

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

Belhadj Bouchaib University - Ain Temouchent



Faculty of Letters, Languages, and Social Sciences

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**The Impact of Pedagogical Activities for Learning English in
Algerian Middle Schools: The Case of Ain-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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Dedication 1

I dedicate this work to my lovely parents, who have been a source of motivation and inspiration that have continued to guide me in the work on this research.

Special thanks to my fiancé for his care and encouragement. I also dedicate this work to everyone who has supported and helped me in a way or another, especially Nihad Belkheir. A big thank you to my best friends and partner for their support and to his family for their encouragement.

Ms. Djelil Fatima Zohra

Dedication 2

I dedicate this humble work to my family especially for their much-appreciated help. Special thanks go to my partner in this research work. I feel so glad and proud that we did it together. I also would like to thank my friends for their encouragements and support to carry this work on.

Mr. Benouali Ahmed Abdelfettah

Acknowledgements

Firstly, we would like to express our gratitude and appreciation for our dear supervisor Dr. Amaria Derni for her guidance, encouragements and her detailed instructions in order to complete our research work. We really respect her and appreciate her guidance, her precious pieces of advice and endless efforts. We would like also to thank anyone who has contributed in the achievement of this work. We also want to express our gratitude and appreciations to the English Department and all its teachers. and a big appreciation for the jury members

Dr. Amina Boumediene and Mrs. Rayhane Houari.

Abstract

The acquisition of English language skills in middle school is a critical educational milestone, necessitating effective pedagogical approaches. This research paper aims to explore and analyze the impact of pedagogical activities on English language learning outcomes in middle school settings. By examining a wide range of pedagogical methods and their effects on student performance, motivation, and engagement, a questionnaire and an interview have been used as data gathering methods in order to test the hypotheses. This study provides valuable insights into optimizing English language instruction in the middle school context. In summary, pedagogical activities in middle schools may play a crucial role in promoting effective language learning, benefiting learners in numerous ways.

The findings indicate that learners show a preference for pedagogical activities and actively engage in their application. Moreover, teachers partially implement these activities by utilizing specific methods and view them as a means of evaluating students in middle schools.

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List of Abbreviations and Acronyms

PcaRD Play Curricular Activity Reflection Discussion.

EFL English as Foreign Language.

ACA Affordable Care Act

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General Introduction

General Introduction

General Introduction

English is widely recognized as a global language and is increasingly becoming an important skill for individuals to succeed in the modern world. In middle school, learners are introduced to the English language and begin developing their language skills. To support this development, educational activities play a critical role in the learning process. These activities provide opportunities for learners to engage with the language in meaningful and enjoyable ways, promoting their development of speaking, listening, reading, and writing abilities.

The impact of pedagogical activities on the learning of English in middle schools cannot be overstated. Engaging in pedagogical activities can increase learner motivation and participation, making language learning more enjoyable. Additionally, pedagogical activities provide learners with exposure to a variety of language contexts, helping to broaden their cultural perspectives and increase their awareness of the global community. By providing learners with these valuable experiences, pedagogical activities play a crucial role in promoting effective language learning in middle school pupils.

This means that when we develop positive attitudes and feelings during the language learning process, the possibility of achievement will directly increase. Some lessons that teachers deliver are covered as a flow of information. Learners lose interest in such lessons because they do not have the chance to interact with each other and build good relationships with other classmates.

They do not even have the opportunity to practice what they have learned. Therefore, teachers should apply various pedagogical activities that allow learners to share and discuss ideas and develop teamwork skills such as leadership and working with others. Providing learners with such purposeful activities will contribute to a fruitful learning process.

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The real benefit of such a tool is not only making learners more enthusiastic to take part in such activities but also increasing their confidence in every kind of English interaction and promoting their English ability. Any type of communication in the target language or with the target culture will ultimately improve the learners' confidence, motivation, and ability.

Through doing this investigation we try to answer the following question

1-What is the impact of pedagogical activities on the overall English language proficiency of middle school students?

2-How do different pedagogical activities affect the development of listening, writing, speaking and many other skills in learning English among middle school students?

Hypotheses 1-Pedagogical activities significantly enhance the overall English language proficiency of middle school students compared to traditional instructional methods.

2-Engaging in interactive and communicative pedagogical activities positively affects the development of listening skills in learning English among middle school students.

Chapter one

Literature Review

Chapter One Overview of the Research

1.1 Introduction

This chapter reviews the literature related to our investigation topic. It is divided into ten sections. The first section deals with the definition of pedagogical activities. In the second section, we discuss the different types of pedagogical activities, including classroom activities, extracurricular activities, and educational games. This section provides examples of this type of activities and shows the importance, and the benefits of using games in the classroom.

The third and fourth sections explore the effects of reading and writing activities, as well as listening and speaking activities. The fifth section focuses on the impact of pedagogical activities, followed by their role in education. The sixth section discusses the relationship between learners and pedagogical activities.

Moving forward, this chapter includes additional sections that further enhance our topic. The seventh section identifies the goals of pedagogical activities. In the eighth section, we describe the role of technology and its effect on facilitating learning through pedagogical activities. Following that, the ninth section into e-learning in English language teaching. The tenth section covers the use of animated cartoons and digital games, which contribute to overall development. Lastly, the final section describes the impact of the teacher's personality on learners' achievements.

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1.2 Definition of Pedagogical Activities

The pedagogical activity (Bernardes, 2009) has been identified by (Leontiev, 1983; Bernardes & Moura, 2009; Bernardes, 2009, 2012, 2014; Moura et al., 2010) as a component of the unique activities in which teachers and learners engage as learning and study activities, respectively. The common purpose of the reasons, goals, actions, and operations in the pedagogical activity unit should be the appropriation of concepts and the pedagogical development of subjects. According to Bernardes (2012), significant components in the integrated system of actions and operations in the pedagogical activity include relationships with the object of study, collective and collaborative actions, and theoretical knowledge in teacher preparation.

To enhance the learning experience and develop a variety of skills to support the growth requirements of the developing society, learners must engage in relevant programs and activities that require physical or mental exertion to complete.

Foster (2012) introduces the Play Curricular Activity Reflection Discussion (PCaRD), a pedagogical framework for incorporating games in the classroom. The mastery of sports in PCaRD is "anchored within the game; they are not separate from the game or the game-based learning environment," according to Foster and Shah (2014, p. 75). Teachers design game-based activities to enhance the achievement of learning objectives. Consequently, the instructor acts as an intermediary between the curriculum and game-based learning. Sorensen (2011) introduces the concept of educational design, emphasizing the teacher's importance in game pedagogy. Learning objectives, the selection of subject-related information, planning, and the structure of learning processes in game-based learning all fall under the category of educational design.

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Pedagogy must consider education as the subject of study since it functions in the training and development of individuals within specific material and social conditions (or, in plural, educational practices). This is reflected in Libâneo's (2012 p.38) assertion that "education (or, in plural, educational practices), as a social practice, operates in the training and development of individuals within specific material and social conditions."

Vygotsky (2007 p. 103) states that "once internalized, those processes become part of children's independent development acquisitions." Therefore, the activities and operations of the pedagogical activity must establish appropriate conditions between the study object and the participants. Concepts that alter the intra psychological dimension can then only be internalized and adopted afterwards. As a result, "education acts as a cultural mediator whose role is precisely to foster mental development through learning. It is a social process that enables an individual to enter the intellectual lives of others, and it lies at the foundation of human development," transforming its own intellectual capacity in the process (Freitas, 2012 p.130).

1.3 Kinds of Pedagogical Activities

Pedagogical activities can be divided into several kinds according to their nature at this level we take into account two types such as

- 1) Classroom activities
- 2) Extra-curricular activities
- 3) Educational games

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1.3.1 Classroom Activities

Classroom activities are any exercises carried out by individuals or groups of learners while following the teacher's instructions and lesson plans during class time. These exercises are part of the educational process and are intended to help learners develop certain learnings (knowledge, skills, attitudes, etc.) in the cognitive, skill, and emotional domains.

The curriculum and provided examples serve as the basis for the ideas and methods used in classroom activities.

Learners engage in classroom activities when applying, working within the curriculum, or putting the lesson's practical component into practice after hearing the teacher explain its theoretical component.

A broad category of skill-based games, strategies, and interactive activities that support learners' academic development is referred to as "classroom activities." By mixing different learning styles, each activity strives to increase learners' knowledge, skill, or effectiveness in a specific area. Additionally, school activities ¹boost learners' self-esteem ²and foster the growth of their critical thinking ³abilities while adding enjoyment to the classroom.

¹ **school activities** are events or programs that take place outside of regular classroom instruction.

² **learners' self-esteem** refers to how much they value themselves and their abilities.

³ **critical thinking** is the ability to analyze information and ideas in logical and systematic way.

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1.3.1.1 Type of Classroom Activities

The following are some well-known and significant classroom activities, starting with the most significant

- Using educational available means (photos, videos, drawings, paintings, holograms...etc.)
- Worksheets accompanying the lesson
- Archeological practices
- Regular applications
- Dialogue and discussion
- Playing roles
- Competitions and challenges

1.3.2 Extra-Curricular Activities

Activities outside of the classroom Extracurricular activities are those that are practiced and carried out outside the confines of a formal classroom setting and study materials. They are numerous and varied activities that are appropriate for learners' ages and skills.

Examples are commonly used to illustrate extracurricular activities as well. Schools encourage learners to participate in a variety of extracurricular activities, such as athletics, occupational clubs, learner government, newspapers and yearbooks, and special interest groups, according to Barnett (2007), for example (p. 316). Keser, F., Akar, H. & Yildirim, A. (2011) make this remark in a manner similar to how Bîrzéa, C., David Kerr, D., Mikkelsen, R., Froumin, I., Losito, B., Pol, M. and Sardoc, M. (2004) define extracurricular

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activities. "To be a part of the non-formal curriculum, and they range from trips to various locations and institutions, school exchanges, community service, and learner organizations to clubs and extracurricular activities." They may occur before, after, or during school hours, within or outside of buildings for educational purposes. (p. 812) Last but not least, some researchers use synonyms like "non-academic endeavors" to define extracurricular activities (Chia,2005, p. 76) or "out-of-class experiences." (Nelson et al. 2002, p. 278).

Extracurricular activities are one of the most effective cutting-edge pedagogical techniques that help the learner and are beneficial to him, helping him develop skills that boost his efficiency, helping him with the scientific material he learns from his teachers, and keeping him interested in the lessons that don't rely on memorization and indoctrination. Thanks to extracurricular activities, learners are inspired and encouraged to participate in formal events and competitions. Additionally, it can help children develop their varied intelligence.

1.3.2.1 Types of Extra Curricular Activities

Extra-curricular pedagogical activities have many different types, which are represented by the following

- Instrument playing and sing
- Making projects at home
- Practicing sport
- Performing Arts
- Community Service join some local charity group or even start your own.
- Learner government join learner government or any kind of leadership in your school
- School newspaper write for school newspaper with your favorite language and show how you express yourself in writing.

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- Content creation by start your own blog by content creation like YouTube channel or even Instagram account and show your creativity.
- Academic Clubs.
- Watching documentary programs or films about the topic of the lesson.

1.3.3 Educational Games

Deesri is a type of play that has rules, as established by games (2002; mentioned in Byrne 1995). They should be entertaining and enjoyable. In addition to providing a break from routine activities, they also act as a method for encouraging the learner to utilize the language during the game.

Jones (1980) claimed that one or more players could take part in a game to compete or cooperate while adhering to a set of rules. Rogers (1981) described gaming as a competitive, rule-governed, goal-specified activity with a clear resolution that captivates learners.

According to Gibbs (1981), games are activities in which decision-makers cooperate or compete to achieve their objectives while abiding by a set of rules. Games are contained activities with a beginning, middle, and end, as well as a winner who determines the game's outcome (Rixon, 1981).

Dempsey, J.V., Lucassen, B., & Rasmussen, K. (1996, page 2) describe a game as "a collection of actions involving one or more players." It has goals, constraints, incentives, and consequences. In some aspects, a game is fabricated and governed by rules.

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According to Garris et al. (2002), gambling video games is "voluntary, nonproductive, and break away the actual world. (p.459). A game, according to Hadfield, is an activity having rules, a goal, and a sense of fun. Hadfield (19984). Kids love to play and are eager to do so. Children learn by playing. Playing together helps kids' bond, and through interaction, they pick up language. (Brumfit, 1995 p. 142).

1.3.3.1 Some Examples of Games

Here we mentioned some interesting examples of games which can help teachers to use it as methods to learn such as

Stop the Bus

This game is like scattergories. Give to the learners a bunch of different categories, they have come up with an answer for each category beginning with the same letter! when finished they yell « stop the bus

Snake

You give the class the beginning word. After that, they must develop the next word beginning with the last letter of previous word and so on. See who can make the longest list / snake

Wikipedia Search Race

Choose two unrelated topics. Learners start on the first topic page. They then have to get to the other have to get to the other page by using only the blue hyperlinks!

Word Bingo

This game is a fun way to help children learn vocabulary words. Create bingo cards with words on them and have the children match the words to the definitions that you read out.

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Memory Match

This game involves matching pictures or words to help children remember vocabulary words.

Create pairs of cards with pictures or words on them and have the children match them up.

Spelling Bee

This classic game is a great way to help children practice spelling. Have children take turns

spelling words aloud, and if they get it wrong, they are out.

Simon Says

This game is a great way to practice listening skills and following directions. The teacher or

leader gives commands starting with "Simon says," and children must follow them. If they do

something without "Simon says," they are out.

Hangman

This classic game is fun way to help children learn how to spell. One person thinks of a word

and draws blank spaces for each letter. Other players guess letters until the word is complete

or the hangman is complete

Pictionary

This game is a fun way to help children learn new vocabulary words. One person draws a

picture of a word, and other players must guess what the word is.

Charades

This game is great way to practice nonverbal communication skills. One person acts out a

word or phrase without speaking, and other players must guess what it is.

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Jeopardy

This game is a funny way to review information that has been taught. Divide the class into teams and have them answer questions in different categories.

Role-playing

This activity involves acting out different scenarios to help children learn how to communicate in different situations. For example, children can act out a scene where they are ordering food at a restaurant.

Board games

Board games are a fun way to help children practice various skills such as counting, taking turns, and problem-solving⁴. Some examples include Candyland, Chutes and Ladders, and Monopoly.

1.3.3.2 The Importance of Using Games in Classroom

It is legal to use games in a foreign language classroom because learners benefit much from playing them. The educational value of gaming has been attested to by many seasoned writers. Among the causes listed by Lee (Lee, 1995) are the following Games provide a chance to break up the unpredictable routine, but they are essential for offering challenges and motivation. As an added bonus, games encourage learners to interact and communicate effectively, give them a purpose to keep trying to learn, give them a context in which to use the language meaningfully, lessen fear, and allow them to study in a fun and relaxed atmosphere.

⁴ **problem-solving** is the process of finding a solution to a problem or challenge. And it's skills are important in many areas of life including school, work, and personal relationships.

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Games can be quite helpful for both language teachers and pupils. When learners engage in the activities and enjoy themselves without even realizing it, they encourage learning the target language. Additionally, teaching the language in a playful environment is interesting for the instructor and strengthens the profession. According to McCallum (1980, p. ix), who emphasizes this point by adding that "games automatically stimulate learner interest," a properly presented game might be one of the most effective motivational strategies. Using games to learn a second language has the added benefit of making unpleasant circumstances clear. In a scenario where people are learning a language, there should be no stress present. Games at this phase are really helpful for pupils because they don't have any anxiety regarding Speaking the language freely causes them to feel less anxious and more positive feelings than when they are being corrected or reprimanded. (1990; Crookal).

Games are more engaging than conventional lessons since they always make learning pleasurable for the kids. Learners can learn the language while having fun in the classroom thanks to the activities. They get positive reactions from even shy and quiet children (Mei & Yu-Jing, 2000). Playing serves as a substitute activity for other activities, which inspires kids to stay interested in the lesson and keep working. As a result, kids are more motivated. They lessen the difficulty of learning a foreign language in this way (Mei & Yu-jing, 2000).

Games actively involve learners, making them learner-centered activities. According to Crookall (1990). The teacher encourages kids to participate actively in their education by changing the roles of the learners and teachers through games. As a result, games give pupils a chance to take responsibility for their own learning. The fact that games offer a context that is meaningful for language use is another advantage of games from an educational perspective. Because the learners are not focused on the language or the message, teachers can create a variety of scenarios using games that allow for inadvertent learning. Due to this, when learners focus on a game as an activity, they learn the target language similarly to how

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they learn their home tongue— without any outside assistance. And even knowing it. (Cross, 2000) of it.

1.3.3.3 The Benefits of Using Games in Classroom

Games, according to Constantinescu (2012), have multiple advantages that help facilitate to learn and, in the following, have some of these advantages

“Games build up learners’ English repertoire in a familiar and comfortable environment (even for learners who may have special needs), where they feel confident.

More than this, English is widespread used with computers. · Games increase motivation and desire for self-improvement.

· Challenge and competition are key factors for any game and learners pay more attention to completing the task.

· Interdisciplinary approach. Learners use knowledge from other classes, too. · Games develop learners’ ability to observe.

· Games have clear rules and objectives.

· Games develop critical thinking, problem solving, and imagination.

· Games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets.

· Games are adaptable for different levels of knowledge.

· Educational games are easy to understand and use.

· Educational games do not take long time to be played in the class.

· There are many online educational games which are free of charge.

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- Immediate feedback both for the learners and the teacher.
- The results are more visible (sometimes both visual and acoustic) and have a stronger impact.
- The working time is usually known from the beginning and it is respected

Games facilitate collaborative learning but, in the same time, learners may learn at their own speed and cognitive level.

- Games may be used in the classroom as rewards for learners.

1.4 Effect of Reading and Writing Activities

Reading and writing activities enhance communication abilities in all three verbal and written forms, including reading comprehension. People gain a stronger awareness of language patterns, context, and efficient communication techniques through reading a variety of literature (Hidi and Anderson, 1992). Individuals can practice expressing their thoughts and ideas in a clear and cohesive manner through writing exercises like essays or letters (Graham, S., Harris, K. R., & Hebert, M. A. (2012). Reading and writing activities have been shown to have a positive impact on many aspects of learning and development. Research suggests that reading and writing can improve literacy skills, including vocabulary, comprehension and writing. They can also improve critical thinking skills, creativity, and overall academic performance. In addition, reading and writing activities have been linked to improvements in mental health and well-being, including reductions in stress and anxiety. Reading and writing activities can promote personal development and empowerment. Through reading, people can explore other viewpoints and experiences and learn about various cultures, beliefs, and ideas, which promotes empathy and open-mindedness (Galda et al., 1999). Writing exercises give

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people a platform for creative self-expression, fostering self-awareness and self-determination (Hackbarth & Gallavan, 2000).

In general, participation in reading and writing activities can have a variety of positive effects for people of all ages. Here are some additional effects of reading and writing activities

- Reading and writing can promote better decision-making and problem-solving skills. By engaging with complex ideas and concepts through reading and writing, individuals can develop their analytical and critical thinking skills.
- Creativity and imagination can also be stimulated by engaging in reading and writing. Reading allows people to discover new worlds, ideas and perspectives, while writing can provide an opportunity for self-expression and creativity.
- Reading and writing can also have positive effects on mental health, including reducing symptoms of depression and anxiety. This is partly because reading and writing can provide a sense of escape and relaxation, and a way to process and manage difficult emotions.
- For those with learning disabilities or other difficulties, reading and writing courses can be particularly useful. These activities can help improve language skills and instill a sense of accomplishment and self-esteem.
- Finally, reading and writing can be a fun and enjoyable way to spend time alone or in company. They can instill a sense of joy and contentment, and provide a way to connect with others through shared interests and experiences.

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1.5 Effect of Listening and Speaking Activities

Activities that involve speaking and listening are extremely important for language development. According to research, active participation in speaking and listening exercises improves vocabulary learning, sentence construction, and overall language proficiency (Ur, 2012). Effective listening, speaking fluency, pronunciation, and speech clarity are all enhanced by regular practice of listening and speaking exercises. According to Richards and Bohlke (2014), these abilities are essential for both personal and professional social interactions to be effective. Listening and speaking activities can have a significant impact on language development and communication skills. Here are some specific ways in which these activities can be beneficial

- Listening and speaking activities can improve overall language proficiency, including vocabulary, grammar, and pronunciation. By engaging in conversations and listening to others speak, individuals can develop their language skills in a natural and immersive way.
- Listening and speaking activities can also help to improve listening comprehension, which is an essential skill for effective communication. By listening carefully to others, individuals can better understand their perspectives and respond appropriately.
- Engaging in listening and speaking activities can also help to build confidence and self-esteem. By practicing speaking and listening skills, individuals can become more comfortable expressing themselves and engaging with others.
- Listening and speaking activities can also be a valuable tool for developing social skills and building relationships. By engaging in conversations and active listening, individuals can learn to communicate effectively and build connections with others.

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- Finally, listening and speaking activities can be a fun and engaging way to learn and practice language skills. By engaging in activities such as debates, discussions, and role plays, individuals can develop their language skills in a dynamic and interactive way.

1.6 The Impact of Pedagogical Activities

All of the teachers claim that the exercises lessen learner disputes and encourage integration throughout the classroom. This finding is supported by investigations done by Türnüklü (2006) and Chmelynski's (2005). Conflicts in the classroom are prevented by the activities' provision of remedial discipline for the entire class. Mages (2008) examined the impact of theater activities during the formative years. Mages came to the idea that theatrical activities help children acquire the fundamentals of discipline. Because they are not the focus of the learner's attention throughout the activity, they won't engage in the undesirable behaviors. Learners are also included in the lessons during the activities. The teachers at the intermediate socioeconomic level schools were all in agreement that the activities accentuate one's personality and confidence. The children participate in management through the exercises.

The activities, according to teachers in middle and low-quality schools, helped them progress their careers and lighten the load of teaching. This outcome is in line with Yates's (2007) finding. Educational activities, in Yates' opinion, support the professional growth of both teachers and learners. High-standard school teachers reported that planning the activities was difficult, especially in crowded classes. They disagree with the other educators as a result. However, it is still true that both teachers and learners gain from the activities.

According to the findings, the exercises help learners succeed and feel more confident while also encouraging awareness, learning permanence, and reinforcement. The exercises also help with the development of empathy.

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The activities, according to every learner, increased their success, helped them retain their knowledge, served to foster a positive learning atmosphere, and helped them develop as people. It has been found that the constructivist method⁵, when applied effectively, aids learners in achieving important objectives. According to Brown (2002), the exercises boost learners' chances of success as they apply what they learn in class to real-world circumstances.

1.7 The Role of Pedagogical Activities in Language Learning

Pedagogical activities can play a crucial role in language learning. Here are some ways in which pedagogical activities can be beneficial

- Pedagogical activities can help to create a structured and supportive learning environment, which can be particularly important for learners who are new to a language or who have specific learning needs.

- Pedagogical activities can also help to build foundational language skills, such as grammar, vocabulary, and pronunciation. By providing clear explanations, examples, and practice exercises, learners can develop a solid understanding of the language.

- Engaging in pedagogical activities can also help to promote active learning and engagement. By incorporating interactive activities such as role plays, debates, and discussions, learners can practice their language skills in a dynamic and engaging way.

- Pedagogical activities can also help to promote learner autonomy and self-direction. By providing learners with opportunities to set their own learning goals, track their progress, and reflect on their learning, they can develop a sense of ownership and motivation for their language learning.

- Finally, pedagogical activities can help to promote cultural awareness and understanding. By incorporating materials and activities that reflect the culture and perspectives of the language

⁵ **the constructivist method** is an approach to teaching and learning that emphasizes active participation and collaboration among learners.

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being learned, learners can develop a deeper appreciation and understanding of the language and its associated culture.

1.8 Learners and Pedagogical Activities

The primary objective of a school is to educate learners. By offering additional learning support, schools may protect learners from failure and successfully implement their curriculum in accordance with learners' needs (Danielson,2002). The most important aspect of teaching and learning right now is the learner's capacity to build, form, and expand knowledge. (Acat, 2006). In order to accomplish the objectives outlined in the new educational initiatives developed in accordance with the constructivist learning paradigm⁶, activities are essential.

1.9 The Goals of Pedagogical Activities

Pedagogical activities have many goals which encourage the learners to engaging and motivate it to learn which are in the following

- Increase and raise the efficiency and scientific ability of learners.
- Refine and build talents, develop skills, and shape tendencies, desires, attitudes, and values.
- Suspense, excitement, and psychological and social satisfaction.
- Establish and fixe positive behavioral values and principles.
- Develop the collective team spirit at work and strengthening the bonds and the relationships of familiarity, cooperation and love.
- Formation of preference and elite teams in the sport, scouting and other fields.
- Promote the spirit of innovation, creativity and good competition.

⁶ **the constructivist learning paradigm** is a theory of learning that emphasizes the active role of the learner in the process of knowledge acquisition.

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- Correct learners' negative behaviors and reinforce positive ones through activities.
- Encourage and external communication⁷.
- Correct learners' negative behaviors and reinforce positive ones through activities.
- Create relation between the school and the community.
- Increase the participation of learners and cooperation together.
- Treat dropouts in some school by creating attractive and interesting activities for learners.
- The extension of the effect of learning on the learners.
- Expanding and diversifying the experiences that the learner goes through.
- The activities allow the practice of other active learning methods such as peer learning and cooperative learning.
- Increase the connection of learning with the daily life of the learners.
- The activities allow easy dealing with individual differences between the learners.

⁷ **External communication** is the process responsible for communicating with people and entities outside your organization.

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1.10 The Role of Technology

The world has undergone profound changes as a result of scientific and technological advancements. This growth of the technological phenomenon has created a new environment for the massive amount of information transmitted through communication devices. The educational sector, in general, and the educational sector in particular, have not been immune to this development, which has resulted in the introduction of a new and efficient source of education for all groups at various levels. Due to its role in changing many ideas and relationships, as well as classroom and extracurricular interaction patterns, modern technology has made education one of the most significant pillars of the era. It has also become more than necessary to keep up with trends towards a knowledge-based economy that values dynamic learning⁸ discovery and analysis.

Numerous studies have examined how technology and creativity are used to learn languages. (See, for instance, Furlong & Davies (2012), Chick (2016), Chao (2009), and Chick). Chao (2009) looked into how teachers felt about innovation in Taiwanese higher education with the aid of eight EFL teachers. By connecting the material, they were teaching to real-world situations, the teachers were able to connect learning to the outside world and bring the outside world into the classroom, according to Chao's study of qualitative data. These lecturers exploited the Internet and Wikispaces to create plausible situations. This outcome was in line with studies on creativity in general education that also highlighted the value of authenticity in the classroom. (Cheung,2012; Horng, Hong, Chanlin, Chang, and Cheung, & Chu, 2005; Schacter, Thum & Zifkin, 2006). The use of technology to support educational objectives will inevitably result in deeper learner learning. It might be challenging for teachers to select the "best" educational resources for their pupils' development, though.

⁸ **dynamic learning** is an approach to teaching and learning that emphasizes active engagement and participation.

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(Chick, 2016). Teachers should preferably have experience utilizing or integrating technology in the classroom in order to match learners' enthusiasm for digital behaviors. This study aims to comprehend how technology affects instructors' creativity by identifying teachers' viewpoints on technology's applications and functions. The study also examined the potential for technology to encourage instructors' creativity. The research's conclusions on the most effective ways to use technology in the classroom and how it might encourage creativity will be useful to other EFL teachers.

1.11 E-learning in Teaching for English Language

Miangah and Nezarat's (2012) study found that e-learning is a strong motivator that helps both teachers and learners in the classroom. Learners will be able to quickly become involved in the lesson as they describe the photographs using the correct form of the structures, claim (Licorish, S. A., George, J.L., Owen, H. E., & Daniel, B).(2017). E-learning helps learners learn because it raises their interest in the subject matter, which aids in their retention of more information. Fitriah (2018) further backed up the idea that e-learning enhances concept memorization and performance in terms of results.

Since they would have used the skills in their daily life, this will lessen learners' fear of making mistakes and also help them to be more confident and expressive when speaking a foreign language. Effective instruction motivates teachers, helps learners' learning, and enhances academic success, making it a crucial part of education. (2012) (Hamid, Hassan, and Ismail).

According to earlier study, the efficiency of e-learning may be evaluated by considering the influence of teachers on learners' achievement. But rating a teacher's effectiveness is a challenging process that considers things like system and skills, pedagogical skills, experience and information, and assurance. (Darling-Hammond 2000). Waxman, C. H., Lin, M. F., &

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Michko, G. M. (2003). Studies on the use of e-learning tools in the classroom show that ICT fosters a nurturing and inspiring environment where learners can develop both the breadth and depth of their fundamental skills. (Pandey & Mishra, 2016). The study's conclusions were validated by a study conducted by Zorío (2018) on Kahoot, a well-known quiz-style online game that is a great online resource and is used by schools.

1.12 Use Animated Cartoons

Teaching and learning English through cartoons is one method that supports learners, in particular young children in middle schools, and allows teachers to help them improve and increase their language skills. According to The Persian Journal Iranian Farsi (2004), cartoons are "movies made by the usage of animation in place of stay actors, mainly a funny movie meant for children.

The belief the inclusion of real themes in instructional cartoons can help learners comprehend difficult ideas and concepts, ask questions, come up with new ideas, and share them. Cartoons can promote debate and modifications to the way professionals conduct themselves. (Keogh & Naylor ;1999).

A cartoon's warmth, appeal, and the pleasure that comes from laughing and smiling have aided by using relaxation to make it easier for the message to be placed into the memory (Özer, 2005). As a result, the influence of cartoons in education is strengthened by their purpose, which firmly pushes on the ground of instruction and stimulates learner thought (Özer, 1998).

Many studies also agree that watching movies and cartoons seems to provide a thorough framework for learning new words. Furthermore, it is believed that viewers are generally quite motivated to understand what is seen and discussed in the movie. (Dadan, 2004)

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1.13 Digital Games

With recent advancements and the diligence of teachers and learners, and with the rapid movement of the world, pedagogical activities have been developed. The most crucial component, element of pedagogical games. Is in relation to technology. These games are known as digital games. Discoveries and learners were able to unite two disparate elements into a single, recognizable group. A group of programmed activities that increase motivation the learner, because of its high degree of interactivity, as well as its fun and imaginative impact, within an educational framework that encourages to create an atmosphere of challenge for the learners thought to reach non-traditional milking under the supervision of the teacher.

Although using digital games in learning gives learners and teachers the chance to explore and participate in the digital learning environment, there are some drawbacks related to knowledge acquisition (Lucht & Heidig, 2013), behavior regulation (Chen & Law, 2016), time management (Watson, Mong, & Harris, 2011), and technical issues (Vandercruysse, Vandewaetere, Cornillie, & Clarebout, 2013; Watson et al., 2011). Despite these difficulties, many researchers regard the use of teachers' pedagogical activities to supplement digital games as promising (Nousiainen, Kangas, Rikala, & Vesisenaho, 2018; O'Rourke et al., 2017; Barab, Sadler, Heiselt, Hickey, & Zuiker, 2010; Yeh, Cheng, Chen, Liao, & Chan, 2019; Kyriakides et al., 2016; Warren et al., 2009). This systematic review is not just necessary to understand how digital game-based methods are being used in secondary education. It examines how instructors' pedagogical practices may enhance digital game-based learning in secondary education.

Researchers have found that a learner's secondary education becomes more challenging if they are unable to comprehend the fundamental concepts they are taught in primary

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education. This may negatively affect their future academic lives and career expectations (Hainey et al., 2016; Kiili, Devlin, & Multisilta, 2015). Therefore, to increase learners' interest in basic education, appropriate teaching strategies are required, including the use of digital games.

1.14 Impact of Teacher's Personality on Learners' Achievements

Rosas and West (2009) contend that in order to effectively meet learners' needs, teachers must present a variety of activities throughout the day. Among these duties are differentiating instruction, attending to children's emotional and social needs, and managing behavior. Teachers must successfully manage the classroom to foster a positive learning environment. Shook's (2012) study, which included interviews as a method, found that instructors are the best source for learning about anything. Which classroom management techniques work best and what results can be anticipated from them? The study's conclusions show that teachers can use three different types of strategies. The perfect learning environment must be created by teachers if they want to guarantee that kids achieve academically. (Bobek, B. L.) (2002).

The concept of "optimal learning environment"⁹ refers to how educators should set up their classrooms to promote academic success, social growth, and physical space. Scholars have discussed methods for managing classrooms effectively and point out the importance of comprehending how good classroom management has been defined. Researchers have discovered two variables that could be used to gauge a classroom management strategy's effectiveness. The lack of unproductive activity makes up the first element. The second element is being aware of whether or not the children are focused on their work.

⁹ **optimal learning environment** refers to how educators should set up their classrooms to promote academic success, social growth, and physical space

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Goldberg, L. R. (1992) asserts that instructional strategies affect learners' academic performance. The effectiveness of a teacher is closely tied to the achievement of their learners. Ferguson (1991) argues that teachers are essential to learners' success. One of the criteria is the teachers' ability to run the classroom effectively.

According to Ferguson (1991), a teacher's aptitude for managing the classroom will have a direct impact on the learners' academic progress. As teacher quality improves, learner achievement is more likely to increase. In 15 city elementary schools, (Freiberg, Huzinec, and Templeton's, 2009) study looked at the impact of classroom management on learners' academic achievement. The researchers came to the conclusion that when learners are self-disciplined, teachers will be able to use more interactive teaching strategies including cooperative learning, research projects, and interesting content. With the use of these techniques, children are able to retain and absorb information while learning more. Although (Freiberg, Huzinec, and Templeton 2009) instructors' personalities are thought to be one of the major elements that influence learners' learning.

Because they can combine language learning with early socialization and enculturation, teachers' direction is essential in the teaching and learning of languages. (Gee, 2016). This is owing to the fact that when learners study a new language, they feel like "outsiders," and professors serve as cultural bridges to let learners feel more at ease while learning the language.

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1.15 Conclusion

The first chapter provided information on the literature review and was primarily concerned with pedagogical activities. In this chapter, we discussed the definition of pedagogical activities as well as the different types of pedagogical activities, which were categorized into extracurricular activities, classroom activities, and educational games. Additionally, we highlighted the value and benefits of using games in the classroom by adding a few examples and focusing on educational games. This chapter then focused on how pedagogical activities affect learners and how learners interact with pedagogical activities and their effect of reading and writing and listening and speaking activities. In addition, we established the role of pedagogical activities and numerous goals for pedagogical activities with the aid of technology and E-learning for teaching as well as the aims of animated cartoons and digital games.

Chapter two

Questionnaire Description and Findings
Analysis

Chapter Two Questionnaire Description and Finding Analysis

2.1 Introduction

The purpose of this questionnaire is to investigate the impact of pedagogical activities on the learning of English in middle schools. Pedagogical activities refer to instructional strategies and methods employed by teachers to facilitate language acquisition and development. This chapter aims to examine how these activities contribute to the overall English language proficiency of middle school learners and their basic language skills, such as listening, speaking, reading, and writing.

The results of this chapter will contribute to the existing body of research on English language education and pedagogy. The findings will inform educators, policymakers, and curriculum designers about the most effective pedagogical activities and strategies to enhance English language learning outcomes in middle school settings.

2.2 Research Motivation

The goal of this study is to motivate teachers and learners to use pedagogical activities as a technique to assist learning in a contemporary and beneficial way that allows the learner to concentrate and pay attention. This helps to create a space for communication between learners and teachers and strengthen their relationship. It also develops the skills that the learner already possesses, teaches him how to properly utilize them, and gives him the opportunity for self-learning. From this point on, we were motivated to pursue research on pedagogical activities as a crucial component of teaching and education and the degree to which they might inspire.

We would like to improve our knowledge of pedagogical activities and how important they are, especially for children. Because middle school learners are the intended audience for our study, we focus on them. We collected some thoughts from learners and instructors on this topic and how they see them in terms of treatment as a way of learning. The major goal of our

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research is to understand more about middle school learners' opinions regarding pedagogical activities.

2.3 Research Design

The research design, which is an outline that is stated in choosing a method that will best answer the specific research question, is one of the most crucial elements of any research. The purpose of this study is to examine the role of pedagogical activities as a pivot for learners 's leadership behavior development and improve the bond between teachers and learners. A case study has been conducted with learners of English as a foreign language in some educational institutions, in the intermediate stage, in each of the middle schools of Belouadi Fatima, Khabzaoui El Hajj, the municipality of Ain Temouchent and the municipality of El Maleh, Ain Temouchent. A sample of pupils has been chosen at random. During the second semester, questionnaires were issued, and the research was presented in the form of a questionnaire directed to check the pedagogical activities and strategies that the learners use and prefers, giving them the chance to interact and involve in the study.

2.4 Research Approaches

To study the impact of pedagogical activities for learning English in middle schools in Algeria, a mixed-method research approach has been utilized. This approach combines quantitative and qualitative data collection and analysis methods to provide a comprehensive understanding of the research question.

The procedure followed in this research work is a sequential explanatory design where quantitative data have collected first, followed by qualitative data to provide further explanation.

A random sampling method have been used to select the participants from middle schools in Algeria. The sample tends to be representative of the population being studied.

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A questionnaire has been used to collect data from the participants. It includes questions about the pedagogical activities used for learning English in middle school and their perceived effectiveness.

Interviews have also been conducted with the teachers to explore in-depth their experiences with the pedagogical activities for learning English.

The results of the study could be used to make recommendations for improving pedagogical practices in English language teaching in middle schools in Algeria.

2.5 Sample Population

The population sample was randomly selected to gather the information required for our research. In this section we will try to describe the studied population. A sample population is a portion of the total population that researchers rely on to collect the data necessary for their research. And since one of the main goals of scientific research is to be able to generalize the results; this is only possible if the selected sample is representative of the population from which it is drawn. Sampling is a fundamental phase and an integral part of the research methodology. Our study samples include the impact of pedagogical activities for learning English in middle school in Algeria which is a physical questionnaire that has been distributed in exactly in Belouadi Fatima Zohra, Khabzoui Al-hajj, Atik Abdelkader, Ahmed Taoufik El Madani, Mohamed Khemisti, Al-amir Khalad, middle school Ain Temouchent.) In different levels (M1, M2, M3, M4). One-hundred (100) is the number of participants who answered the questionnaire from one-hundred and fifty (150) participants who were supposed to answer it.

The survey interview was conducted face-to-face, with teachers being questioned throughout the lessons, and the respondents EFL teachers are from Belouadi Fatima Zohra, Khabzoui Al-hajj, Atik Abdelkader, Mohamed Khemisti, Al-amir Khalad, middle schools of Ain

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Temouchent. In this study, only fifteen (15) informants out of the thirty (30) teachers were available to participate in the interview.

2.6 Research Instruments

Research tools refer to the instruments utilized by researchers to collect relevant data for their studies. These tools enable the extract of information from the participants of the sampled population. Various data collection methods are available in research, including questionnaires, tests, observations, and interviews. In this particular study, two research instruments were employed to gather the data a questionnaire and a structured interview.

2.7 Data Collection

Data collection describes the methodical procedure of acquiring and logging information for research objectives. In order to meet research objectives, test hypotheses, and respond to research questions, it entails gathering pertinent data. In accordance with the research design and aims, the data collected may be either quantitative (numerical) or qualitative (descriptive). The process of acquiring and analyzing data on certain variables in an established system that allows research makes to analyze results and respond to pertinent queries.

2.7.1 The Questionnaire

A questionnaire is a research tool made up of a list of questions used to collect data from a sample of respondents. Online, over the phone, or in person are all options for administering questionnaires. They can be used to explore a variety of topics and to collect data that are both quantitative and qualitative. Although they are frequently employed in survey research, questionnaires can also be utilized in case studies and experimentation.

Our questionnaire, has been written as a source for collecting data, which we presented in English, while providing some aids for understanding, given that intermediate learners are

Chapter Two Questionnaire Description and Finding Analysis

beginners in the English language, so we explained our questions to them in order for them to answer them more easily, and we did not ask the respondents to reveal their identity because it is not important to us, the most important thing in our research is to collect as many answers as possible with their credibility. The number of questions asked consists of 10 questions, which they can select from three possibilities and one that they feel gives them the flexibility to express their particular opinion because they are open-ended questions. The main purpose of our questionnaire is to understand and examine the learners' point of view about the correct strategies and concepts that have effect and are preferred by students in the pedagogical activities for learning English.

Our ten questions are and their aims are as following

1. Question one aim is to which of the pedagogical activities that learner finds most engaging and interesting.
2. Question two aim is to which strategies that it finds most helpful for understanding and retaining new information.
3. Question three aim is to how the learner prefers to work with their classmates in group activities and projects.
4. Question four aim is to the types of technology which the learner finds most helpful for learning, and how they prefer to use it in class.
5. Question five aim is to which real-world examples or applications have helped the learner better understand a concept or topic.
6. Question six aim is to which types of support do the learner find most helpful when they are struggling with a topic or concept.

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7. Question seven aim is to how the learner feel about formative assessments (quizzes, tests, etc.) and how do they help them to learn.

8. Question eight aim is to the strategies do the learner use to solve problems and think critically about a topic or situation.

9. Question nine aim is to how do the learner like to reflect on their learning and progress, and what methods work best for them.

10. Question ten aim is to the types of challenges have the learner faced when it comes to learning and how have the learner overcome them.

2.7.2 The Interview

An interview is a research instrument that involves asking questions of a participant in order to gather data. Interviews can be structured, semi-structured, or unstructured, depending on the research question and the type of data that needs to be collected. Structured interviews involve asking a set of pre-determined questions, while semi-structured and unstructured interviews allow for more flexibility and follow-up questions. Interviews can be conducted in person, by telephone, or online, and can be used to gather both quantitative and qualitative data. So in this interview we used the structured interview follows a predetermined set of questions and a standardized format.

We conducted an interview with English language teachers in the middle school, including the schools that we visited (Belwadi Fatima, Khabzawi Al-Haj, Ateeq Abdel-Qader, Ahmed Tawfiq Al-Madani, Muhammad Khamisti, Al amir Abdel-Qader). The interview was with 15 teachers who were understanding and kind, we asked them to answer to some questions related to their practical field, which included each of the methods and strategies related to their work in the application of pedagogical activities.

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The main goal of this interview is to have solid data from teachers and to avoid the misunderstanding, this form of interview is preferred since it may be improved upon and is simpler to respond to. Another justification is that it makes it easier to administer and evaluate participant responses. Here are the questions ask and their aims in the interview

1. Q1 aimed to the possibility of the teacher to describe their approach to designing pedagogical activities for their middle school learners.
2. Q2 aimed to how do the teacher incorporate different learning styles into their pedagogical activities.
3. Q3 aimed to how do the teacher differentiate instruction in their pedagogical activities to meet the needs of all learners.
4. Q4 aimed to the possibility of the teacher to give an example of a successful pedagogical activity they have used in the classroom.
5. Q5 aimed to how do the teacher assess the effectiveness of their pedagogical activities.
6. Q6 aimed to how do the teacher encourage learner engagement and participation in their pedagogical activities.
7. Q7 aimed to how do the teacher use technology to enhance their pedagogical activities.
8. Q8 aimed to the possibility of teacher to share any specific strategies they use to promote critical thinking and problem-solving in their pedagogical activities.
9. Q9 aimed to how do the teacher to promote collaboration and teamwork among learners in their pedagogical activities.
10. Q10 aimed to the possibility of the teacher to describe how they adjust their pedagogical activities to address the diverse needs of their learners, including those with learning disabilities or who are English language learners.

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2.8 Data Analysis

After collecting the necessary data from the participants through research tools, questionnaires and interview, in this section we will analyze and discuss the data collected. Starting with the analysis of the questionnaire, then move on to interviewing.

2.8.1 Analysis of The Questionnaire

Question One Which of the following pedagogical activities do you find most engaging and interesting?

Table One Pedagogical Activities Ranking Engagement and Interest Levels

Options	Frequency	Percentage
Class discussions and debates	40	40%
Hands-on projects and experiments	8	8%
Collaborative group work	45	45%
Individual research and writing assignments	7	7%

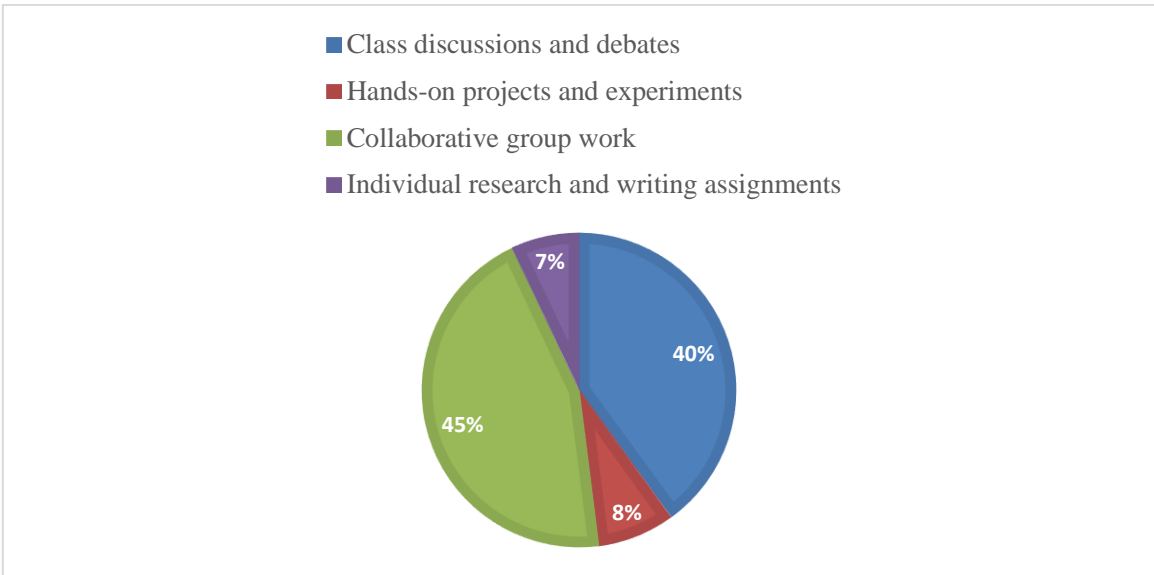


Figure 1 Pedagogical Activities Ranking Engagement and Interest Levels

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The goal of this question is to identify the most engaging and interesting pedagogical activities for learners. From there, we assessed all the suggested responses in light of the perspectives of the learners. (40) learners, or (40%) of the class, agreed on class discussions and debates, and (8) others, including 8 students, or (8%), agreed on Hands-on projects and experiments. Some of them, (45) learners, or (45%) of the class, agreed on collaborative group work, which was thought to be the highest percentage of an answer that the majority of the learners agreed upon. (7) students chose it as their final response, resulting in a (7%) agreement rate, which was the lowest percentage among the replies. which they chose Individual research and writing assignments as answer.

Question Two Which strategies do you find most helpful for understanding and retaining new information?

Table Two Effective Strategies for Understanding and Retaining New Information

Options	Frequency	Percentage
Taking notes	10	10%
Asking questions and participating in class	30	30%
Creating visual aids (diagrams, graphs, etc.)	60	60%
Other	0	0%

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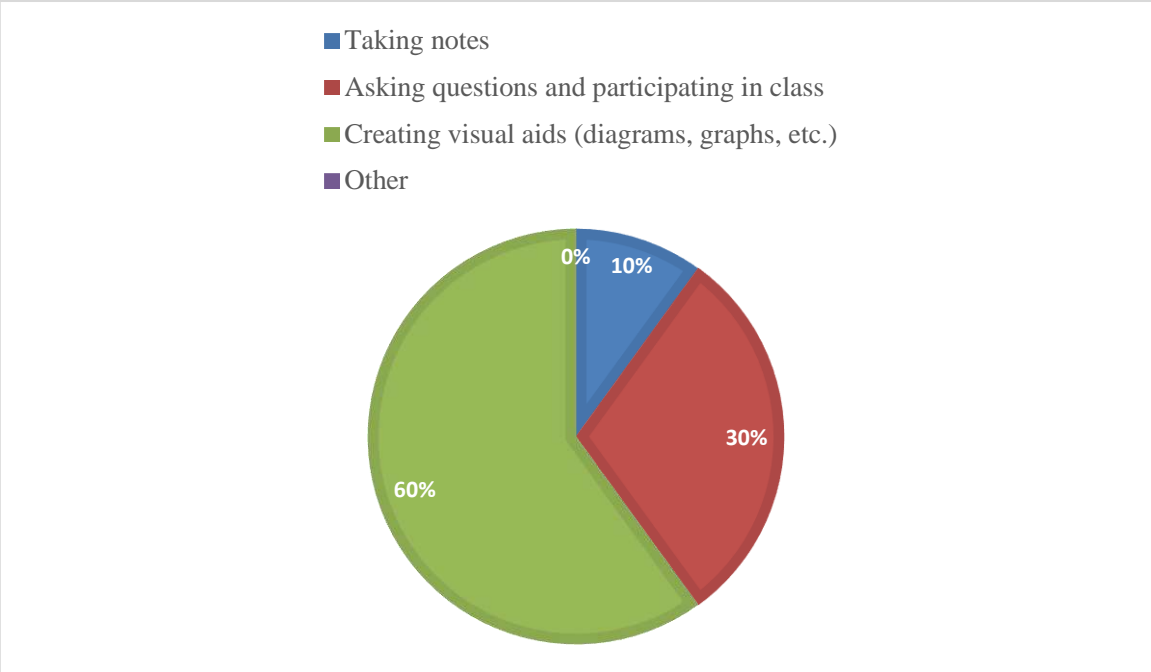


Figure 2 Effective Strategies for Understanding and Retaining New Information

In this question, we came up with more strategies that the learner finds more helpful for understanding, which also helps to retain new information, and from here we formed some answers as choices to facilitate the answer for the learners. The answers varied among the learners, where 10 students, equivalent to 10%, agreed to take notes, and some of them, 30 learners, or 30%, considered that asking questions and participating in the section as a strategy helps to understand and memorize information. More than 60 learners, approximately 60% of pupils chose to Creating visual aids like diagrams, graphs, etc. Most of the answers were selective. However, we left an empty cell to add an individual optional answer, and it was non-existent, as learner filled it.

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Question Three How do you prefer to work with your classmates in group activities and projects?

Table Three Collaborative Approaches in Group Activities and Projects

Options	Frequency	Percentage
Taking on a specific role or responsibility	30	30%
Working collaboratively with equal input from all group members	42	42%
Dividing tasks and working independently, then coming together to share findings	28	28%
Other	0	0%

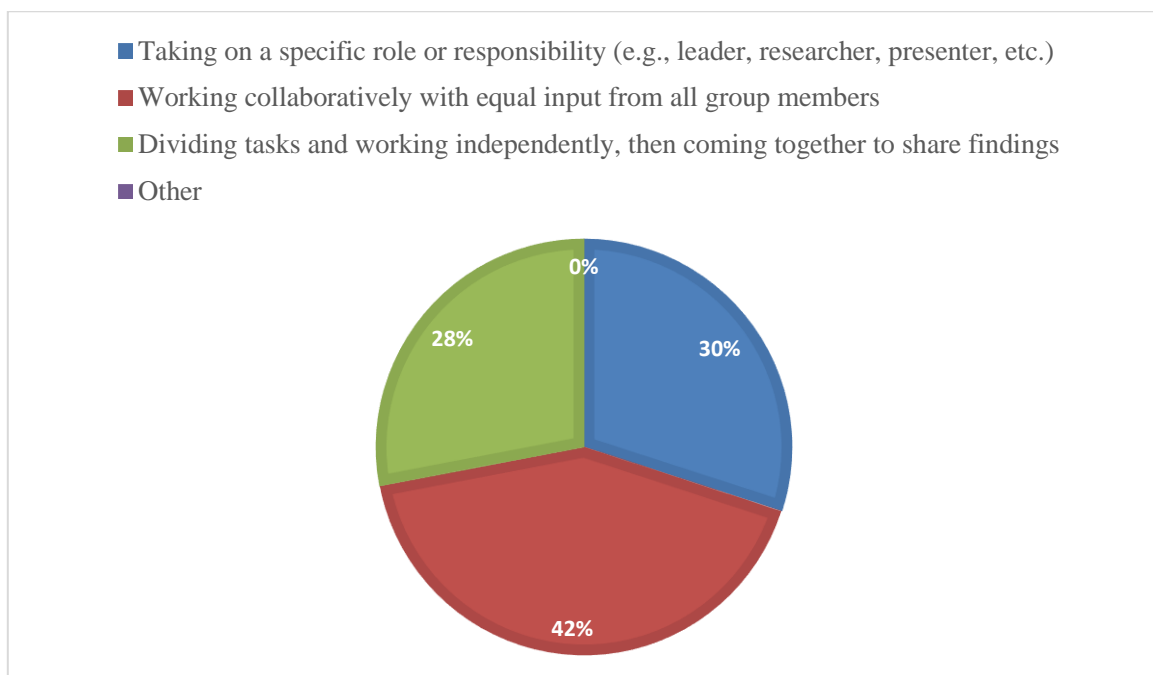


Figure 3 Collaborative Approaches in Group Activities and Projects

In the next question, we asked the learners a question about how they prefer to work with their mates in group activities and projects, and the learners' answers and choices were somewhat different. So that 30 learners preferred 30% of taking a specific role or responsibility in work over group activities and projects in the class. And others preferred to

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working collaboratively with equal input from all members of the group, equivalent to 42 learners at a rate of 42%, which was considered the largest percentage. And last but not least, 28 students, or 28%, preferred dividing tasks and working independently, then meeting together to share the results. In the end, we left an empty box to answer individually, but nevertheless, none of the learners answered it, i.e., it was considered as non-existent.

Question Four What types of technology do you find most helpful for learning, and how do you prefer to use it in class?

Table Four Preferred Types and Classroom Utilization

Options	Frequency	Percentage
Interactive whiteboards and other classroom technology	24	24%
Educational apps and online resources	23	23%
Multimedia presentations and videos	53	53%
Other	0	0%

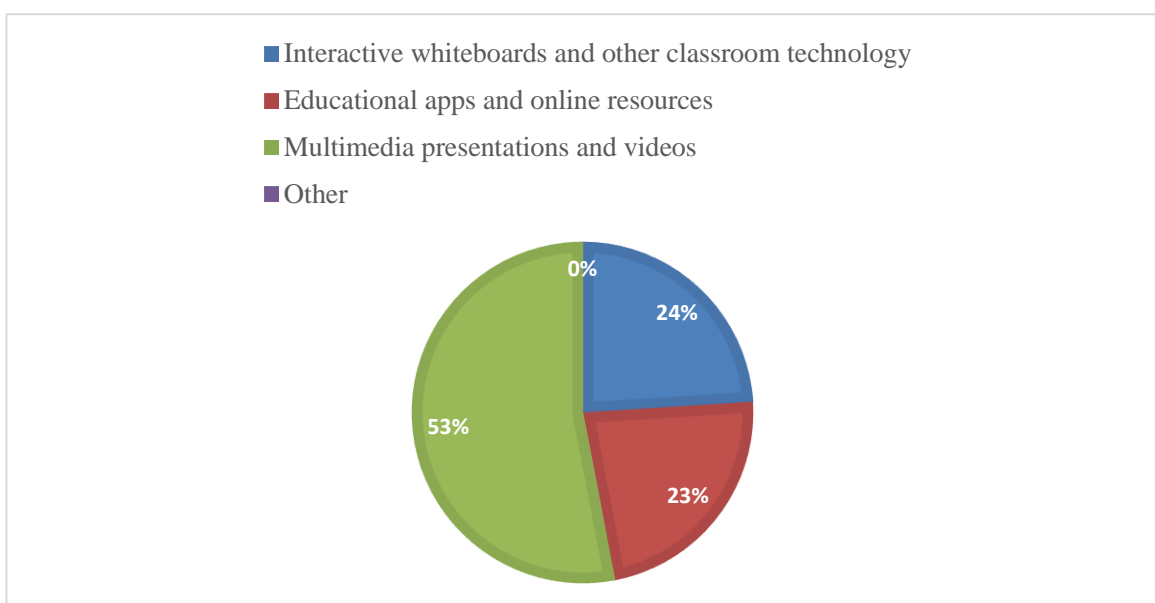


Figure 4 Preferred Types and Classroom Utilization

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The aim of this question is to know the types of technology pedagogical activities that the learner finds most helpful to learn and how it is preferred to use it in the class. The students' choices were varied. And the percentage of choosing the first answer was 24%, which is equivalent to 24 learners, who preferred interactive whiteboards and other classroom technology. Another part of the learners was 23, or 23%, who preferred educational applications and resources via the Internet. And the last two were 53 learners, equivalent to 53%, who chose multimedia presentations and video, and their number was greater than the other two. We also provided them with an empty field to express their own opinion, but unfortunately, no one responded in that field with a rate of 0%.

Question Five Which real-world examples or applications have helped you better understand a concept or topic?

Table Five Real-World Examples and Applications for Enhanced Understanding

Options	Frequency	Percentage
Historical events or figures	44	44%
Scientific phenomena or discoveries	30	30%
Current events or news stories	26	26%
Other	0	0%

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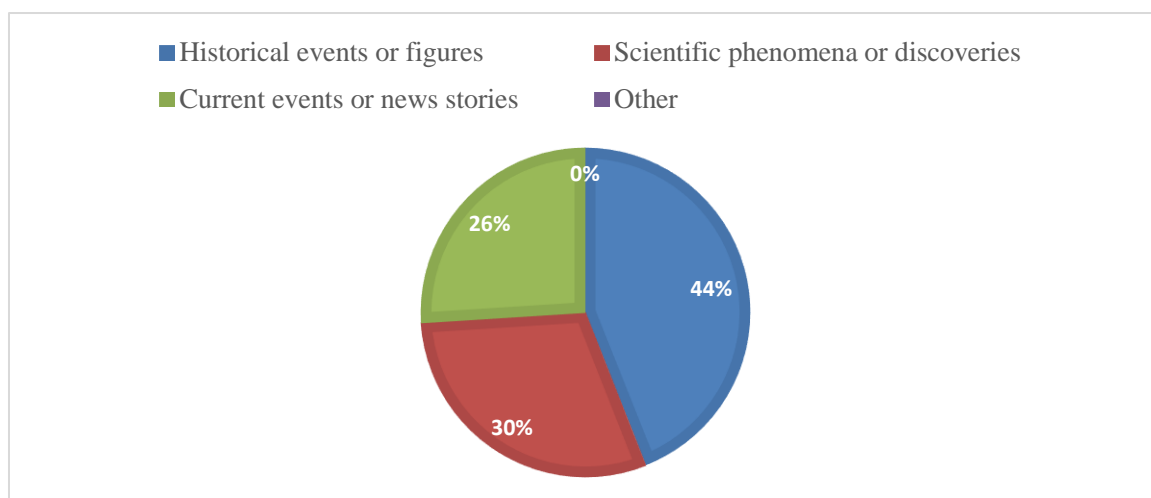


Figure 5 Real-World Examples and Applications for Enhanced Understanding

In this question, we asked the learners about what are the realistic examples or applications that helped them understand a concept or subject better, and the choices varied among the learners, as it was shown in the first choice that 44 learners, equivalent to 44% of them, chose historical events or figures, and some of them chose Scientific phenomena or discoveries were 30 learners, equivalent to 30%. As for the last choice, the number of students was 26, or 26% in current events and news stories, and it was non-existent in the last as an individual choice, 0%.

Question Six Which types of support do you find most helpful when you are struggling with a topic or concept?

Table Six Preferred Types for Overcoming Struggles with Topics and Concepts

Options	Frequency	Percentage
One-on-one help from the teacher	30	30%
Peer tutoring or group study sessions	44	44%
Additional resources (textbooks, online tutorials, etc.)	26	26%
Other	0	0%

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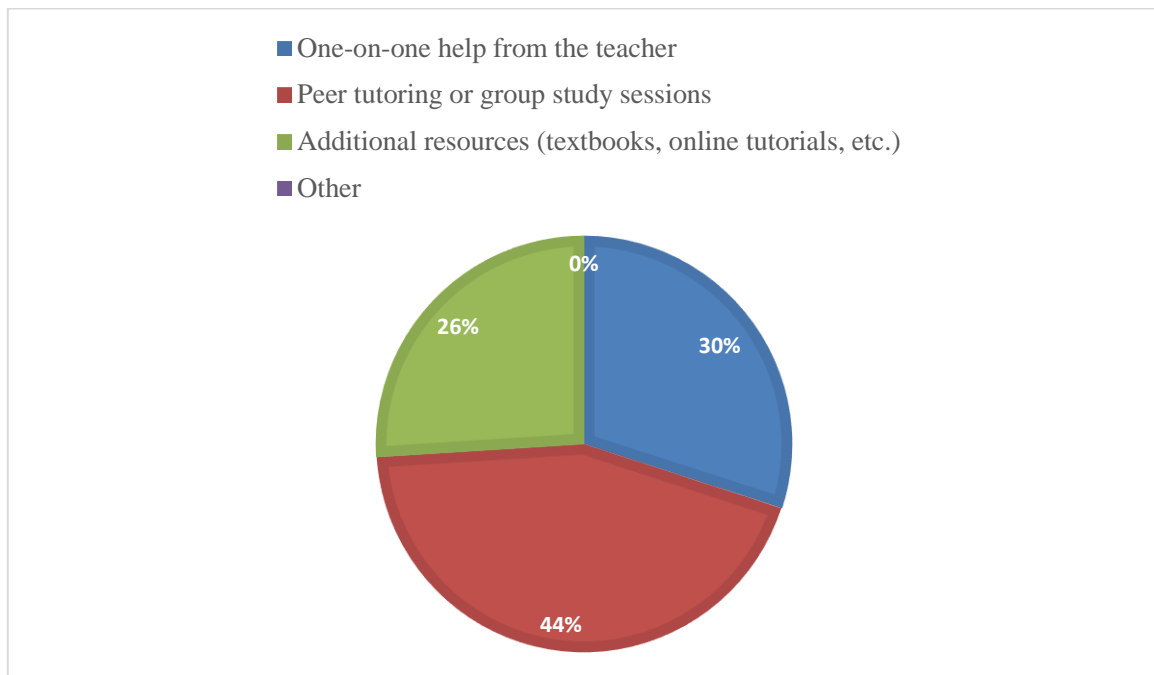


Figure 6 Preferred Types for Overcoming Struggles with Topics and Concepts

The aim of this question is represented in the types of support that the learner finds most useful when he encounters difficulty in a topic or concept, and from here we have developed some options through which we conclude the learners' idea and their choices for this point. In the first option, it was clear that the percentage of learners was 30%, equivalent to 30 learners, in individual assistance from the teacher, and in the second option, the number of learners was 44, equivalent to 44%, which preferred private lessons or group study sessions for a better understanding of a subject, and also another part Preferred additional resources such as textbooks, online lessons, etc. as an easier way to understand and they were 26% or 26 learners. And another part was optional and was non-existent.

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Question Seven How do you feel about formative assessments (quizzes, tests, etc.) and how do they help you to learn?

Table Seven Formative Assessments Perspectives and Learning Benefits

Options	Frequency	Percentage
I find them helpful because they give me feedback on my progress	35	35%
I find them stressful and they don't help me to learn	18	18%
I have mixed feelings about them	47	47%
Other	0	0%

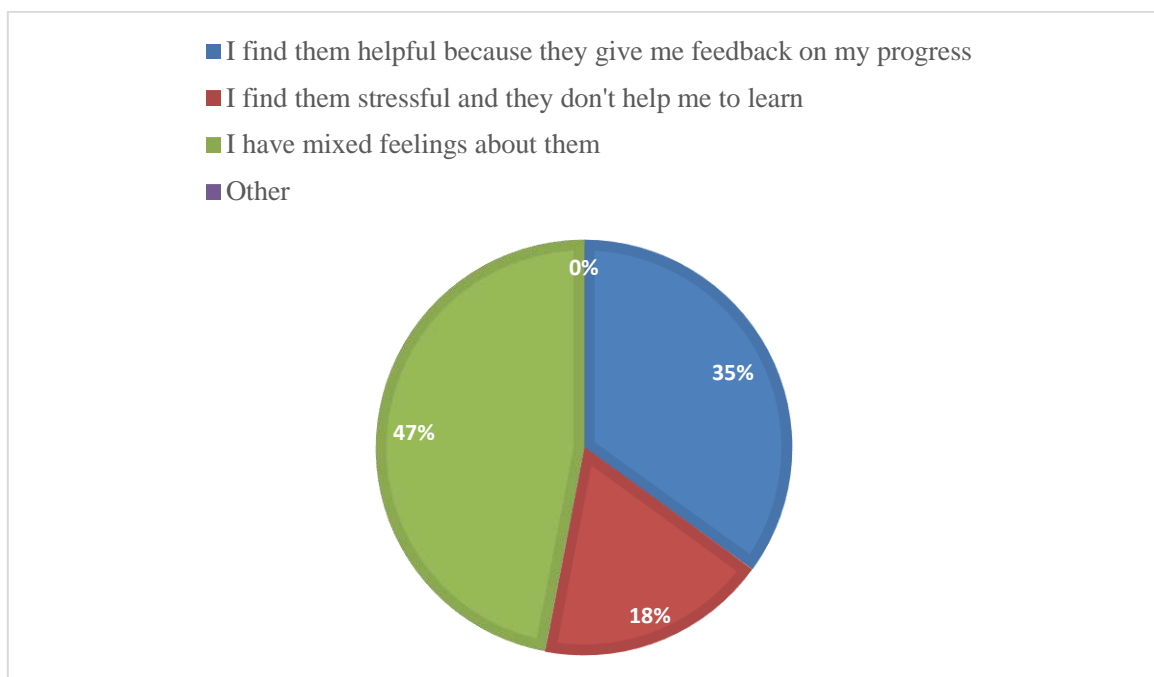


Figure 7 Formative Assessments Perspectives and Learning Benefits.

In our question, we touched on how each learner feels about formative assessments such as assignments, tests, and assessments and how they assist him learn, which resulted in a collection of several options that supported and facilitated his choosing. The first choice was chosen by 35 pupils, or 35%. This category found that formative assessments were useful because they provided me with feedback on their progress. The second category was 18%,

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equivalent to 18 pupils, who found that formative assessments are stressful and do not help them learn. As for the last group, they had mixed feelings towards the formative assessments, and their percentage was the highest, 47%, which is equivalent to 47 students who agreed on this answer which they have mixed feeling about them, and the last field remained empty.

Question Eight What strategies do you use to solve problems and think critically about a topic or situation?

Table Eight Problem-Solving and Critical Thinking Strategies

Options	Frequency	Percentage
Brainstorming and generating ideas	32	32%
Analyzing information and data	44	44%
Considering different perspectives and viewpoints	24	24%
Other	0	0%

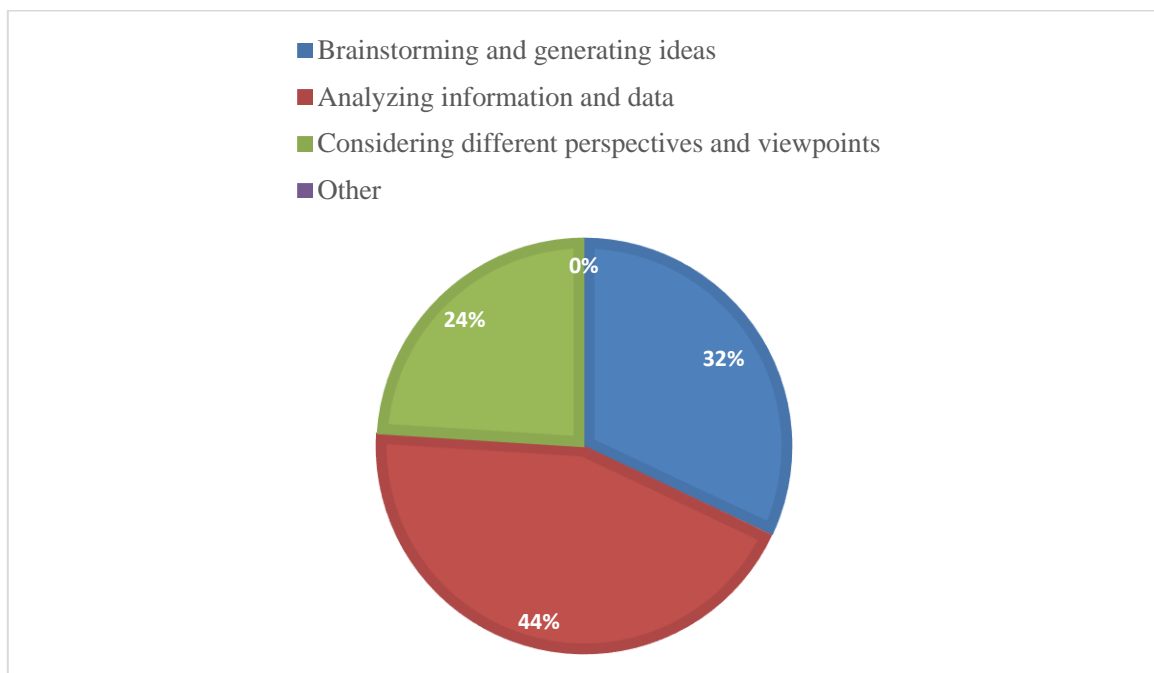


Figure 8 Problem-Solving and Critical Thinking Strategies

Chapter Two Questionnaire Description and Finding Analysis

The aim of this question is to find out the strategies learners use to solve problems and think critically about a topic or situation. From here, the answers and opinions of the learners were different. The first group was about 32 learners, approximately 32%, and their opinion was about brainstorming and generating ideas. As for the second group, they were 44 learners, or 44%, and they preferred this group of learners to analyze information and data. And as a last group, their opinions differed about considering the different points of view, and they were 24 learners, or 24%. As for the last column, we considered it to be 0% because no one answered it.

Question Nine How do you like to reflect on your learning and progress, and what methods work best for you?

Table Nine Reflecting on Learning and Progress Preferred Approaches and Effective Methods

Options	Frequency	Percentage
Self-assessments or self-reflection exercises	28	28%
Peer feedback or evaluations	32	32%
Conferences with the teacher	40	40%
Other	0	0%

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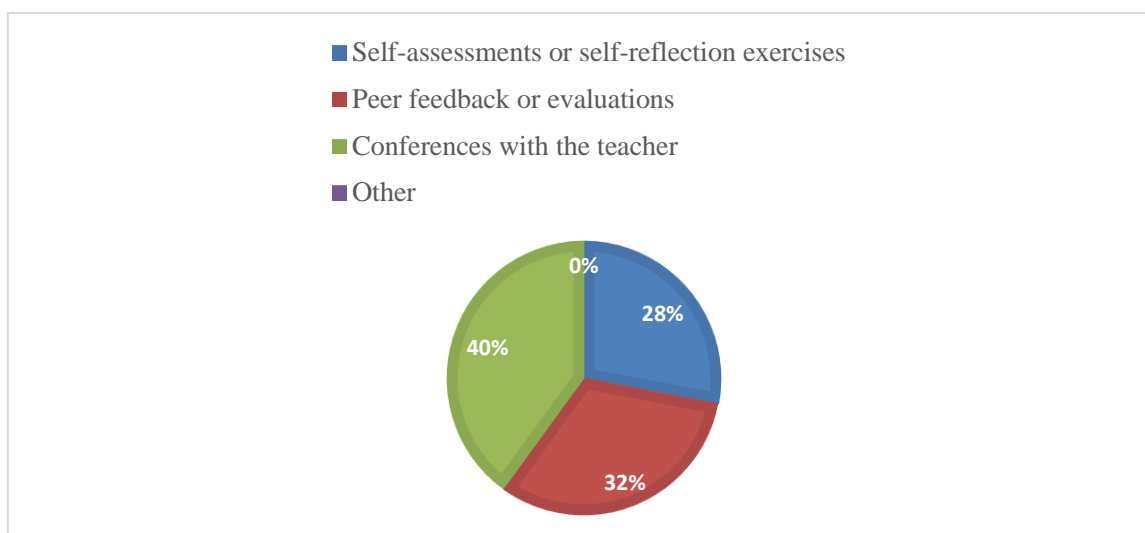


Figure 9 Reflecting on Learning and Progress Preferred Approaches and Effective Methods

Here we have learned how the learner likes to think about his learning and progress, and what methods suit him best, and each learner chooses the answer he most likes. In the first group, there were 28 learners, or 28%, of whom preferred self-assessments and self-reflective exercises as a preferred method of learning and progress. And others preferred peer observations and evaluations, and they were 32 students, or 32%. As for the largest group, it was 40 learners, equivalent to 40%, and they chose conferences with the teacher as a means they liked to learn and progress. As usual, the last field remained empty at 0%.

Question Ten What types of challenges have you faced when it comes to learning and how have you overcome them?

Table Ten Learning Challenges Types Encountered and Strategies for Overcoming

Options	Frequency	Percentage
Difficulty understanding new concepts	35	35%
Time management and organization	43	43%
Keeping up with homework and assignments	22	22%
Other	0	0%

Chapter Two Questionnaire Description and Finding Analysis

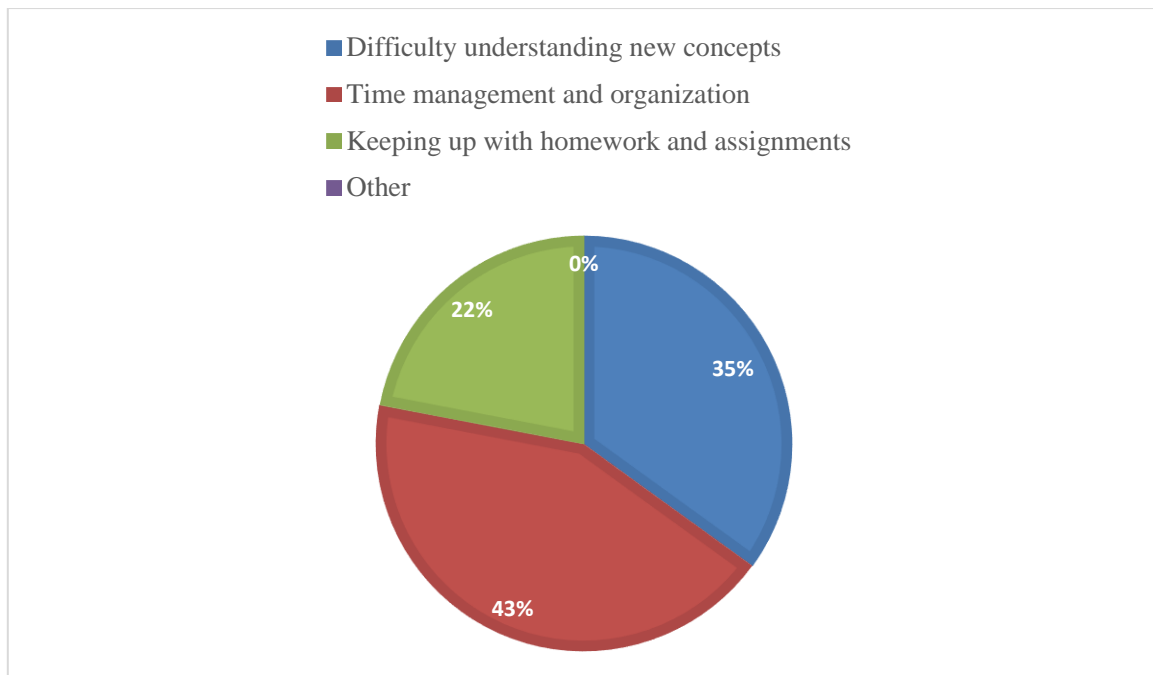


Figure 10 Learning Challenges Types Encountered and Strategies for Overcoming

Our goal from the last question is to know the types of challenges that the learner faced when it came to learning and how he overcame them. The students' answers and choices were either similar or different in some of the choices. Here we have collected all their choices. We start with the first one, the number of students was 35, or 35%, and in it they chose the difficulty of understanding the new concepts. Also, others chose managing and organizing time as a kind of challenge they faced, and their number was 43 learners, equivalent to 43%. As for some, they were 22%, or 22 learners, and they were among those who chose to keep up with assignments and homework. As for the last field, it was non-existent at a rate of 0%, meaning that no learner answered it.

Chapter Two Questionnaire Description and Finding Analysis

2.8.2 Analysis of Teachers' Interview

Question One Can you describe your approach for designing pedagogical activities for your Middle school learners?

The responses indicate that most teachers who have worked in the past set a learning goal plan learning activities according to students' needs and choose the right tools set a realistic deadline have a plan for completing the lesson. When planning pedagogical activities, they consider the types of activities that students will need to participate in to achieve and demonstrate intended learning outcomes. Activities should provide an experience that allows learners to engage, practice, and review specific achievements. And they will know whether they understand or not We cannot do ACA in every lesson they presented because of limitations and lack of time and tools to help them solve the problem and skills acquire. When planning lessons, it is also important to take into account the different learning needs of learners and to vary the lessons accordingly. Teachers also need to integrate technologies and media that learners are familiar with to make lessons more relevant and interesting. Finally, it is important to provide students with opportunities to collaborate and work in groups to develop their social skills and learn from their peers. Teachers should also provide clear instructions and support students in the task. It is also important to give students the opportunity to reflect on their learning and to give and receive feedback from their peers and the teacher.

Chapter Two Questionnaire Description and Finding Analysis

Question Two How do you incorporate different learning styles into your pedagogical activities?

This data showing that the teacher integrates different learning styles into his classroom activities by using visual aids, group work or individual projects. They write, draws pictures or conceptual caricatures himself and uses flashboards for exams. He also reads the material aloud to learners, involves them in a conversation about the topic, and requests oral summaries of the material. The teacher cannot combine different learning styles in one lesson, but he can incorporate an audiovisual style into a video presentation before beginning listening, grammar, or reading lessons.

Question Three How do you differentiate instruction in your pedagogical activities to meet the needs of all learners?

After analyzing teachers' responses on how to improve teaching in their classrooms to meet the needs of all learners, the study concludes that teachers should provide flexible activities around the learning content to achieve the goal of the lesson. Teachers should always provide clear and understandable instructions for all learners and choose guides from easy to hard. To prepare students for the exam, they should have prior knowledge of the teaching during the learning process. Teachers should give learners options to choose from in assignments or lesson plans, provide many texts and types of teaching materials, and benefit from a variety of personalized learning methods and learner assessments. Teachers should adapt lessons to different forms of intelligence and offer learners different levels of difficulty to diversify the lessons in their pedagogical activity.

Chapter Two Questionnaire Description and Finding Analysis

Question Four Can you give an example of successful pedagogical activity you have used in classroom?

The majority of the teachers observe when responding to this specific question Teachers use learner-centered approaches to teaching and learning, such as playing games to learn new vocabulary and asking learners to repeat after them. Teachers also use exercises like hiding game pieces on the board to guess which word is missing. This approach has a positive impact on learners and helps them succeed. Teachers also use exercises like reading a text and choosing the correct answer to give a general overview of the text, topic, or main ideas. Another effective classroom activity is piecing together puzzles in small groups. Teachers also use assignments like developing lesson plans, analyzing real-world datasets, and writing research papers or lab reports to help learners consolidate what they have learned.

Question Five How do you assess the effectiveness of your pedagogical activities?

As results of this question for teachers we conclude that assignments, tests, and exams help assess a learner's learning success. The effectiveness of the exercises can be evaluated at the end of the lesson, in the last phase, or at the end of the semester. Formative assessments can help gauge learner understanding, while summative assessments can measure how well learners have mastered the learning objectives. Self-reflection and feedback from colleagues can also help improve teaching activities. Sample student work and rubrics can be used to assess learner learning.

Chapter Two Questionnaire Description and Finding Analysis

Question Six How do you encourage learner engagement and participation in your pedagogical activities?

The purpose of this inquiry is to check whether the teachers do create an atmosphere that is conducive to participation. A teacher should be respectful, speak a loud enough to make all learners able to hear, not interrupt the speaker, and encourage participation. To encourage learner engagement, a teacher can use various strategies by creating a positive classroom environment, using active learning techniques¹⁰, providing learner choice, integrating technology, and collaborative learning activities¹¹. Immediate feedback and incentives can also be used to motivate learners to participate.

Question Seven How do you use technology to enhance your pedagogical activities?

The majority of teachers use technology-enabled pedagogy ¹²to enhance the learner experience. The teacher selects technology according to the learning needs of the learners. The use of technological aids in the classroom adds creativity and fun to learning. A mobile phone or data transfer can be used to put learners in real-life situations with audiovisual videos on the topic they are creating. Various technological tools such as interactive whiteboards, learning management systems, multimedia presentations, educational software, and virtual field trips can be used to improve teaching activities.

¹⁰ **examples of active learning techniques** include problem-based learning, case studies, role-playing, simulations, and flipped classrooms. These techniques encourage students to engage with the material and take an active role in their own learning.

¹¹ **Examples of collaborative learning activities** include group discussions, peer review sessions, team-based projects, and problem-solving exercises.

¹² **Examples of technology-enabled pedagogy** include online learning platforms, interactive whiteboards, educational apps, and gamification of learning.

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Question Eighth Can you share any specific strategies you use to promote critical thinking and problem-solving in your pedagogical activities?

In answering this particular question that related to promote critical thinking and problem-solving in teaching activities, the teacher can use various strategies such as open-ended questions, real-world scenarios, and group work. Case learners or simulations can be used to apply knowledge and skills to real-world situations. Rubrics or feedback can be used to give learners clear expectations and opportunities for self-reflection. Inquiry-based learning and active learning strategies such as problem-based learning. Project-based learning can also be used.

Question Nine How do you promote collaboration and teamwork among learners in your pedagogical activities?

teachers agreed on encouraging collaboration and teamwork among learners. The teacher can use various strategies such as group work, peer assessment, and project-based learning. learners can be given the opportunity to apply what they have learned and build on their prior knowledge. Rubrics or other forms of feedback can be used to give learners clear expectations and opportunities for self-reflection. Finally, students can reflect on what worked well and what could be improved for future activities. Define language and collaboration rules. Clearly define goals and expectations.

Chapter Two Questionnaire Description and Finding Analysis

Question Ten Can you describe how you adjust your pedagogical activities to address the diverse needs of your learners, including those with learning disabilities or who are English language learners?

The information gleaned from the interview reveals a personal viewpoint on how to meet the different needs of learners. The teacher should understand their learning needs, address inequality, connect with families and community, update learning materials, and meet a variety of learning needs. The teacher should assess the strengths and weaknesses of learners by using pre-diagnostic, formative, or summative tests. To meet the different needs of learners, the teacher can use strategies such as providing multiple avenues of presentation, expression, and engagement, using differentiated instruction, applying universal design principles¹³, and using assistive technology.

2.9 Conclusion

The chapter was devoted to describe the findings of this research. Two research tools were addressed to middle school teachers and learners. The questionnaire and interview analysis highlights the significant positive impact of pedagogical activities on learning English in middle school in Algeria. These activities enhance motivation, cater to different learning styles, improve speaking and listening skills, foster collaborative learning, and emphasize the need for continuous professional development among teachers.

¹³ **Universal design principles** are a set of guidelines that aim to make products and environments accessible and usable for as many people as possible, regardless of their abilities or disabilities.

Chapter Three

Practical Considerations &
Recommendations

Chapter Three Practical Consideration & Recommendations

3.1 Introduction

This chapter presents a discussion of the findings of the research study, which aimed to investigate the impact of pedagogical activities on learning English in middle school. The results from both the questionnaire and interview data will be discussed to validate the study's hypotheses. Additionally, this research explores the barriers identified throughout the dissertation. Finally, the chapter concludes with an examination of the limitations encountered during the study and provides suggestions, recommendations, and perspectives for future research.

3.2 The Results and Interpretation

The results obtained from the investigating tools used reveal students who participated in these activities demonstrated higher language acquisition and improved vocabulary development. They also reported increased motivation and engagement in their English learning, finding the activities enjoyable and exciting. Pedagogical activities catered to different learning styles¹⁴, benefiting visual¹⁵, auditory¹⁶, and kinesthetic learners¹⁷. Students reported enhancements in speaking and listening skills, as well as improved communication and collaboration through group work and discussions. The findings emphasize the importance of continuous professional development for teachers to effectively implement pedagogical strategies. Teachers who implemented these activities witnessed positive

¹⁴ **Learning styles** refer to the different ways in which people prefer to learn or process information. Some people may prefer visual aids, while others may prefer hands-on activities.

¹⁵ **A visual aid that is beneficial** is one that helps to enhance understanding or learning through the use of images, diagrams, or other visual representations.

¹⁶ **Auditory** refers to the sense of hearing, and in the context of learning, it refers to the preference for processing information through listening and speaking.

¹⁷ **Kinesthetic learners** are people who prefer to learn through physical activities, such as hands-on experiments or role-playing exercises. They often have a strong sense of body awareness and enjoy movement and physical interaction with their environment.

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outcomes among their students, including increased language, improved vocabulary development, and enhanced speaking and listening skills. However, there is a need for additional resources and support to further enhance the quality and variety of pedagogical activities in middle schools in Algeria.

3.3 Barriers that Prevent Teachers from Using Pedagogical Activities for Learning English in Middle Schools in Algeria

There may be several barriers that prevent teachers from using pedagogical activities for learning English in middle schools in Algeria. Some of these barriers could include

3.3.1 Large Class Sizes

Middle schools in Algeria often have large class sizes, which can pose a challenge for teachers to effectively manage and facilitate pedagogical activities. Limited individual attention and increased classroom management demands may discourage teachers to incorporating such activities.

3.3.2 Lack of Training

Teachers may lack proper training and professional development opportunities on effective pedagogical strategies for English language instruction. Without the necessary knowledge and skills, they may be hesitant to incorporate pedagogical activities in their classrooms.

3.3.3 Limited Resources

Insufficient availability of teaching resources, such as textbooks, materials, and technology, can hinder teachers from implementing pedagogical activities effectively. The

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lack of resources may restrict their ability to design and conduct engaging activities for language learning.

3.3.4 Lack of Support and Recognition

Teachers may feel a lack of support from the educational system, including insufficient guidance and mentorship, limited opportunities for collaboration, and a lack of recognition for innovative teaching methods. This can discourage teachers from taking risks and implementing pedagogical activities. It is essential to address these barriers by provide comprehensive training and professional development opportunities, improving access to resources, reducing class sizes, allowing flexibility in the curriculum, promoting supportive and collaborative environments, and fostering a culture that values innovative teaching methods.

3.4 Limitations of the Research

The study provides students with relevant information on the impact of pedagogical activities on the learning of the English language in Algeria, studied in middle school that have grown popular and are regarded as a crucial factor that aids the student in assimilation and growth inspires them to discover new things and gather knowledge. Although our studies were so interesting, we encountered some hurdles that caused difficulties and delays. It started with the limit of no time. We haven't been able to reach all the students easily, especially the English classes as we know their time is not dedicated to just English and they are difficult to reach because we were waiting for the English teachers to give us the opportunity to go there go to the class and send off the questionnaire documents. And more importantly, what was the biggest obstacle for us was that we had distributed the questionnaire during the exams and homework time at the end of the term, and that was the remaining weeks of study, and one of the most difficult obstacles was that the Collection of delayed information and data. We also

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addressed the issue of helping the students to explain the questions to them as they are beginners in learning English as a foreign language (EFL).

Secondly, regarding the interview, which was very difficult during the period we conducted, we encountered difficulties in interviewing the teachers. On the one hand, we know that the number of teachers in each college is not more than three and that not all teachers had a strategy for pedagogical activities. Therefore, not all teachers, except for a few, respond to the interview. On their part and on the other hand, the period in which we conducted the interview was a limited period for the teachers, since it was a period of testing, grading, exam control and correcting student work, and more. Yet, we tried to collect as much data as possible, we couldn't bother and collect more, and that's also because teachers were not available all the times with us. The final hurdle for the researchers was the lack of resources and inability to find the information they needed in research and e-books on a large scale.

3.5 Suggestions and Recommendations

In this part of the research, we have mentioned some useful methods and strategies that EFL students and teachers should use to motivate the use and duplication of pedagogical activities, to commercialize them and to expand them where possible. First and foremost, teachers should use different teaching methods such as group work, role-playing and multimedia resources to make the learning process more engaging and interactive. Second, teachers should encourage their students to practice speaking English, creating a positive and supportive learning environment. Third, teachers should provide students with regular feedback and opportunities for self-reflection to help them identify their strengths and weaknesses. Fourth, teachers should use authentic materials such as newspaper articles, songs, and videos to help students develop their language skills in a more natural and meaningful way.

Chapter Three Practical Consideration & Recommendations

Teachers should encourage students to use English outside of the classroom by providing opportunities for extracurricular activities and language exchange programs. As with other strategies, teachers must focus on student development. Encourage their listening and reading skills by providing them with authentic materials such as news articles, radio shows, and podcasts. Then to give students the opportunity to use English in real-life situations such as role-plays, debates and simulations. Teachers are expected to integrate technology into their lessons through educational apps, online resources and interactive whiteboards. Teachers should give students the opportunity to explore different cultures and perspectives by incorporating intercultural issues into their lessons.

Teachers should regularly assess students to monitor their progress and identify opportunities for improvement. Teachers should encourage students to develop their own learning strategies, such as B. Take notes, create summaries and self-assess. Teachers should incorporate games and other activities into their lessons to make learning more enjoyable and engaging. Teachers should do justice to the different learning needs of their students through differentiated teaching. Teachers should provide opportunities for students to learn independently by giving them choices between assignments and projects. Teachers should work with other teachers and professionals to share best practices and resources for teaching English to English learners.

3.6 Perspectives

This study's objective was to examine the impact of pedagogical activities on English language learning in Algerian higher education institutions, which can be significant. When teachers use a variety of teaching methods, create a positive and supportive learning environment, and provide students with regular feedback, students are more likely to be engaged and motivated to learn. Authentic materials, technology and diverse instruction

Chapter Three Practical Consideration & Recommendations

enable students to develop their language skills in a more natural and meaningful way. By incorporating multicultural issues and providing opportunities for independent learning, students can deepen their understanding of different cultures and perspectives. Overall, the educational activities can help students improve their English skills and prepare them for academic and professional success.

The use of classroom activities can help develop a more Student-centered approach to teaching English that can be more effective for students with different learning styles and needs. Classroom activities can help create a more interactive and collaborative learning environment that can be helpful in educating students. Confidence in using the English language. Classroom activities can help create a more engaging and enjoyable learning process, which can help motivate students to continue learning and practicing English. The use of authentic materials and technology can help introduce students to real-life situations and language use, thereby improving their listening and speaking skills. pedagogical activities can help create a more inclusive learning environment that can help support students from different backgrounds and with different language skills. pedagogical activities can help develop higher-level thinking skills, such as critical thinking, problem-solving, and creativity, which are important for academic and professional success. social and emotional skills such as communication, cooperation and self-confidence, which are important for personal and social development. pedagogical activities can support student development. intercultural skills that are important for living and working in a globalized world.

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3.7 Conclusion

In conclusion, the impact of pedagogical activities on learning English in Middle schools is a significant area of research that holds immense potential for improving language EFL learning and academic outcomes. Through this study, we have explored various instructional approaches and teaching strategies and their effectiveness in promoting English language proficiency among middle school pupils. By considering the practical considerations, limitations, and recommendations discussed in this thesis, educators can design and implement pedagogical activities that create a positive and engaging learning environment. It is our hope that this research contributes to the ongoing efforts to enhance English language education in middle schools, ultimately empowering students to become proficient English speakers and communicators.

General Conclusion

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General Conclusion

The impact of pedagogical activities on English learning in Algerian middle schools is significant and cannot be overlooked. These activities play a crucial role in promoting effective language acquisition and development among students. By engaging in pedagogical activities, learners experience increased motivation and participation, which leads to a more enjoyable language learning process. Furthermore, these activities provide learners with exposure to various language contexts, helping them broaden their cultural perspectives and fostering a sense of global awareness.

The study took place in some middle schools in ain temouchent exactly Belouadi Fatima Zohra, Khabzoui Al-hajj, Atik Abdelkader, Ahmed Taoufik El Madani, Mohamed Khemisti, Al-amir Khalad, with the main purpose of knowing the role of pedagogical activities as a pivot for learners 's leadership behavior development and improve the bond between teachers and learners. Many students now must know their goals and opinions clearly about educational activities and how they prefer to use strategies that have a benefit in acquiring new information and how to work with them and the methods that suit them best. And this is what we will talk about in the results that were taken from the students' answers.

The dissertation is divided three chapters the first one provides a literature review related to the topic of the impact of pedagogical activities for learning English in Algerian middle schools. A second chapter presents the methodology part and data collection. The third chapter concerned with the analysis, interpretation and discussion of the findings that will answer the research question in order to accept or refuse the hypotheses.

Finally, the main findings have shown that pedagogical activities play a vital role in supporting this process by providing meaningful and enjoyable opportunities for learners to engage with the language. The impact of pedagogical activities on English learning in middle

General Conclusion

schools is substantial, as they enhance learner motivation, participation, and cultural awareness. By fostering positive attitudes and facilitating interaction among learners, these activities promote effective language learning and the development of teamwork skills. Moreover, such activities not only increase learners' enthusiasm but also boost their confidence in using English in various contexts, ultimately improving their overall language ability.

To sum up, the study's final findings aided the researchers in supporting their hypothesis as well as disproving their interpretation of the main finding

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Appendices

Appendix A

1-Which of the following pedagogical activities do you find most engaging and interesting?

- a. Class discussions and debates
- b. Hands-on projects and experiments
- c. Collaborative group work
- d. Individual research and writing assignments

1-أي من الأنشطة التربوية التالية تجدها أكثر جاذبية وإثارة للاهتمام؟

ا. المناقشات والمناظرات الصفية.

ب. التدريب العملي على المشاريع والتجارب.

ج. العمل الجماعي التعاوني.

د. مهام البحث والكتابة الفردية.

2-Which strategies do you find most helpful for understanding and retaining new information?

- a. Taking notes
- b. Asking questions and participating in class
- c. Creating visual aids (diagrams, graphs, etc.)
- d. Other (please specify)

2-ما هي الاستراتيجيات التي تجدها أكثر فائدة لفهم المعلومات الجديدة والاحتفاظ بها؟

أ. تدوين الملاحظات

ب. طرح الأسئلة والمشاركة في الفصل

ج. إنشاء مساعدات بصرية (رسوم بيانية، إلخ).

د. أخرى (يرجى التحديد)

3-How do you prefer to work with your classmates in group activities and projects?

- a. Taking on a specific role or responsibility (e.g. leader, researcher, presenter, etc.)
- b. Working collaboratively with equal input from all group members
- c. Dividing tasks and working independently, then coming together to share findings
- d. Other (please specify)

3-كيف تفضل العمل مع زملائك في الأنشطة والمشاريع الجماعية؟

أ. تولي دور أو مسؤولية محددة (مثل القائد ، الباحث ، المقدم ، إلخ.)

ب. العمل بشكل تعاوني مع مدخلات متساوية من جميع أعضاء المجموعة

ج. تقسيم المهام والعمل بشكل مستقل، ثم الاجتماع معا لتبادل النتائج

د. أخرى (يرجى التحديد)

4-What types of technology do you find most helpful for learning, and how do you prefer to use it in class?

a. Interactive whiteboards and other classroom technology

b. educational apps and online resources

c. Multimedia presentations and videos

d. Other (please specify)

4-ما هي أنواع التكنولوجيا التي تجدها أكثر فائدة للتعلم ، وكيف تفضل استخدامها في الفصل؟

أ. السبورات التفاعلية وتكنولوجيا الفصول الدراسية الأخرى

ب. التطبيقات التعليمية والموارد عبر الإنترنت

ج. العروض التقديمية وأشرطة الفيديو متعددة الوسائط

د. أخرى (يرجى التحديد)

5-Which real-world examples or applications have helped you better understand a concept or topic?

a. Historical events or figures

b. Scientific phenomena or discoveries

c. Current events or news stories

d. Other (please specify)

5-ما هي الأمثلة أو التطبيقات الواقعية التي ساعدتك على فهم مفهوم أو موضوع بشكل أفضل؟

أ. أحداث أو أرقام تاريخية

ب. الظواهر أو الاكتشافات العلمية

ج. الأحداث الجارية أو القصص الإخبارية

د. أخرى (يرجى التحديد)

6-Which types of support do you find most helpful when you are struggling with a topic or concept?

- a. One-on-one help from the teacher
- b. Peer tutoring or group study sessions
- c. Additional resources (textbooks, online tutorials, etc.)
- d. Other (please specify)

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6-ما هي أنواع الدعم التي تجدها أكثر فائدة عندما تكافح مع موضوع أو مفهوم؟

ا. مساعدة فردية من المعلم

ب. دروس الأقران أو جلسات الدراسة الجماعية

ج. موارد إضافية (الكتب المدرسية، والبرامج التعليمية عبر الإنترنت ، وما إلى ذلك)

د. أخرى (يرجى التحديد)

7-How do you feel about formative assessments (quizzes, tests, etc.) and how do they help you to learn?

- a. I find them helpful because they give me feedback on my progress.
- b. I find them stressful and they don't help me to learn.
- c. I have mixed feelings about them.
- d. Other (please specify)

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7-ما هو شعورك حيال التقييمات التكوينية (الاختبارات القصيرة والاختبارات وما إلى ذلك) وكيف تساعدك على التعلم؟

ا. أجدها مفيدة لأنها تعطيني ملاحظات حول تقدمي.

ب. أجدها مرهقة ولا تساعدني على التعلم.

ج. لدي مشاعر مختلطة تجاههم.

د. أخرى (يرجى التحديد)

8-What strategies do you use to solve problems and think critically about a topic or situation?

- a. Brainstorming and generating ideas
- b. Analyzing information and data
- c. Considering different perspectives and viewpoints
- d. Other (please specify).....

8-ما هي الاستراتيجيات التي تستخدمها لحل المشكلات والتفكير النقدي في موضوع أو موقف؟

ا. العصف الذهني وتوليد الأفكار

ب. تحليل المعلومات والبيانات

ج- النظر في مختلف وجهات النظر .

د. أخرى (يرجى التحديد)

9-How do you like to reflect on your learning and progress, and what methods work best for you?

a. Self-assessments or self-reflection exercises

b. Peer feedback or evaluations

c. Conferences with the teacher

d. Other (please specify)

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9-كيف تحب التفكير في تعلمك وتقدمك ، وما هي الأساليب التي تناسبك بشكل أفضل؟

ا. التقييمات الذاتية أو تمارين التأمل الذاتي

ب. ملاحظات الأقران أو التقييمات

ج. مؤتمرات مع المعلم

د. أخرى (يرجى التحديد)

10-What types of challenges have you faced when it comes to learning and how have you overcome them?

a. Difficulty understanding new concepts

b. Time management and organization

c. Keeping up with homework and assignments

d. Other (please specify)

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10-ما هي أنواع التحديات التي واجهتها عندما يتعلق الأمر بالتعلم وكيف تغلبت عليها؟

أ. صعوبة فهم المفاهيم الجديدة

ب. إدارة الوقت وتنظيمه

ج. مواكبة الواجبات المنزلية والواجبات

د. أخرى (يرجى التحديد)

Appendix B

- Can you describe your approach to designing pedagogical activities for your middle school students?

• هل يمكنك وصف نهجك في تصميم الأنشطة التربوية لطلاب المدارس المتوسطة؟

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- How do you incorporate different learning styles into your pedagogical activities?

• كيف تدمج أساليب التعلم المختلفة في أنشطتك التربوية؟

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- How do you differentiate instruction in your pedagogical activities to meet the needs of all students?

• كيف تميز التدريس في أنشطتك التربوية لتلبية احتياجات جميع الطلاب؟

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- Can you give an example of a successful pedagogical activity you have used in the classroom?

• هل يمكنك إعطاء مثال على نشاط تربوي ناجح استخدمته في الفصل الدراسي؟

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- How do you assess the effectiveness of your pedagogical activities?

• كيف تقيم فعالية أنشطتك التربوية؟

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- How do you encourage student engagement and participation in your pedagogical activities?

• كيف تشجع مشاركة الطلاب في أنشطتك التربوية؟

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- How do you use technology to enhance your pedagogical activities?

• كيف تستخدم التكنولوجيا لتعزيز أنشطتك التربوية؟

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- Can you share any specific strategies you use to promote critical thinking and problem-solving in your pedagogical activities?

• هل يمكنك مشاركة أي استراتيجيات محددة تستخدمها لتعزيز التفكير النقدي وحل المشكلات في أنشطتك التربوية؟

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- How do you promote collaboration and teamwork among students in your pedagogical activities?

• كيف تعزز التعاون والعمل الجماعي بين الطلاب في أنشطتك التربوية؟

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- Can you describe how you adjust your pedagogical activities to address the diverse needs of your students, including those with learning disabilities or who are English language learners?

• هل يمكنك وصف كيفية تعديل أنشطتك التربوية لتلبية الاحتياجات المتنوعة لطلابك، بما في ذلك أولئك الذين يعانون من صعوبات التعلم أو متعلمي اللغة الإنجليزية؟

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ملخص

يشرح هذا العمل البحثي، بعنوان تأثير الأنشطة التربوية على تعلم اللغة الإنجليزية في المدارس المتوسطة في الجزائر، دور هذه الأنشطة التربوية في تطوير وتحسين وتحفيز المتعلم. كما أنه يسهل التعلم. في منطقة عين تموشنت، يُنظر إلى تعلم اللغة الإنجليزية بالأنشطة التربوية على أنه وسيلة تعلم من قبل المتعلمين، وهذا يشمل وجهات نظرهم حولها، وكذلك الاستراتيجيات المستخدمة وآراء المعلمين حول هذه الأنشطة. ويظهر أيضًا أن أظهرت نتيجة النتائج الرئيسية أن المتعلمين يفضلون الأنشطة التربوية ويحبون تطبيق بعضها. أيضًا، يطبق المعلمون بعضها باستخدام أنواع معينة، ويعتبرونها إحدى طرق تقييم المتعلمين في المدارس المتوسطة. وفي الوقت نفسه، أظهرت النتائج أن الاستخدام المتكرر للأنشطة التربوية يحفز المتعلمين على المشاركة وتعلم اللغة الإنجليزية بشكل مريح في المدارس المتوسطة الجزائرية.

الكلمات المفتاحية الأنشطة التربوية، المدارس المتوسطة، اللغة الإنجليزية، تعليم.

Résumé

Ce travail de recherche, intitulé L'impact des activités pédagogiques sur l'apprentissage de l'anglais dans les collèges en Algérie, explique le rôle de ces activités pédagogiques dans le développement, l'amélioration et la motivation de l'apprenant. Il facilite également l'apprentissage. Dans la région d'Ain Temouchent, l'apprentissage de l'anglais avec des activités pédagogiques est perçu comme un mode d'apprentissage par les apprenants, et cela inclut leurs points de vue sur celui-ci, ainsi que les stratégies employées et les opinions des enseignants sur ces activités. Et cela montre aussi que là Le résultat des principaux résultats a révélé que les apprenants préfèrent les activités pédagogiques et aiment appliquer certaines d'entre elles. De plus, les enseignants en appliquent certaines en utilisant certains types et les considèrent comme l'une des méthodes d'évaluation des apprenants dans les écoles intermédiaires. Parallèlement, les résultats ont montré que l'utilisation fréquente des activités pédagogiques motive les apprenants à participer et à apprendre l'anglais confortablement dans les collèges algériens.

Mots-clés activités éducatives, écoles intermédiaires, langue anglaise, éducation.

Summary

This research work, entitled the impact of pedagogical activities on the learning of English in middle schools in Algeria, explains the role of these pedagogical activities in the development, improvement, and motivation of the learner. It also facilitates learning. In the region of Ain Temouchent, learning English with pedagogical activities is seen as a way of learning by learners, and this includes their perspectives on it, as well as strategies employed and teachers' opinions on these activities. And it also shows that the result of the main findings revealed that learners prefer pedagogical activities and like to apply some of them. Also, teachers apply some of them by using certain types, and consider them as one of the learners' evaluation methods in middle schools. Meanwhile, the results have showed that the frequent use of pedagogical activities motivates the learners to participate and learn English comfortably in Algerian middle schools.

Key words Pedagogical activities, Middle schools, English language, Education.