

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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Kasdi Merbah University – Ouargla -
Faculty of Letters and Languages
Department of Foreign Languages
English Section
Specialty Linguistics



**The Effectiveness of Using Educational
Games to Enhance Learning among
Children. The Case Study: Hamama
Kindergarden, Ouargla**

Presented & Defended by

Selma Chahbi

Supervised by

Dr. NAWEL DIB

Dr. Samira Sayeh Lembarek

Dr. Nawel Dib

Dr. Fouzia Guerrouj

PRESIDENT

SUPERVISOR

EXAMINER

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Dedication

This study is dedicated to

*The soul of my beloved grandfather **Mr. Ferradji** and the soul of his brother
Jido El Hachemi, I miss you*

*My big family members my grandmothers, my grandfather, my uncles and
aunties*

*My lovely friend and teacher **Mrs. Rhaiem***

*My cutie friend **Aya***

My little family:

*My great parents **Mourad** and **Radia** I would not have reached what I am
without you*

*My siblings **Imad**, **Dorsaf**, **Nasria** and **Houria**, thank you for your presence*

*My favourite person on earth **Imen**, you are the power of mine thank you for
being in my life*

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ABSTRACT

This study aims at examining the effects of using educational games to enhance learning among children. The primary hypothesis is that teaching with educational games is the best method to enhance EFL learning among children. The study is describing two variables: the independent variable is using educational games and as a dependent variable, we have EFL learning among children. To gather data for this study a pre and post-test were done to a group of children who study English in a private school; in addition to interviewing some teachers from other countries. After analyzing the obtained data, the results confirmed that kids have the best ability of learning and absorbing foreign languages, besides the efficiency of using educational games when teaching kids. At the end, certain solutions were set for the educational system to apply help children to learn EFL.

Keywords: Educational games, EFL learning, children, teaching.

List of Abbreviation

EFL: English as Foreign Language

ESL: English as Second Language

SLA: Second Language Acquisition

SLL: Second Language Learning

FLA: First Language Acquisition

Q: Question.

K MUO: Kasdi Merbah Ouargla University

CG: control group

Exp.G: experimental group

TEYL: teaching English for young learners

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Research Proposal

Statement of the Study:

Nowadays learning languages became a necessity, and the English language is one of the one of the most wanted ones. In addition to that, this phenomenon started to enlarge among children too. Nonetheless, why is it important for English to be learned and specifically with children? In fact, there is not an only answer to this question; we can say it is the consequence of so many reasons. The first and the most important and common cause is that English in the time being, is considered as the first and global language in the world. Besides, it is the first language of international communication, wherever someone goes English can be used as the language to be understood. Moreover, this language is also seen as the language of business, science, aviation, computers, diplomacy and tourism. For example, mastering the language helps in getting a job in multinational companies or even abroad. Above all, English increases career skills.

It is well known that most of the time kids have a higher level of motivation, a better ability to acquire, and learn new languages than adults. That is why we should consider this information and try to benefit from it in our real life. For example, personally, I think that it would be better if I have learned English from my childhood. I am positive that would not have faced huge hindrances in learning by heart vocabulary and grammatical rules; it would have saved my time as well. Teaching EFL to children will be so beneficial for the society where English is a foreign language. We should catch the train and start considering English as an official language since it is the first language in the world. For this case, I could not find better than educational games to teach children with because they are easy, funny, and especially a suitable method for children to learn a language.

Aims of The Study

First of all, the aim of this research is to enlarge the idea of teaching EFL to kids in Algeria because the Algerian educational system starts teaching English at middle schools, which means when children become teenagers. It is a good age to start learning a language but not the best. However, the most important objective is to know how effective educational games are in teaching children English. Obviously, there are hundreds of methods to teach children with, and to teach them languages in particular. But choosing the appropriate ones will make a difference for sure. So determining the efficiency of this method will encourage teachers to adopt it.

Research Question

Is teaching with educational games an effective method to enhance EFL learning among children?

Research Hypothesis

If teachers use educational games in teaching children, it will boost their mastery of English.

Means of Research

In this research, we would like to follow the qualitative research, which is the suitable method for the topic. To carry out this research, we will use two methods of collecting data which are: First testing, we will test the children's English level before and after using this teaching method so we can have objective results. Secondly interviewing we will ask English Teachers to know their opinions on the method and their experiences if they have already experienced. Eventually, we will be able to end up with direct unbiased answers to our research questions, and why not applying them in our public schools ?

Structure of the Thesis

Our study is composed of three chapters. In chapter one, "The use of educational games in EFL settings", we explore the nature of English in a foreign language setting. We survey some different definitions of educational games and their types. We tackle the use of educational games in teaching vocabulary .We provide the necessary theoretical background to the value of using educational games as a teaching tool, and we end up with some limitations of using educational games as a teaching tool.

In the second chapter, "Teaching EFL for children", we also explore the nature of learning among children. We provide background theories to teaching language to children. We talk about learning EFL among children. Then, we get a closer look at classroom activities. We also tackle the benefits of learning a foreign language for children and the challenges faced in teaching English as a foreign language to children.

Chapter three, "Methodology and data analysis", demonstrates the results and analysis obtained from the teachers' interview with a detailed description. We also report the findings from both the pre and the post-tests of both control and experimental groups. We provide the description of the students' test and the instruction we followed to present our strategy. The results obtained from the interviews' analysis with the ones gathered from the t-tests will lay the ground for the administration of the research treatment.

CHAPTER I

THE USE OF EDUCATIONAL GAMES IN EFL SETTINGS

Introduction

In the time being knowing just one language can be considered as a kind of illiteracy, and English specifically is the language to be taught all over the world. In addition, teaching English or any other language in general has unlimited methods and techniques, and one of the most important methods is using games.

Usually in classrooms, students experience watching, reading, and listening to the language, but when it comes to reality we learn the language better by doing it. Educational games assist students to learn words and structures in context while also practicing perfect pronunciation and spelling. According to Constantinescu (2012, cited in Gozcu & Caganaga, 2016, p.127), "learners can improve their understanding of written and spoken English via games."

1. Understanding the Nature of English as a Foreign Language

Learning a foreign language refers to the learning of a non-native language in an environment of one's native language. Therefore, English as a foreign language is learning English in a context where it is a non-native. In Algeria for example, English is taught in middle Schools as a foreign language.

Thus, it is not needed to be used outside or to live the daily life. The role of English in the lifetime of many second and foreign language learners is far more difficult to identify today than it was a few years ago (Geoffrey, B. Christopher, B. Roger, F. Peter, H. Anita, P ,1980, p.8).

In 1953, Michael West said "The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be." (Cited in Geoffrey, B. Christopher, B. Roger, F. Peter, H. Anita, P. Teaching English as a Foreign Language ,1978, p.8)

2. Definition of Educational Games

A game is an activity with rules, a goal and an element of fun (...) Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term." (Hadfield1999, P.8). This quote after defining games shows how much teaching needs games, in addition to the importance of considering games as a principal component of the language syllabus.

The use of games in teaching is through educational games. Prensky (2011) defined educational games as "an interactive plays by which students can learn problem solving, goals, rules, adaptation and interaction, they are like a story". Royle (2008, p.12 quoted in Z.M.Moburaki, p.7) aims that educational games "are games designed with specific curriculum objectives in mind." Moreover, there are so many other definitions by other scientist. So educational games have definitional issues, but its general idea is having fun while learning.

3. Types of Educational Games

There are 13 types of games as Wright, A., Batteridge, D. and Buckby, M. said in their book *Game for language learning* new edition (1997;211) which are :

- *Card and Board Games:*

board games are any games played on a board, often use in dice and small pieces that are moved around, and even card games can be considered. For example Snakes and Happy families.

- *Word Games:*

Such as Crosswords Hangman and Scrabble word games determine the spelling and meaning of words. They concentrate more on the words than the sentences.

- *Sound Games:*

Sound effects can create in the listener's mind an impression of people, places and actions. According to Nunan (1991), "listening includes an active process of decoding and making meaning

From both verbal and non-verbal messages (1998 cited in Gilakjani & Ahmadi, 2001). In addition, sound games help to improve listening in a fun way

- *Story Games:*

Story games, by their very nature, require learners to talk and write at length rather than engage in quick exchanges. It is vital to correct some inaccuracies and then make written or mental notes of the errors during the storytelling process.

- *Caring and Sharing Games:*

This kind of games helps students to share their problems in learning and overcoming shyness after having discussions with their classmates. Because caring and sharing games demands and encourages trust and interest in others.

- *Picture Games:*

The usage of pictures is crucial in this case. In general, they entail comparing and contrasting visuals, taking into account differences and similarities, and considering potential linkages between photos, such as narrative sequences and describing essential features. It is hoped that they will be recognized or represented in a similar manner.

- *Psychology Games:*

It includes a number of games that may all contribute to an improved understanding of how the human mind and senses work. This is a topic that everyone is interested in, and there are a lot of different perspectives and experiences. It promotes language use and concentration.

- *Magic Tricks:*

Magic tricks can occasionally be used to illustrate language in a short and memorable sort of manner. This is fantastic from the standpoint of language learning. Magic always draws attention and generates discussion. Other languages, including the game's hidden language, could appear frequently.

- *True/False Games:*

This is one of the most popular game families. The object of the game is to figure out if a statement was either true or false.

- *Memory Games:*

Basically, the player's ability to remember is tested in this game. Surprisingly, the basic task can lead to a wide range of games and variations. The essential theme distinguishes what players recall from the dialogue, in which they exchange thoughts and facts.

- *Guessing and Speculating Games:*

Mostly in guessing and speculating games, one player knows something and the other has to figure out what it is. They are all built on simple concepts. Many of them can be played by making short, unrelated guesses. When played in this manner, the games are beneficial to less advanced learners and/or learners with limited English.

- *Question and Answer Games:*

Question and answer games are made for situations where students want to ask questions in order to learn something. A general knowledge quiz is an example of a question and answer game.

- *Miscellaneous Games:*

The fortuneteller game, what is his pocket game, and predicaments that largely attract students' intuitions are among these games.

4. Using Games in Teaching Vocabulary

Nation (2001 as cited in R.Kaur 2019) " describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge." Peterson (as reported in Demirbilek et al., 2010, p. 718) has investigated the psychological, linguistic, and sociocultural constructs of computer-aided language learning games and simulations.

His research has shown that simulations and games provide effective ways to learn language. Donmus (2010) believes that the value of educational games in language education has been on the rise because they help to make language education more entertaining. By playing games that repetition, learners are exposed to the language they are trying to learn more frequently, which increases the chances of mastery.

5. The Value of Using Games as a Teaching Tool

Foreign language learning games can act as an important tool for creating an appropriate learning environment. Some authors suggest that language games should be placed at the center of the foreign language-teaching program rather being accepted as a peripheral part of the program (Hadfield, 1999 cited in Gozcu, E. & Caganaga, C., K. 2016). And that is due to the value of games as a learning tool.

First of all, it is a technique of motivation. "Game is one technique to motivate students in learning English, it is very important especially in refreshing, and amusing students in learning so they will not make students bored while they are studying English" (Syarfun,2010).

Having fun while learning is the first thing learners, especially kids, will notice while using games, so they will be automatically motivated to learn. According to Hadfield (1990), one of the most important reasons for using games has been immensely enjoyable for both teachers and students.

Second, it reduces students' anxiety toward language learning and improves self- confidence. Since the majority of students feel anxious and scared of making mistakes while learning new languages. Also it's improves the relationship between the teacher and his learners which is an important element in language teaching-learning process .In addition to that , Sorayaie- Azar (2012) claims that games improve students' communicative skills and give them a chance to use the target language .

Moreover, games often increase child's memory capacity because besides memory game the child will memorize the way he used to solve problem and memorize critical sequences.

Constantinescu (2012 as cited in Gozcu, E. & Caganaga, C., K. 2016) gives some of game's advantages mentioning: developing students' ability to observe, facilitate collaborative learning but, at the same time, students may learn at their own speed and cognitive level, gives immediate feedback for both students and teacher.

6. Limitations of Using Games as a Teaching Tool

Wright et al. (2006, as mentioned in Khelifi, 2016) claims that including games in the curriculum may allow students and teachers to overuse them; but, if students and teachers become overly reliant on games to learn or review content, they risk losing the abilities that the teacher wishes to enhance. Many teachers believe that playing games in the classroom is a good way to engage learners and encourage them to study. Games can be used to attain these goals, but they, like any other teaching approach, have limitations.

"You can treat all your plants in the same way and watch some die while others flourish, or you can try to offer a range of different approaches and give succor to each and all of them"
Wright et al. (2006, p.6)

Unfortunately, some people learn better by listening, reading, or watching. Others may prefer to study in a different way. An EFL teacher may overlook his pupils' various learning styles. Therefore, games cannot help all learners.

According to Wright et al. (2006) Many EFL students who are having language issues would rather stay than perform and fail. Some students are also uninterested in participating in the game, particularly when it is played in groups. However, the teacher has the option of removing certain children in order to make "that group so much more productive." In addition to that, when learners are familiar with a game, their understanding of the game can cause them to get bored and unmotivated to participate in the activity.

However, the main issue that teachers may encounter while using games in the classroom is the large number of students in the classroom. «Teachers who are hostile to games often bring forward the argument that they simply cannot employ games in their classroom because of the enormous number of students in their class." writes Greiner (2010, p.58).The teacher's ability to control his students during the game is hampered by this situation.

Conclusion

Knowing only one language can currently be considered as a form of incompetence. English is the only language that is taught all throughout the world. Moreover, there are numerous methods and techniques for teaching English or any other language. The use of games is one of the most essential methods. Students usually learn by observing, reading, and listening to the language in class, but we actually learn by doing it. The use of games creates an environment where learning a language is enjoyable and satisfying, as well as highly motivated.

Furthermore, the function of games in reducing anxiety from using the target language cannot be overlooked. Games are vital in English instruction because they allow students to not only have fun and pleasure while learning the target language, but also to practice the language. To summarize, games can be seen as valuable and effective techniques for teaching vocabulary. According to Uberman (1998), games can be used in EFL classes to make learning more interesting, entertaining, and effective.

CHAPTER II

Teaching EFL

For

Children

Introduction

An estimated 1 billion or more people speak English nowadays (Crystal, 2012). Every year, the number of persons learning English grows, and their average age decreases. Since English has become the global lingua franca, countries all over the world have included English courses into their educational systems. Many countries begin in primary schools, with pupils learning the language at an earlier age (Jenkins, 2009); To empower students and teachers, many countries are constructing new English-speaking universities and examining the most recent studies and textbooks, which are typically written in English. This necessitates the development of academic English skills in children throughout their primary and secondary schooling. The teaching of English as an international language differs from the teaching of other foreign languages because of its worldwide role.

1. Understanding the Nature of Learning Among Children

According to Naning Tri Wahyuni (2014), unlike adolescents and adults, young children are natural language learners who are self-motivated to pick up language without intentional learning. They are able to copy pronunciation and figure out the rules on their own. They have no concept that learning to speak English is difficult until adults, who most likely learnt English academically at a later age through grammar-based textbooks, indicate it. Understanding the nature of how children develop their linguistic abilities will aid teachers in selecting the most effective teaching methods.

Teaching English to young children entails more than simply teaching the language. When planning for and working with very young children, both their social and cognitive development as well as their languages must be considered. The greatest technique to teach youngsters English, according to Fauziati (2010: 89), is to get them physically involved in the lesson while still giving the impression that they are merely playing games. Promoting class interactions rather than focusing on individual development is also an excellent concept.

2. Background Theories to Teaching Language to Children

According to Fauziati (2010:90), there are three important learning principles to consider while teaching language to children: (1) cognitive interactionist principles, (2) social interactionist principles, and (3) children's characteristics.

2.1. Cognitive interactionist principle

Jean Piaget, a Swiss child psychologist, was the most important proponent of cognitivism. He did not believe that learning was simply the passive assimilation of information. Instead, he claimed that learning is a dynamic process that involves multiple stages of reality adaptation. Learners construct knowledge by developing and testing their own world theories (Piaget: 1968). Equilibration, assimilation, and accommodation are all part of the system.

Children develop motor intelligence in the form of motor activities during the first two years of life. Children utilize language to make sense of reality during the second stage of development, which lasts until they are roughly seven years old. Piaget (1968) claims that tangible operation is the third stage, in which children begin to learn logic but only apply it to concrete objects and events (8-12 years).

2.2. *Social Interactionist Approach*

Social interactionist theory emphasizes the relevance of social interaction between the developing child and linguistically skilled adults in language development. It is largely based on Soviet psychologist Lev Vygotsky's socio-cultural theories. The adult interacting with the child is initially responsible for leading the child, but as the child grows older, he gets more capable of addressing problems on his own.

This is especially evident in language, where the adult speaks to the child first and then the child learns to respond. He also points out that cognitive growth is restricted to a time period known as the "Zone of Proximal Development (ZPD)." Full social engagement is required for full growth during ZPD. Actually, other people play a vital part in assisting children in learning by bringing items and ideas to their notice, conversing with them while playing and sharing, reading stories, and asking questions. Children can accomplish and comprehend more with the assistance of adults than they could on their own (Cameron, 2002: 5-8 in Fauziati, 2010: 92).

2.3. *Characteristics of Children*

Children enjoy playing, and it is well known that when they have seen anything with them, they will understand and grasp the meaning of things more quickly. Understanding the qualities of children will assist teachers in determining the best strategy to teaching children. To begin with, children like playing and learning while doing so. The implications for language teaching could be through games, which are defined as activities that have rules, an aim, and a sense of fun. The emphasis in the use of games for language learning is on effective communication rather than language correctness (Hafield, 1985 in Fauziati, 2010: 92). Furthermore, he claims that games should be considered an intrinsic component of the language curriculum, rather than a fun pastime to do on a Saturday afternoon or at the conclusion of the semester (Hafield, 1985:4 in Fauziati, 2010: 92). Second, youngsters discuss the "present moment."

When adults talk to young children, they observe and impose the cooperation principle; they make what they say relevant by talking about the "here and now" of the child's reality. They urge children to take turns speaking and contribute to the discussion. They ensure that children's contributions are accurate by revising them (Clark and Clark, 1977: 322 in Fauziati, 2010: 92).

We can deduce from this occurrence that the ideal way to teach and converse with youngsters is to talk about the things that surround them, such as themselves, their families, friends, and near surroundings. They should not be asked to talk about abstract topics or their previous or future lives and situations. Finally, after youngsters have seen some of the objects linked with the meaning, they grasp and remember it better. As a result, teachers should expose children to real-world scenarios. Other ways to assist this method include the use of visual aids, pictures, and images, which are more vivid and appealing than words according to Naning Tri Wahyuni (2014).

3. Learning EFL Among Children

3.1. First Language Acquisition

George Yule in his book *The Study of Language* said: “First language acquisition is remarkable for the speed with which it takes place. Long before a child starts school, he or she has become an extremely sophisticated language-user, operating a system for self-expression and communication that no other creature, or computer, comes close to matching”. There are some basic needs for acquiring a language. A child's broad linguistic capacity must be brought into contact with a specific language such as English throughout the first two or three years of development (Yule, 2010).

Stages of first language acquisition: according to Yule (2010:19) all normal children develop language at roughly the same time along much the same schedule:

- **Cooing and Bubbling:** The child capacity in the first few months of producing vowels (a) (i). From six months she/he can defer between sounds.
- **The One word stage:** Between one and one and a half years. The child use one utterance, one term to determine so many things.
- **The two-word stage:** The child use two deferent words to determine a sentence and it will be understood through the context.
- **Telegraphic speech:** The child have correct order and structure of sentences and the sentence building capacity and his vocabulary will be expending rapidly.

The acquisition process: The child’s linguistic production appears to be mostly a matter of trying out constructions and testing whether they work or not.

- **Developing morphology:** Starting from two and a half years the child incorporated some of the inflectional morphemes that indicated the grammatical function by overgeneralizing.
- **Developing syntax:** Similar evidence against “imitation”. It is clear that the child understands what the adults say, but he/she just has her/his own way of expressing it.

- **Forming questions:** In the first stage, he simply adds “wh” form to the beginning of expression with a rise in intonation. The second stage, more complex expressions with the rising intonation strategy continues to be used. The third stage, the required inversion of subject and verb in English questions appears.
- **Forming negatives:** In the first stage, the use of “not” and “no” at the beginning. The second stage: the additional negative forms “don’t” and “can’t” appear, and with “no” and “not” used in front of the verb.
- **Developing semantics:** the process of over extension: the child overextends the meaning of a word on the basis of similarities of shape, sound, and size. And to a lesser extent, movement and texture.

3.2. Second Language Acquisition and Second Language Learning

Language acquisition is very similar to the process that children go through when learning their first and second languages. It necessitates meaningful interaction in the target language -natural communication- in which speakers are concerned with the messages they are conveying and understanding rather than the form of their utterances. According to (Snow and Ferguson, 1977) caretakers and native speakers can modify their utterances directed at acquirers to aid comprehension, and these changes are thought to aid the acquisition process.

Nevertheless, Error correction and explicit rule teaching are irrelevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973). Krashen and Seliger (1975) claims that Error correction and the presentation of explicit rules are thought to strongly enhance conscious language learning. George Yule (2010:33) said “*The term acquisition describes the gradual development over time of ability in a language by using it naturally in communicative situations with others who know the language. Acquisition normally takes place without a teacher and without much attention to the details of what is being acquired. The term learning, however, applies to a more conscious process of accumulating knowledge through analysis of features of a language*”.

Theories of Second Language Learning

According to William Littlewood in the Handbook of Applied Linguistics (2004, p.514) theories of SLL fall broadly into two categories, which are:

- **Cognition oriented theory**, it contains 4 hypotheses:
 - a/ Creative construction hypothesis: human beings. Language acquisition device. “We have innate mechanism to learn language “
 - b/ Input hypothesis: We need input to activate mentalism and it can be from a teacher or an instructor.
 - c/ Universal Grammar hypothesis: we all have the same set of principals, which govern all languages and grammar.

d/ Cognitive skill learning model. The process of using all the skills in order to reach a certain goal.

- **Context-oriented theory:** it also has 4 hypothesis

a/Interaction hypothesis: It claims that social interaction is very important to acquire SL.

b/Output hypothesis: Learners have to use the input in order to get feedback and correct the errors.

c/Scaffolding hypothesis = (supporting): The help of the expert or The Zone to move from the Known to the unknown.

d / Social identity theory /Acculturation model : identity effect the use of language.

4. Classroom Activities

4.1. Activity Planning Tips

Naning Tri Wahyuni (2014) in his article Teaching English as a Foreign Language mentioned 6 activity planning tips ; encourage interaction, interact with children, use repetition, introduce new material slowly, being flexible, and allow for breaks.

❖ Encourage Interaction:

Engage youngsters in conversation with peers and adults who will be speaking in a more sophisticated language.

Develop activities that enable genuine communication between children and adults, rather than activities that demand children to respond by poking their heads or showing the picture. Encourage children to interact in pairs or small groups.

❖ Interact with Children:

When children make a grammatical or vocabulary error, recast what they said in the correct form and continue the conversation. Make an effort to broaden your child's vocabulary. If a child says, "My shoes," we can discuss the color or type of shoes the child is wearing.

❖ Use of Repetition:

At first, language use may be low-level, such as repetition. Repetition is nonthreatening and aids pronunciation. Even as beginners, children need to feel secure and successful. Use the same language functions, vocabulary, and sentences in a variety of activities and across themes. Make sure that children have plenty of opportunities to hear and use language functions in conversation.

❖ Introduce New Material Slowly:

Present new linguistic items in small doses. Start new activities with us talking and the children listening, but as soon as the children are relaxed and worthy, move on to activities where students are motivated to produce English.

❖ *Be Flexible:*

Because children in most learning settings have a wide range of English abilities, the activities and programming you provide must be flexible and open-ended to allow children to feel competent while also challenging them to grow in ability. Children will arrive with a variety of culturally learned interaction styles. Some children will be gregarious and outgoing in their interactions, while others will be quiet listeners; therefore, language-rich activities that cater to these differences must be provided.

❖ *Allow For Breaks:*

Some children in their early and developing stages may require a break from the pressure to interact using language. As a result, activities like the sand table, building blocks, or drawing pictures can be a "safe haven" for these children.

4.2. *Language-rich Activities*

Activities that are appropriate for children of a certain age are designed to improve a variety of developmental areas, including cognitive, spatial, motor, linguistic, and social skills. Providing opportunities for language exploration and practice is important. The following activities naturally encourage meaningful language use: Naning Tri Wahyuni (2014)

❖ *Storytelling and Retelling:*

Children can tell stories based on pictures, books, or their own experiences. Retelling a story that they have just heard is an excellent way for children to apply their language skills. Short stories with pictures are best for all children, especially beginners learning English.

❖ *Treasure Baskets:*

For very young children, a treasure basket is an excellent method of learning (under 3 years old). Child care professionals have used this approach for decades to teach young children how to select, touch, taste, and feel.

We can incorporate this into our language teaching method by connecting their activities (exploring new things) with expressing their emotions through sounds and simple words. It is a simple concept. The Montessori teaching method is largely based on learning through touch, taste, and sound, and it has been demonstrated that children can benefit from this method of learning. Naning Tri Wahyuni in his article *Teaching English as a Foreign Language* describes:"

It's a simple idea, however, according to my experience when I was working with children for years in Southeast England, this learning activity seemingly works to delight and inspire little eyes, ears and mouths -

enriching their experience of objects around them and helping them to gain confidence in making decisions, making a sound and words."

❖ *Describing Unseen Objects:*

These are activities in which children must guess at something they cannot see but can feel, or in which one child instructs another child who cannot see the picture. Children, for example, reach into a bag of toys and must describe and identify them by touch. Alternatively, one child instructs another child on where to place figures on a felt board to create a specific picture.

❖ *Motivating activities:*

Encouraging children to speak can provide the motivation they need to become more confident speakers. Images or stories with unexpected images or events, such as Activities such as swimming in the sand or opportunities to sing and dance to a catchy tune can motivate even shy children to use what English they can.

❖ *Puppets:*

Puppets can be used as a listening task at first and then as an interactive activity later.

❖ *Language-based Games.*

5. The Benefits of Learning a Foreign Language for Children

The main advantages of learning EFL early are:

•The Value of Increased Time:

The length of time children will have to learn the language is one rationale for introducing English in the primary schools. According to some experts, adolescents are more efficient language learners because they have more time to learn the language, and time is a key aspect in overall accomplishment (Carroll, 1975), as any adult who has attempted to learn another language knows. "When language acquisition begins sooner, it can carry on longer and provide more practice and experience, ultimately leading to greater fluency and effectiveness," argue Curtain and Dahlberg (2010). (p. 428). However, time alone is insufficient. Intensity is also important. Children require more than two 30-minute periods of English instruction per week.

•The Possibility of Better Pronunciation and Fluency:

Besides, Young learners are more likely to achieve native-like pronunciation according to some researchers (Scovel, 1988), higher confidence in speaking the language, and better oral mastery (Harley, 1998).

These findings do not rule out the idea that older language learners can acquire native-like pronunciation and competency, but they do suggest that younger language learners may have a benefit. Children who start learning a language before the age of 11 or 12 and receive proper teaching and input are "more likely to acquire English to native levels without an accent" (Pinter, 2006, p. 29). "Appropriate instruction" necessitates well-trained teachers with high English skills who can promote young learners' creativity and imagination by taking advantage of children's readiness to reproduce or mimic what they hear, particularly through engaging activities.

•**The Possibility of Greater Global Awareness and Intercultural:**

Children have the ability to become global citizens as the globe becomes smaller and more interconnected as a result of the Internet and foreign travel. Children might get a respect for various languages and civilizations by studying another language. They may become more conscious and introspective of their own language and culture as a result of the experience.(teaching English to young learners around the world)

• **The Value of Bilingualism: Mental Flexibility:**

Children who only speak one of their two (or more) languages have access to the other language(s) and neural networks (Bialystok, 1999). Being able to speak another language, especially for young learners, brings a number of benefits, including mental flexibility and the ability to see a situation from other angles. It can also help a child become more self-aware. "What we need to grasp is that the ability to use other languages, even to a minor amount, can have a good impact on the youngster's mental processes," Marsh (2000) adds. Seeing the same occurrence from diverse perspectives, as though through distinct language' spectacles,' can have a fascinating impact on our ability to think and understand" (p. 3).

6. Challenges Faced in Teaching English as a Foreign Language for Children

The success of teaching English to children program is influenced by a variety of things. The program model chosen, although beginning a language in the early grades has many advantages, we cannot rely solely on an early start to improve our students' English language proficiency, nor on the selection of an appropriate program model. Programs to teach English to young learners, as Nunan (1999, p. 3) points out, must be "carefully planned, adequately supported and resourced, and closely monitored and evaluated." Then, the presence of suitably educated instructors, Too often, teachers who teach English to

children have previously taught English to teenagers and now find themselves teaching young learners with no prior experience teaching children.

Most Teaching English to Children programs have nonnative English-speaking teachers who understand their pupils' cultural backgrounds and educational expectations.

Teachers who speak their students' native language and culture will have a better understanding of how youngsters learn in that nation. They will also be able to connect what they learn in the teaching English to children class to what they learn in other subjects. Also the availability of culturally and linguistically relevant materials, it is not the goal of English instruction for young students to expect them to speak American or British English. We also do not want children to learn only about the cultures of the Inner Circle countries. We should also include resources from a diverse range of civilizations. This will assist pupils in speaking English about their own culture and developing a "sphere of interculturality."

Finally, the continuity of the English curriculum from primary to secondary school are all factors to consider.

Conclusion

As a conclusion, children learn more efficiently when scaffolding is used in conjunction with the assistance or supervision of an adult or a more experienced peer (Bruner, 1983). They do not just repeat the noises they hear; instead, they create rules and test their hypotheses to figure things out for themselves (Wells, 1999). For successful learning, they must engage in hands-on activities (Donaldson, 1978 & Hughes, 1986). Because young students have a lot of energy but little concentration, it is best to get them involved in physical activities in a controlled atmosphere. According to Scott and Ytreberg (1990), the immediate world around them always wins, and they perceive it through their hands, eyes, and ears.

CHAPTER
III
METHODOLOGY

Introduction

In this part of the study we endeavor to test the validity of our research hypothesis: 'Teaching with educational games is the best method to enhance EFL learning among children.' we will observe the contributory relationships between our independent variable (The use of Educational Games) and the dependent variable (EFL learning among children).

We selected two groups from kindergarten Hamama, Ouargla (each group consists of 9 children). The only difference in our sample is that the experimental group is the one that received treatment and the control group did not. At the beginning of the year, a pre test was administered to both groups at the same time, then the researcher directed a post test after the treatment sessions. The period between the pre-test and the post-test was devoted to the treatment phase, which lasted for three weeks.

During the treatment phase, the children were taught vocabulary learning strategies through games. The pre-test and the post-test are the same in terms of division, questions, and categories, but only different in context. The reason behind this choice, is to avoid any probability of the children remembering some words from the pre-test; hence, to avoid biased results.

1. Teachers' Interview

1.1. Description of The Teachers' Interview

The teachers' interview is presented through eighteen questions alienated into three sections.

Section One, teachers' teaching background (Q1-Q4) aims to have insights on teachers' experience (Q1,Q2), the period of time they are dealing with children (Q3), and knowing if our participants taught english before (Q4).

Section Two (Q5- Q10), Teachers' attitudes towards teaching children, seeks to collect teachers' opinion about teaching English to children (Q5), knowing the reasons behind the importance of teaching English to children(Q6), to determine the adequate age for children to learn English (Q7), to know the participants' point of view about using educational games to enhance learning among children (Q8), to test teacherse' awerness in choosing the appropriate educational games to use with children (Q9), (Q10) seeks to know the benefits of educational games, and the aim of (Q11) is to examine the affectivness of learning a foreign language to children. **(Q12- Q18)**

Section three teachers' strategies in teaching children. Here, we attempted to discover the methods our participants use to teach children the language (Q12), knowing if children are responsive to those methods (Q13), to be informed of the teachers' experience in using educational games with children(Q14), to know how to use games (Q15, Q16), in the last two questions (Q17, Q18) the goal is to explore the most used educational games.

1.2. Analysis and Interpretation of The Results of The Teachers'

Interview

To conduct our study eight teachers from the kindergarten were interviewed, their answers indicated the following:

Section one: Teachers' Teaching Background:

❖ **Question 01:** Since when you are teaching English?

Two of the interviewees have taught english for a short period of time (1-2 years), other two teachers had a longer period (5, 6 years). The other four teachers have the longest period of teaching (8, 9, 10, 11 years). This variance between teachers' experiences may lead to lots of different opinions.

❖ **Question 02:** How was your experience when you taught English for the first time for children?

Three teachers said that it was stressful, hard at first and difficult but it was very funny. Others said that it was great, amusing and full of fun, lovely and pleasing. This means that in general all teachers agreed that they had a good funny experience in teaching english for children. Except the one participant who claimed that it was scaring, children were around 6 years old so they were afraid.

❖ **Question 03:** How long have you been teaching children?

Four interviewees taught children for a long period of time (7, 10, 12, 12) years, so they are well experienced with children. The others experience is somehow humble since they have been teaching english for a short period of time; 3 months, 1, 3, 5years.

❖ **Question 04:** What is the age range of the children you teach?

The age range of the children six participants teach is (5,6 to 10,11,12) years old.(4 to 5) years old is the age range one of the teachers teaches. And the last participants teaches children between (4 to 5) years old. We deduce then, that in general the youngest age our participants taught were 5 years old, and all of them dealt with very young children.

Section two: Teachers' attitudes towards teaching children

❖ **Question 05:** what do you think of teaching english to children?

As expected, all the interviewees here agreed with the idea of teaching english to children. Two of them said that it is fruitful, two others said that it is beneficial. Two teachers claims that it will be the best thing for the next generations and all parents should adopt, great idea and effective were the answers of the two last participants. This agreement about this idea proves its validity.

❖ **Question 06:** why is it important to teach english at an early age?

Acquiring a language at an early age is easier, was the answer of three of the participants. Three other teachers argued that it's the nature of children's brain helps to absorb languages at an early age and their capacities are better. While the two other interviewees set some advantages of learning early including the improvement of some skills and contextualizing children with a foreign language. The teachers' arguments were according to their experiences and research findings that are scientifically proven. Consequently learning english at an early age have so many advantages and will facilitate the learning process for children in their future.

❖ **Question 07:** What is the adequate age for teaching English to children?

The participants answers here can be divided to three groups. The first group are the three teachers who said that children have to start learning english from 6 years old. Another for the three who are with start teaching english from 4 to 5. And the last two said that 3 years old is an appropriate age for it. So the age range that teachers agreed on is from 3 to six years, that is to say from the first steps after children start acquiring their mother tongue.

❖ **Question 08:** Do you think that educational games help to enhance learning among children?

Unsurprisingly, all teachers answered positively to this question and agreed that educational games enhance learning among children. Which is the aim of our research to prove.

❖ **Question 09:** Are all educational games appropriate to use with children?

The majority of participants answered with yes, which means that they do not have problems in choosing the games. Unlike the 3 teachers that do not agree. They see that the games should be well selected so that children will benefit more. Instructors have to be careful when dealing with children because at this age they may be influenced easily. Instructors may use any educational game they want but with some modifications to fit their students' age if necessary.

❖ **Question 10:** What makes educational games beneficial?

Three interviewees sets that educational games increase children engagement, promotes team work, social skills development and makes them active which is very needed in the classroom. Two other participants argued that they catch students' attention which is something difficult to do with children. One of those two teachers added besides two others said that having fun while learning and preventing them from getting bored is what makes educational games beneficial. One other participant said because they are varied. Our interviewees mentioned just few arguments for why educational games are beneficial but there are so many other important ones.

❖ **Question 11:** How does learning a foreign language affect the children?

Teachers' answers were divided into two categories. Four talked about the children's future and how it will facilitate their learning, the ability of going many steps forward in the learning process and that it will help future adults the burden of learning a language.

And the others mentioned the influence on the cognitive abilities including: boosts problem-solving, critical thinking, listening skills; improving memory, concentration, the ability to multi task; and self-confidence in communication. Consequently, learning a foreign language affect positively children from different sides.

Section three:: Teachers' Strategies In Teaching Children

❖ **Question 12:** What are the methods you are using to teach children the language? All the participants claims that they use different methods beside educational games. One mentioned inductual and deductual learning. Two others added videos, dialogues, role play, songs, relating the lessons to real life and other additional activities. Another teacher used total physical responses. Atwo instructors used classic presentations and their private school books. Those varied methods really helps to enhance learning for children.

❖ **Question 13:** Are children responsive? "Yes, they are" was the answer of all the interviewees. Since they are using more than one method necessarily children will be responsive if not for a method they will be for another. And since they all use games the majority of normal children will be responsive to games.

❖ **Question 14:** How long have you been teaching children with educational games? Our participants' experiences with using educational games with children were متفاوتة. Three of them had a humble experience (3 months, 1 and 2 years). Other 3 had (5, 7 and 8 years) experience. The two others had the longest one (12 years). As a result, we may say that educational games is not a new method to be experienced but has been used so many years ago.

❖ **Question 15:** How often do you use games? Half of the interviewees said that they use games sometimes. And the other half use them frequently. The use of games refers to the approach the instructor is using, the time he have and the materials...etc. So many circumstances control the use of games.

❖ **Question 16:** How many games you go for in one session? 2 teachers confirmed that they use (1 -2) games in one session. The rest use (2- 3) games. As we said before it is up to particular circumstances.

❖ **Question 17:** What are the games you usually adopt? A teacher from our participants did not mention specific games. Another one goes for kinesthetic games. Another prefer the games where children can move and jump. One said games that may be played in groups. The other 2 teachers mentioned some games names including hangman, bingo, puzzles, pictionary and chair game. The last 2 ones use mimic, board and memory games. There so many kinds of games that can be used with children in the classroom.

❖ **Question 18:** what are your top three?

this question was asked to know the most useful games teachers prefer in teaching children. What is the picture, point the object, flashcards, chair game, pick up the name, hot potato and kahoot (online game) were mentioned for one time. Guess the word, puzzles, pictionary, miming and board games were mentioned twice. And three times concerning memory games and hangman.

1.3. Overall Analysis of the Results of The Teachers' Interview

From the teachers' answers in (Q5, Q6, Q7) we notice that all the participants believe that EFL should be taught at an early age starting from 3 years old. Which is more easier because of their cognitive abilities, and which will facilitate the learning process for them in the future. The results also show that teachers with different periods of experiences are for the use of educational games when teaching children.

With reference to some of their answers the appropriate selection of the games will strongly help to enhance learning among children. This reveals that teachers touch the benefits of this method. So, the results obtained here show that teachers have a sense of awareness of the necessity using educational games to enhance learning among children.

2. Students' Tests

2.1. Pre-test

2.1.1. Description of The Pre-test

The pre-test consists of four activities. The first one deals with matching the words with the pictures. This activity explores the students' ability to differentiate between similar pictures. While the second aims to examine the students' concentration in reading. Which deals with fill in the blanks with the correct word.

Conversely, the third one deals with completing the words with letters. The main aim of this activity is to set up a threshold of insight into the learners' lexis size besides testing their listening skill. The focus of the last activity is testing learners' writing skill. It deals with ordering the letters to get the correct word.

2.1.2. Analysis and Interpretation of the Results of The Students' Pre-test

Control Group

Task One:

Match the following:



Football	Basketball	TV	Computer	Horse	Donkey
----------	------------	----	----------	-------	--------

In this activity all the students had no correct answer, except three of them who had just one correct answer. This was due their lack of ability in making the difference between two similar pictures. As expected, they did match each word with the picture that is similar to the correct one.

Task Two:

Read and complete with the correct word:

Monkeys love to play around. Monkeys live on trees. They have a long tail. They love to eat bananas. A group of monkeys is called troop.

1. Troop is a group of.....
2. Monkeys eat.....
3. Monkeys have a long.....

*The right answers are: monkeys, bananas, tail.

The majority of the learners did not answer correctly. Except two learners, one had a single correct answer and the other catch the 3 answers. This shows the lack of concentration and reading skill.

Task Three:

Listen and complete:

1. Do .
2. . et
3. Fa . t

*The right answers are: Dog, pet, fast.

In this activity except the student who had 2 correct answers, there was no other correct answers. This refers to the lack of lexis size and/ or the listening skill.

Task Four:

Order the letters:

1. ee / r / G / n
2. le / T / u / t / r
3. ou / s / H / e
4. w / F / l / e / rs / o

*The correct answers are: green, turtle, house, flowers.

This activity had no correct answer, All the children failed in ordering the letters. Which refers to the lack if their writing skill.

Experimental group:**Task One:**

Match the following:



Football	Basketball	TV	Computer	Horse	Donkey
----------	------------	----	----------	-------	--------

These groups' students had correct answers more than the first one. 2 of the students had 2 correct answers and 2 others had 4 correct answers. But no one reached the full score (6/6) except one student. The answers of the rest were all wrong. In this case we still have lack of ability in making the differences.

Task Two:

Read and complete with the correct word:

Monkeys love to play around. Monkeys live on trees. They have a long tail. They love to eat bananas. A group of monkeys is called troop.

1. Troop is a group of.....
2. Monkeys eat.....
3. Monkeys have a long.....

*The right answers are: monkeys, bananas, tail.

4 students from this group reached the full score in this activity (3/3), 1 had (2/3) and one (1/3). Which means that their concentration level is higher and they just need to improve it.

Task Three:

Listen and complete:

1. Do .
2. . et
3. Fa . t

*The right answers are: Dog, pet, fast.

Unlike the previous activities, the majority of students did not answer correctly. 2 of them got (1/3) and one got (2/3). Which may refer either to their low lexis size or to their poor listening skill, or both of them.

answers. This refers to the lack of lexis size and/ or the listening skill.

Task Four:

Order the letters:

1. ee / r / G / n
2. le / T / u / t / r
3. ou / s / H / e
4. w / F / l / e / rs / o

*The correct answers are: green, turtle, house, flowers.

This activity had just 2 students who got (1/4), but all the rest learners did not answered. This for sure refers to their poor writing skill and lack of concentration.

2.2. Treatment Phase

In the kindergarten hamama the group 5 years children are taught EFL for one hour a day. The control group (CG) was taught in a natural manner without the use of educational games. Unlike the experimental group (Exp.G) who was taught by the use of educational games. The teacher presented his lessons in a way that attracts childrens' attention using defferent materials and with the presence of an educational game at the end of each session as presented in the lesson plan below. (the other lessons see appendix).

Lesson plan:

<i>Institution: Kindergarten Hamama</i>	<i>Level : Beginners(aged 5 y)</i>	<i>Time: 1h</i>
<i>Lesson: Let's discover animals</i>	<i>Skills: speaking, listening, reading.</i>	
<i>Rubric: vocabulary, pronunciation.</i>	<i>Materials: Data show (video), handouts (pictures and words)</i>	

Objectives:

- *To enable students identify some of the animals.*
- *To enable students correctly pronounce the names of animals.*
- *To enable students practice listening and reading skills.*

<i>Steps / Timing</i>	<i>Teacher _____</i>	<i>Interaction _____</i>	<i>Learners</i>	<i>Aims / skills</i>
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Warming-up**15mn**

- ✓ Teacher greets students and interacts with them about the last session.
- ✓ Teacher asks students if they like animals.
 - T: do you like animals? While pointing to a picture of an animal
 - Ss answers.
- ✓ Teacher asks them about their experiences in the zoo.
 - T: have you ever visited the zoo? Tell me what you have seen. While pointing to a picture of a zoo
 - Ss: start telling their stories.

Presentation and interaction**20mn**

- ✓ The teacher shows a short story about animals ("welcome to the zoo" by Alyssa Liang) by the data show.
- ✓ The students concentrate with the story.

- ✓ The teacher explains the short story by explaining some hard words
- ✓ The teacher repeats the story.
- ✓ The teacher reads the names of animals in English and gives a short description about them.

- ✓ The students repeat the names 5 times (3 times together and twice individually).

- ✓ The teacher plays with the students.

Practice**25mn**

- The teacher distributes pictures of some animals to some students.
- The teacher hangs out the names of the animals on the board.

❖ To recapitulate the last lesson.

❖ To introduce the new lesson.

❖ To enable Ss improve their listening skill.

❖ To help Ss to understand the story and the names of animals.

❖ To enable Ss to improve their speaking skill and memorize the names.

❖ Having fun while learning.

❖ Preparing for the game.

❖ To Test the Ss understanding.

	<ul style="list-style-type: none"> • The teacher asks each student to bring the name of the animal he have. • The students starts searching for the names and take them from the board. • The teacher asks the students to read the name of the animal they have in addition to the other names. 	<ul style="list-style-type: none"> ❖ To enable students improve their reading skill. ❖ To enable Ss to correctly pronounce the names.
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2.3. **Post-test**

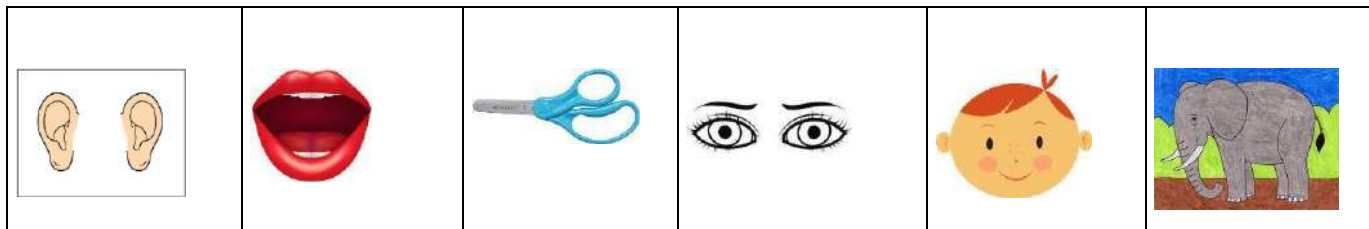
2.3.1. **Description of the post-test**

As it has been stated earlier, after the treatment phase that lasted for one week a post –test has been administered to both experimental and control group. Again, the post- test is exactly like the pre- test when it comes to divisions, questions, and categories. However, they differ in context in the purpose of being sure there will be no biased results (in case some students might remember some words from the pre-test).

2.3.2. Analysis and Interpretation of the Results of the Post-Test
The Control Group

Task One:

Match the following:



Scissors	Ears	Mouth	Elephant	Head	Eyes
----------	------	-------	----------	------	------

In this activity, most of the students of the CG gave wrong answers. Three of them got 1/6 correct answer and one got 2/6. What proves that they still have lack of ability in making the difference between two similar pictures.

Task Two:

Read and complete with the correct word:

Ahmed always plays around with his ball. He has a phone. He loves the crocodile.

1. Ahmed always plays with his.....
2. Ahmed loves.....
3. Ahmed has a.....

*The correct answers are: ball, the crocodile, phone.

4 learners from this group got 1/3 correct answer, and there is no complete correct answer. The group still need to improve their concentration and reading skill.

Task Three:

Listen and complete:

1. Ca .
2. Ta . le
3. No . e

*The correct answers are: cat, table, nose

As in the pre-test, all the children gave totally wrong answers in this activity excepting two of them who gave 2/3 and 1/3 correct answers.

Task Four:

Order the letters:

1. B / l / a / l
2. P / e / p / r / a
3. G / ff / i / a / r / e
4. H / r / i / a

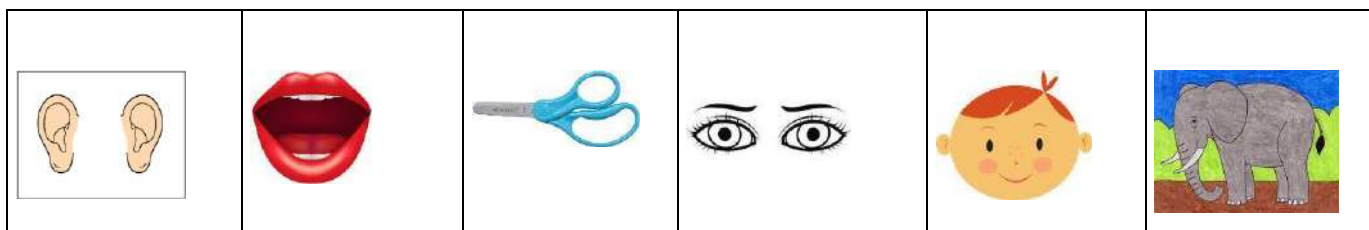
*The right answers are: ball, paper, giraffe, hair.

However, in this activity children tried to answer even if all of them got just 1/4 correct answers but they did not skip answering the activity.

Experimental group:

Task One:

Match the following:



Scissors	Ears	Mouth	Elephant	Head	Eyes
----------	------	-------	----------	------	------

All the members who were present in the post-test had some correct answers in this activity. One of them got 3/6 correct answers, 4 got 4/6 and 2 got the full score 6/6. It means that they improved their selves in making difference between similarities somehow.

Task Two:

Read and complete with the correct word:

Ahmed always plays around with his ball. He has a phone. He loves the crocodile.

1. Ahmed always plays with his.....
2. Ahmed loves.....
3. Ahmed has a.....

*The correct answers are: ball, the crocodile, and phone.

3 of the children got 1/3 right answer and 2 of them got the full score 3/3. Which represents the majority of the children who attended the test?

Task Three:

Listen and complete:

1. Ca .
2. Ta . le
3. No . e

*The correct answers are: cat, table, nose

The results of this activity were unexpected, but were better than the preview test. One student got 1/3 right answer and two others got the full score 3/3.

Task Four:

Order the letters:

1. B / l / a / l
2. P / e / p / r / a
3. G / ff / i / a / r / e
4. H / r / i / a

*The right answers are: ball, paper, giraffe, hair.

Exactly as the other group this groups' students scores 1/4 right answer. Comparing to the first test more students answered but less scores than expected.

2.4. Overall Analysis of the Results of the students' pre and post- tests:

The pretest results show that learners of both CG and Exp. G hold some learning skills but they are unaware of their use. The pretest results were approximate between both groups that when instruction takes place the difference in performance is noticeable.

2.4.1. Comparison Between the Results of the Pre-test and Post-test:

Identical responses were reported among CG and ExpG in the majority of activities. And as noticed students from both groups had a lack of skills and poor lexis size and concentration level. We noticed that both CG and Exp. G performed similarly, have approximate levels and utilize similar strategies. The Exp. G has been receiving training learning EFL through the use of educational games. Then, both groups have undergone the post-test to assert for the effect of instruction.

In the first two activities the majority of the students in the ExpG had higher scores comparing to the students in CG. However, in the last two activities both CG and Exp. G performed alike, with a small improvement noticed among the students in ExpG in activity three. As the results of the post-test show, the experimental group (treated group) demonstrated improvement due to instruction. EFL learning through educational games made learners more conscious about language learning skills strategies, retention and use in addition to improving their lexis size and concentration. From the analysis of the results, we concluded that the experimental group performed better than the controlled one.

2.4.2. Statistical Analysis of the Results

As it has been stated earlier we divided the subjects randomly into two groups: one called the Exp. G which received the research treatment and the other one is the Control Group which did not receive any treatment. In other ways, the Exp. G was taught through educational games strategy instruction while the teaching of EFL for the CG was incidental; thus, the t-test used in this research is the one for independent groups. Alternatively, in this study we expect a direction of the consequence that the treatment will possibly have a positive impact on the Exp.G by improving learning among them. That is why we consider the test as a one-tailed one.

Pre Test Scores		Post Test Scores	
Scores	Scores	Control Group	Experimental Group
07.50/20	00/20	05/20	05/20
01.25/20	09.25/20	03.75/20	10.50/20
0.25/20	07.50/20	01.25/20	10/20

00/20	00 /20	02.50/20	06.25/20
00/20	10/20	02.50/20	16.25/20
Abs	05/20	06.25/20	13.75/20
Abs	03.75/20	02.50/20	07.50/20
02.50/20	05/20	Abs	Abs
00/20	10.25/20	Abs	Abs

Table 2.1: Students' Grades of the Pre-Test and the Post-Test

Statistics using the software SPSS:

Group statistics

control et experimental		N	Moyenne	Ecart-type	Erreur standard moyenne
experimental	pre-test	9	5,6389	3,94911	1,31637
	post-test	9	8,4444	4,65493	1,55164
control	pre-test	8	1,9063	2,58753	,91483
	post-test	9	3,0556	1,81046	,60349

Independent samples tests

		Test de Levene sur l'égalité des variances		Test-t pour égalité des moyennes	
		F	Sig.	T	ddl
experimental	Hypothèse de variances égales	,373	,550	-1,379	16
	Hypothèse de variances inégales			-1,379	15,586
control	Hypothèse de variances égales	,966	,341	-1,072	15
	Hypothèse de variances inégales			-1,049	12,368

Table 2.2 : pre, post experimental versus pre, post control

The t test used in this research is the one for independent groups. Alternatively in this research we expect a direction of the consequence that the treatment will possibly have a positive impact on the experimental group taught through educational games as a teaching tool. For that reason, we consider the test as a one-tailed one. In the current research we decided to use the software SPSS 20.0 to calculate the value of the observed t.

The previous table was the description of the results of both pre experimental and pre control groups. In this study the required t is 1.98 at 0.05 level of significance, and with 94 degree of freedom. As it is observed in table (5.2) the found t is 1.37 except we did not desire a two-tailed test; our hypothesis is one-tailed and there is no alternative to specify the latter in SPSS. Consequently, we will divide the found t by 2; hence, it is 0.68

As mentioned in table (5.2) the obtained t is 7.11. However, we are not looking for a two-tailed test; our hypothesis is a one-tailed one. Again, we need to divide to found t by 2; thus, it is 3.55 and it is higher than 1.98 which leads to proving our hypothesis to be valid. In other words, the treatment phase impacted positively the experimental group by increasing the pupils' English mastery through the means of educational games.

Answers to the Research Question

- Is teaching with educational games an effective method to enhance EFL learning among children

At the outset, the findings obtained from the analysis of the students' questionnaire and the students' pre- test reveal an approximate level of EFL among the students of both groups. For this reason, whichever alteration would be accredited to the treatment the teacher presented since both groups can be said to have approximately the same level of EFL.

From the findings of the calculation of the means of the post test, we can conclude that there is a noteworthy distinction on the whole concerning the performance of both experimental and control group. Since the mean of the CG is '3, 05', and the one of the Exp. G is '8, 44'. One explanation might be provided which answers the research question. Indeed, using educational games as a teaching method enhance EFL learning among children. The treatment we applied on the experimental group had positive effects by improving learners' learning skills, lexis size and concentration.

Conclusion

The results of the Pre-test and the Post-test suggest that using educational games when teaching EFL to children has the strongest effect on the improvement of their level from pre-tests and post-tests results. According to the analysis and discussion, it can be said that educational games enrich students' lexis size and improve their language learning skills; subsequently, enhance their learning. In this study the research hypothesis was definitely confirmed. Our research has confirmed that educational games strategy showed up positive results with respect to EFL learning among children.

General Conclusion

Obviously, In Algeria, English is regarded as a foreign language. Students typically begin learning EFL around middle school, making the learning process fairly difficult. Starting EFL classes at a young age will make the learning process easier. Furthermore, teaching through educational games is one of the ways that may be employed with youngsters. The study's main goal is to see how successful educational games are in teaching youngsters English as a second language.

Teachers are aware of the benefits of employing educational games and frequently use them in teaching EFL to children, according to the findings of the teachers' interview. In addition, we administered a pre-test to assess the learners' EFL proficiency before beginning the treatment phase, and a follow-up examination to assess the strategy's validity. The post-test results backed with our study premise. When youngsters are taught via educational games, their learning improves.

As a conclusion, we can suggest the following solutions depending on our findings. At first, it would be more beneficial to start teaching children at an earlier age. This will let them gain time in learning the language. Moreover, if teaching English will be applied on children, educational games will be among the best ways to motivate them and enhance their learning.

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Appendix I: Teachers' interview:

Teachers' Interview

Section one: Teachers' teaching background:

1. Since when are you teaching English?
2. How was your experience in teaching English?
3. How long have you been dealing with children?
4. Did you teach other languages?

Section Two: Teachers' attitudes towards teaching children:

5. What do you think of teaching English to children?
6. Why is it important to teach English to children?
7. What is the adequate age for teaching English to children?
8. Do you think that educational games help in enhancing learning among children?
9. Are all educational games appropriate to be used with children?
10. What makes educational games beneficial?
11. How does learning a foreign language affect the children?

Section Three: Teachers' strategies in teaching children:

12. What are the methods you are using to teach children the language?
13. Are children responsive?
14. How long have you been teaching children with educational games?
15. How often do you use games?
16. How many games you go for in one session?
17. What are the games you usually adopt?
18. What are your top three games?

Appendix II: students' tests

Pre-test

Institution: Hamama Kindergarten

Teacher: Selma chahbi

First name: Family name:

Task One:

Match the following:



Football	Basketball	TV	Computer	Horse	Donkey
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Task Two:

Read and complete with the correct word:

Monkeys love to play around. Monkeys live on trees. They have a long tail. They love to eat bananas. A group of monkeys is called troop.

1. Troop is a group of.....
2. Monkeys eat.....
3. Monkeys have a long.....

Task Three:

Listen and complete:

1. Do .
2. . et
3. Fa . t

Task Four:

Order the letters:

1. ee / r / G / n
2. le / T / u / t / r
3. ou / s / H / e
4. w / F / l / e / rs / o

Post-test

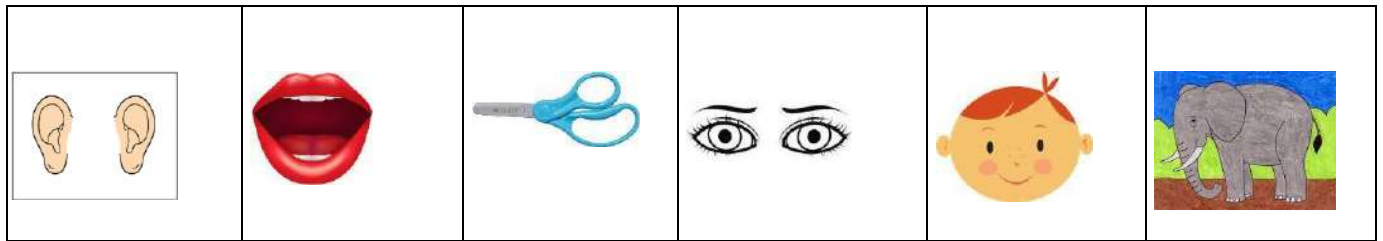
Institution:Hamama Kindergarten

Teacher:Selma chahbi

First name:Family name:

Task One:

Match the following:



Scissors	Ears	Mouth	Elephant	Head	Eyes
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Task Two:

Read and complete with the correct word:

Ahmed always plays around with his ball. He has a phone. He loves the crocodile.

4. Ahmed always plays with his.....
5. Ahmed loves.....
6. Ahmed has a.....

Task Three:

Listen and complete:

4. Ca .
5. Ta . le
6. No . e

Task Four:

Order the letters:

5. B / l / a / l
6. P / e / p / r / a
7. G / ff / i / a / r
8. H / r / i / a

Appendix III: lesson plans

<i>Institution: Kindergarten Hamama</i>	<i>Level : Beginners(aged 5 y)</i>	<i>Time: 1h</i>
<i>Lesson: Parts of The Body</i>	<i>Skills: speaking, listening, reading, writing.</i>	
<i>Rubric: vocabulary, pronunciation.</i>	<i>Materials: loudspeakers, handouts.</i>	

Objectives:

- *To enable students identify some of the body parts.*
- *To enable students correctly pronounce the body parts.*
- *To enable students practice the four skills.*

Steps / Timing	Teacher _____ Interaction _____ Learners	Aims / skills
<p style="text-align: center;"><u>Warming-up</u></p> <p style="text-align: center;"><u>15mn</u></p>	<ul style="list-style-type: none"> ✓ Teacher greets students, and presents him/ her for the students; since it is the first season. <ul style="list-style-type: none"> ○ T: my name is Selma Chahbi. ○ Ss: observe. ✓ Teacher asks them about their names in return, after giving the example with her/ his name. <ul style="list-style-type: none"> ○ T: what is your name? ○ Ss: students start to introduce their names one by one. 	<ul style="list-style-type: none"> ❖ To interact with the students and make them at ease. ❖ To get to know each others.
<p style="text-align: center;"><u>Presentation and interaction</u></p> <p style="text-align: center;"><u>20mn</u></p>	<ul style="list-style-type: none"> ✓ The teacher makes the students hear a song about the parts of the body “head, shoulders, knees & toes”. ✓ The students hear and watch the song for three times. ✓ The students start to imitate the song twice. ✓ The teacher explains the song using a skeleton, with tags on the parts presented previously in the song. ✓ The teacher alters the vocabulary twice. ✓ The students repeat the vocabulary after the teacher. ✓ The Ss and teacher sing the song together. 	<ul style="list-style-type: none"> ❖ To enable Ss improve their listening skill. ❖ To help Ss to understand the song and the body parts. ❖ To enable Ss to improve their speaking skill and memorize the names.

<p>Practice</p> <p>25mn</p>	<p>✓ The teacher plays with the students.</p> <ul style="list-style-type: none"> • The teacher distributes papers with cross words • The teacher writes out the vocabulary on the table and explains to the Ss the rules of the game and led them search for the hidden words. • The students start searching for the vocabulary and take them from the board. 	<ul style="list-style-type: none"> ❖ Having fun while learning. ❖ Preparing for the game. ❖ To Test the Ss understanding. ❖ To enable students improve their reading skill.
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Lesson plan 01

<i>Institution: Kindergarten Hamama</i>	<i>Level : Beginners(aged 5 y)</i>	<i>Time: 1h</i>
<i>Lesson: Family Members</i>		<i>Skills: speaking, listening, reading.</i>
<i>Rubric: vocabulary, pronunciation.</i>		<i>Materials: Data show (pictures), handouts (pictures)</i>

<p>Objectives:</p> <ul style="list-style-type: none"> • <i>To enable students identify some of the family members.</i> • <i>To enable students correctly pronounce the names of family members.</i> • <i>To enable students improve their concentration.</i>
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<i>Steps / Timing</i>	<i>Teacher _____ Interaction _____ Learners</i>	<i>Aims / skills</i>
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Warming-up

15mn

- ✓ Teacher greets students and interacts with them about the last session.

- ✓ Teacher asks students with who they live.
 - T: who are the persons who live with you in your house?
 - Ss answers.

- ✓ The teacher shows pictures of family members, with an explanation and names, using the data show.
- ✓ The students concentrate with the pictures.

- ✓ The teacher repeats the explanation three times.
- ✓ The teacher repeats the names of the family member three times.

Presentation and interaction

20mn

- ✓ The students repeat the names 3 times. (2 times with the teacher, one alone)
- ✓ The teacher shows picture and asks Ss to name them accordingly.

- ✓ The teacher plays with the students.

Practice

25mn

- The teacher distributes puzzles, which contain pictures of members of the family.

- The teacher asks the Ss to organize the pictures according to their titles.

- The students starts searching for the pictures and the names.

❖ To recapitulate the last lesson.

❖ To introduce the new lesson.

❖ To enable Ss improve their concentration.

❖ To help Ss to understand the family members.

❖ To enable Ss to improve their speaking skill and memorize the names.

❖ Having fun while learning.

❖ Preparing for the game.

❖ To Test the Ss understanding.

	<ul style="list-style-type: none"> The teacher asks the students to read the name of the family by looking at their pictures. 	<ul style="list-style-type: none"> ❖ To enable students improve their concentration. ❖ To enable Ss to correctly pronounce the names.
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Lesson plan 02

<i>Institution: Kindergarten Hamama</i>	<i>Level : Beginners(aged 5 y)</i>	<i>Time: 1h</i>
<i>Lesson: Objects.</i>	<i>Skills: speaking, reading, writing.</i>	
<i>Rubric: vocabulary, pronunciation</i>	<i>Materials: handouts (pictures and words)</i>	

<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <i>To enable students identify some of the objects.</i> <i>To enable students correctly pronounce the objects.</i> <i>To enable students practice writing and reading skills.</i>

<i>Steps / Timing</i>	<i>Teacher _____ Interaction _____ Learners</i>	<i>Aims / skills</i>
<p><u>Warming-up</u></p> <p><u>15mn</u></p>	<ul style="list-style-type: none"> ✓ Teacher greets students and interacts with them about the last session. ✓ Teacher asks students if they know the names of the objects around them (classroom, at home). <ul style="list-style-type: none"> ○ T: what are the names of objects that you know in English? ○ Ss answers. 	<ul style="list-style-type: none"> ❖ To recapitulate the last lesson. ❖ To introduce the new lesson.

**Presentation
and interaction**

20mn

- ✓ The teacher shows objects present in the classroom and explains to the students their names and writes their names in the board and reads them twice.
- ✓ The students repeat after the teacher twice.

- ✓ The teacher starts to pick random objects from the collection and asks them to name them.
- ✓ The Ss name the objects without reading from the board.

Practice

25mn

- ✓ The teacher plays with the students.

- The teacher brings pieces of wood, which has alphabet pictures.

- The teacher ask Ss to combine the names of the objects.

- The teacher dictates the objects and let the Ss combine.
- Ss start to interact with each other to finish the game.

- ❖ To enable Ss improve their listening skill.

- ❖ To help Ss to understand the objects and their names

- ❖ To enable Ss to improve their speaking skill and memorize the names.

- ❖ Having fun while learning.

- ❖ Preparing for the game.

- ❖ To Test the Ss memorization of words.

- ❖ To enable students improve their listening skill.

- ❖ To enable Ss to improve their writing skill.

<i>Institution: Kindergarten Hamama</i>	<i>Level : Beginners(aged 5 y)</i>	<i>Time: 1h</i>
<i>Lesson: colors</i>	<i>Skills: speaking, listening, reading, writing.</i>	
<i>Rubric: vocabulary, pronunciation.</i>	<i>Materials: Data show (video), colored balls</i>	

Objectives:

- *To enable students identify some of the colors.*
- *To enable students correctly pronounce the colors.*
- *To enable students practice listening and skills.*

<i>Steps / Timing</i>	<i>Teacher _____ Interaction _____ Learners</i>	<i>Aims / skills</i>
<p>Warming-up</p> <p>15mn</p>	<ul style="list-style-type: none"> ✓ Teacher greets students and interacts with them about the last session. ✓ Teacher asks students what are their favorite colors. <ul style="list-style-type: none"> ○ T: what are your favorite colors? ○ Ss answers. ✓ The teacher plays a song about colors "let's learn the colors!" ✓ The students concentrate with the song. 	<ul style="list-style-type: none"> ❖ To recapitulate the last lesson. ❖ To introduce the new lesson. ❖ To enable Ss improve their listening skill.
<p>Presentation and interaction</p> <p>20mn</p>	<ul style="list-style-type: none"> ✓ The teacher and the Ss sing the song 3 times together . ✓ The teacher tells a story using colors. ✓ Whenever the teacher arrives to a color he/she writes it on the board. ✓ The teacher shows them the colors on the board each time. ✓ The teacher asks each individual which color is it. 	<ul style="list-style-type: none"> ❖ To help Ss to understand the story and the colors. ❖ To enable Ss to improve their speaking skill and memorize the names.

<p><u>Practice</u></p> <p><u>25mn</u></p>	<ul style="list-style-type: none">✓ The students repeat the names 5 times (3 times together and twice individually). ✓ The teacher plays with the students. • The teacher put colors inside of the box and asks the Ss to pick a ball. The teacher asks the Ss to pick specific colors, and observe their understanding.	<ul style="list-style-type: none">❖ Having fun while learning. ❖ To Test the Ss understanding.❖ To enable students improve their understanding and reading skill.
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Lesson plan 04

Summary:

This study aims at examining the effects of using educational games to enhance learning among children. The primary hypothesis is that teaching with educational games is the best method to enhance EFL learning among children. The study is describing two variables: the independent variable is using educational games and as a dependent variable, we have EFL learning among children. To gather data for this study a pre and post-test were done to a group of children who study English in a private school; in addition to interviewing some teachers from other countries. After analysing the obtained data, the results confirmed that kids have the best ability of learning and absorbing foreign languages, besides the efficiency of using educational games when teaching kids. At the end, certain solutions were set for the educational system to apply help children to learn EFL.

Keywords: Educational games, EFL learning, children, teaching.

Résume :

Cette étude vise à examiner les effets de l'utilisation de jeux éducatifs pour améliorer l'apprentissage chez les enfants. L'hypothèse principale est que l'enseignement avec des jeux éducatifs est la meilleure méthode pour améliorer l'apprentissage de l'EFL chez les enfants. L'étude décrit deux variables : la variable indépendante est l'utilisation des jeux éducatifs et comme variable dépendante, nous avons l'apprentissage de l'EFL chez les enfants. Pour recueillir des données pour cette étude, un pré et un post-test ont été effectués auprès d'un groupe d'enfants qui étudient l'anglais dans une école privée ; en plus d'interviewer des enseignants d'autres pays. Après avoir analysé les données obtenues, les résultats ont confirmé que les enfants ont la meilleure capacité d'apprentissage et d'absorption des langues étrangères, en plus de l'efficacité de l'utilisation de jeux éducatifs lors de l'enseignement aux enfants. À la fin, certaines solutions ont été définies pour que le système éducatif applique une aide aux enfants pour apprendre l'EFL.

Mots clés: Jeux éducatifs, apprentissage EFL, enfants, enseignement.

الملخص:

تهدف هذه الدراسة إلى النظر في آثار استخدام الألعاب التعليمية لتحسين التعلم في صفوف الأطفال. حيث تنص الفرضية الأولى على أن التدريس باستخدام الألعاب التعليمية هي الطريقة الأنسب لتحسين تعلم اللغة الإنجليزية كلغة أجنبية لدى الأطفال. تصف هذه الدراسة متغيرين: يمثل المتغير المستقل في استخدام الألعاب التعليمية، فيما يعتبر تعلم اللغة الإنجليزية كلغة أجنبية بمثابة المتغير الغير المستقل. ولتجميع البيانات في هذا البحث، تم إجراء تقويم تشخيصي وفحص فور الإنتهاء من مرحلة التدريس لمجموعة من الأطفال الذين يدرسون اللغة الإنجليزية في مدرسة خاصة، وعلاوة على هذا، تم استجواب بعض الأساتذة الذين ينحدرون من دول أخرى. وبعد تحليل البيانات المتحصل عليها، أكدت النتائج بأن الأطفال لديهم أفضل القدرات لتعلم واستيعاب اللغات الأجنبية، بالإضافة إلى فاعلية استخدام الألعاب التعليمية أثناء تدريس الأطفال. وفي الأخير، تم وضع بعض الحلول للنظام التربوي لتطبيقها والتي من شأنها مساعدة الأطفال في تعلم اللغة الإنجليزية كلغة أجنبية.

كلمات مفتاحية: الألعاب التعليمية، تعلم اللغة الإنجليزية كلغة أجنبية، الأطفال ، التعليم