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**GAMING AS A TEACHING STRATEGY TO ENHANCE LEARNERS ‘
SPEAKING SKILL .**

**THE CASE STUDY OF SECOND YEAR STUDENTS OF FOREIGN
LANGUAGES AND SCIENTIFIC BRANCHES IN DJEBEILI MED –
SALEH SECONDARY SCHOOL .**

**A Dissertation Submitted To the Faculty of Letters and Languages, Department
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Dedication

I dedicate this work :

To the one who was the first support in realizing my ambitions , To the one who was my refuge and my right arm during this difficult stage , Whose prayers surrounded me at every step

To my dear Mom ,

To my supporter in this life , and my source of safety from which I derive my strength , joy , and pride , to my wing and shade ,

To my dear Dad ,

To my dear sisters , to my little brother and my fiance ,

To my dear aunts , specially Mounira who has always supported me throughout my academic career , from the time I chose this speciality until this day, to all my family,

To my dear friend N . Fadhila ,

To all my teachers who helped me in my training and to all who participated in this modest work .

To everyone I love.

Dedication

With all my pleasure , I would like to dedicate my work to my beloved parents who Always tired and gave me all what

I want without any hesitation .

I would like also to dedicate it to my lovely grandma who is my second mother because she pushes me forward .

To my dear brothers : Ibrahim , Ridha , Sohaib and Issam may Allah protect and grant them success in their studies and lives .

And finally to my dear friend Aya Abla for her patience .

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Thank you all.

Abstract :

Our research aimed to investigate the role of game - based learning in enhancing learners' speaking skill . We used mixed methods design “qualitative and quantitative” to capture the complexity of the learning process , and to uncover the scope of that research . Concerning collecting data , we utilised two different tools which are : questionnaire and observation , the questionnaire was answered by eleven (11) secondary school teachers , so as to examine their attitudes towards applying game - based learning in their classrooms . While the observation was about the teacher 's way of teaching using gamification and student 's reactions and participation dealing with a new learning experience . The observation was done in four (04) sessions , two sessions for foreign languages class , one session for scientific class and the last one was mutual between both of them . The results highlighted that games can achieve better consequences than the traditional teaching strategies . Hence , the teacher preferred this way of teaching considering it as a suitable strategy of the teaching - learning process .

Contents :

GENERAL INTRODUCTION	01
01 - Background of the study	01
02 - Statement of the problem	03
03 - Research questions	03
04 - Objectives of the study	04
05 - Research methodology	04
A) research design	04
B) research tools	05
C) population of the study	06
06 - Aim and significance of the study	07
07 - Limitation of the study	07
08 - Structure of the study	08
CHAPTER ONE : LITERATURE REVIEW	09
CHPTER TWO : FIELD OF WORK	33
INTRODUCTION	34

01 - Definition of questionnaire.....	34
02 - Significance of questionnaire	35
03 - Description of the questionnaire	35
04 - Analysis of the questionnaire	36
05 - Discussion of the questionnaire results	52
06 - Definition of the classroom observation	54
07 - Significance of the classroom observation	55
08 - Description of the classroom observation	56
09 - Analysis of the classroom observation	57
Section one	57
Section two	60
10 - Results of the classroom observation	63
Conclusion	64
GENERAL CONCLUSION	65
• List of references	66
• Questionnaire	71
• Checklist observation	75

List of Figures :

Figure 0137

Figure 0239

Figure 0340

Figure 0442

Figure 0543

Figure 0645

Figure 0746

Figure 0848

Figure 0949

Figure 1051

Figure 1152

List of Tables :

Table 01	37
Table 02	38
Table 03	40
Table 04	41
Table 05	43
Table 06	44
Table 07	46
Table 08	47
Table 09	49
Table 10	50
Table 11	51

GENERAL INTRODUCTION :

1- Background of the study :

Game - based learning is a type of game playing that defined the learning outcomes , in other words a game is designed to teach specific concepts or skills , and the learning outcomes are consistent with the game objectives . It is a proven and approved method to teach students and it has been used since ancient times . Researchers showed how the students ' participation can be increased during game - based learning process and how can games foster their social and emotional learning . Some studies proved that adults ' knowledge and different language skills can be enhanced through using games inside the classroom , as well as their learning experience . In addition , we have to ensure that games that are chosen for the learning process consist only of the educational content and related to the learning objectives , means educators should identify to students the specific learning objectives they want to achieve . Also they have to make connections to real - world situations which help learners apply the concepts learned through games to their real actions and reactions . As a result , game - based learning helps students develop themselves in several ways .

Gamification inside the classroom is able to engage students in a way that traditional teaching techniques could not achieve . Through using games during the teaching process , learners' attention and motivation can be increased in an active way so that they enjoy of their learning experience . Game - based learning develops largely the most important students' skills such as problem - solving , decision - making , and critical thinking , as well as their language skills especially speaking , while utilizing language games during the English sessions in specific , learners can improve their speaking skill among the right pronunciation and different accents , therefore they learn how to analyse and criticize . Game - based learning plays a significant role in our modern education by replacing the traditional teaching techniques by new interactive , fun , and effective methods of learning that can engage students , enhance their motivation , and improve their social and emotional skills .

Some studies showed the effectiveness of game - based learning in education , for instance , DAVID SEELOW indicates in his book “ *Teaching in game - based learning classroom* “ (2021) that using video games inside the classroom can build a successful school performance (p , 184) . Another study relates learning to video games was published in (2020) by all of “ JAN . L PLASS , RICHARD . E MAYER and BRUCE .D HOMER . these studies agree that computer games can effectively help students recognize the effect of various game features . In his book “ *Playing games in the school library* (2021) FACET brings the idea of how educators can use games as a teaching strategy in the school library

and how it motivates students foster their creativity and critical thinking . As a result , all those studies have demonstrated that game - based learning is an effective tool to enhance adult learners' motivation and engagement , and improves their problem - solving and critical thinking skills .

2 – Statement of the Problem :

Games is a teaching strategy that can be effective to enhance learners' speaking skill in secondary school . However , teachers , educators and instructors may underestimate the role of games in FLT . They may ignore the pedagogical value of using games to assist learners in acquiring the foreign language . Accordingly , the current research seeks to provide insights about the role of games in improving young learners ' speaking skill .

3 – Research Questions :

- Do secondary school teachers use games in teaching ?
- How can games improve the students ' speaking skill ?
- What are the advantages of using games during the teaching process ?

4 – Objectives of the study :

The main objectives of this study are :

- Solving the problem of using repetitive teaching methods by gaming .
- Enhancing the speaking skill for adult learners .
- Considering games as an effective way to improve the Algerian education .

5 – Research methodology :

A – Research design :

Since our topic consists of the benefits of game-based learning , we are going to use mixed methods research which is a research approach that combines and integrates both qualitative and quantitative research methods in a single study .

According to CRESWELL and PLANO CLARC (2018) , mixed methods research is defined as “ a research design with philosophical assumptions as well as methods of inquiry that combine qualitative and quantitative approaches in a single study or a series of studies . It involves collecting and analysing data , integrating the findings , and drawing the inferences using both qualitative and quantitative sources “. (P .04).

We use mixed methods in our research because it aims to provide a better understanding of research problem . The mixed method paradigm assists researchers in achieving more comprehensive understanding of the research topic .

The characteristics and procedures of a mixed methods research include :

- Integration of qualitative and quantitative methods .
- Combining multiple purposes of mixing .
- Integration of data sources .
- Integration of qualitative and quantitative viewpoints . (by PLANO CLARK , 2007 , p . 01) .

B – Research tools :

Both questionnaire and a grid observation are employed to collect data with a view to provide a valid answer of our research questions . A questionnaire is defined as a research instrument that consists of a set of questions designed to collect information from respondents . According to “ Collins Dictionary “ (An English dictionary “ p . 1234) , “ A questionnaire is a written list of questions which are answered by a lot of people in order to provide information for a report or a survey “ . The questionnaire can be beneficial for some several reasons as the following :

- Understanding game – based learning practices and teachers ‘ experiences .
- Assessing the effectiveness of using games inside the classroom .
- Encouraging the students’ motivation and self – evaluation .

Observation is the process of watching someone or something and noting information from a primary source . We observe how teachers use games in the classroom , and how students perform and react during the game –based learning process . Observing students ‘ performance is essential for assessing effectiveness , informing instructional strategies , and promoting continuous improvement in the use of game –based learning .

We prepare any necessary observation tools , such as checklists or data recording sheets . We insure that the observation is conducted ethically and respects the privacy and rights of the individuals being observed . We choose the appropriate setting and participants for the observation . Then we take detailed notes or we use the predetermined data collection method to record the observation , then we analyse the collected data and prepare a report or a summary of the observation findings .

C – Population of the study :

The research addresses second year students of Djebaili Med – Saleh secondary school , specifically with the scientific and foreign languages branches . Because they are somehow proficient in English language , they represent a small population , and they

are mature enough to distinguish between what benefits them and what does not. While selecting our sample, we can use the simple random sampling, in which we choose individuals entirely by chance ensuring that each student of our population has an equal chance of being selected.

6 – Aim and significance of the study :

Gamification becomes increasingly a popular method of the teaching - learning process, it promotes problem – solving skills, motivation, skill development and collaboration. By integrating educational games inside the classroom, teachers can enhance the learning outcomes, improve participation, and make the learning process more effective and enjoyable for students. It is important for educators to take into consideration the educational value and appropriateness of gaming while incorporating them in their teaching strategies. Game - based learning can influence society in a large way, as well as it has the ability to make learning more easy, fun and interactive. Games can present difficult and complex concepts in a clear and more simplified way to students. Many educational games improve the critical thinking and decision - making of learners, so as to develop significant cognitive skills that are needed in various aspects of our lives.

7 - Limitation of the study :

This study is made in order to experience a new method of teaching - learning which is the use of games ; also to treat the problem faced adult learners in speaking since they will study at the university . The experience is done with second year pupils of secondary school “ Djibaili Mohamed – Salah ” Khenchela . So , the results cannot be generalized to other pupils of different levels and branches .

8 - The structure of the study :

This thesis is made - up of two chapters . The first one consists of : general introduction that embodied the background of the study , statement of the problem , research questions with the aim and significance of the study , research methodology , sample size , limitation and structure of the study . Then , the literature review is about some studies that show the role and importance of using games in teaching - learning ; adding to some definitions and types of games .

While the second chapter is the fieldwork part that deals with the data collection from the observation of the pupils and the questionnaire of the teachers . In addition to , the analysis and the interpretation of them , the results and findings find After the process of analysing .

Finally , the general conclusion that concludes the whole work .

CHAPTER ONE :

Literature

review

Introduction :

Since recent years education is changing so that many new approaches are emerged in order to meet students' needs from different levels . One of these approaches is game - based learning , which is defined as an educational approach that uses games to reinforce academic concepts to students . There have been many different studies that discuss the impact of game - based learning on students , how can games influence the learners' academic success , how to use these games inside the classroom within keeping learning as the main , and the different types of game - based learning that can be divided into two main types : digital and non - digital games . Gamification can largely create a positive environment for students that helps them engage in the learning process and motivates them to participate better , it also enhances their creativity and improves their learning skills .

In a study that entitled “ *Application of Educational game to enhance student learning* ” Sin . Yin Cheung and Kai Yin . Ng (2021) consider the educational games as essential focus in the recent years , They claim that “ gamification is the practice of using game design elements , game mechanics and game thinking in non – game activities to motivate participants ” , (Al - AZAWI , 2016 , p . 133) . While Fitzgerald , (1997) saw that educational gamification is a teaching method that requires learners to participate in competitions according to preset rules . MINOVIC , (2012) argues that in the field of education ,

researchers have been eager to find new strategies to enrich student's learning experiences , especially in this technology - driven world in which educational games are one of them . In addition to RONDON , (2013) Saw that ” in view of the rapid development of technology , learners may expect teachers/ lecturers to employ this tool in lessons/ lectures ” (p . 02) . ADACHI and WILLOUGHBY , (2013) offered the effectiveness of gamification by saying : ” gamification has become popular in education in recent years . Its advantages include , but not limited to , giving students the opportunity to experience learning in a multi – sensory , active and experimental environment . Specifically , learners can use these educational games for experimental learning to develop their decision – making and problem – solving skills in a dynamic learning environment ” . To add , feedback and evaluation can be received by students for getting the answers better than receiving later on from usual assessment strategies . Learnable games would reduce limitations embodied place and time , similar to mobiles that make students able to study . It supported by both HANUS and FOX , (2015) : ” these user – friendly tools can make difficult subjects easier to understand and memorize “ . With the use of educational games , the learning process is considered to be more interesting ; this according to CALLIARI , (1991) point of view . WICKENS , (1974) said : ” although extensive research supports the use of educational games to help improve student ' s learning experience , it has been found that young students are more likely to be inattentive ” . VERNON and BLAKE , (1993) said student ' s attitudes toward learning , class attendance and mood were more positive when compared to primarily using traditional methods of teaching and learning . It is supported that in the learning , students may have more chances to contribute in decision

– making considering them as lucky to enjoy studying due to regard “ learning ” as “ playing “ ZAPALSKA’ s opinion , (2012) . The use of games during lessons or /and teaching leads students to interest and concentrate on the content to succeed completing the activities in the game remaining the learning motivation high because of the inclusion of game elements in the learning process .

Another study that elucidate the effective role of games is written by NATALIA KASZKOWIAK and JOANNA TOBYS and published under the title “ *Games as a teaching method* (2017) . They argue that a didactic game is considered as a kind of learning activities where rules are observed . It is an educational tool serving the didactic goal . An interesting aspect of game is to realise a strict score . Competences acquired while playing didactic games ; for instance : persistence , critical thinking or readiness facilitate the development of entrepreneurial attitudes . A didactic game strengths those competences . “ AMOS KOMENSKI recommended modern methods that taught through play , he gave most credit to simulation and competitive games to protect the student’s attention and their motivation ” , said SIEK PISKOZUB (1995) . Also , KRZYSZTOF KRUSZEWSI said :” didactic game is a problem – based teaching method “ (p .01) . He highlights its role in shaping creative thinking which can rebuild the old and create modern patterns . Therefore , what is present here is thinking and learning characteristics of the problem - solving process (KRUSZEWSKI , 2005) . The didactic game can be understood as a

teaching strategy simplifying the experience of knowledge and skills including elements of play based on observation to set rules and allowing the student to learn how to win or lose .

Didactic games are an effective tool in forming general competences . Participation in the game strengthens the emotional and motivational sphere of the student . Many authors see that didactic games are useful strategy of developing persistence . GABRIELA KAPICA claims that games develop willpower , willingness to overcome difficulties and persistence . They bear success , which evoke optimism and self - faith ” . KAPICA (1991) . In addition , NOGA MARIA adds : ” they develop such character traits as regularity , persistence , self - discipline and feeling of justice . They teach how to take up tasks on one’s own and how to get on in a peer group ” . NOGA (2009) . The didactic game sets students before the necessity to make decisions and be responsible of them . It is connected with acting when there is uncertainty and a chance of failure “ , said WAWRZENCZYK - KULIK (2013) . Participants highlight that making - decision under risk bears mistakes . Didactic game utilized in the teaching process connect with growing interest and recognition at schools and in institutions . SURDYK (2009) and KAPP (2012) show : ” the recent years have witnessed a some kind of renaissance of games and plays , learning with them has undisputable didactic merits in comparison to the traditional teaching model ” .

MAGESWAREN SANMUGAN , NORASYKIN ZAID , HASNAH MOHAMED , ZALIHA ABDULLAH , BAHARUDDIN ARIS , SALIHUDDIN SUHADI (2015) describe Gamification as an educational technology tool in engaging and motivating students . It indicates that using educational technology has been enhanced in schools since ancient time . Nowadays , educational curriculum is renewed to incorporate the information , communication and technology . According to EPEMA and LOSUP (2017) , they found that the quality of education has dropped in science and mathematics . They show that the use of games can help to balance between work and play to recognize the different student's skills and personalities by interesting in the game elements : mechanics , dynamics and aesthetics . Students are satisfied because of the increased courses . Their satisfaction was known through surveys , volunteered testimonials and in - class participation . In addition , class achievement is realized due to the networking and competition aspects presented to the students ; besides to the enhancement of attendance . The researcher managed to recognize winners and achievers player genres that can satisfy the teaching – learning process needs in the future , for presenting a strategy to identify user's needs and improve his understanding .

Gamification will succeed when the users needs come first than the needs of an organisation . when it is achieved , users will benefit from a positive experience in a long - term and deeper engagement among participants , non - gamed tasks and organisations ; on the game mechanisms would make an interesting scenario to achieve the purpose . Game positivity experience is in the fun of play . For considering games can give advantages to a group of

students , it will be significant to know the student's levels of motivation and introducing a kind of reward to optimize them . While the teacher chooses a task , gamification should be presented at the same time due to games cannot do much with low and poor tasks and activities . Gamification had better to be utilized within the quality based examples to rate and give student's feedbacks rather than gifts and marks (LOSUP and EPEMA , 2017) .

BOUGONJON , VALCKE , SOETAERT , and SCNELLS (2013) explore the effectiveness of using game - based learning as a teaching strategy . Game - based learning is built on merging games , whether digital or non - digital so as to .engage students within the learning process , make them understand the courses better , and motivate them to participate . This research sheds light on educational games , that can be a successful tool for learners' better understanding of their lessons and their active participation during the learning process . The study confirms that game - based learning can largely help students promote their problem - solving and critical thinking skills by requiring them to make decisions of their own , think , and respond to new information they receive . Also , a situational learning is presented to learners by game - based learning , in which they can use their previous data to solve new problems . As a result , this study shows the benefits of utilizing game - based learning inside the classrooms , and how it can foster students' motivation and enhance their educational skills .

The main findings of this research show that there is a mixture between different feelings among secondary school teachers towards accepting game - based learning as a teaching strategy . Some of them agree and support this idea so that they prove its positive impact on students' behaviours , which makes their learning experience becomes fun and enjoyable , by increasing their motivation and improving their participation . However , other teachers may have concerns about its effectiveness in the classroom , means they are afraid of the idea that students will get out of control , just because of using games inside the classroom . Overall , research about the acceptance of game - based learning by secondary school teachers sheds light on the importance of taking teachers' perspectives and views toward integrating games within their learning process into consideration , because by understanding their points of view , schools and educational establishments can largely apply game - based learning as a teaching method and merge it in the secondary education curricula .

In her article “ *Exploring using game –based learning and gamification in secondary classroom to increase engagement* “ (2022) Dr. SITI HAJER BINTI HALILI discusses the use of games in a secondary school setting to enhance students' engagement during the learning process . The writer brings a general overview about game based learning and gamification , their benefits , and their impact on students' increased engagement inside the classroom . The article highlights the significance of using these methods in addressing the educational challenges facing secondary school learners in dealing with the old traditional teaching strategies . Both game - based learning and gamification have been shown to be an effective tool in increasing students' engagement , participation ,

and motivation during the learning process , so that they have the power to make the learning experience more interactive , fun , and enjoyable for learners . Research confirms that most of secondary school students may not engage with the traditional teaching methods , do not interact with the teachers , and get bored of their lessons , a problem that can lead educators to ask questions if their teaching quality is weak or even is not effective enough to attract the students' attention or make them understand more , so to solve such problem , they head towards using games as a tool of teaching in order to reduce learners' anxiety and stress , and increase their engagement and motivation to learn or at least love their learning experience . To sum up , this article summarizes the benefits of utilizing game - based learning that can effectively enhance students' learning outcomes .

MAJA VIDENOVIK , TON VOLD , LINDA KIONIG and ANA MADEVESKA (2023) deal with using game - based learning in computer science education , this article aims to highlight the potential research topics that are related to game - based learning in this field in specific and its benefits . The scoping review explains how merging game - based learning approaches within the learning process can effectively influence computer science education , especially in primary and secondary educational settings . It describes the results and effects of using digital games as a teaching strategy on students' learning outcomes and their educational experience , since it deals specifically with several aspects of gamification , such as different

educational levels , types of games that are used , and the objective behind integrating game - based learning in different educational settings . Researchers analyzed over 113 articles sourced from four digital libraries between (2017) to (2021) , and resulted how important educators should apply games inside their classrooms , so as to enhance students' motivation and increase participation . Researchers stated in this article “ Our scoping literature review sheds light on the diverse applications of game - based learning in computer science education , emphasizing the need of further exploration and research in this innovate pedagogical approach “ (p .01) , it refers to the comprehensive examination of different pedagogical techniques used in game - based learning within the field of computer science education . This quotation aims to provide the significance of understanding well the diverse pedagogical approaches proposed in game - based learning so that to enhance students' motivation and engagement during the learning process .

As a result of these studies , we understand that game – based learning contains both digital and non – digital games , offering engaging and motivating educational experiences for adult learners . Starting by non – digital games , they are called analog games , which refer to any type of game that is not played on digital device (computer , console game , or even a tablet) . They can be a creative and interactive way for students to express their understanding of the content .

Implementing non - digital games into a learning experience can be much cheaper than digital games , making them a way to apply game –based learning without money or technology concerns . This type of games offers many benefits for adult learners , such as promoting social interaction , teaching students to follow rules and conventions , and enhancing teamwork skills , non –digital games can be a valuable teaching tool in the classroom , providing an engaging and effective learning experience for students . Research has shown the victory of non –digital games over digital ones in certain educational contexts , highlighting their effectiveness in supporting students’ learning outcomes .

The book “ *New Traditional Games For Learning* “ , is a case book that defines non - digital games as : “ a physical or visual activity that relies on boards , cards , and tangible educational materials “ (p .01) , authored by ALEX MOSELEY and NICOLA WHITTON (2013) . The book explores the use of non - digital games , such as card games , board games , and live - action role - playing , including evolution , astrobiology , and antibiotic selection . It provides case studies and examples of how non - digital games can be used in educational contexts . This book emphasizes the benefits of non - digital games such as enhancing social interaction , mental stimulation , and critical thinking skills .

“ *Game Based And Adaptive Learning Strategies* ” is another book that is designed to accompany a graduate - level instructional design course on this topic and also can be used for undergraduate studies . The book covers various aspects related to game - based learning including non - digital games . The book aims

to provide information about the use of game - based learning and adaptive learning strategies in the educational settings that can effectively enhance the students' learning experience (CARRIE LEWIS MILLER , ODBAYAR BATSAIKHAN , YILIN CHEN , ELIZABETH PLUSKWIK and JEFFREY R . PRIBYL 2022).

Game - based learning can be an effective way to teach English language skills to students , especially speaking , it improves largely students' level and increases their motivation and engagement during the learning process through some non - digital games activities as the following :

Language games : can help learners develop a positive attitude towards English language and retain vocabulary words for a long period of time . This type of gaming encourages students to communicate and interact with each other using the language skills , and creates real - life situations for language use . “ *English language learning through non – technology games* “ (CARRIES LEWIS MILLER and LEON CHEN , 2021 , p.3261).

Board games : can be used as a mediating tool for authentic communication as a part of wide task - based language teaching approach . They can help students practice speaking , listening and reading skills in a fun and engaging way . “ *Game*

based and adaptive learning strategies “ (CARRIES LEWIS MILLER and ODBAYAR BATSAIKHAN , 2021 , p .03) .

Role playing games : which can help adult learners improve their speaking skill in a simulated real - life situations . These games can be used to teach English for specific purposes like Business English or Travel English . “ *English language learning through non – technology games* “ (p .3262) .

Storytelling games : that can help learners develop speaking skill . While developing their creativity and integration specifically . This type of games can be used to teach narrative tenses , vocabulary , and pronunciation . . “ *English language learning through non – technology games* “ (NAGALETCHIMEE ANNAMALAI , 2021 , p . 3261) .

Non - digital games offer several advantages for learning , including :

1 - Social integrating : non - digital games promote social interaction between players of different ages , abilities , genders , and ethnicities , fostering a sense of community and inclusivity .

2 - Mental benefits : playing non - digital games can provide mental exercise and cognitive benefits , such as improving deductive reasoning and critical thinking skills.

3 - Coast – effectiveness : implementing analog games into a learning experience can be more affordable than digital games , making them accessible especially in resource – constrained environments .

4 - Flexibility and portability : non – digital games can be played anywhere and do not require technology , allowing for on – the – go revision and learning in various settings .

5 - Higher learning gains : empirical studies have shown that students achieve higher learning gains and have a higher rate of satisfaction when using non – digital games in learning environments . “ *Game based and adaptive learning strategies* “ (CARRIE LEWIS MILLER , 2022 , p . 03) .

Moving to digital games , as it was mentioned in the previous studies , using mobile or even computer games in the learning process can combine an active learning with fun in a potentially excellent way . Digital games have been shown to be effective tools for learning especially in the context of education . According to meta - analysis by researchers , students can learn more through digital games than through traditional instructional approaches , and digital games are also more effective in motivating students . Studies have shown that implementing digital game - based learning can increase students’ self - learning engagement and learning performance .

A book of “ *Digital Games And Learning : Research And Theory* “ , was published in (2011) by NICOLA WHITTON , is a comprehensive source that provides a clear and critical and theoretical overview of the field of digital games and learning , focusing on four aspects of digital games : games as active learning environments , games as motivational tools , games as social environments , and games as integrative learning experiences .

Another relevant book is “ *Choosing And Using Digital Games In The Classroom* “ , that was published in (2016) by KATRINE BECKER , which represents an in – depth overview of the uses of digital games in education , from k-12 classrooms . Scholars have defined digital games as “ interactive experiences that incorporate educational content or learning principles into computer or video games with the goal of engaging learners . Digital games are considered to have a profound potential to meet the challenges of learning difficult and abstract subjects , such as science and technology , and have been shown to significantly improve learning gains in these areas “ .

They have several benefits , for instance :

1 - Increased engagement and retention : digital games provide an engaging learning environment that encourages active participation and interaction with the content , leading to improved retention of information .

2 - Stimulation of logical reasoning : game - based education supports the visualization of 3 - D models in real - time , making learning more contextual and relevant , which encourages students to interact more with the content and enjoy the learning process .

3 - Enhanced learning experience : students felt less stressed and more excited about learning when using digital game –based learning , leading to a more enriched learning experience .

4 - Improved productivity and knowledge retention : digital games run smoothly through devices that students are already familiar with , leading to improved productivity and knowledge retention .

5 - Effective teaching : digital games have been shown to be more effective than traditional teaching methods in motivating students and improving their mastery of material , leading to improved learning outcomes (MARC PRENSKY , 2001 , p . 05) .

Overall , using digital games in the learning process has been associated with increased student engagement , improved retention and information , and enhanced learning experiences .

Here are some examples of digital games that can be used in learning :

- **Card games , board games and video games** : these are commonly used in game – based learning . For instance , a teacher may create a game that is like wheel of fortune to help students learn and review content . “ *Digital game – based learning* “ (p . 45 - 55) by MARC PRENSKY (2001) .
- **Digital educational games** : these games provide an engaging learning environment that allows for interaction , simulation , real world questions , and rich instructional support .
- **Mathematical digital games** : for example , a mathematical digital game was developed to help children reduce anxiety and improve their motivation to learn mathematics , leading to increased achievement in the subject . “ *Digital game – based learning* “ (MARC PRENSKY , 2001 , p . 20 – 30)

Integrating games in learning can enhance engagement , motivation , critical thinking skills , problem - solving abilities , collaboration , and provide opportunities for personalized learning experiences . Games are most effective when well - planned and integrated into learning objectives . The first step in

integrating educational games into the classroom selecting the right games that align with the curriculum and relevant to the learning objectives ,that can consist in :

- **Promoting critical thinking and problem - solving skills** : High - quality game - based learning solutions often involve interactive problem - solving processes , allowing players to attempt different strategies , learn from their mistakes , and adjust their approach accordingly . This fosters skills as persistence , critical analysis , and the ability to learn deeply , which are essential for academic success . Research also indicates that game - based learning can lead to the development of critical thinking skills , as evidenced by parallels between game - based learning and problem - solving learning , with similar learning outcomes , including communication , problem - solving , and critical thinking . By integrating game - based learning into educational settings , students can enhance their creativity , problem - solving and critical thinking , ultimately preparing them for success in the modern workplace .(MATTHEW FARBER , 2018 , p . 110 – 120).
- **Enhancing student motivation and engagement** : By incorporating game elements and mechanics into educational content , game - based learning can foster a sense of competition , achievement , and progress , making the learning experience more immersive and enjoyable . Some key aspects of game - based learning that contribute to student motivation and engagement include :
Personalization , means customizing games based on student needs can help

learners pay closer attention to the topic and drive engagement . Rewards and feedback , means points , leaderboards , levels , challenges , and rewards create a sense of competition and achievement , motivating learners to progress . Social and emotional engagement , means games for use in game - based learning environment should be well designed to capture learners' attention and improve their creativity . Adaptive learning , means game - based learning can be adapted to adequately challenge and motivate learners , promoting self - reflection and increasing engagement by addressing their individual needs . finally , collaboration and community , games can foster a sense of community , encourage learners to work together and share their knowledge ..(MATTHEW FARBER ,2018 ,p . 75 – 85) .

- **Supporting individualized learning :** Involves providing a personalized learning experience that adapts to each student 's needs and abilities . This can be achieved by integrating elements such as learner agency , self - assessments , and a flexible learning environment . Customizing games based on student needs and learning goals is essential to capture learner 's attention and drive engagement . Game - based learning has been found to be particularly beneficial for students with individualized learning plans , as it can guide instruction , create a positive environment , and enhance academic success .(MATTHEW FARBER ,2018 ,p 6 - 7) .

- **Providing immediate and contextualized feedback :** Feedback in educational games can help learners improve their decision - making skills , motivation , and problem - solving abilities . Immediate feedback enables learners to measure their performance and remain active during the entire training program , while incremental challenges are incorporated with games to motivate learners to enhance their skills . Game - based learning also allows for the measurability for personalized learning , the normalization of failure , and the use of both cognitive and affective brain . Incorporating different learning strategies and feedback into digital games can further enhance the effectiveness of game – based learning . Overall , game - based learning can provide an immersive and enjoyable learning experience while also improving learners ‘ performance and understanding of a task . . (MATTHEW FARBER , 2018 , p 14 – 15) .
- **Fostering social and collaborative skills :** Many educational games incorporate multiplayer features that allow learners to work together towards fostering teamwork , communication , and cooperation . Collaborative and social aspects play an essential role in game - based learning , providing opportunities for students to collaborate , communicate , and learn from one another , fostering a sense of teamwork and social interaction . Games can easily be adjusted to supporting the learning needs of all students , and using games in learning can foster healthy competition between learners . Overall , game – based learning can provide an immersive and enjoyable

learning experience while also improving learners' social and collaborative skills ..(MATTHEW FARBER ,2018 ,p 12 – 17) .

There is a book entitled “ *Game Based Learning* “ was published in (2023) by MCFARLANE , that discusses the use of games to achieve defined learning outcomes . It emphasizes the importance of game - based learning in promoting logical and critical thinking , as well as the development of various skills such as social skills , language abilities , communication skills , and creative and problem - solving capabilities . The chapter on learning objectives highlights the principles of game - based learning , such as individualization , immediate feedback , active learning , and motivation . The approach based on games makes the attainment of educational objectives . Another resource is an article on Study .com , which explains that the purpose of game - based learning is to give students an entertaining way to interact with their learning activities and to promote a healthy learning environment . The study also highlights how game - based learning can enhance student engagement and motivation .

Research suggests that game - based learning can have positive long - term effects on student learning outcomes . For instance , game - based learning can increase student engagement and motivation , leading to better retention and improved performance over time . Additionally , gamification can promote critical

thinking and problem - solving skills , as well as the development of social and communication skills . Integrating game - based learning can create many results including :

1 - Increased student engagement and motivation : Game - based learning enhances social and emotional engagement , making students more motivated to take risks and participate in the learning process (MARKUPHERO 2023) . It provides an excellent way for learners to improve their creativity , problem - solving skills , and critical thinking . Gamification is gaining popularity because it helps learners achieve learning objectives faster (MARKUPHERO 2023) . However , it requires proper strategies for implementation , such as giving students the freedom to develop solutions and ideas , and choosing the right games , gadgets , and personalization to achieve maximum outcomes .

2 - Development of social and communication skills : There are some benefits of game - based learning for social and communication skills including : Encouraging collaboration , that many games are designed to be multiplayer or social , fostering teamwork and collaboration among students (MCFARLANE , 2002) . Developing communication skills , games that require collaboration to achieve objectives can cultivate teamwork , creativity , and communication (LINKEDLN , 2023) . Gaming is an effective tool for social skills development , especially in high school , where students are preparing for their transition into adulthood , by incorporating free social skills games into the curriculum , educators can create a supportive and

interactive learning environment that fosters positive social Interactions and strengthens teamwork (MUHAMMAD ZUBAIR NASEER , 2023).

3 - Individualized learning and immediate feedback : Game - based learning supports individualized learning and immediate feedback , enhancing the learning experience for students . According to a study by SANTOS (2020) , a personalized brain - based quiz game was developed to adapt the quiz content based on students' motivational state , demonstrating the potential for individualized learning in game environment . Additionally , gaming provides immediate and contextualized feedback during the game session , promoting active learning and engagement , this can help students learn at their own pace and improve their understanding of the material , leading to enhanced learning outcomes and motivation .

The book “ *Game Based Learning In Education And Health - Part A , Volume 276* “ edited by FLAVIA H . SANTOS , published on (April 6 , 2023) , is a part of the Progress in Brain Research series and highlights new advances in the field of game - based learning . It is likely to cover various aspects of game - based learning and its results , potentially including improved learning outcomes , motivation , and the development of 21 st century skills .

Conclusion :

To sum - up all these studies , game - based learning provides a unique and engaging approach to the educational environment , with the potential to revolutionize the learning experience . Game - based learning offers immediate feedback , enhances solving - problems skill , and encourages collaboration , resulting increased student motivation and engagement . It harnesses the inherent engagement and interactivity of gaming to create a more enjoyable and effective educational program , allowing learners to acquire knowledge and different skills . Researches show that both digital and non - digital games have the power to enhance students ' engagement and performance during the learning process , leading to improve their motivation , increase their attention , and foster their participation during the course . Using games inside the classroom helps educators improve the learning outcomes and learners ' engagement , and make them understand the material and the learning objectives in a fun , easy and more interactive way .

CHAPTER TWO :

FIELD OF WORK

Introduction :

As we know both teachers and students represent the main two participants of the teaching - learning process . For that reason , the following work provides teachers ‘ attitudes and points of view towards integrating game - based learning in a secondary school instruction , and students’ behaviours about that last . It is important to examine students ‘ perspectives towards using games during their learning process , their attitudes play a significant role and may make changes in their learning programs . So , the most suitable tools should be addressed in this research paper consist of a questionnaire that determines teachers’ views about implementing game - based learning inside their classrooms . Classroom observation aims at examining students ‘ interaction dealing with games as teaching strategy .

1 - Definition of Questionnaire :

A questionnaire is considered as a research tool that contains a group of questions in order to collect information from a group of people called “ respondents “ . WILLIAM F . MORONEY and JOYCE A . CAMERON (2019) claimed in their book “ *Questionnaire Design : how to ask the right questions of the right people at the right time to get the information you need* “ that a questionnaire is a research instrument consisting a set of standardized questions to gather statistically useful information on some subject from one or more respondents (p . 134) .

2 - Significance of Questionnaire :

It is significant to use a questionnaire as an instrument in order to gather information from individuals , because it enables researchers to collect a large amount of data in a short amount of time . DAVID A . AAKER and ROBERT P . LEONE (2012) claimed in the *book “ Marketing Research “* a questionnaire is designed to generate the data necessary to highlight the objectives of the research project , it is a formalized schedule for collecting information from respondents , creating a good questionnaire requires both hard work and imagination (p , 1 - 2) .

The questionnaire importance according to the research paper can simply consist in understanding teachers ‘ attitudes towards using game - based learning , assessing the effectiveness of implementing game - based learning in secondary school instruction , and encouraging students ‘ motivation and self - evaluation as was mentioned before .

3 - Description of the Questionnaire :

The questionnaire has a short introduction in which we thank teachers for doing a favour for us , it contains a set of simple and clear questions that present the topic and consists of eleven (11) questions which are put in an

organized way , the questions form is a kind of MCQ because it enables teachers to answer all the questions without making efforts or hard work , and most of them cannot be motivated to answer open - ended questions .

The first four questions aim to determine teachers ‘ assessment about how effective are games used as a teaching strategy , their evaluation of applying game - based learning in the teaching process , and their views towards integrating that last and making it a fun and new learning experience for students . The next three questions aim to highlight the role that game - based learning plays in the students ‘ learning experience , from fostering their engagement and helping them gain self - confidence , to reducing their stress and anxiety during the lesson . These questions discover the challenges can be faced by students dealing with games , and the results they gain like improving their critical thinking skills and increasing their motivation and participation . The rest four questions are deeper and related to students’ improved speaking skill and types of games they can face whether digital or non - digital that can be effectively a successful tool to engage students in their learning process . Question “ 9 “ explains more types of gaming can be used by educators such as spelling games , board and card games , and digital games . The other questions talk only about how can students improve their speaking skill in English language through using games inside the classroom .

4 - Analysis of the Questionnaire :

Section 01 : “ Teachers ‘ personal information (background information) “ .

Question 01 : Do you think game - based learning is effective in secondary school instruction ?

Table 01 : Teachers ‘ overview about the effectiveness of game - based learning in secondary school instruction :

<i>Answer</i>	<i>Number of teachers</i>	<i>Percentage</i>
Yes	11	100 %
No	/	0 %
Total	11	100 %

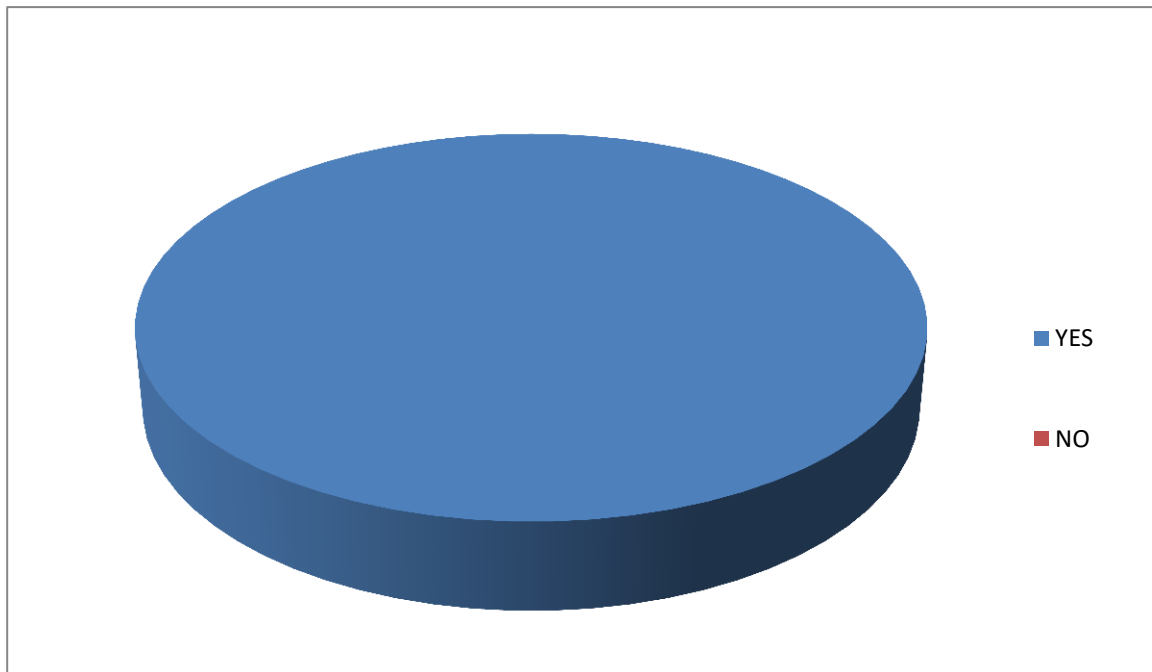


FIGURE 01 : “ Teachers ‘ overview about the effectiveness of game - based learning in secondary school instruction .”

- The results demonstrate that all teachers (100 %) agree about the effectiveness of GBL in secondary school instruction .

Question 02 : On a scale of 1 – 10 , how effective do you think game - based learning is ?

TABLE 02 : Teachers ‘ evaluation of the effectiveness of game - based learning .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
05	/	0 %
06	05	45.4 %
08	05	45.4 %
10	01	9 %
Total	11	100 %

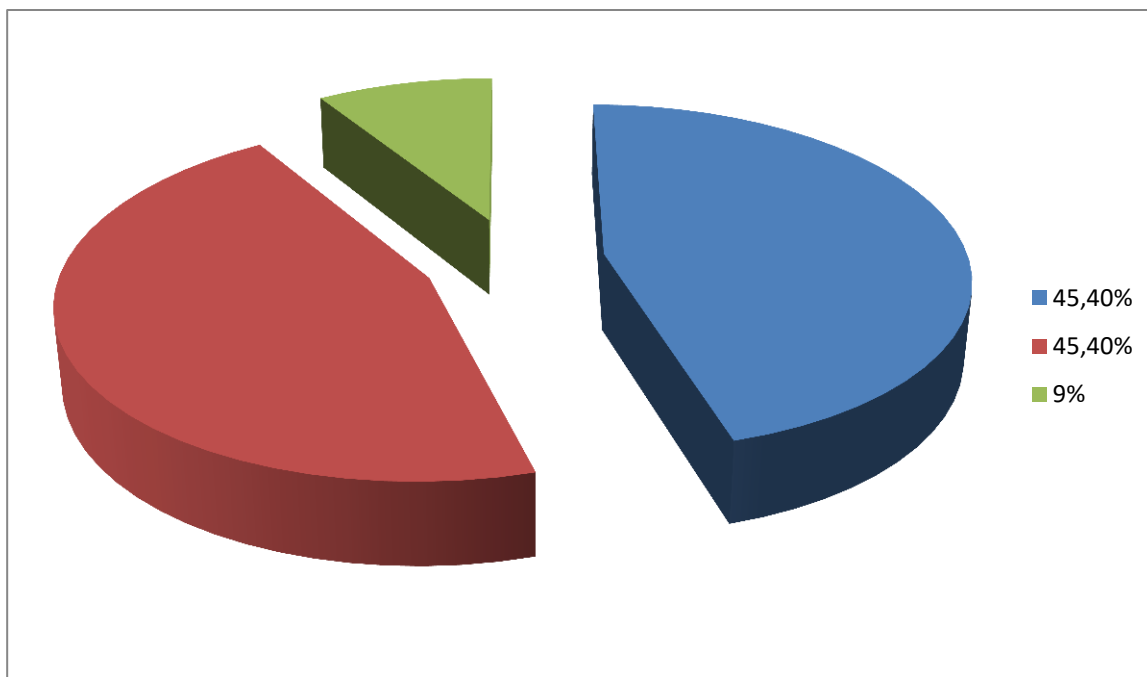


FIGURE 02 : “ Teachers ‘ evaluation of the effectiveness of game - based learning” .

- The results show that five of teachers (45.4 %) evaluate gaming by 8 / 10 , other five teachers (45.4 %) evaluate it by 6 / 10 , and only one teacher (9 %) agrees that gaming is effective 10 / 10 . Consequently , the effectiveness of games is determined by teachers through rating it less than 10 .

Question 03 : What is your overall point about using game - based learning in secondary school ?

TABLE 03 : Teachers overall point about using game - based learning in secondary school .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Very positive	06	54.5 %
Somehow positive	04	36.3 %
Neutral	01	9 %
Negative	/	0 %
Total	11	100 %

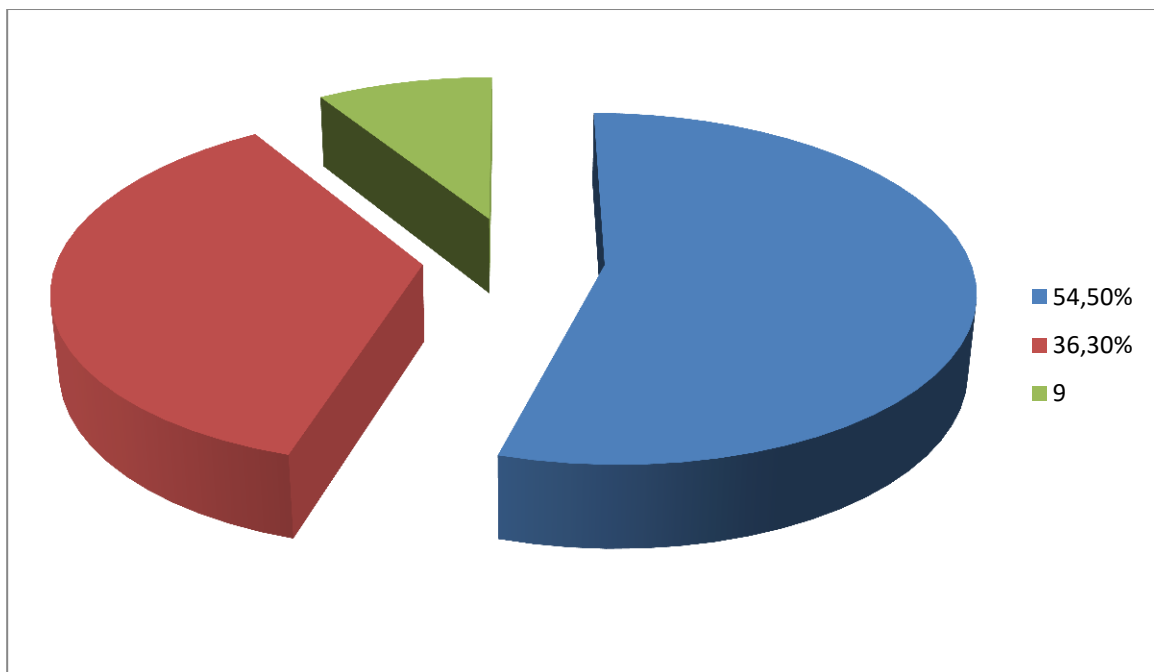


FIGURE 03 : “ Teachers overall point about using game - based learning in secondary school “ .

- This table proves that six teachers (54.5 %) see that game - based learning is very positive and effective for students , four of them (36.3 %) find that it is somehow positive , and one teacher (9 %) has a neutral point of view

about it , meaning that the majority of them agree about its powerful positivity .

Question 04 : How often do you use game - based learning in your classroom ?

TABLE 04 : Teachers ‘ frequency of using game - based learning .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Always	03	27.2 %
Rarely	04	36.3 %
Sometimes	04	36.3 %
Never	/	0 %
Total	11	100 %

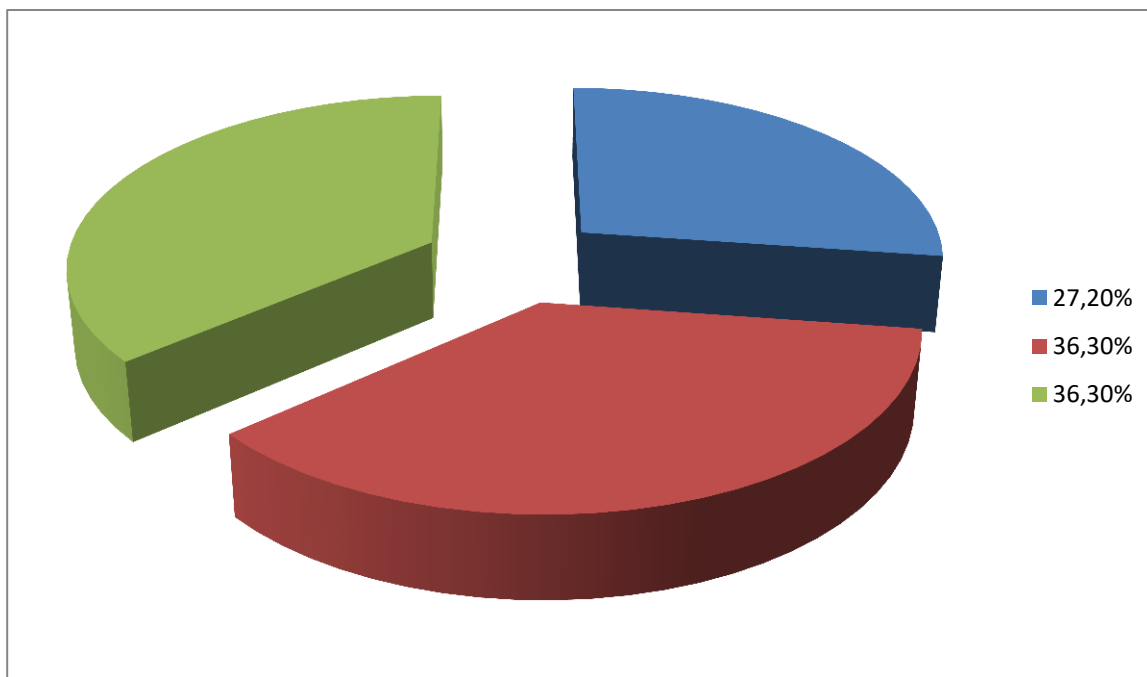


FIGURE 04 : “ Teachers ‘ frequency of using game - based learning” .

- The results in the table present that three teachers (27.2 %) use always game - based learning as a teaching strategy in their lessons , while four of them (36.3 %) use it rarely , and the rest four teachers (36.3 %) use it sometimes inside the classroom . Means only few members prefer to use games all the time .

Section 02 : “ Improving students’ speaking skill “ .

Question 05 : What role do game - based learning activities play in enhancing students ‘ speaking skill ?

TABLE 05 : The role of game - based learning activities in enhancing students ‘ speaking skill .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Fostering engagement	03	27.2 %
Gaining self - confidence	02	18.1 %
Reducing stress	02	18.1 %
All of the above	04	36.3 %
Total	11	100 %

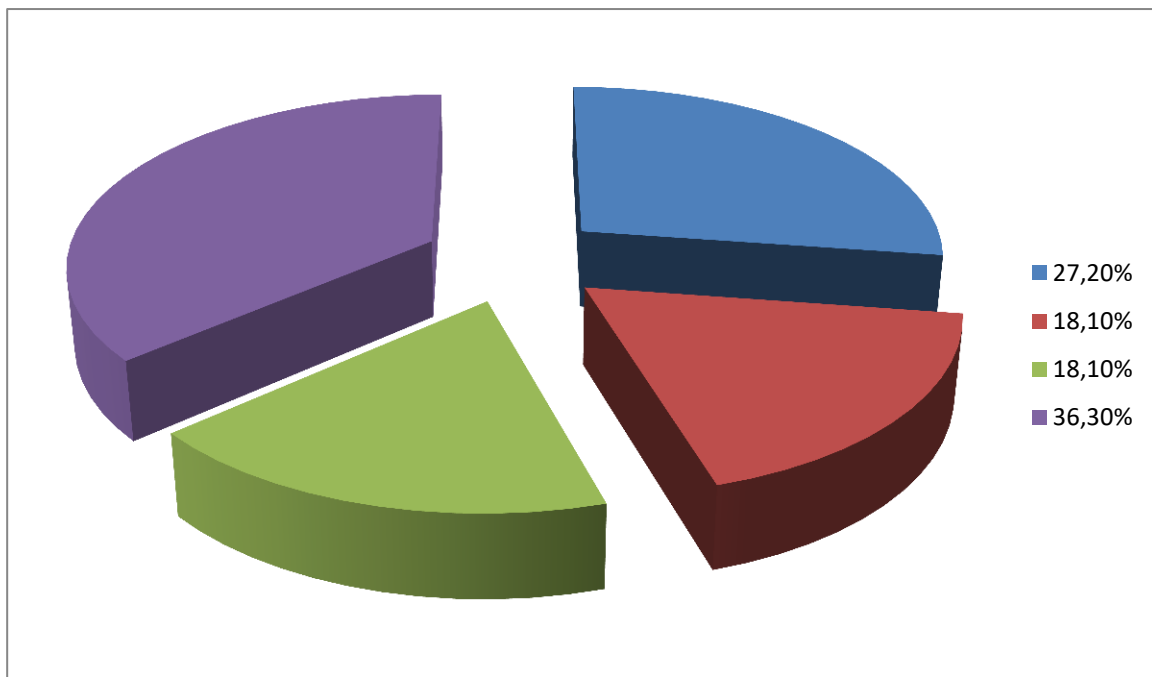


FIGURE 05 : “ The role of game - based learning activities in enhancing students ‘ speaking skill “ .

- This table discovers that three teachers (27.2 %) select fostering engagement as a result of game - based learning , two of them (18.1 %) choose self - confidence , other two teachers (18.1 %) opt reducing stress , and the rest four (36.3 %) find that all the answers are correct . Definitely , most of teachers figure that all answers given are appropriate to be a part of the role of game - based learning .

Question 06 : What challenges have you faced in implementing game - based learning in your classroom ?

TABLE 06 : Challenges faced by teachers in implementing game - based learning.

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Lack of appropriate games	03	27.2 %
Resistance for students	/	0 %
Time constraints	04	36.3 %
All of the above	04	36.3 %
<i>Total</i>	11	100 %

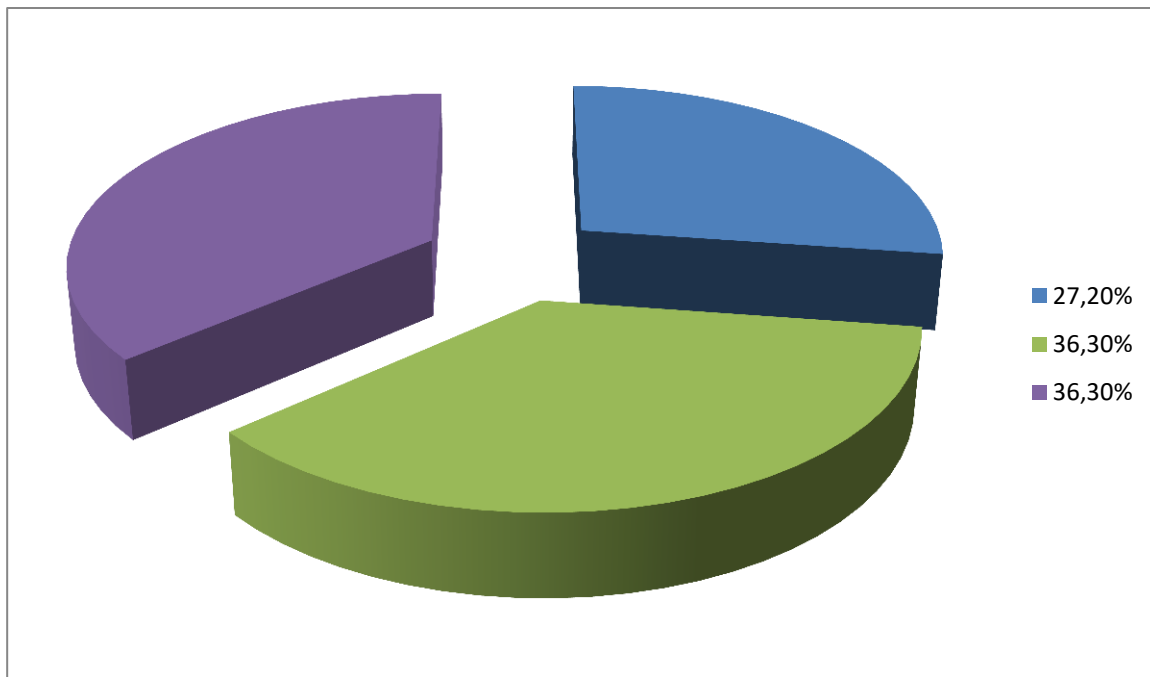


FIGURE 06 : “ Challenges faced by teachers in implementing game - based learning ” .

- This table reveals that three teachers (27 .2 %) agree that lack of appropriate games is the main challenge they face , four of them (36 .3 %) acknowledge that time constraints is the main , and the last four teachers (36 .3 %) determine that they face all the previous mentioned challenges . Absolutely , most of teachers agree that time constraints is the main challenge they face dealing with game - based learning .

Question 07 : How can game - based learning help promote students ‘ engagement ?

TABLE 07 : Promoting students ‘ engagement through using game - based learning .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Improved critical thinking	01	9 %
Engagement through fun activities	02	18.1 %
Increased motivation	03	27.2 %
All of the above	05	45.4 %
Total	11	100 %

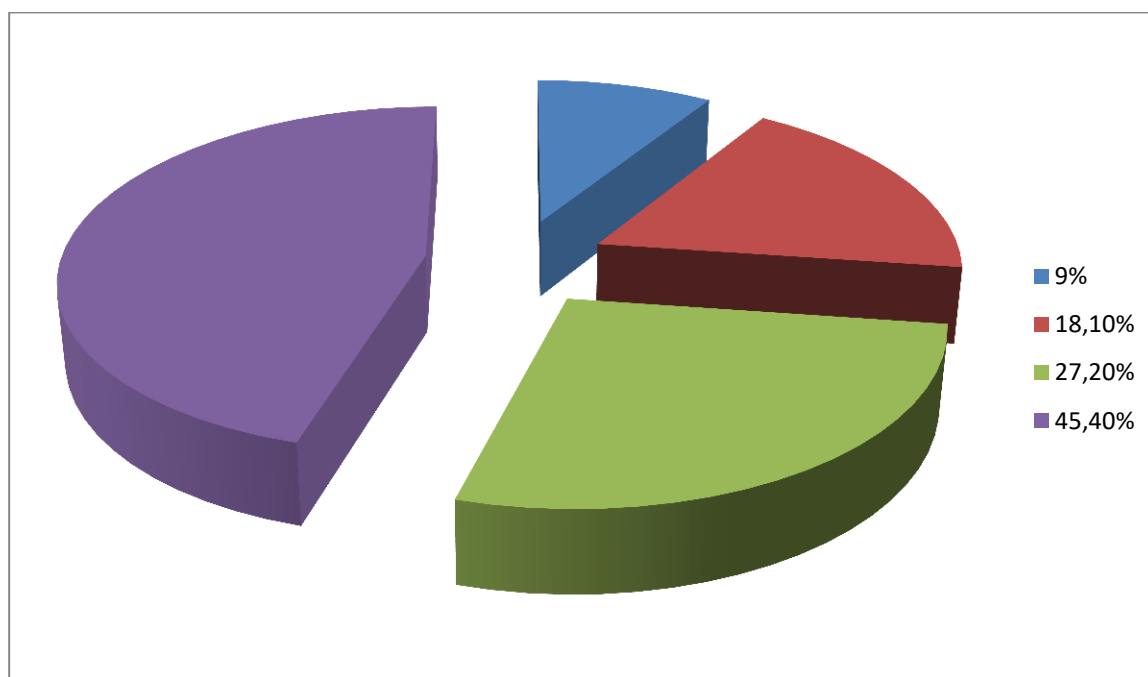


FIGURE 07 : “ Promoting students ‘ engagement through using game - based learning “ .

- This table offers that one teacher (9 %) agrees of improving critical thinking skill as a result of game - based learning , two teachers (18.1 %) allow of engaging students through fun activities , three of them (27 .2 %) comply of increased motivation n and the majority (45 .4 %) think that all answers can be appropriate results of game - based learning . As a result , the majority of teachers recognize that all previous mentioned answers can be results of applying game - based learning

Question 08 : How do you think that game - based learning can help students overcome challenges in speaking skill ?

TABLE 08 : Students ‘ overcame challenges in speaking skill .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Reduced stress and anxiety	03	27 .2 %
Increased interest in lessons	05	45 .4 %
Improved motivation	04	36 .3 %
Total	11	100 %

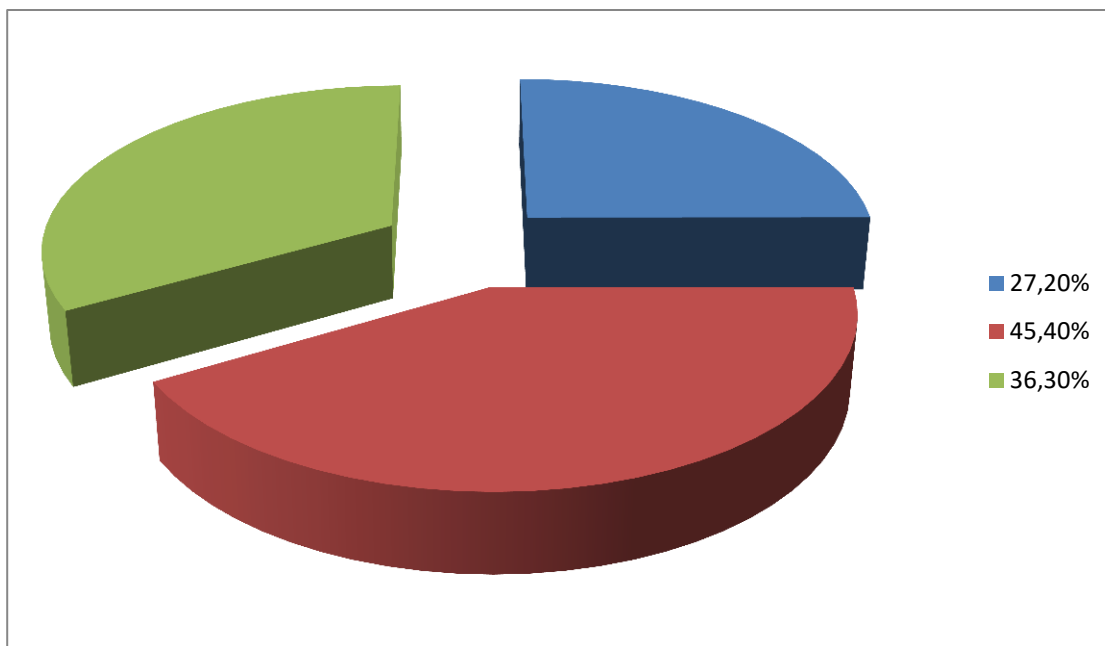


FIGURE 08 : “ Students ‘ overcome challenges in speaking skill “ .

- As a result of this table , three teachers (27 .2 %) agree that GBL helps in reducing stress and anxiety , five of them (45.4 %) recognize that GBL increases interest in their lessons , and the rest four (36 .3 %) admit that gaming improves learners ‘ motivation .

Question 09 : What are some examples of game - based learning activities can teachers apply in the classroom ?

TABLE 09 : Game - based learning activities .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
---------------	---------------------------	-------------------

Math and spelling games	03	27.2 %
Board and card games	02	18.1 %
Digital games	03	27.2 %
Other types	03	27.2 %
<i>Total</i>	11	100 %

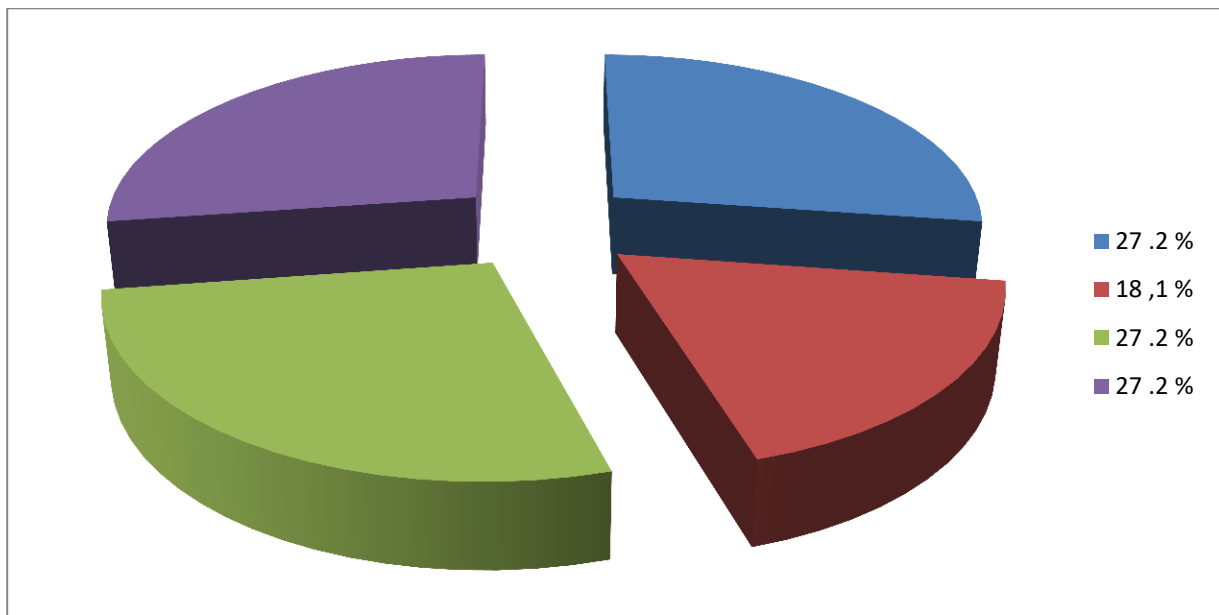


FIGURE 09 : “ Game - based learning activities “ .

- This table exhibits that three teachers (27.2 %) agree of using math and spelling games as game - based learning activities in the classroom , two of them (18.1 %) allow of board and card games , other three teachers (27.2 %) agree of digital games , and the rest (27.2 %) state that there are other types can be used . Consequently , teachers are equal in choosing types of games can be used as GBL activities

Question 10 : What types of speaking games have you found most effective in enhancing students ‘ speaking skill ?

TABLE 10 : Types of speaking games .

<i>Answer</i>	<i>Number of teachers</i>	<i>Percentage</i>
Storytelling activity	04	36.3 %
Secret word game	03	27.2 %
Descriptive drawing activity	04	36.3 %
<i>Total</i>	11	100 %

- The results expose that four teachers (36.3 %) prefer storytelling as an activity to improve student ‘ speaking skill , three of them (27.2 %) like secret word game , and the rest four teachers (36. %) favour to use the descriptive drawing activity . So we expect that few teachers care for secret word game as a fun activity

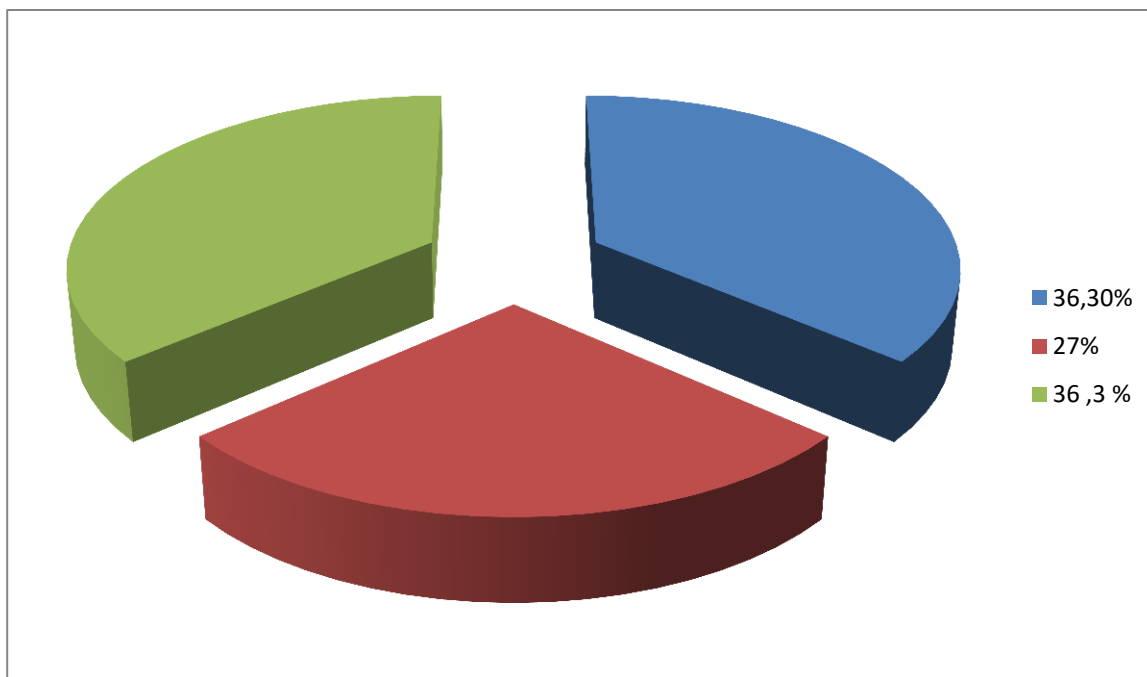


FIGURE 10 : “ Types of speaking games “.

Question 11 : How can games improve student ‘ speaking skill ?

TABLE 11 : Students ‘ improved speaking skill by using game - based learning .

<i>Answer</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Providing engaged learning environment	06	54 .5 %
Using guessing games	02	18 .1 %
Fostering the learning experience	03	27 .2 %

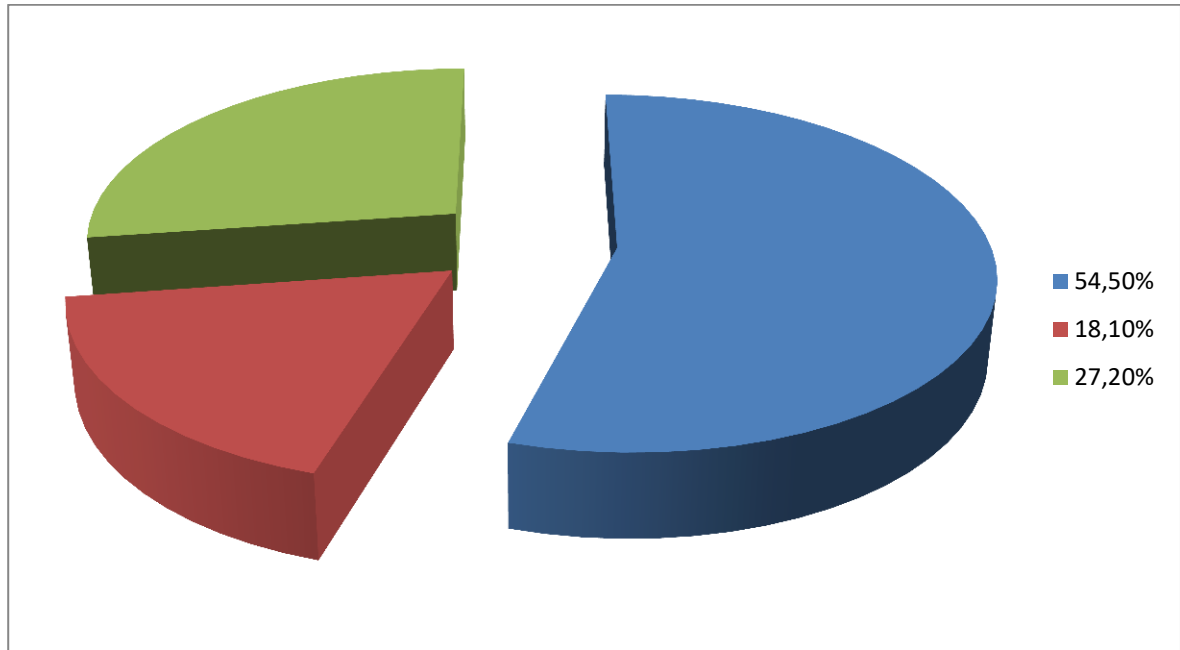


FIGURE 11 : “ Students ‘ improved speaking skill by using game - based learning “

- This table establishes that the majority of teachers (54 .5 %) agree of providing an engaged learning environment for students through using game - based learning , two of them (18 .1 %) concur of using guessing games , and the rest three teachers (27 .2 %) agree of fostering the students ‘ learning experience . We find that most of teachers confirm of providing an engaged learning environment as a result of GBL

5 - discussion and interpretation of teachers ‘ questionnaire results :

The data that we collected from the analysis of the teachers' questionnaire helped us understand that all of the teachers agree about using game-based learning in a secondary school instruction and how it can be an effective and interactive teaching strategy. In addition, most of them rate it less than 10, since they think it might distract the students' attention and make them lose control. We expect that only few teachers use games always inside the classroom, the majority of them prefer to use it sometimes because they are afraid of losing the lesson's credibility.

Moreover, we figured out that when talking about the role of game-based learning activities in enhancing learners' speaking skill, from fostering engagement to self-confidence and reducing stress, most of teachers selected all the options considering them as a part of the role of GBL. Moving to another point which is the challenges faced by teachers dealing with game-based learning as a new teaching strategy, that consist in lack of appropriate games and time constraints, we found that the majority complain about lack of time, but they do their best to face such challenge by presenting the lesson and getting the students involved in the course through using games at the same time. Furthermore, the majority of teachers recognize that all of improving critical thinking skill, engaging students through fun activities, and increasing motivation present the main results of GBL in promoting students' engagement. Then, we suppose that most of teachers admit that game-based learning can effectively increase students' interest in lessons and make them more responsible towards their studies. We suggest that teachers' numbers were equal in choosing GBL activities and only few teachers care about using secret word game as a fun activity of GBL. Finally,

we find that the majority of teachers think that game-based learning main results consist in providing an engaged learning environment for students .

To sum up , the interpretation of the questionnaire results indicated that GBL can be an effective teaching strategy for both teachers and students if it is used correctly , it helps in promoting students ‘ engagement , foster their critical thinking skills and increase their motivation , using games whether digital or non - digital enhances largely learners ‘ speaking skill in English .

6 - Definition of Classroom Observation :

Gorman and Clayton define observation studies as those that :” involve the systematic recording of observable phenomena or behaviour in a natural setting”. (Gorman and Clayton , 2005 , p . 40). According to SPROULL (1988) observation in research represents :” a data collection method in which a person (usually trained) observes subjects of phenomena and records information about characteristics of the phenomena”. While classroom observation according to BEN GUSTAFSON (2022) thinks that a classroom observation is a simple process where an observer (usually an administrator or instructional coach) spends time in a classroom collecting data and generating feedback about the teaching and learning “ . Often the observer and teacher will engage in professional dialogue around the portion of the lesson observed .

7 - Significance of Classroom Observation :

Teachers cannot achieve high levels on the education because of the traditional teaching methods as was stated by GUSTAFSON BEN “teaching and learning will not improve if teachers are not provided with high–quality feedback based on equitable and authentic observations ” (2022) . According to SHANJIDA HALIM , RIZWANA ABDUL WAHID , and TANZINA HALIM said :” For making teaching and learning more visible , classroom observation plays a central role . It provides teachers with constructive critical feedback in order to improve their classroom management and instructional techniques . For teachers , it is important to observe the interaction between teacher–learner within the classroom because it can determine the learning opportunities that students get . Not only that , classroom observation encourages colleagues to collaborate to improve teacher practice and student learning (2018 , p . 162 – 168) .

For Mr . KIM TUNELL (2024) showed that classroom observation may lead to understand and improve teaching and learning better . Trained observers carefully watch different aspects of the classroom helping teachers to enhance their skills . In addition , to ensure students to have the best possible learning experiences . Observations are valuable tool for scrutinizing teaching practices and revealing both strengths and areas for improvement . The insights gained help identify areas to refine , reinforce and specific training needs unlocking the full potential of both teachers and student .

8 - Description and analysis of the classroom observation :

We opt for grid observation as a research tool to highlight the role of games in learning foreign languages , improving learners' speaking skill and motivating them . As a case study , we choose to deal with second year learners of foreign languages and experimental sciences in the secondary school Djibaili Mohamed – Salah .

The classroom observation was done during the third trimester of the academic year 2023 - 2024 within second year of secondary school as mentioned before . We chose second year students avoiding first year since they are new , and third year for their interest on their baccalaureate exam , we attended like four sessions : two hours like two sessions in foreign languages class , the teacher presented her lesson as always , it was about reported speech , and gave students an activity in which they work in groups , then one of each group came forward to answer the question and tell a short story created by his group's imagination using sentences with reported speech , and let his colleagues in the classroom judge and note him according to his story quality and way of pronouncing , and give his group the mark they deserve out often . While the second session was with scientific learners , the teacher used ball - in - box game in which students throw the ball in the box randomly and pick - up a paper in which there is a topic they will be working on , then a representative of each group read the piece of writing in order to practise speaking skill . The last session was mutual between foreign languages and experimental sciences learners where they practised a warming – up session , the teacher gave them twelve small cards about natural disasters in which students guess the names of the catastrophes as first step of the game , then they are allowed to

much the pictures with their definitions as second step ,the last one is to read loudly the answers so as to improve their speaking skill , each session the teacher was motivating her students through adding extra marks and small gifts . In addition , we used observational check – list ,it contains of two sections each section has a set of ideas which answered by “yes” or “ no” questions . The first section is about using games in foreign languages classrooms where the second one deals with the role of games to improve the speaking skills of learners .

Section one : encompasses general observation about the use of games in foreign languages classrooms. This section consists of seven themes that describe the learning atmosphere and the effectiveness of using games .

Section two : contains general observation about the role of games to improve the speaking skills of learners . The section consists of eight themes which show the types of games used and non – used also the role of games in enhancing pupil’s speaking skills .

9 - The analysis of classroom observation :

Section one : “ *General observation about using games in foreign languages classrooms* “ .

- This section focused on the use of games and its benefits in learning , also showed the teacher's mood while using games

1 st theme : “ *integrating games while teaching English motivates learners* “ .

Using games in teaching – learning may motivate learners when it comes to give gifts and extra marks . As we saw in the observation's sessions , the teacher used different types of games for foreign languages and experimental sciences , then she gave them gifts and extra marks .

2 nd theme : “ *pupils interact effectively while using games in learning* “ .

For sure , students should interact with the teacher because they experienced new strategy of learning and avoiding the traditional one .

When the teacher used ball - in - box game , students of sciences enjoyed and feel motivated to carry on also they prefer to always learn this way . In addition , pupils of foreign languages admired the group work .

3 rd theme: “ *teaching via games helps learners to understand the lesson better* “

.

Since gaming as a teaching method is a new , learners saw that it simple and clear way of learning . As we observed in our observational sessions , pupils were active because they understood the lesson and this was beneficial for all .

4 th theme : “ *games enhance communication between learners* “ .

According to many studies , games can improve speaking skills and enhance the Communication effectively like using role –play as a game to improve students ‘ pronunciation .

5 th theme : “ *teaching via games creates more relaxing atmosphere for learning* “.

We observed that games may create enjoyable and relaxing atmosphere . Also it makes a kind of inspiration to carry –on learning . The atmosphere was a mix of relaxing , motivation and joy .

6 th theme : “ *using games enhances learners to be curious and creative* “.

Use of games leads pupils to use their brains to be inventors and creators of new things . Also , to be curious to see and explore , to be smart and brave .

7 th theme : “ *the teacher enjoys teaching using games* “ .

In our session ,we observed that the teacher was enjoyed since she did not spend too much time for the lesson like when she used the traditional method of teaching .

Section two : “ *General observation about the role of games to improve the speaking skills of learners* “ .

- The section shows the role of games to improve learners ‘ speaking skill .

1 st theme : “ *games help learners to speak fluently* “ .

This idea was weak at that experience , learners cannot achieve it because of their levels , when they practice ball-in – box game , they should pick-up a paper and read it ,while they were reading the pronunciation was weak and not fluent and the teacher tried to teach them how to pronounce . So , this idea was failed .

2 nd theme : “ *teacher used video- game to help learners get new vocabulary and speak correctly* “ .

Not at all , the teacher did not use this type of games, it may be unavailable and does not exist , So the teachers tried to choose non - digital games as was mentioned before , pupils cannot achieve this idea .

3 rd theme : “ *pupils are trained to speak English and discuss with their teacher via games activities* “ .

In all the sessions we attended , pupils were practising and discussing with their teacher , it is right they were not speaking correctly but they made an influencing atmosphere of oral session so that they exchange ideas and correct mistakes , this created for them an engaging learning environment .

4 th theme : “ *use of games in classroom may lead to better attention* “ .

As mentioned before , pupils made a discussion also they tried to speak but sometimes were attentive in order to understand and memorize the objectives of the game . In addition , they asked questions for providing more positive and beneficial sessions . Also , they made the course simple and easy .

5 th theme : “ *learning with games helps to develop practical skills* “ .

Learners can be active and interested to develop their skills including the practical ones by observing them , they learn how to improve their skills . It is showed that using games in learning may also enhance other skills as Reading , listening and writing too .

6 th theme : “ *games keep memory in shape workout and learning from their mistakes* “ .

Absolutely , the learners we worked with made faults especially speaking ,by correcting them each time by their teacher , surely they learn and remember the word if it is repeated in the future .

7 th theme : “ *learners may discover new things through playful activities* “ .

The games were beneficial for students because our games were a sort of knowledge and explored new things that were not learnable before like storytelling and card games .

8 th theme : “ *using different types of games as boggle , Scrabble puzzle and role –plays to enhance and achieve the speaking and pronouncing skills* “ .

This idea is totally absent because the teacher used other types of games as : ball- in – box and storytelling games , those games were effective and efficient to develop the level of speaking and pronouncing through giving them gifts and extra marks as mentioned before .

10 - Discussion of the classroom observation results :

Finally , the results we obtained from our observation showed and highlighted that using games has many benefits in various levels of education and different branches , so that students were affected differently by the New strategy of learning , since their interest was the language itself , they may focus on vocabulary, pronouncing and speaking skills as well.

Pupils were interacted and concentrated on the lesson better than when they learn by the traditional way . The teacher show them the bright side of teaching/ learning while utilizing gamification as New strategy of learning. In addition, we observed that pupils were got the lesson and it's aim when they practised it . This strategy learned pupils how to do challenges and how to gain time fruitfully to succeed . They learned how to work in cooperation and to be one hand in their studies. Use of games in teaching , may lead them to better levels and realize their ambitions and dreams. These were some of results gained by utilising games in teaching/ learning process.

Conclusion :

To conclude , using questionnaire and checklist observation as tools of gathering data is essential for analysing the effectiveness and impact of game - based learning on learners . The questionnaire allows researchers to examine teachers ' views and attitudes towards game - based learning and how do they use it inside the classroom to engage students in the teaching - learning process . And the checklist observation aims to analyse students '

reactions and perspectives dealing with gaming as a new teaching strategy
, and how can their motivation and participation increase through this fun
an interactive experience .

General conclusion :

Finally , implementing games into the teaching - learning process has an effective impact on adult learners ' learning experience , so that it improves their skills especially speaking .

This work aims to highlight the credibility of gaming when teachers utilize it to develop and enhance students ' level and their speaking skill in a specific way . This study took place in **Djibaili Mohamed - Salah** secondary school in order to examine teachers and students ' attitudes and perspectives towards using GBL as a new teaching strategy to enhance adult learners speaking skill .

Our case study was second year of foreign languages and experimental sciences students for the academic year 2023 / 2024 utilizing classroom observation and teacher's questionnaire as tools of collecting data . The information gained from the observation and questionnaire highlighted that games can be an appropriate method for the learner and the teacher too .

So , this work showed the effectiveness of integrating GBL in a secondary school instruction , and how significant is gaming in helping students increase their background when using it correctly . The findings obtained showed that the teacher was in a comfortable atmosphere and enjoyed using this method instead of using books and documents . Hence , students were motivated , satisfied and passing fruitful sessions .

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D - negative .

4 - How often do you use GBL in your classroom ?

A - always .

B - rarely .

C - sometimes .

D - never .

5 - What role do game-based learning activities play in enhancing students' speaking skill ?

A - fostering student engagement in oral activities .

B - helping students gain self-confidence in English speaking .

C - allowing students to practice the language in a low-stress environment .

D - all of the above .

6 - What challenges have you faced in implementing GBL in your classroom ?

A - lack of appropriate games for the subject matter .

B - resistance for students or colleagues .

C - time constraints .

D - all of the above .

7 - How can game-based learning help promote student engagement ?

- A - by improving students ' critical thinking skill .
- B - by engaging them through fun and interactive activities .
- C - by increasing their motivation to learn .
- D - all the above .

8 - How do you suggest that GBL can help students overcome challenges in speaking skill ?

- A – by reducing school –related stress and anxiety .
- B – by increasing student interest in lessons .
- C - by improving performance and motivation .

9 - What are some examples of GBL activities can teachers apply in the classroom ?

- A - math games and spelling games .
- B - only board games and card games .
- C - only digital games .
- D - other types .

10 - What types of speaking games have you found most effective in enhancing students' speaking skill ?

- A - the storytelling activity .
- B - the secret word game .
- C - descriptive drawing activity .

11 - How can games improve students ' speaking skill ?

A - by providing an interactive and engaging learning environment .

B - by using guessing games like "guess who " to improve speaking skill .

C - by fostering a fun learning experience through games like snakes and ladders .

Observation Check-list

Observer :	Class :
Level :	Time :
Course :	School :

Section One :

General observation of Using games in Foreign language classrooms	Yes	No
<ul style="list-style-type: none"> • Integrating games while teaching English motivates learners. • Pupils interact effectively while using games in learning. • Teaching via games helps learners understand the lesson better. • Games enhance communication between learners . • Teaching via games creates a more relaxing atmosphere of learning . • Using games enhances learners to be curious and creative. • The teacher enjoys teaching using games . 		

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Section Two :

<i>General observation about the role of games to improve the speaking skill of learners</i>	Yes	No
<ul style="list-style-type: none"> • Games help learners to speak fluently . • Teacher uses video – games to help learners get new vocabulary and speak correctly. • Pupils are trained to speak English and discuss with their teacher via game activities. • Using games in classroom may lead to better attention . • Learning with games helps develop practical skills . • Games keep memory in shape workout and learning from their mistakes . • Students can practise English language effectively by games . • Learners may discover new things through playful activities . • Using scrabble , boggle and puzzle games to achieve the goal of learning and speaking . • Use of role – playing to enhance speaking and pronouncing . 		

يعد التعلم القائم على الألعاب أسلوب تدريسي يستخدم الألعاب لتحديد نتائج التعلم ودعمها ، فهو يقوم بخلق بيئة جذابة من خلال الألعاب التعليمية التي تتضمن عناصر مثل الإنخراط المكافآت الفورية ، مما يحفز الطلبة على التعلم أثناء اللعب . تسلط الأبحاث الضوء على الآثار الإيجابية لهذا الأخير ، حيث يمكن أن يعزز تعلم اللغات وخاصة اللغة الإنجليزية ، ويحسن فهم الطلبة لمحتوى المقرر ، ويزيد من مشاركتهم واندماجهم أثناء الدرس . على الرغم من المزايا العديدة للتعلم القائم على الألعاب ، إلا أن هناك سلبيات محتملة يجب مراعاتها ، مثل قضاء وقت طويل أمام الشاشة ، تباين جودة الألعاب وغيرها من التحديات . لكن لا يزال هذا التعلم أداة قيمة للمعلمين من أجل تعزيز إنخراط الطلبة وتفكيرهم النقدي ، وتعاونهم ودافعيتهم في مختلف البيئات التعليمية .

Résumé

L'apprentissage basé sur le jeu est une méthode d'enseignement qui utilise les jeux pour déterminer et soutenir les résultats d'apprentissage . Il crée un environnement engageant grâce à des jeux éducatifs qui incluent des éléments tels que l'engagement et des récompenses immédiates , ce qui motive les élèves à apprendre et jouer . les recherches mettent en évidence les effets positifs de ce

dernier , car il peut améliorer l'apprentissage des langues des étudiants , notamment l'anglais , améliorer leurs compréhension du contenu des cours , et accroître leurs participation et intégration pendant le cours . Malgré les nombreux avantages , il existe des inconvénients potentiels à prendre en compte , comme passer beaucoup de temps avant l'écran , une qualité de jeu variable , et d'autres défis . Ce pendant , cet apprentissage reste un outil précieux permettant aux enseignants d'améliorer l'engagement des élèves , la pensée critique , la collaboration et la motivation dans divers contextes éducatifs .