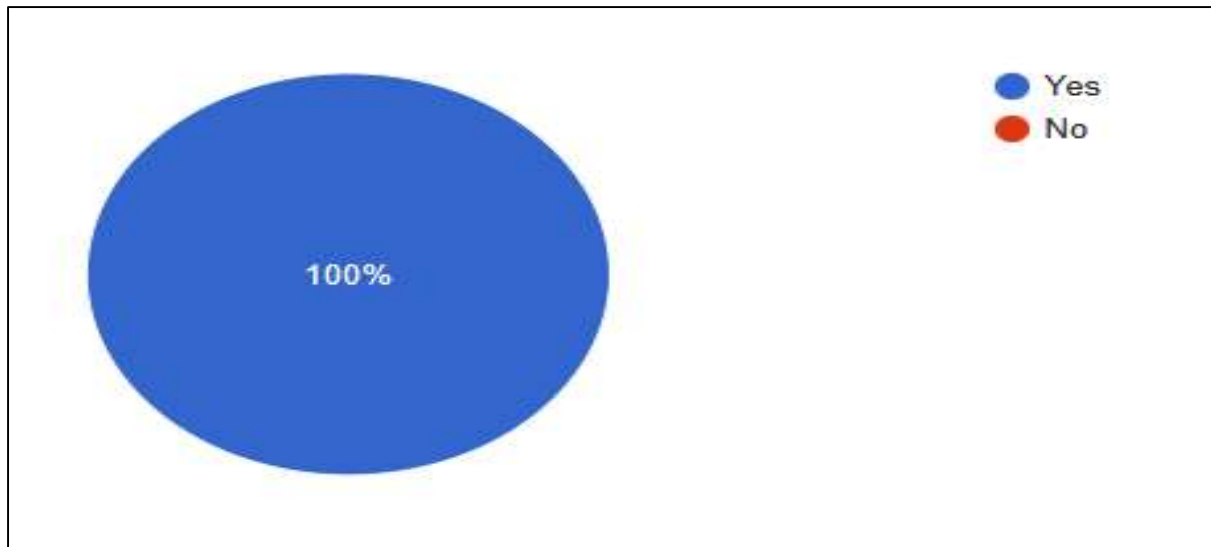


Figure 3.6: Teachers' opinions about the effectiveness of language games

This question sought to investigate primary schools' teachers' opinions about the effectiveness of using language games in teaching English as a foreign language. The entire population (100%) affirmed that language games is a useful teaching strategy.

Question 02: Do you see that including language games to teach the English language in the Algerian primary schools raise students' motivation?

Teachers' opinions about the effect of language games on students' motivation	Percentage
Strongly agree	64,3%
Agree	35,7%
Neutral	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Table 3.7: Teachers' opinions about the effect of language games on students' motivation

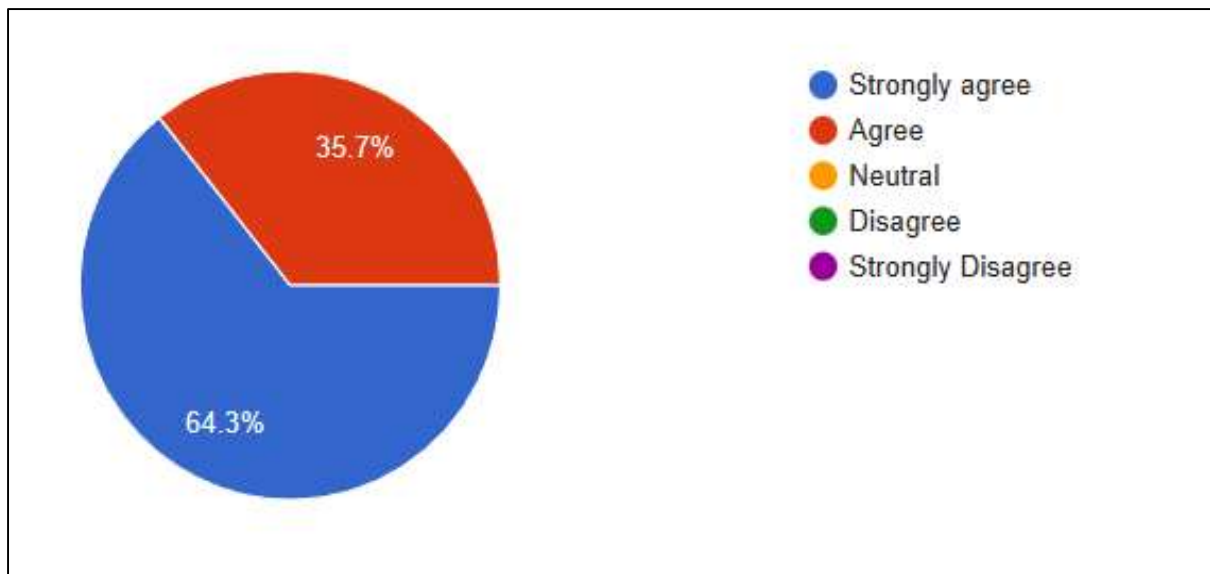


Figure 3.7: Teachers' opinions about the effect of language games on students' motivation

It is obvious from the obtained results that almost all the teachers strongly agreed (64%) that including language games in the teaching process increase students' motivation, whereas, the rest of teachers (36%) agreed on the same idea.

Question 03: Do you agree that language games reduce students' anxiety?

Teachers' opinions about the effect of language games on students' anxiety	Percentage
Strongly agree	78,6%
Agree	21,4%
Neutral	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Table 3.8: Teachers' opinions about the effect of language games on students' anxiety

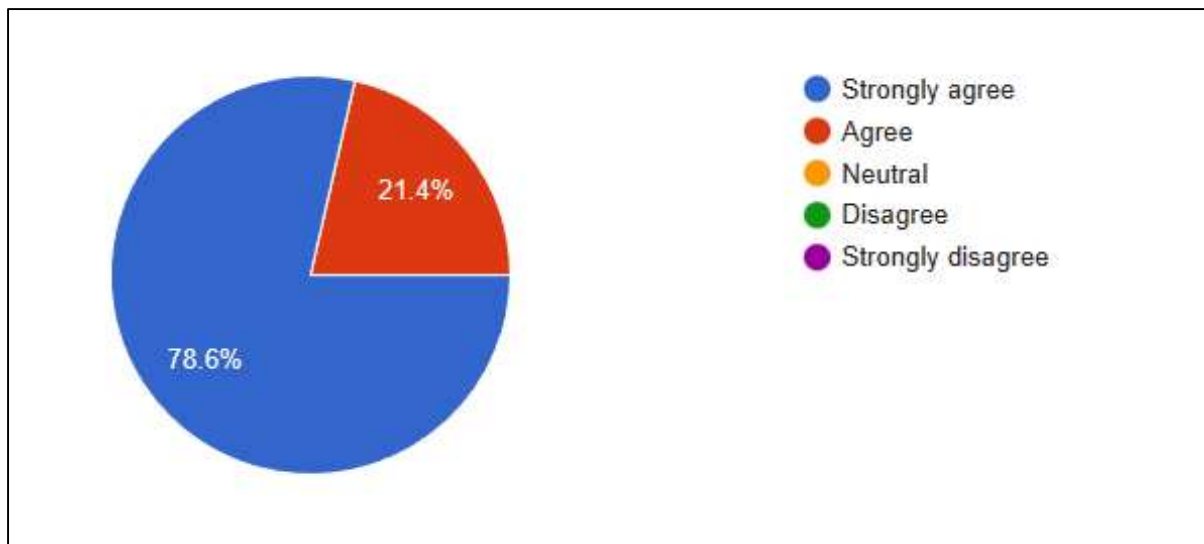


Figure 3.8: Teachers' opinions about the effect of language games on students' anxiety

The results determined teachers' opinion about the psychological effect of language games on pupils' anxiety. It is clear from the pie chart that most teachers (79%) strongly agreed and (21%) agreed that implementing language games lower students' level of anxiety.

Question 04: Do you use language games in your English classes?

Teachers' implementation of language games	Percentage
Yes	100%
No	0%
Total	100%

Table 3.9: Teachers' implementation of language games



Figure 3.9: Teachers' implementation of language games

The core of this study explores the effectiveness of using language games to teach English in the primary school. Therefore, it was necessary to investigate the extent to which primary teachers of English use this strategy in their teaching process. The pie chart indicated that all teachers (100%) used language games in their English sessions.

Question 05: Please, choose the games that you have already used in your English classes?

Types of games used in English classes	Percentage
Guessing games	85,7%
Matching games	85,7%
Board games	28,6%
Searching games	57,1%
Role playing games	85,7%
Card games	28,6%
Spelling puzzle game	35,7%
Crossword puzzle game	28,6%
Other	35,7%
Total	100%

Table 3.10: Types of games used in English classes

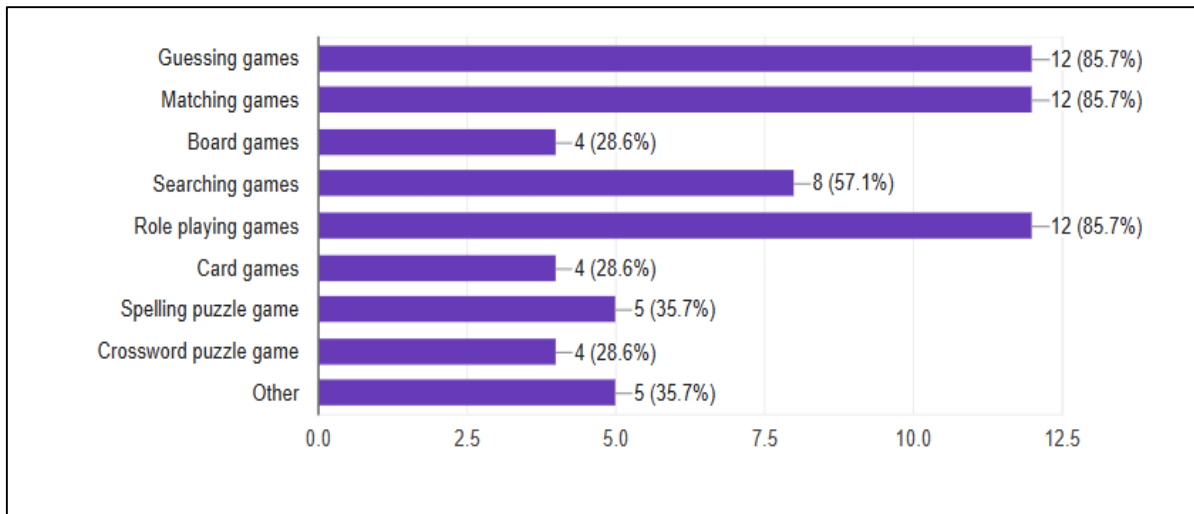


Figure 3.10: Types of games used in English classes

This question is central to the research study since types of games are integral part of language games. The results on the figure above showed that (86%) of teachers used guessing games, matching games, and role playing games and (57%) of them included searching games in their English classes while (36%) of teachers implemented spelling puzzle game and other kinds of games such as songs, miming, storytelling, communication games, taboo, how many can you name in 30 seconds, word sneak and ball thumb, and the rest of them (29%) used board games, card games, and crossword puzzle games.

Question 06: From the list above, which types of games do you notice are the most effective in teaching/learning process? Why?

The findings of this question indicated that the majority of primary teachers when using language games in their English classes noticed that guessing games, matching games, searching games, spelling games, and card games are the most effective types for the learning of primary pupils since they engage them in the learning process effectively and they provide learners with relaxing and motivating atmosphere in which they enjoy the activities more. Moreover, these types of games facilitate and improve their vocabulary acquisition and oral

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skills, whereas, the rest of the participants see that role playing games are one of the most effective kinds of games in improving learners' cognitive skills through imagination and are excellent for oral production and perception oriented lessons.

Question 07: Do you face obstacles with implementing all types of games or just some of them? Please, mention these obstacles?

When applying any strategy in the class, teachers may face some difficulties. The aim of this question is to reveal if the teachers find problems in implementing all types of games or just some of them and it is mainly seeks to determine these obstacles that teachers may encounter when using games. Therefore, the results indicated that the majority of participants really find problems in using some types of games. However, the rest of them stated that they do not face any problem. Teachers who claimed that they find difficulties when using games suggested some of them.

They explained that by stating some reasons such as lack of materials for some kinds of games, making huge noise, failing to finish the game because of time limitation and it is hard to make all learners participate especially in the case of group work. Moreover, the implementation of games failed because of some pupils' personalities such as shy students because they feel confused to do some activities as well as language complexity. Furthermore, there are some games require a higher level of concentration or knowledge.

Question 8: As a primary teacher of English, do you think that including language games in your teaching raise your awareness and creativity? Why?

Language games is concerned as a creative teaching strategy and teachers should be aware of the value of it in order to use it successfully. Therefore, this question it was essential to investigate the effectiveness of games in raising teachers' awareness and creativity. Therefore, the results confirmed that all the teachers (100%) asserted the role of games in increasing their

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awareness and creativity. To have detailed information, we asked the teachers to give reasons for their answers. Some of these justifications are illustrated below:

- “ Yes of course it raises my awareness and creativity because games is a creative teaching strategy that requires a high knowledge and awareness about the value of games and how we can wisely choose the type of games that suits learners’ age, personalities, and skills. So, as a creative teacher I have to be constantly updated and aware about modern and effective teaching strategies. Therefore, games improve my cognitive and teaching skills and enable me to think out of the box because The teacher feel free and unique in the classroom rather than being imitative and traditional teacher as well as it creates a strong friendship between me and my pupils because it helps me to understand their feelings and opinions and to create a joyful and motivating atmosphere for them”.

- “Yes, it helps the teacher understand more about the way his learners think and it doesn't restrict him/ her to old school teaching methods”.

- “Yes, it helps the teacher to feel connected to learners. Also, it gives the teacher more freedom on how to guide the class according to learners’ abilities and age”.

- “Yes, it helps the teacher feel more independent while planning his lessons”.

- “Definitely, especially in primary schools kids get bored quickly and easily. Including games will make them happy motivated to learn the foreign language and competitive they will not feel like it’s hard or complicated and they will enjoy it. Games help them to put effort and think outside of the box and have fun at the same time”.

- “Because children are very delicate and teaching them would require a lot of work, which will end up a very useful experience”.

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- Yes, including games makes the lecture motivational and better than the normal traditional lectures”.
- “Of course it is because it serves to motivate the pupils and get them involved in the leaning process. In addition; it creates a bond between the teacher and his students”.
- “Definitely, creativity is key with language development in my opinion, they help in socializing the students and generally engaging them in the spirit of learning”.
- “Of course , they raise awareness and creativity, the more attractive your way of teaching is the more your students achieve results , integrating language games in teaching is so important also choosing good language games in the classroom requires the teacher to be active , it is bit challenging to select what suits each pupil, yet games can be useful and powerful to change the role teacher from that of informal instructor to that of a manager or organizer of activities that students enjoy participating in”.
- “Yes, since the lessons designs are going to vary”.
- “Yes, it's motivation and challenge to see a good results”.

3.6 General Interpretation

3.6.1 Interpretation of the Teachers’ Questionnaire

In order to achieve the primary objective of this research, the data collected from the target population have been interpreted in depth. The findings of the section one of the teachers’ questionnaire revealed that most primary teachers are young. Moreover, they followed the LMD system. Furthermore, almost all of them were specialized in Didactics because they were interested in the teaching domain, and with Pychopedagogy, TEFL, and many other modules that are useful for future teachers and focus on the practical part of English language learning and teaching rather than the theoretical one.

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The second section of the teachers' questionnaire revealed that all teachers implement language games in their English classes. Moreover, they strongly supported this idea by saying that yes, implementing language games is a useful and beneficial teaching method. However, they face real difficulties when implementing language games because of the lack of materials, limitation of time and they make a huge noise. In addition to other important reasons which are students' personalities and shyness and language complexity. Furthermore, there are some kinds of games that require a higher level of concentration or knowledge.

Moreover, teachers encounter hindrances when implementing games because of time limitation since the classroom in the Algerian primary schools contains at least 30 pupils and they study just one hour in the week which is not enough for both teachers and learners to reach their aims in the target language. For example, if the teacher uses role playing games in the English class, he cannot give the chance to 30 pupils to participate and this is unfair. Therefore, he needs a small group and more time in order to achieve the goal. Teachers also give another justification, which is that games make a huge difference, especially in group work activities. And we can interpret this by analyzing the classroom situation and the pupils' behaviors. Moreover, there are a huge number of students in the Algerian primary schools. Hence, teachers find difficulty controlling them during the session.

Additionally, the researcher discovers that there is no type of game better than other one, each one has his unique effect in improving particular skills of learners and suits the pupils' abilities and complement the lesson oriented by the teacher. For instance, guessing games, matching games, searching games, card games, and spelling puzzle games improve learners' vocabulary acquisition while role playing games enhance their oral production and imagination. Thus, all types of games are effective for learners' cognitive skills development.

The findings confirmed that games increase the awareness and creativity of all primary teachers of English because they provide them with more understanding of the way their pupils

think and restrict them to old-school teaching methods. Thus, including games enables the teacher to think outside the box and not imitate other teachers or be traditional in his way of teaching. Moreover, teachers who use games have to do constant research and read a lot about modern teaching strategies, new types of games, and how they can implement them in their English classes. They also have to manage the classroom and guide their students in order to achieve their goal. This mentality and way of thinking will develop their cognitive skills, raise their awareness about life in general and teaching in particular, and increase their knowledge about their specialty as well as their job.

Finally, all the data from the research instruments confirm that including language games in the Algerian primary schools is an effective teaching strategy because it has a paramount impact on increasing students' motivation to learn the English language and reducing their level of anxiety, as well as raising teachers' awareness and creativity.

3.6.2 Interpretation of the Pupils' Interview

The main purpose of this research study is to highlight the importance of integrating language games as an affective, enjoyable, and creative teaching strategy to improve students' achievements in Algerian primary schools. Therefore, primary pupils' opinions, perceptions, and reactions towards implementing this method in their learning process are an essential part of the investigation of the effectiveness of using language games as a fundamental and complementary teaching strategy along with the ordinary one.

The researcher starts his interview by asking the participants whether they prefer to learn the English language through the traditional method alone or to include language games. In order to consolidate the answers provided by the students, the investigator asked them to justify their choices. Then, to see if they prefer language games to be integrated in the primary schools as a fundamental teaching strategy in the future, the following question was about their

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agreement on implementing games in all Algerian primary schools. Finally, to check their willingness for this method to be used in the teaching process of other subjects like math, Arabic, geography, and history.

Therefore, the findings of the first question show that all the primary pupils like to learn the English language through integrating language games with the traditional method. The researcher validated their answers by analyzing the results of the second question, which revealed their choices' justifications. Thus, primary pupils prefer the integration of language games as a teaching strategy because it provides them with a funny and pleasant learning atmosphere. Moreover, it creates happiness and excitement in an educational setting. Thus, this healthy, relaxing, joyful, and enjoyable environment increases their motivation to learn more and better the English language.

Furthermore, it reduces their level of anxiety about learning the English language. Additionally, including games raises pupils' creativity and improves their achievements because it creates competition between learners. Hence, each one gives the best and thinks outside the box to give a new answer or an idea to win the challenge and achieve the goal of the proposed task. Moreover, this collaborative environment raises their excitement and motivation to learn effectively and creatively and avoid imitating others' ideas. Thus, this way of learning will develop their critical thinking and improve their cognitive skills. Therefore, language games will ultimately improve their learning achievements.

The results of the third question revealed that all primary pupils agree on integrating language games in all Algerian primary schools as a fundamental teaching strategy in the future. Moreover, the researcher discovered the willingness of primary pupils for this method by analyzing the findings of the last question, which are interesting because all the primary pupils want language games to be implemented for studying other subjects like math, geography, and history. From all the data obtained by primary pupils, the researcher confirms the effectiveness

of using language games in Algerian primary schools as an effective, funny, motivating, and creative teaching strategy for improving the quality of learning the English language by raising pupils' motivation and creativity as well as reducing their level of anxiety.

3.7 Limitations of the study

Limitations are inevitable in any research work. As previously mentioned, our research work aimed at exploring the use of language-based games to improve students' achievements in Algerian primary schools. The first limitation to be mentioned is the lack of previous studies in the research area since English has been officially introduced in Algerian primary schools for the first time (in September 2022). Therefore, there was no reference to this topic. Moreover, almost all the books concerning language games were paid for. Consequently, the researcher could not have access to the information needed. Additionally, it is of paramount importance to mention that almost the first chapter was written with the personal diligence of the researcher, especially the titles regarding the 2022s' experience of adopting English in Algerian primary schools and the psychological and intellectual effects of language games on English primary students.

The second limitation to be highlighted is the limitation of time because of the many life changes encountered by the researcher. In addition to a teaching job, that takes a lot of time and effort from the investigator. Another significant limitation that should be taken into consideration is that this method was implemented by the researcher in Mebarek El Mili primary school with two groups consisting of sixty-two (62) pupils. Thus, the researcher started teaching in this primary school before, during, and after Ramadan. Moreover, the Algerian government gave them the right to only 30 minutes of studying during fasting month. Accordingly, the time for implementing this teaching method was limited, and most of it went into introducing the game, managing the classroom, and trying to reduce the pupils' noise.

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In addition, the researcher could not take enough time from the sessions of the teacher of English session since he had only 30 minutes. Hence, the investigator implemented this method during the break time of pupils and, after Ramadan month, did a time plan and managed it with the Arabic teachers of both groups, who had many hours and were willing to give their make-up and sport sessions for the sake of implementing this method. Furthermore, the researcher faced difficulty conducting an online meeting with the founder of language-based games theory, “Gary Carlston”, in order to obtain more data and further suggestions for this research study due to a time limitation.

3.8 Suggestions and Recommendations

First of all, it is of paramount importance to assert that language-based games are a fundamental and effective teaching strategy to learn effectively and creatively through integrating fun into the learning process, not only for fun or wasting time. Therefore, including fun through language games is a preeminent tool for breaking boredom and routine in the learning process. In addition to raising students’ motivation and engaging them in a motivating, entertaining, interactive, and real learning atmosphere, especially for shy, lazy, and ADHD students who have difficulty retaining their attention for a long time, as previously mentioned in Chapter 1 “The psychological effects of language games on primary English students”. Thus, both teachers and Algerian decision-makers in the educational sector should take the language-based games teaching strategy into consideration and seriously because perception and belief towards the language games method are priority and reflect on the success or failure of its implementation. Hence, if both teachers and Algerians responsible for the educational aspect believe in its great effectiveness on students’ achievements, they will do their best to implement it with the simplest tools provided, spread awareness of this notion, and include it in the educational system as an integral part rather than a marginal one. Therefore, based on both the

findings and the limitations of this study, some recommendations are highly suggested for both the teachers and Algerian decision-makers in the educational sector.

3.8.1 Recommendations for Primary Teachers of English

- Teachers have to believe they can include fun and motivation into their English classes without any materials; they just have to be full of positive energy, hope, happiness, and the humor of fun. They have to be kind and innocent when they treat their pupils, especially kids, because they are too sensitive and keep in their minds all the bad memories and harsh words. Furthermore, the kindness and positive energy of the teacher certainly reflect positively on learners. Furthermore, teachers can use their positive energy, humor, voice, and smile to break the boredom and create an amusing and motivating atmosphere. For instance, teachers can sing with their pupils while clapping their hands in order to learn English alphabets, numbers, colors, the four seasons, days of the week, and months of the year.
- Teachers should increase their knowledge and raise their awareness about language-based games method through constant reading of books, articles, web sites, and previous research studies. Therefore, some suggested books and web sites are mentioned at the end of these sections.
- Nowadays, the internet is the main source of knowledge. Thus, teachers have the opportunity to look for different types of games and how they can be implemented in the classroom by watching YouTube channels. Accordingly, there are thousands of teachers of English and other languages who introduce, describe, and implement those types of language games with their pupils in the classroom and publish them on their YouTube channels or on other social networks such as their Facebook page. Therefore, in order to reach those channels or any other social network page, teachers just have to write down the key words of the main research, such as 'language games', 'English with games', 'learning

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EFL or ESL with games, and ‘types of language games’, such as guessing games, matching games, as previously mentioned in Chapter 1 (Types of Language Games). Then, the teacher will gain a lot of precious ideas and learn more about the notion of language-based games and how they can be implemented in real-life situations.

- Teachers should know that the selection of the type of game included in the learning process is the most important step because each type has its own concept and effect on learners’ learning improvement. As previously mentioned. Therefore, the teacher has to carefully choose the game that matches the lesson or the goal of learning. For instance, if the lesson is regarding grammar, then the type of game should facilitate and improve their grammar. In addition, the teacher can use crossword puzzle games, spelling puzzle games, or card games to improve their vocabulary acquisition and pronunciation. However, role-playing games can be used to develop oral skills, including oral production. Furthermore, including songs and videos for kids or English beginners is an excellent tool for memorizing English alphabets and new words. However, teachers can download videos or songs on their phones or laptops and use them in their lessons.
- Teachers do not have to choose types of games that require a lot of expensive materials; they can be creative and use any game that suits them and their pupils. For instance, one of the most effective games that has great effects on creating a motivating and entertaining environment is learning through playing with a small ball with pupils. The teacher can divide the classroom into groups, and each one has to pass the ball to his classmates after completing the idea concerning the lesson. For instance, the first student says zero and passes the ball, then the second one says one, and so on until they have completed all the numbers. And the researcher relies strongly on this type of game in teaching English beginners all lessons concerning vocabulary acquisition. Additionally, it is highly advantageous for any teacher to constantly bring a small ball with him and rely on this teaching technique. Furthermore, it creates a strong friendship between teachers and

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learners, and even the teacher will feel happy and relaxed; he will receive the love of his pupils and see the happiness in their eyes. Hence, a small ball will not cost too much money compared to the high quality of learning that it provided us with.

- Another effective kind of game that teachers can implement to let pupils express their opinions and feelings is role-playing games. They can ask them to imagine and perform their future job by playing the role of the job. For example, if someone wants to be a future teacher, the teacher should give him the opportunity to live this dream in a real-life situation and let him play the role and explain it on the table. Therefore, the teacher in this kind of game takes on the role of their psychologist through the lesson, listening to their dreams, feelings, and ideas, encouraging them to achieve them, and giving them pieces of advice for their personal, educational, and professional success. Thus, the teacher will be a good role model in their lives and future.
- Storytelling is one of the most effective kinds of games for improving listening skills, reading skills, speaking skills, and writing skills. The teacher can use his voice and read the story carefully. Then, ask them questions concerning the events of the story and let them express their ideas. In addition to asking them what they could do if they were in the same situation as the hero, this type of question will improve their cognitive skills and critical thinking, and some answers will create a funny atmosphere and make them laugh with their teacher and classmates.
- Before implementing the game, teachers should introduce it to their students and describe it in an engaging way and as a serious challenge to prepare them and make them excited and motivated to win the game at the end and learn the target language effectively and in a funny atmosphere. Moreover, explain to them the objectives behind using this specific type of game to raise their learning awareness and understand the concept of language games in order to not make them confused or lost between fun and learning, and with daily practices

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and teachers' explanations, they will be aware that they are learning through games rather than playing or having fun only.

- Another significant reminder that teachers should take into consideration is that saying that language games are an effective, funny, and creative teaching strategy does not mean to rely on them as the only teaching method because overusing games will eventually lead to the same problems that already existed with the traditional method, which are boredom, lack of motivation, lack of attention, and imitation because they overuse games. In addition to the teacher being exhausted and overthinking about implementing games, the overuse of language games will make for a noisy class and make students lazy when they learn without using them. Therefore, teachers have to use language games wisely and carefully. The best solution is to strike a balance between the ordinary method and language game integration. For instance, the teacher can strategize the lesson by explaining it. Then, they write it down, and at the end of the session, when they get tired and feel bored, the instructor can integrate games concerning the previous lesson.

3.8.2 Recommendations for Algerian Decision-Makers in the Educational Sector

Based on the findings of this research study, which revealed that one of the main reasons that embarrasses teachers when implementing games is the lack of materials and the pupils' huge noise because of their huge number. In the light of these results, some recommendations will be mentioned for Algerians responsible in the educational system.

- The Algerian government should take language games as fundamental and effective teaching strategy into consideration. Therefore, Algerian decision-makers have to include language games in the textbook in order to encourage both teachers and learners for this concept and facilitate to them the implementation of it because teachers will easily find types of games and activities and they will not waste their type in looking

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For them. Therefore, pupils can learn by themselves or with their parents through games in their home only by opening and reading the textbook.

- Algerian schools should provide primary teachers of English with some needed materials for implementing language-based games method such as balls, short stories, shapes of alphabets, and numbers. Therefore, these materials are so important and useful for implementing this method effectively in Algerian primary schools. Additionally, they will not receive too much from the Algerian state budget. Furthermore, they will help them enhance their quality of both teaching and learning over the long term, and their success will ultimately reflect on the Algerian development society.
- Another significant suggestion regarding teachers' difficulty when implementing language games because of the pupils' noise and their huge numbers. Therefore, it is highly suggested to divide the primary classrooms that consist of thirty (30) or more pupils into two groups. Hence, teachers can manage the classroom easily and implement language games effectively.
- The Algerian government should open doors for graduated teachers of English by giving them the opportunity to teach in Algerian primary schools since the number of teachers in primary schools is limited and the number of pupils is huge. Therefore, in order to achieve the previous suggestion of dividing the classroom into two groups, it is of paramount importance to increase the number of teachers of English. Eventually, each Algerian primary school will have at least two groups consisting of 62 or more pupils; all of them will be divided into four groups, and each group will have one teacher of English. Furthermore, thousands of teachers of English will get jobs in all Algerian primary schools. Thus, this will eradicate joblessness in Algerian society since there are a lot of teachers of English who are jobless and will improve the quality of learning and teaching by solving the previously mentioned problems.

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In order to raise teachers' awareness about the effectiveness of language-based games and help them enrich their knowledge, some interesting books and websites are suggested, as mentioned below. Moreover, teachers can rely on the biography of this research study for further reading or research studies.

- Einhorn, K (2001). Easy & engaging ESL activities and mini-books for every classroom: Grade 1-4. New York: Schotlastic.
- Granger, C and J. Plumb. (1993). Play games with English 1: Teacher's resource book. Oxford: Macmillan Heinemann.
- Watcyn –J, P. (1993). Vocabulary games and activities for teachers. England: penguin books.
- Barnes, A., J. Hines,& J. Welldon. (1996). Have fun with vocabulary: Quizzes for English classes. England: penguin books.
- www.gamesgofree.com
- Gamestolearnenglish.com

3.9 Conclusion

The present chapter has been devoted to the research methodology and data analysis. Therefore, the findings of this chapter confirm all previously stated hypotheses, which are that language games are very important for increasing students' motivation and teachers' awareness and creativity. In addition to integrating fun into learning, it may reinforce the students' positive perceptions towards learning and improve their achievements. This chapter has ended with a mention of some of the limitations that hindered the researcher in this study, along with some

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recommendations for the sake of both primary teachers of English and Algerian decision-makers in the educational sector. Finally, based on the findings of this research. The researcher deduce that language games is an effective, funny, motivating, and creative teaching strategy in the Algerian primary schools. Furthermore, it plays a crucial role in increasing students' motivation, reducing learners' level of anxiety, and raising teachers' creativity and awareness.

General Conclusion

General Conclusion

General Conclusion

Nowadays, the English language plays a crucial role in the development of any society in the entire world since it is considered the language of globalization, science, and technology. Thus, all the countries are aware of its paramount importance as a global language for their economic, political, scientific, and technological progress. Therefore, they adopted it either as the first or second language in their community. In recent decades, the Algerian country has become more aware of the high value of the English language. Hence, in September 2022, the Algerian decision-makers officially introduced it as the second foreign language in the Algerian primary schools to go along with the worldwide advancement as well as to eradicate the dominance of the colonial language (French) and replace it gradually with the English language.

Furthermore, this new controversial step leads to different views and perceptions among parents, teachers, and pupils, i.e., some of them have a positive vision and good expectations towards this decision because they see it as a good opportunity for the development of the Algerian country in general and the pupils' learning and the teachers' careers in particular, whereas other people get worried and have negative expectations because they think that primary pupils cannot succeed in the English language since the majority of them do not have a good level in French and they cannot manage between them as two similar foreign languages besides other subjects.

Moreover, learning a new foreign language requires a suitable, healthy, and encouraging environment where learners feel comfortable and motivated to learn the target language. In this regard, many researchers discover in their investigations that the integration of games creates a motivating and funny atmosphere, and they play a crucial role in facilitating and enhancing the learning process. The primary purpose of this research study is to explore the effectiveness of

General Conclusion

using language games to improve students' achievements in the Algerian primary schools. It also aims at highlighting the importance of integrating language games as an effective, entertaining, encouraging, and innovative teaching technique in the learning process. Moreover, it seeks to investigate the psychological and intellectual effects of language games on primary pupils as well as their effects on teachers' awareness and creativity.

For this aim, the researcher set two hypotheses as follows: The first hypothesizes that language games are very important for increasing students' motivation and teachers' awareness and creativity, while the second hypothesis states that integrating fun into learning may reinforce the students' positive perceptions towards learning and improve their achievements. In order to achieve the objectives of the current research work and obtain reliable answers to the research questions, a case study was conducted with third-year pupils at Mebarek El Mili Primary School in El Malah to collect both quantitative and qualitative data. The sample for this study was divided into two groups: the first group contained thirty two (32) pupils, and the second group had thirty (30) students. The study was based on an online questionnaire with fourteen (14) primary teachers of English and an interview with third-year primary pupils.

The current research study has obtained interesting results. First, the findings showed that language-based games are an effective, funny, motivating, and creative teaching strategy. Second, it revealed that integrating games into the learning process increases students' motivation and reduces their level of anxiety. Moreover, the implementation of this method raises teachers' awareness and creativity. Third, the data collected from the teachers' questionnaire indicated that the majority of primary teachers face obstacles when implementing the language games technique because of the lack of materials for some types of games, the limitation of time, and the huge noise that pupils make when reacting to this method.

Additionally, teachers also encounter difficulty with some pupils' personalities, such as shy ones. However, some teachers do not find any difficulties in implementing language games

General Conclusion

in their English classes because there are many types of games that do not require any materials, such as role-playing games, songs, and storytelling. Therefore, the teacher needs only to be creative, intelligent, and full of positive energy and fun to implement them in the classroom. Furthermore, another significant result obtained from this study is that all pupils want language-based games to be implemented as a fundamental teaching strategy alongside the other methods in all Algerian primary schools, and they like to learn all subjects like math, geography, and history through the language-based games method.

Finally, the findings of this research confirmed all the previously mentioned hypotheses regarding the positive effects of language games on increasing students' motivation and raising teachers' awareness and creativity, as well as the role of integrating fun in reinforcing the students' positive learning perceptions and improving their achievements. For further research studies, the research highly suggested the following topics: the impact of language games on developing pupils' critical thinking as well as the role of language games in treating pupils' psychological disorders such as, ADHD, Autism, and Anxiety.

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Appendices

Appendix 1

Section 1 of 3

Exploring the Use of Language Based Games to Improve Students' Achievements in the Algerian Primary Schools.

Dear teachers,

This questionnaire is an essential part of my master's dissertation, which investigates the use of language-based games to improve students' achievements in the Algerian primary schools. Your answers will be a great help in supporting the success of my research study. Therefore, you are kindly invited to fill out this questionnaire by putting a tick next to the appropriate choice and to make statements whenever it is necessary.

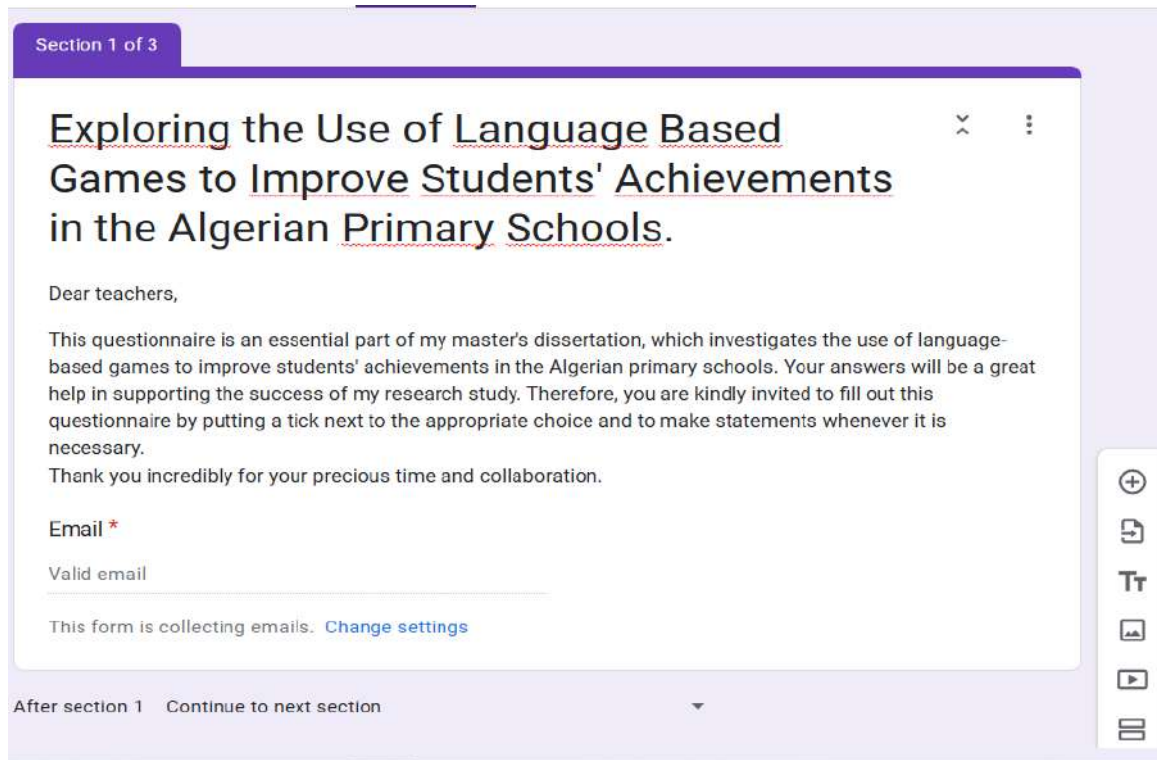
Thank you incredibly for your precious time and collaboration.

Email *

Valid email

This form is collecting emails. [Change settings](#)

After section 1 Continue to next section



Section 2 of 3

Background Information

Description (optional)

1) Gender: *

Male

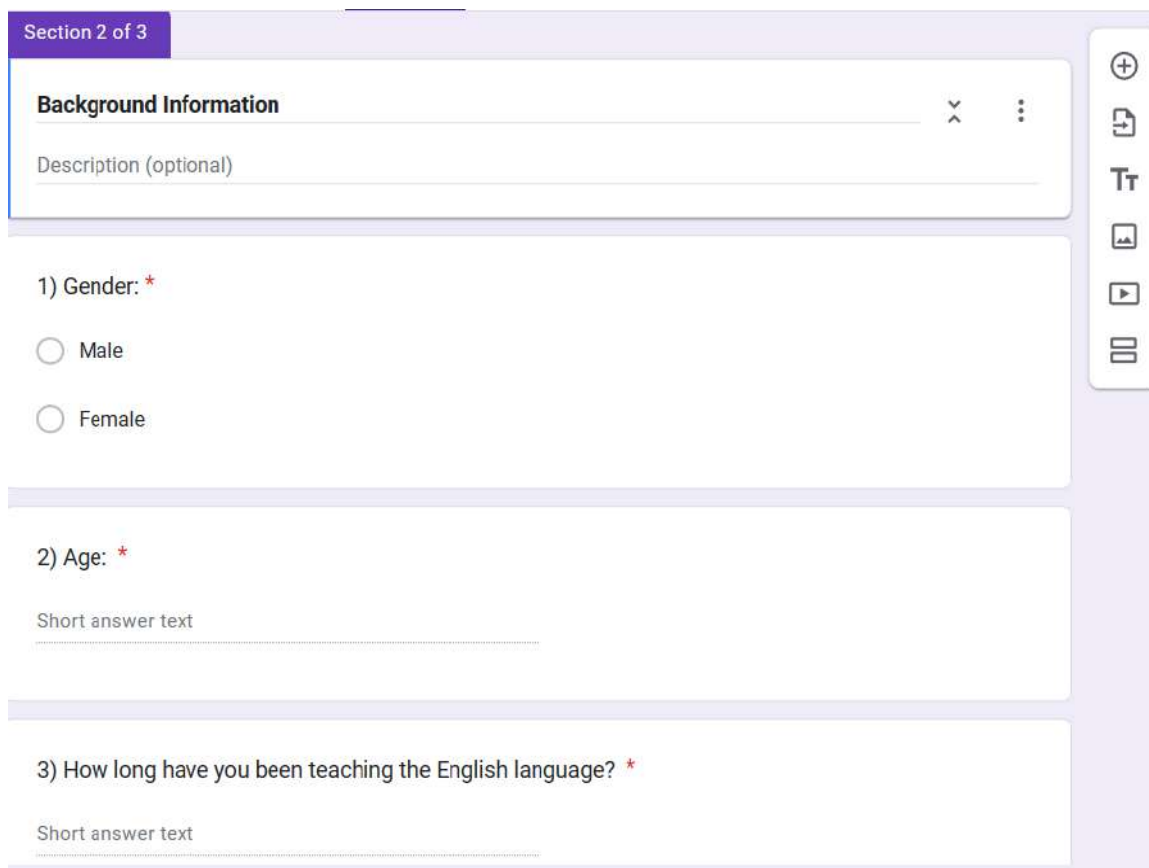
Female

2) Age: *

Short answer text

3) How long have you been teaching the English language? *

Short answer text



4) Which system did you follow in your academic years? *

LMD system

Classical system

5) What is your speciality? *

Linguistics

Litterature and Civilization

Didactics

After section 2 Continue to next section

Section 3 of 3

An Overview of Using Language Based Games in the Algerian Primary Schools Collapse section

1) Do you think that using language games is an effective strategy in teaching the English language? *

Yes

No

2) Do you see that including language games to teach the English language in Algerian primary schools raise students' motivation. *

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

3) Do you see that language games reduce students' anxiety. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4) Do you use language games in your English classes? *

- Yes
- No

5) Please, choose the games that you have already used in your English classes. *

- Guessing games
- Matching games
- Board games
- Searching games
- Role playing games
- Card games
- Spelling puzzle game
- Crossword puzzle game
- Other

If you have used other types of games, please mention them. *

Long answer text

⋮

6) From the list above, which types of games do you notice are the most effective in teaching/learning process? why?

*

Long answer text

7) Do you face obstacles with implementing all types of games or just some of them? Please, mention these obstacles.

*

Long answer text

8) As a primary English teacher, do you think that including language games in your teaching raise your awareness and creativity? why?

*

Long answer text

Appendix 2

Question 01: Do you prefer to learn the English language through the traditional method alone or to include language games.

Question 02: Why?

Question 03: Do you agree that language based games should be implemented in all Algerian primary schools?

ملخص

الهدف الرئيسي من هذا البحث هو استكشاف فعالية الألعاب القائمة على اللغة الابتدائية الجزائرية. أكدت النتائج المتحصل لتحسين إنجازات التلاميذ في المدارس عليها أن الألعاب القائمة على اللغة هي استراتيجية تعليمية فعالة، ممتعة، محفزة وإبداعية في المدارس الابتدائية الجزائرية. علاوة على ذلك، تلعب دورًا مهمًا في زيادة تحفيز الطلاب وتقليل مستوى القلق لديهم وزيادة وعي المعلمين وإبداعهم.

الكلمات المفتاحية: الألعاب القائمة على اللغة، إنجازات التلاميذ، المدارس الابتدائية الجزائرية.

Résumé

L'objectif principal de ce travail de recherche est d'explorer l'efficacité des jeux basés sur le langage pour améliorer le rendement des élèves dans les écoles primaires algériennes. Les résultats obtenus ont affirmé que les jeux basés sur la langue sont une stratégie d'enseignement efficace, amusante, motivante et créative dans les écoles primaires algériennes. De plus, elle joue un rôle crucial dans l'augmentation de la motivation des élèves, la réduction de leur niveau d'anxiété et la sensibilisation et la créativité des enseignants.

Mots clés: Des jeux basés sur le langage. Les résultats des élèves, les écoles primaires Algérienne.

Summary

The main objective of this research work is to explore the effectiveness of language based games to improve students' achievements in the Algerian primary schools. The obtained results have asserted that language based games is an effective, funny, motivating, and creative teaching strategy in the Algerian primary schools. Furthermore, it plays a crucial role in increasing pupils' motivation, reducing their level of anxiety, and raising teachers' awareness and creativity.

Key words: Language based games, students' achievements, Algerian primary schools.