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Dissertation submitted to the Department of foreign languages in candidacy for the LMD Master
in English Language and Communication

**The Importance of Ludic Activities in Developing Oral Production of Early-
Age EFL Learners**

Case of study: Second-year students of English language from 05 July 1962 Middle school, Bordj
El Emir Khaled.

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Declaration:

We hereby declare that this dissertation represents our work and that due credit has been given to all sources consulted. Any assistance received during the research process has been duly acknowledged.

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“Whoever is thankful (to God) is in fact thankful for his own self. But if anyone is ungrateful, God is self-sufficient and glorious” (Luqman 31:12) ...

All praise is due to Allah for giving us the strength and courage to complete this research.

Peace is upon our Prophet Muhammad, the merciful messenger to mankind.

"It is better to teach a child than to repair an adult." - Gaelic proverb

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Special thanks to all our teachers of English at the University of Djilali Bounaama

Dedication:

In the Name of Allah, the Most Beneficent, the Most Merciful.

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List of Acronyms

EFL: English as a foreign language

TEFL: Teaching English as a foreign language

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Abstract:

Teaching/learning a foreign language in Algeria involves mastering the ability to communicate orally in that language. Recognizing that oral production is one of the most interesting ways that can promote this communication. This thesis project attempts to demonstrate the importance of ludic activities in developing oral production of early-age English learners. Moreover, the research participants were thirty-five students in their second year of middle school. This study used a mixed method to collect data. The findings reveal that there was a significant improvement in student interactions orally during class. After our methodological study and with the help of a questionnaire, interview, observation, and field experimentation, we have found that it is necessary to change the demotivating atmosphere of class practice, by proposing the integration of a mediating tool, which is indeed a fun activity, which is a solution to make the learners more motivated, more comfortable, more active and able to participate, interact and speak during an English language session.

Keywords: EFL students_ TEFL _Early-Age learners_ Oral production_ Ludic activities.

ملخص

يتضمن تدريس / تعلم اللغة الأجنبية في الجزائر إتقان القدرة على التواصل شفويًا في تلك اللغة. والاعتراف بأن الإنتاج الشفوي هو أحد أكثر الطرق إثارة للاهتمام التي يمكن أن تعزز هذا التواصل. يحاول مشروع هذه الأطروحة إظهار أهمية الأنشطة الترفيهية في تطوير الإنتاج الشفوي للمتعلمين الناشئين في اللغة الإنجليزية. وعلاوة على ذلك، فقد كانت المشاركين في البحث ثلاثة وثلاثون طالباً في السنة الثانية من المدرسة المتوسطة. استخدمت هذه الدراسة طريقة مختلطة لجمع البيانات. تشير النتائج إلى أنه كان هناك تحسن كبير في تفاعل الطلاب شفويًا خلال الحصة الدراسية. بعد دراسة منهجية لدينا وبمساعدة استبيان ومقابلة ومراقبة وتجربة ميدانية، وجدنا أنه من الضروري تغيير الأجواء المحفزة للدراسة في الحصة العملية، من خلال اقتراح تكامل الأداة الوسيطة، وهي فعلياً نشاط ممتع، وهو الحل لجعل المتعلمين أكثر حماسة وراحة ونشاطاً وقدرة على المشاركة والتفاعل والتحدث خلال حصة اللغة الإنجليزية

الكلمات المفتاحية:

تعليم اللغة الإنجليزية كلغة أجنبية، متعلمون صغار السن، الإنتاج الشفوي، الأنشطة الترفيهية طلاب اللغة الانجليزية

Résumé :

Résumé : L'enseignement / l'apprentissage d'une langue étrangère en Algérie implique de maîtriser la capacité de communiquer oralement dans cette langue. Reconnaissant que la production orale est l'une des façons les plus intéressantes de promouvoir cette communication. Ce projet de thèse tente de démontrer l'importance des activités ludiques dans le développement de la production orale des apprenants d'anglais de jeune âge. De plus, les participants à la recherche étaient trente-cinq élèves de deuxième année du collège. Cette étude a utilisé une méthode mixte pour collecter des données. Les résultats révèlent qu'il y a eu une amélioration significative des interactions des élèves à l'oral pendant les cours. Après notre étude méthodologique et avec l'aide d'un questionnaire, d'une entrevue, d'une observation et d'une expérimentation sur le terrain, nous avons constaté qu'il est nécessaire de changer l'atmosphère démotivante de la pratique en classe, en proposant l'intégration d'un outil de médiation, qui est en effet une activité ludique, qui est une solution pour rendre les apprenants plus motivés, plus à l'aise, plus actifs et capables de participer, d'interagir et de parler lors d'une session d'anglais.

Mots-clés : Étudiants en EFL, Enseignement de l'anglais langue étrangère, Apprenants de jeune âge, Production orale, Activités ludiques

Chapter one: Introduction

1.1. Introduction

English in Algeria has been considered a foreign language for academic purposes only, while French, despite its global ranking, has a larger influence. However, learning the English language was not always a priority as it is nowadays due to the recent political and social change that concedes that French is an ancient heritage that needs to be replaced by a global language to be competitive in the labor field. In addition, developing English skills does not only matter because they are proficiently important for a global and international career but also for the cultural growth of people since it is regarded as a global language for communication in the 21st century. In an interview during his regular meeting with Algerian media podcasts on various national TV channels, the Algerian president had already announced that teaching the English language would start in primary schools this year as a response to the growing demands from academics and undergraduates. "French is a spoil of war, but English is an international language ", president Teboun explained in an interview on state TV in July 2022 (Henache, D.2022, August 2). Language education is now directed towards the development and acquisition of communicative competence to be used outside the educational context. It is no longer about learning languages to know their grammar or only to discover their literature, but to exchange them with those who speak them. This study aims to help develop early language education. According to critical period theory and other researchers, successful language acquisition and language learning can only be attained if they take place at an early age.

Oral communication is one of the keys to learning in preparatory courses and primary/middle schools. It acts as a lever to activate the reaction of the learner and engage him in structured dialogue, helping them produce meaning, deepen their understanding, and gain new horizons.

Larsen-Freeman and Anderson (2011) argue that oral communication skills are essential for language learners and teachers need to provide opportunities for learners to practice using the language in authentic oral contexts.

Teaching becomes a priority for any teacher who understands that language is a system of expression and communication aims at personal growth through which the learner can build an identity. Indeed, oral communication will have a long-term impact on academics, society, and the personality of each learner. However, learning how to improve an EFL learner's speaking skills is a challenge for many English teachers. The researchers found that it was difficult for the English teacher to create an engaged speaking class. On the other hand, some students are hesitant to speak English in class for a variety of reasons, including a lack of vocabulary and confidence.

To carry out this research, it is necessary to identify the means and methods that can improve this skill and make room for creativity because we consider the English as a Foreign Language class as a space where learners need to be motivated and allowed to increase their skills; yet, this growth can only be accomplished through pleasure, which only ludic activities can provide.

A study based on the use of ludic activities for the development of oral expression conducted by Alvarez and Alvarado (2017), confirmed that the use of ludic activities has a positive impact on English learners. These authors also stated that ever since the teacher started using this type of activity in his courses, students seem to be more active when they participate in class.

Using ludic activities in an EFL classroom has its pros and cons but its role in teaching learners remains undeniable, it strengthens their intelligence and facilitates the acquisition of the language. It offers freedom of expression and self-manifestation. By integrating fun activities, teaching/learning English as a foreign language does not only count on the methods implemented

for decades. It should be considered an educational tool and an attractive way to learn better.

As prospective teachers, this research demonstrates our concerns to take seriously the language and communication difficulties of the students in the EFL classroom, particularly; about language comprehension and language production, to find an educational solution to address these difficulties. Putting in mind that The educational skills acquired by the learner at an early age are the basic ground for building his/her personality and developing his/her intellectual abilities.

This study will be carried out with several expected outcomes, which allows English teachers to understand the importance of developing oral production and the advantages of employing ludic activities in class. Teachers should use an effective teaching method to encourage learners to express themselves and their ideas in the classroom, especially when dealing with young learners. The research provides language instructors and learners with various ludic activities that enhance and improve oral production.

1.2. The statement of the problem

Based on the background and research questions, the following hypothesis is proposed: Ludic activities have a positive effect on the oral production skills of early-age EFL learners. It is hypothesized that the use of ludic activities in the EFL classroom will create a more engaging and motivating learning environment, which will in turn lead to an improvement in the oral production skills of students. Furthermore, it is hypothesized that ludic activities can help to reduce anxiety and increase confidence, leading to an increase in students' willingness to participate in classroom interactions and speak in English. Ultimately, it is expected that the integration of ludic activities in the EFL classroom will lead to better learning outcomes and a more enjoyable learning experience for both students and teachers.

Despite the emphasis on oral production in foreign language learning, many early-age English as

a Foreign Language (EFL) learners struggle to develop their speaking skills due to a lack of motivation, confidence, and opportunities to practice. Traditional classroom activities can be tedious and demotivating, leading to low participation and limited progress in oral production. Therefore, this study aims to investigate the effectiveness of ludic activities in enhancing the oral production skills of early-age EFL learners and explore their potential as a motivating and engaging teaching tool.

1.3. The rationale of the study:

This study was oriented to determine the role of ludic activities in developing oral production of early-age English language learners. The rationale for this study is based on the following points.

First, it is known that the English language has been the dominant language worldwide which reinforced the need to communicate with people whose mother tongue is different. For that reason, it is important to teach the English language properly in schools at an early stage. Many studies have been conducted to investigate the difficulties associated with teaching the English language process. However, few studies have been done to investigate teachers' practical experiences with using games and ludic methods to improve learners' communication and comprehension. For example, "Using Game-based Learning to Enhance Students' English Language Learning: A Case Study of a Junior High School in Taiwan" by Hui-Fang Shang and Wen-Yu Chiang (2014). This study explores how teachers can use game-based learning to improve students' English language learning. The authors conducted a case study in a Taiwanese junior high school and found that using game-based learning can help students improve their listening, speaking, reading, and writing skills. Moreover, there is a Review of Recent Research by Victoria Rusu and Monica Patrut (2018), "Teaching English through Gaming". This study reviews recent research

on teaching English through gaming. The authors found that game-based learning can improve students' language skills, increase their motivation and engagement, and promote collaboration and communication among students. These studies provide some insights into how teachers can use games and ludic methods to improve learners' communication and comprehension. However, there is still a need for more research in this area, particularly in ALGERIA teaching programs. In this context, this study was conducted to analyze the application of ludic activities in the field of teaching English to enhance the oral production skills of young learners.

Second, it is vital to highlight the role of oral production skills in the success of the English teaching /learning process as well as the learners' future curriculum. Celce-Murcia et al (2014) note that oral communication skills are a key component of language proficiency, and argue that language teachers need to provide opportunities for learners to practice and develop these skills in meaningful contexts. They offer a range of techniques and activities for promoting oral production, including role-plays, discussions, and debates.

Third, the findings of this study will help design a significant guide with ludic activities that enhance and improve oral production.

Finally, this research is relevant at a time when English becomes a new curricular subject from third grade in the elementary school in Algeria. moreover, this educative study contributes a significant amount to the community no matter what the findings are because it is considered a valuable reference for the educative community in which both teachers and learners are the direct beneficiaries of this thesis project.

1.4. Research Questions:

- 1_ what is the importance of oral production for the English teaching/learning process?
- 2_ How does low oral proficiency affect learners' comprehension and creativity?

3 How can ludic activities help early-age learners to improve their oral production and communication in the English classroom?

1.5. Aims of the study:

1. To demonstrate the importance of creating opportunities for learners to practice and develop their oral communication skills in meaningful contexts.

2_ to demonstrate the effectiveness of the use of ludic activities in English teaching/learning by studying the impact that they might have in improving oral production and keeping learners motivated and participative in class.

1.6. Objectives:

1-To determine the best ludic techniques and activities to polish oral production through an investigation field, literature review, and statistical analysis.

2_ to assess students' speaking abilities through a field survey, literature review, and statistical analysis.

3_ to investigate the significance of designing ludic activities using data collected interpretation.

1.7. Hypotheses

Ludic activities have a positive effect on the oral production skills of early-age EFL learners. It is hypothesized that the use of ludic activities in the EFL classroom will create a more engaging and motivating learning environment, which will in turn lead to an improvement in the oral production skills of students. Furthermore, it is hypothesized that ludic activities can help to reduce anxiety and increase confidence, leading to an increase in students' willingness to participate in classroom interactions and speak in English. Ultimately, it is expected that the integration of ludic activities in the EFL classroom will lead to better learning outcomes and a more enjoyable

learning experience for both students and teacher

Chapter two: Literature Review

2.1. Introduction:

The aim of this chapter is to provide a comprehensive understanding of the concept of oral production and the importance of using ludic activities in early-age English language learning. The chapter is divided into two parts. The first part focuses on oral production, its definitions, types, components, and techniques to improve it according to different researchers. The second part defines the concept of ludic activities, their importance in language learning, and their link with oral production skills.

The first part of the chapter begins with an introduction to oral production and its significance in language learning. Various definitions of oral production are presented, and different types of oral production, such as speaking, listening, and pronunciation, are explained. The components of oral production, including fluency, accuracy, and complexity, are also discussed. Furthermore, the chapter highlights different techniques that can be used to improve oral production skills in language learning, such as scaffolding, feedback, and modeling, according to different researchers.

The second part of the chapter introduces the concept of ludic activities and their importance in language learning, particularly in early-age learners. The chapter explains the link between ludic activities and oral production skills, highlighting how ludic activities can help learners to improve their communication skills, pronunciation, and vocabulary. Moreover, the chapter examines why ludic activities are particularly suitable for early-age learners, emphasizing how they help children to develop social, cognitive, and emotional skills while learning a second language.

Overall, this chapter provides a theoretical foundation for the study, highlighting the importance of oral production skills in language learning and the role of ludic activities in early-age English language learning. It sets the context for the subsequent chapters and provides a framework for the research

Part One:

2.2. SPEAKING SKILLS:

2.2.1. Definitions:

Communication is a dynamic process as it involves an interaction between two or more people to convey and exchange thoughts and beliefs (Anton Lucanus, 2017). "Real communication occurs when we listen with understanding to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference regarding the things he is talking about" (Carl Rogers 1961, p. 331-332) as cited in (Rogerian perspectives: Collaborative Rhetoric for Oral and Written Communication by Nathaniel Teich).

Speaking is known as a productive oral skill that is used as a communication tool for people's daily basis. According to the Encyclopedia dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.

The speaking skills definition differs from one author to another. According to Widdowson (1985, p.57), speaking is an oral communication that gives information that involves two elements: the speaker who conveys the message and the listener who receives the message. He also stated that oral communication is generally performed in face-to-face interaction and occurs as part of dialogue rather than form or verbal exchange.

Tatham (2011, p.6) defines speaking as "an event that occurs when people communicate verbally. This event spends time and involves the use of the vocal tract to make appropriate sounds for communicating the speaker's thoughts to listeners". Moreover, oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning (Mackey, 1965) cited in Bygate (1987, p.5). In other words, oral communication is a complex process that

Requires more than generating sounds, resulting in the production and reception of coherent ideas.

2.2.2. Forms of Communication:

According to Jesus Perry L. Caudilla(2020 – 2021, p.11), "Communication can be defined as a process by which information, meanings, and feelings are shared by persons through a common system of verbal and nonverbal symbols, signs or behavior".

People use verbal communication to express their thoughts, ideas, and feelings through spoken or written language. While Nonverbal communication uses other methods, such as body language including facial expressions, gestures, and more. The process of oral communication needs both planning and keeping alert during the exchange. For that reason, this study needs to provide more understanding of these two types of communication.

2.2.2.1. Verbal Communication: According to Jesus Perry L. Caudilla(2020 – 2021, p.15), "verbal communication can be defined as the exchange of ideas that occurs through words. This can be both written and oral". In other words, Verbal communication is any interaction between the receiver and the producer which involves the use of words written or orally produced. The

producer and receiver exchange their thoughts or ideas verbally through any mechanical or electrical devices or face-to-face interaction).

It is known that verbal communication is inherent to the nature of humans. This type of communication is perhaps the most widespread signal code used by man to express their ideas and transmit information. Since words are man's primary symbols, verbal communication creates a condition where transferring information becomes very clear.

People use verbal communication to express different needs during discussions, speeches, and everyday conversations. In other words, verbal expressions help us communicate with others by clarifying our observations, thoughts, feelings, and needs. The effectiveness of this conversation depends on many verbal communication skills, such as the volume of the voice, the intonation used, the clarity of the language, and the caliber of the words. and it will be apparent from the feedback you receive (Key, Mary R. De Guyter 2011).

Effective communication depends on how extent the receiver listens and the speaker produces. According to Widdowson (1985, p.57), communication involves the productive skill of listening. However, many studies have proved that words are not the only means to transmit a message. No matter how many new words are introduced daily, verbal communication is backed up by non-verbal communication to enhance the transmitted message (Parikh et al., 2014).

2.2.2.2. Non-Verbal Communication: Nonverbal communication is the exchange of information, thoughts, feelings..., etc. between or among individuals without using words (Jesus Perry L. Caudill, p15). In non-verbal communication, actions speak louder than words. In other words, it is characterized by physical gestures and facial expressions (that are according to the message) of the people involved in a conversation, these gestures and expressions are easy to be identified

which makes a clear understanding of the transmitted message by identifying the speaker's attitudes, behaviors, and intentions.

Key, Mary R. De Guyter, (2011) stated that there are three main aspects of nonverbal communication: voice tone, body language, and eye contact, each of which has an impact on how people receive the message.

- the tone of Voice: such as pitch, volume, rate, and vocal quality, these vocal qualities can help other people determine your state and feelings.

- Body Language: Body language is probably the clearest type of nonverbal communication. It can tell a person a lot about how you feel. If someone sees that your arms are folded while speaking to you, they will likely feel you are not very receptive to what they have to say, whereas if you face the speaker with your arms at your sides, you will appear more interested.

People often rely on nonverbal cues to derive the meaning of the message.

- Eye Contact: Making eye contact lets a speaker know you are interested in their message. It can also help you stay engaged in the conversation and better understand the speaker. Making eye contact during a conversation shows that you are interested in the speaker's message, and helps you stay engaged in the communication.

Improving communication skills requires understanding the differences between verbal and non-verbal cues and combining them to go a long way toward achieving effective communication.

2.2.3. Types of Classroom Speaking Performance:

Brown H. D (1994, p.271-274) States that there are five types of speaking that students are expected to carry out in the classroom which are described as follows:

2.2.3.1.Imitative: A very small portion of the time allocated to speaking in the classroom can be legitimately spent generating "human tape recorder» speech. An activity in which learners practice an intonation contour or attempt to isolate a particular vowel sound, for example. In this type of imitation, the focus is placed on a particular aspect of the language form rather than on engaging in meaningful dialogue.

2.2.3.2.Intensive: Speaking intensively refers to any performance that aims to improve a phonological or grammatical element of a language. Students may initiate intensive speaking exercises themselves or participate in pair work exercises in which they review specific forms of language.

2.2.3.3.Responsive: Most student speech in the classroom is responsive: brief responses to questions or comments initiated by the teacher or another student. In most cases, these responses are sufficient and do not lead to further discussion. This type of discourse can be profound and authentic.

2.2.3.4.TransactionaI: A transactional language is an extended form of responsive language that is used to convey or exchange specific information. During conversations, for instance, there might be more negotiation than responsive speech. Such conversations are suitable for group-work activities.

2.2.3.5. Interpersonal: Interpersonal dialogue is conducted to form meaningful social bonds rather than transferring facts and information. These dialogues are more difficult for students to learn since they are tricky because they can include some or all of the following factors:

- a casual register
- colloquial language
- emotionally charged language

- slang
- ellipsis
- sarcasm
- a covert "agenda"

In other words, learners need to know the relationship between the interlocutors and the features used and learn how these features are coded linguistically in the conversation.

2.2.3.6. Extensive (monologue): This type is for intermediate and advanced students. They are asked to give extended monologues in the form of oral reports, summaries, or short presentations. Here the register is more formal and useful. These monologues can be planned or improvised.

2.2.4. The Components of Speaking Competence

According to Harmer (2007, p.343), speaking is a complex skill. Speaking English as a foreign language is a hard task because speakers should know many significant components like grammar, vocabulary, pronunciation, comprehension, and fluency.

2.2.4. 1. Grammar: Richards and Schmidt (2002, p.251-252-253) have defined grammar as a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.

grammar describes the speaker's knowledge of the language. It looks at how the language may be structured in the speaker's mind, and which principles and parameters are available to the speaker when producing the language. A sentence is grammatical if it follows the rules of a na-

tive speaker's competence. For example, the teacher who the man whom the children saw pointed out is a cousin of Joan's. Would be a grammatical sentence because it can be generated by the rules of grammar. However, it could be regarded as unacceptable because of its involved structure which makes it difficult for a listener to understand easily.

Grammar is important for EFL learners, having a grammatical knowledge of the language allows learners to express their thoughts and transmit a properly structured message through oral or written communication. For that reason, teachers need to focus on this element in class, especially with young learners since they require more time to learn the grammar structures of the language.

2.2.4. 2. Vocabulary: According to Richards and Schmidt (2002, p.629), vocabulary is a set of lexemes, including single words, compound words, and idioms. Vocabulary is one of the most important elements of speech since it is through the use of words that people will understand the message that they are trying to share (Morgan & Rinvoluceri, 2004). The lack of sufficient vocabulary affects one's oral and written communication.

2.2.4. 3. Pronunciation: Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, Richards and Schmidt (2002, p.469).

Pronunciation plays an essential role in the production and reception of the message, as this factor avoids confusion about certain words. Having good grammar or vocabulary is not sufficient for having good speaking skills, because the listener could be confused and don't clearly understand the transmitted message.

2.2.4. 4. Comprehension: Hornby (2000p.194) stated that comprehension is the mind; act power of understanding exercise aimed at improving is testing ones. It is explained that comprehension is the most important skill of speaking. Moreover, Richards and Schmidt (2002, p.108) defined it as the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context, and the listener's and speaker's purposes or intentions (top-down processing).

2.2.4.5. Fluency: Richards and Schmidt (2002, p.121) Fluency refers to the level of proficiency in communication including:

- the ability to produce written or/and oral language easily.
- The ability to speak naturally and normally, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, use of interjections and interruptions, vocabulary, and grammar.
- The ability to express ideas effectively
- The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In addition, a fluent speaker can express approximately ninety words per minute.
- It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

2.2.5. The Importance of Oral Communication for Young Learners :

Oral communication is a fundamental skill for young learners. It involves the ability to express oneself verbally, listen actively, and engage in conversations effectively.

In today's fast-paced world, where communication technology dominates, it is easy to overlook the importance of oral communication. However, mastering this skill is crucial for young learners as it sets the foundation for their future academic and professional success.

According to the Child Success Center, students must communicate effectively at all levels of education. Without well-developed communication skills, children run the risk of falling behind their peers or becoming emotionally overwhelmed or withdrawn from school. Student academic success depends on solid communication skills, beginning with clear oral communication. They are often called upon in class to answer questions. These questions may range from those with simple factual answers to questions that involve putting thoughts together and making arguments. Answers to questions need to be communicated effectively so teachers can assess student knowledge. Students with oral challenges may also become embarrassed if they cannot communicate with their peers. If a student stutters or mumbles they may become fearful of speaking up in class, and this in turn can lead to lowered grades and diminished self-esteem. According to (Ryan & Deci, 2000), the inability to communicate effectively results in emotional and psychological problems as a result of a barrier to a fundamental human need. As humans, we are hard-wired to connect with and belong to other individuals.

In other words, oral communication helps young learners build confidence in expressing themselves. When children learn how to communicate effectively, they become more comfortable in social situations and can articulate their thoughts and ideas with greater ease. Furthermore, developing strong communication skills at a young age can help children overcome shyness and

fear of public speaking. These are common barriers to effective communication.

Oral communication is essential to learning. When children participate in classroom discussions and engage in conversations with their peers, they retain information and understand concepts better. Moreover, oral communication allows students to ask questions, clarify doubts, and seek feedback, which are critical components of the learning process.

In addition to that, oral communication plays a vital role in developing social skills. When children learn to communicate effectively, they become better equipped to navigate social situations and build relationships. Moreover, oral communication helps children develop empathy, active listening skills, and an understanding of different perspectives. These are all essential components of healthy social interactions.

Oral communication is a critical skill young learners need to master to prepare for academic and professional endeavors. In today's globalized world, effective communication is essential for success in any field. Individuals with these skills are more likely to succeed in their careers and climb the ladder.

Since oral communication is a critical skill that young learners must develop to succeed academically and professionally, as educators and parents, we are responsible for providing opportunities for children to practice and improve their oral communication skills. By doing so, we can help them unlock their full potential, prepare for the future, and achieve their goals.

2.2.6. How Does Low Oral Proficiency Affect Learners' Comprehension and Creativity?

Low oral proficiency can have a negative impact on learners' comprehension and creativity.

When learners struggle to express themselves orally, they may have difficulty understanding and interpreting spoken language, and may also find it difficult to participate in group discussions or collaborative activities. This can lead to a lack of engagement and motivation in the language

learning process, and may limit learners' ability to express their creativity and engage with the language in a meaningful way.

One study that investigated the impact of low oral proficiency on learners' comprehension and creativity is by Ida A. C. Delmanto and Arlene M. Saito (2019). In their study, they explored the relationship between oral proficiency and creativity in English language learners. They found that low oral proficiency was associated with lower levels of creativity, and that learners who had higher levels of oral proficiency tended to be more creative in their use of the language.

Another study by Jennifer L. Woolf and Sherry Dismuke (2016) examined the relationship between oral proficiency and reading comprehension in English language learners. They found that low oral proficiency was associated with lower levels of reading comprehension, and that learners who had higher levels of oral proficiency tended to have better reading comprehension skills. Overall, these studies suggest that low oral proficiency can have a negative impact on learners' comprehension and creativity, and that improving oral proficiency through targeted instruction and practice may be the key to improve language learning outcomes.

2.2.7. The Path to Effective Oral Communication

From Tentative Speaker to Effective Communicator: An Art to Master

Oral communication is an art that can be learned and polished. To become an effective communicator, one should possess intellectual curiosity, a good education, and a willingness to discuss and deliberate. Having excellent writing and verbal communication skills is also essential. Practicing this art is critical, as it often makes the first impression. To become a skilled communicator, one can participate in real and mock presentations, and speech-based activities. Participating in the community and taking on leadership positions can also be beneficial. With enough commitment and work, a student can transition from a tentative speaker to an effective communica-

tor.

2.2.8. Stages to Teach Speaking Skills:

Burns (2016) pointed out that teaching speaking skills takes time and effort, even more so if teachers work with young students. For that reason, these authors (Goh & Burns,2012) have created their own speaking skills cycle. This cycle is comprised of several stages that will help teachers know their students' progress. These stages will be explained to clarify their purpose and work.

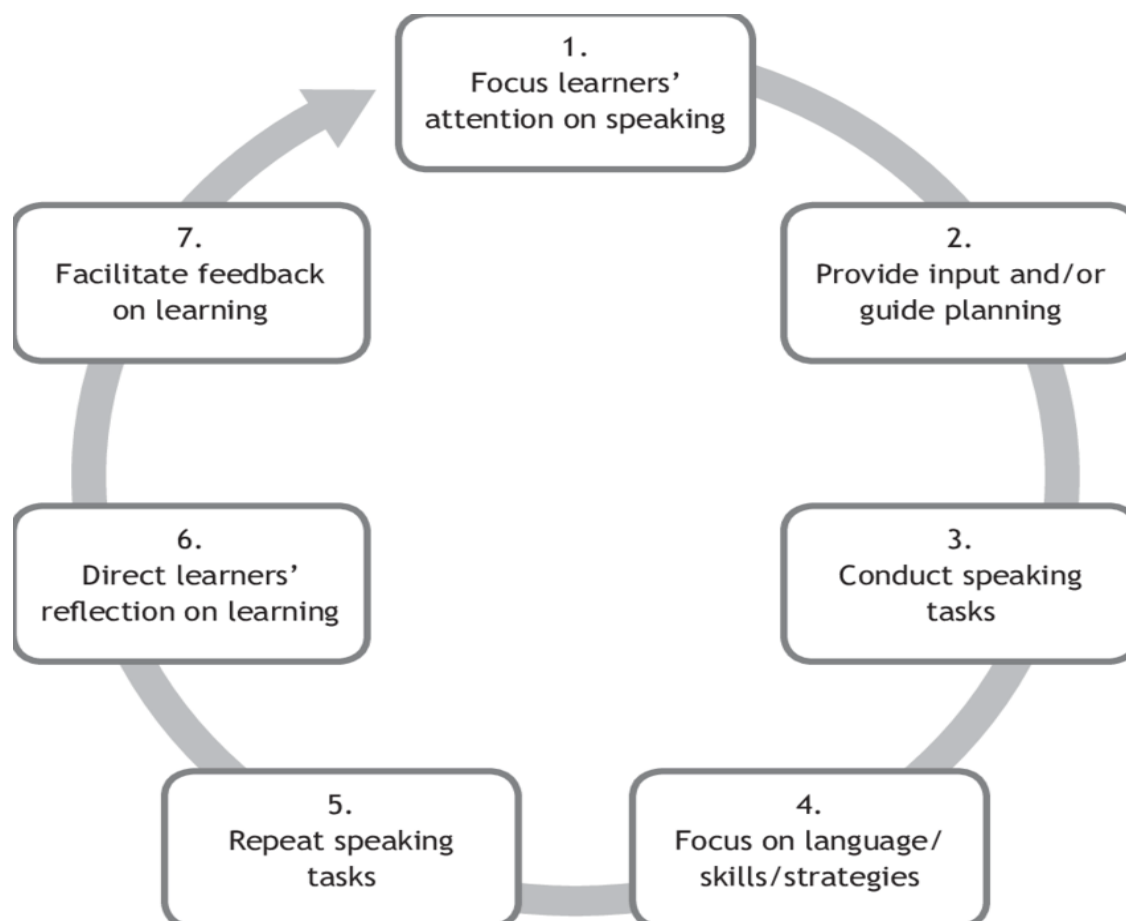


Figure 2.1: The Teaching-Speaking Cycle

Stage 1: Focus learners' attention on speaking:

This stage focuses on two main objectives. The first one has to do with boosting students' motivation since this element plays a significant role when participating willingly in class. It is worth mentioning that without motivation there will not be an opportunity for students to learn appropriately. The second purpose of this stage is related to students being prepared for activities, of any kind, that the teacher asks them to carry out. In addition, learners are supposed to consider strategies that help them complete the task and obtain the most accurate result.

Stage 2: Provide input and/or guide planning:

According to Burns (2016), Language learners can experience anxiety when speaking in a new language and it is important for teachers to provide support and scaffolding to help them. The preparation stage of speaking involves introducing a new language, activating existing language knowledge, recycling specific language items, and pushing learners to interpret tasks in more demanding ways. Maybin, Mercer and Steirer (1992, p.188) describe scaffolding as help that enables a learner to accomplish a task that they would not have been able to manage on their own, with the goal of eventually allowing them to complete such a task independently, cited in (Burns.A,2016, A holistic approach to teaching speaking in the language classroom).

Stage 3: Conduct speaking tasks (Fluency over Accuracy)

This stage of the cycle encourages learners to develop fluency without worrying too much about accuracy. Through communicative tasks, learners can practice speaking with whatever knowledge and skills they have. Pre-task planning in the previous stage makes this stage less demanding for learners.

Stage 4: Focus on language/skills/strategies:

Stage 4 of the cycle aims to create opportunities for learners to improve language accuracy. In addition, it is aimed at enhancing their effective use of skills and strategies. At this stage, the teacher draws learners' attention to selected parts of the fluency task they have completed that need attention. The parts could include language features such as pronunciation, grammar, and text structures, as well as vocabulary.

Stage 5: Repeat speaking tasks

At Stage 5, learners have a chance to analyze and practice selected language items or skills through repetition, this repetition can involve repeating parts of the previous task, the entire task, changing groups/partners, or introducing a new task.

Stage 6: Direct learners' reflection on learning

Stage 6 encourages students to self-regulate and monitor their own learning. Reflection can be done individually, in pairs, or even in groups in order to reduce feelings of stress and anxiety. Reflection should be guided by metacognitive knowledge and can focus on the demands of the speaking tasks, strategies used, an informal assessment of their performance, areas of improvement, and plans for improvement. Teachers can provide general prompts for reflection in handouts or journals, or encourage learners to start their own written or audio blogs.

Stage 7: Facilitate feedback on learning

The final stage of the Teaching Speaking Cycle provides learners with feedback on their performance. This includes grades, written reflections, consolidated comments, and comments in journals or blogs. This cycle is an approach to learning speaking skills that can be extended over multiple lessons or a unit of work.

In other words, Bruns (2016) stated that the Teaching Speaking Cycle helps teachers systematically outline each component of speaking tasks. It also develops appropriate tasks and materials

for learners at different stages of learning. It emphasizes the importance of the teacher, learner, and materials in teaching speaking. It also emphasizes the need for accurate language, communication routines, speech-enabling skills, and communication strategies. Pre-task planning and task repetition can reduce cognitive load during speech processing. Activities that focus on language, skills, and strategies improve long-term memory. Activities that develop metacognitive knowledge and self-regulation of speaking and learning processes are also necessary. The Teaching Speaking Cycle helps learners express meaning and receive guidance on improving performance.

2.2.9. Techniques to Develop Speaking Skills

Speaking is an important component of communication, and it is necessary to develop certain skills to effectively communicate. Vitthal (2010) stated: Different techniques can be applied to the development of speaking skills. Teachers can assist facilitators while students become active participants. Acquiring skills means adopting the required skill sets and using them according to a certain standard. Facilitators are very pivotal in instruction. The facilitator can create an encouraging atmosphere in the language classroom so that each student contributes to the process (p.08).

He suggested three categories of techniques to help learners of the English language to improve and develop their speaking skills: solo mode techniques, interactive mode techniques, and group mode techniques.

Solo mode techniques help the student to learn independently and push the limits of their comfort zone. The following techniques were recommended by Vitthal (2010) to improve and practice oral expression.

- Self-introductions.

- One-minute sessions.
- Giving running commentary.
- Reading newspaper loudly.
- Making/giving presentations.

Interactive mode techniques allow the student to develop each of their skills. According to Vitthal (2010), the following interactive techniques are the most effective when it comes to developing speaking skills:

- Giving directions.
- Asking questions.
- Role-plays.
- Simulation,
- situationnel dialogues.
- Movie clip quiz
- Song gap-fill

While group mode techniques involve more than two people and allow for different perspectives. Vitthal (2010) points out the following group techniques:

- Group discussions.
- Debates.
- Forums.

2.2.10. Are Middle School Students Considered Early-Age Learners?

According to the National Association for the Education of Young Children (NAEYC), early childhood education includes the education of children from birth to age 8, which encompasses the middle school years (National Association for the Education of Young Children, 2009).

Nevertheless, different studies have demonstrated that middle school students (typically ages 11-14) still developing their cognitive, social, and emotional skills and require specialized attention from educators and caregivers as some research has shown. For example, a study by Eccles and Midgley (1989) found that middle school students require supportive relationships with their teachers and peers to promote their academic and social development.

Overall, while middle school students may not fall within the traditional age range for early-age learners, they are still considered to be in the early stages of their development and require specialized attention from educators and caregivers to support their learning and growth.

2.2.11. Teaching English to Young Learners

Nowadays, Teaching English to Young Learners has become a field of its own. Cameron (2003) describes this expansion as a phenomenon that needs the attention of all those involved in the Teaching English as a Second Language field. There are two compelling reasons for teaching English as a foreign language at an early stage. The first one relates to the fact that English has emerged as the lingua franca (Klimczak-Pawlak, 2014) as well as the major language for communication around the world (Rich, 2014). The second reason is that it is widely believed that teaching English as a foreign language to students before the critical age of 12 or 13 will facilitate their acquisition of the language (Shin, 2006).

Learning English at an early age is beneficial for children's cognitive, linguistic and personal development. It can improve their problem-solving skills, memory retention, and creativity, as well as their executive functioning skills which are essential for academic success and future career prospects. Early exposure to English can help children develop native-like fluency and proficiency, increasing their cultural awareness and understanding of different perspectives.

Teaching English at an early age can provide children with the skills and opportunities to be suc-

successful in the future, such as in the job market and higher education. Overall, teaching English at an early stage can help prepare children for success and create a more interconnected world.

There is an increasing importance placed on teaching oral skills (listening and speaking) in language programs around the world (Richards, 2008). To develop young learners' communication skills, developing oral skills should be given priority. Cameron (2003) indicates that teaching young learners to read and write in English is not natural or straightforward. Thus, introducing listening and speaking first in language teaching courses is logical because it follows the natural flow of acquiring a first language. In other words, when we learn a language we will first hear, then speak, and later on, we learn how to write or read. Teaching oral skills to young learners is not easy. Teachers need to modify their teaching techniques to suit young learners' needs that are naturally active and energetic. In this context, the use of ludic activities when teaching young learners is effective.

PART TWO

2.3. Ludic Activities

2.3.1. Definitions:

Here are some definitions of ludic activities provided by different scholars and researchers:

Malone and Lepper (1987) define games as "goal-directed activities that are played in a context of socially defined rules." According to Garris et al. (2002), "gameplay consists of a series of meaningful choices made by the player in pursuit of a well-defined goal." Dearden (1967, p. 59) defines play as "a non-serious and self-contained activity which we engage in just for the satisfaction involved in it."

Csikszentmihalyi (1990) also defines ludic activity as "an activity that has no obvious practical goal or end, but that is pursued for its own sake, with the satisfaction of enjoyment and accomplishment as the only goal". Prensky (2001) defines games as "interactive, self-contained, and goal-oriented activity, which is both entertaining and engaging.". According to Caillois (1961), play is "an activity that is voluntary, separate, uncertain, unproductive, governed by rules, and make-believe". Caillois distinguishes between four types of play: *agôn* (competition), *alea* (chance), *mimicry* (simulation), and *ilinx* (vertigo or dizziness). He argues that all forms of play involve a temporary suspension of reality and that the rules of the game provide a framework for this suspension.

According to Sutton-Smith (1997), play is "a form of human activity, intrinsically motivated, voluntary, and pleasurable, and characterized by freedom from explicit extrinsic goals, the ability to improvise within limits, and a sense of continuation or ritual." Sutton-Smith emphasizes the importance of intrinsic motivation in play, as well as the improvisational and ritualistic aspects of play. He argues that play can be seen as a form of adaptive problem-solving, in which individuals explore and experiment with different solutions to challenges..." In other words, the ludic element adds feelings of joy, satisfaction, and enthusiasm, enabling at the same time knowledge and understanding of the world.

Therefore, a ludic activity is considered "a system in which players engage in an artificial conflict, defined by rules, those results in a quantifiable outcome." (Salen and Zimmerman, 2004). They emphasize the idea of games as systems, in which players interact with a set of rules and mechanics to achieve a specific outcome. They argue that games provide a structured environment for exploration and experimentation and that the rules of the game create a sense of fairness and equality among players.

Moreover, games are "semiotic domains that foreground situated meaning-making, embodiment, and social interaction" (Gee, 2003). Gee emphasizes the importance of games as contexts for meaning-making, in which players use various forms of communication (such as language, gestures, and symbols) to create and interpret meanings within the game. He also highlights the role of games in promoting embodied learning or learning through physical actions and experiences. A ludic activity involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real (Constantinides, 2009; Halliwell, 1992). Following Halliwell's (1992) suggestions, a ludic activity allows children's creative use of limited language resources, promotes indirect learning, and makes the most of the children's need to play and have fun.

These are just a few definitions of ludic activities from different scholars and researchers. Each definition emphasizes slightly different aspects of play or games, but they all recognize the importance of ludic activities in human development, learning, and culture.

2.3.2 The Importance of Using Ludic Activities in Education:

Ludic activities, also known as play-based learning or gamification, are becoming increasingly popular in the educational field. These activities involve the use of games, simulations, puzzles, and other interactive activities to help students learn and engage with the subject matter. There are several benefits to using ludic activities in the educational field:

- **Engaging and motivating:** Games and play are inherently fun and engaging, which can help to motivate students to learn. When learning is enjoyable, students are more likely to be invested in the process and retain what they have learned.
- **Active learning:** Many ludic activities involve active participation, which can be more effective for learning than passive listening or reading. Games and play can help students to

practice new skills and concepts in a low-stakes environment, giving them the opportunity to experiment and make mistakes.

- **Social interaction:** Many ludic activities involve social interaction, which can be important for building relationships and developing communication skills. Collaborative play can also help students to develop teamwork and leadership skills.
- **Personalization:** Games and play can be adapted to suit different learning styles and individual needs. Teachers can use ludic activities to create personalized learning experiences that meet the needs of their students.
- **Memorization:** Games and play can be used to reinforce the memorization of specific concepts or facts. Students are more likely to remember information if it is presented in a fun and interactive way.

However, it is important to note that ludic activities should be used in conjunction with other educational strategies and not as a replacement for traditional teaching methods. While they can be a useful tool for engaging students and promoting learning, they should be used in moderation and in conjunction with other teaching methods to ensure that students receive a well-rounded education

Overall, the use of ludic activities in the educational field can be a highly effective way to engage students and improve learning outcomes.

2.3.3. Why Ludicity in Primary/Middle English Classrooms?

The use of ludic activities such as games and play is essential in primary/middle English classrooms for a number of reasons:

- **Developmental appropriateness:** Play and games are developmentally appropriate for young children, as they align with their natural inclination to explore and learn through play.

Ludic activities can provide a comfortable and non-threatening environment for young learners to acquire and practice English language skills (Baker & Boonkit, 2004).

- **Engagement:** Ludic activities are inherently engaging and can capture children's attention, making them more motivated to participate in the learning process. This engagement can increase children's willingness to communicate in English and can help to build their confidence in using the language (Kuo & Anderson, 2010).
- **Socialization:** Ludic activities can provide opportunities for children to interact with their peers and to practice their English language skills in a social setting. These interactions can help to develop children's communication skills, as well as their ability to work cooperatively with others (Lin & Lan, 2013).
- **Language acquisition:** Ludic activities can facilitate language acquisition by providing opportunities for children to practice English language skills in meaningful contexts. Through playing games and engaging in other ludic activities, children can practice using vocabulary and grammar structures in a way that is both fun and functional (Lee & Owens, 2004).
- **Improved retention:** Studies have shown that learners retain information better when they are engaged in a fun and playful way. By incorporating ludic activities into the EFL classroom, learners are more likely to remember and retain a new language.

Overall, the use of ludic activities in primary English classrooms can provide a supportive and engaging environment for young learners to acquire and practice English language skills. By tapping into children's natural inclination to play and explore, teachers can create a positive and effective learning experience for their students.

1.3.4. The Link Between Lucidity and Oral Production

Lucidity, or the use of play and games, has been linked to increased oral production in language-

learning contexts. There are several reasons why ludic activities can facilitate oral production in language learners:

- **reduced anxiety:** Ludic activities can help to reduce learners' anxiety, which can often inhibit their willingness to speak in the target language. By providing a low-stakes and enjoyable environment, ludic activities can help learners feel more comfortable and confident in using the language (Kuo & Anderson, 2010).
- **Increased motivation:** Ludic activities are inherently engaging and can increase learners' motivation to participate in the learning process. This motivation can lead to an increased willingness to communicate in the target language (Zheng, Young, & Brewer, 2014).
- **Authentic communication:** Ludic activities can provide opportunities for learners to engage in authentic communication, using the target language in a meaningful context. This can help to develop learners' fluency and accuracy in the language, as well as their confidence in using it (Lin & Lan, 2013).
- **Focus on form:** Ludic activities can also provide opportunities for learners to focus on form or the specific vocabulary and grammar structures of the target language. By using the language in a fun and interactive way, learners can develop their language skills in a more natural and intuitive manner (Lee & Owens, 2004).
- **Enhanced creativity:** Playful activities often involve using imagination and creativity. When learners are encouraged to use these skills in their language learning, they are more likely to take risks and experiment with language, which can lead to increased oral production.

Moreover, numerous scholars have written and provided additional evidence for the effectiveness of using ludic activities to enhance teaching oral production to young learners. Here are

some examples:

Ludo Verhoeven and Jeannette Schaeffer (2014) suggest that ludic activities can be effective in promoting language development in young children. They argue that these activities can create a positive and motivating environment for language learning, which can enhance children's oral production skills.

Christine Howe and Neil Mercer (2013) discuss the use of dialogue games to promote oral language development in school-age children. They argue that these games can encourage children to engage in meaningful conversations and to use more complex language structures, which can enhance their oral production skills.

María del Mar Suárez and Ana Margarita Ramos (2018) examine the use of drama activities to enhance oral communication skills in the EFL classroom. They suggest that drama activities can provide a creative and engaging context for language learning, which can enhance students' motivation and willingness to communicate.

Vanessa Tavares Nunes and Mariana Luz Pessoa de Barros (2019) discuss the use of games and simulations to promote oral production skills in the language classroom. They argue that these activities can create a low-stress environment for language learning, which can enhance students' confidence and willingness to communicate.

Overall, there is much evidence to support that the use of ludic activities can be a valuable tool for language teachers. By incorporating ludic activities into their teaching practice, teachers can help to create a supportive and engaging environment that facilitates learners' oral production and overall language acquisition. However, not all ludic activities have educational value in the classroom. Therefore, it is necessary to develop activities that enable students to succeed in this

process. This can be done by preparing dynamic classes and meaningful activities that contribute to a lighter and more effective learning environment. At the same time, students will enjoy learning English.

2.3.5. Which Ludic Activities can be used as Pedagogical Tools?

Whitton and Moseley (2019) discuss the importance of using ludic activities to enhance learning and speaking skills in the classroom. They argue that various types of ludic activities can aid students' progress in their learning, as ludic activities are based on dynamism and communication.

As was mentioned, the number of ludic activities is vast. However, only the ones more useful for speaking skills development will be considered in this research. These include games, pair/group work, dramatization, illustrations, and telling stories.

Games:

Whitton and Moseley (2019) emphasized that developing speaking skills is a crucial objective in English language teaching. To achieve this, games are a valuable tool that provides infinite alternatives for acquiring and improving oral expression. Games create a comfortable and engaging atmosphere for students, which allow them to communicate spontaneously with others and express their experiences, emotions, and feelings. María Elena López-Hernández (2019) also highlights the importance of creating a friendly and positive classroom environment for the development of speaking skills. She emphasizes that language learning is a social process, and students need to feel comfortable and supported to take risks and practice speaking. López-Hernández argues that establishing positive relationships between teachers and students, as well as among students themselves, can create a sense of community in the classroom that enhances language

learning. She suggests that teachers can promote this type of environment by using cooperative learning strategies, encouraging collaboration and teamwork, and valuing students' contributions and ideas.

2.3.5.1. Pairs/Group Work: Involving students in pair/group work helps to encourage cooperation and interaction among them, as well as instilling the belief that learning can also happen through interactions with their peers. Through this process, students can exchange and share ideas, experiences, and diverse perspectives, leading to a dynamic negotiation process in which learning takes place. For that reason, using group activities is a good alternative to developing speaking skills.

2.3.5.2. Role-plays/Dramatizations: Enhance children's imagination, fantasy, collaborative and interaction skills, and catch their attention and interest. They engage students in "learning by doing", since students can associate gestures, "action, words, and meanings and memorize key language naturally and enjoyably" (Read, 2007, p. 115).

2.3.5.3. Illustrations: They provide stimulating visual support and allow children to "grasp meaning" and produce "meaningful language" (Halliwell, 1992, p.4).

2.3.5.4. Stories: They are "built on children's innate capacity for fantasy and imaginative play" (Read, 2007, p.114). Halliwell (1992, p.7), says that imagination provides a "powerful stimulus for real language usage."

2.3.5.5. Songs: Through repetition, children can produce language in a more natural, spontaneous, and enjoyable way. They promote positive attitudes and motivation toward learning English

and can be used to introduce a new language or to consolidate, and develop listening comprehension and speaking skills (Read, 2007).

The lexical field games:

The lexical field game is a language learning activity that focuses on vocabulary acquisition and development within a specific topic or theme. It involves identifying and categorizing words related to a given topic or theme and then using them in various exercises and games to reinforce understanding and retention.

2.3.6. Elements of the Ludic Teaching Method

According to Hill (2017), there are four key elements of any ludic activity: participation, dynamism, entertainment, and competition. These four elements work together to create a ludic environment that is conducive to learning and development.

2.3.6. 1. Participation: This refers to the active involvement of learners in the ludic activity.

Learners are not passive recipients of information but actively engage with the content of the activity, which could be a game, a role-play, or any other interactive activity. By participating in the activity, learners can develop their cognitive, social, and emotional skills.

2.3.6. 2. Dynamism: This refers to the dynamic nature of ludic activities, which are characterized by movement, change, and variability. Ludic activities usually involve physical movement, such as running, jumping, or dancing, and they are designed to keep learners engaged and motivated. By incorporating a dynamic element into the activity, learners are more likely to retain information and develop their skills.

2.3.6. 3. Entertainment: This refers to the enjoyable nature of ludic activities. Learners are more likely to engage in an activity that is entertaining and enjoyable, and they are more likely to

retain information when they are having fun. By making learning entertaining, teachers can create a positive and supportive learning environment that encourages learners to take risks and make mistakes.

2.3.6. 4. Competition: This refers to the competitive element of ludic activities, which can be motivational for learners. By introducing a competitive element into the activity, learners are more likely to be motivated to learn and improve their performance. Competition can also encourage learners to work together, communicate effectively, and develop their problem-solving skills. However, it is important to ensure that the competitive element is not overly stressful or intimidating for learners and that it is used positively and constructively.

Chapter three: Methodology

3.1. Introduction

The purpose of this chapter is to describe the research design and methodology employed in the study. The study investigates the importance of ludic activities in developing oral production skills among early-age English learners (middle school). To achieve this aim, a mixed-methods approach was utilized, involving both qualitative and quantitative data collection methods. This chapter presents an overview of the research design and methodology, including the research questions, participants, and data collection instruments.

The chapter begins by providing a detailed description of the research questions that guided the study, which aimed to investigate the effectiveness of ludic activities in enhancing the oral production skills of early-age English learners. The participants in this study were second-year middle school students, aged between eleven and thirteen years old, and their English language teachers. The participants were selected based on purposive sampling and were drawn from a local middle school.

The chapter then outlines the data collection instruments utilized in the study, which included an interview with the English language teachers, questionnaires to gather the students' perceptions of the ludic activities, and experimentation/observation of the target field. The data collection instruments were designed to capture both quantitative and qualitative data, providing a comprehensive understanding of the research questions.

Finally, the chapter concludes by describing the data analysis procedures employed in the study, which included both descriptive and inferential statistical analyses for the quantitative data, and thematic analysis for the qualitative data. The combination of both quantitative and qualitative data analysis techniques allowed for a more thorough and detailed exploration of the research

questions, providing a comprehensive understanding of the effectiveness of ludic activities in enhancing the oral production skills of early-age English learners.

3.2. Research design:

The present study is a mixed-methods research design that will use both qualitative and quantitative data collection methods to investigate the role of ludic activities in developing oral production skills among early-age English learners. According to Creswell (2013), "Mixed methods research involves collecting, analyzing, and interpreting data using both qualitative and quantitative approaches in a single study or a program of inquiry to understand a research problem" (p. 4). The study will use an interview with teachers, the experimentation and observation of the use of ludic activities in the second-year middle school class, questionnaires for students. The quantitative method is used through a questionnaire for students, and the qualitative method is used through an interview addressed to teachers to answer the previous hypothesis about the role of ludic activities in teaching oral in middle school.

3.2.1. Participants:

The study is conducted with a sample of 35 second-grade students, 19 girls, and 16 boys, of 11 and 13 years old with a heterogeneous level from 05 July 1962 middle school, Bordj El Amir Khaled, Ain Defla. In addition to 4 EFL teachers who work in different middle schools, there was one male teacher from Ben Jaida, LA Brise Marine Bordj El Bahri Algiers. Three female teachers, two from Hassiba Benbouali, Oued El Djemaa Ain Defla. The other female teacher was from 05 July 1962 middle school, Bordj El Amir Khaled, Ain Defla. They all participated voluntarily in this study.

3.2.2. Location of the survey:

To carry out this research work, we have chosen 35 students from the 2nd year of middle school at 05 July 1962 middle school which is located in the center of Bordj El Emir Khaled.

3.3. Data Collection:

The study will use a multi-method approach to collect data from both teachers and students. The research instruments will include:

3.3.1. Observation:

J.W. Creswell defines observation as "a research strategy in which the researcher watches, listens to, and records behavior and conversations as they occur in natural settings" (Creswell, 2014, p. 177). This definition highlights the key aspects of observation as a research strategy. It involves watching and listening to behavior and conversations in real-life settings, rather than in a laboratory or controlled environment. This is known as naturalistic observation, and it is often used in fields such as anthropology, sociology, and psychology to study human behavior. Observation involves recording what is seen and heard using an appropriate instrument, such as a notebook or a video camera. This allows the researcher to capture the data and analyze it later on. Is a useful strategy for gathering data in research because it allows the researcher to study behavior in its natural context and can provide rich, detailed information that might not be captured through other methods, such as surveys or interviews.

To complement this technique of investigation an observation guide was employed by the researcher, in which ten behavior criteria, regarding the attitude of the teacher and students towards the class were included. In addition to that, the aspects considered in the observation guide provided a better understanding of how the class is managed and where the students of 2nd grade 05

July 1962 middle school seemed to struggle the most when it comes to developing speaking skills.

3.3.2. An interview protocol for teachers:

An interview is a method of gathering information or conducting research by having a conversation between two or more people. It can be used for various purposes such as gathering data for research, assessing qualifications for a job, or gathering information for news reporting. In an interview, one person (the interviewer) asks questions and the other person (the interviewee) responds. Interviews can be conducted in person, over the phone, or through video conferencing. They can be structured or unstructured, and the questions can be open-ended or closed-ended. Interviews are often used in combination with other research methods to gather a more comprehensive understanding of a particular topic.

The interview protocol of this study is developed to explore teachers' perspectives on the use of ludic activities in developing oral production skills among early-age English learners. The interview was conducted in person with three female teachers, two from Hassiba Benbouali Oued El Djemaa Ain Defla. The other female teacher was from 05 July 1962 middle school, Bordj El Amir Khaled, Ain Defla. One male teacher from Ben Jaida, LA Brise Marine, Bordj El Bahri, Algiers. And via online video conferencing with one male teacher from Ben Jaida, LA Brise Marine, Bordj El Bahri, Algiers.

3.3.3. A questionnaire for students:

The questionnaire is one of the investigative tools used in various research works to obtain results. It contains open and/or closed questions proposed by the investigator, intended for a representative sample of the population targeted by the evaluation.

Closed question: Here, the respondents must choose one of the proposed answers.

Open-ended questions: This is a type of question where the respondent has the opportunity to express themselves in their own words.

We used two questionnaires for students; the first one is used to gain a deeper understanding of students' experiences with oral production in class and to use that understanding to improve teaching methods and materials to better meet students' needs. While the second questionnaire is developed to assess students' perceptions of the use of ludic activities in developing their oral production skills. The questionnaire will include items related to students' attitudes towards the use of ludic activities and their perceived benefits. It contains 12 questions, including 10 closed and 02 open-ended questions.

3.4. Data Analysis:

The qualitative data collected from the interviews will be transcribed and analyzed using content analysis techniques. The researcher will identify the key themes and patterns in the data and use these to develop a deeper understanding of the experiences and perceptions of the participants.

Additionally, the quantitative data collected from the questionnaires will be analyzed using descriptive statistics and correlations to identify any significant trends or relationships among the data. Finally, the data collected from the experimentation and observation will be analyzed to evaluate the effectiveness of the ludic activities in improving the oral production of early-age

EFL learners. The results of these analyses will be presented in the findings and discussions chapter of the research paper.

3.5. Ethical Considerations

- Ethical considerations were taken into account in this study to ensure the well-being and privacy of the participants, as is standard in research involving human subjects.
- Informed consent was obtained from the participants and their guardians before the study began, with the researcher ensuring that they were fully aware of the study's nature, purpose, and procedures, as well as their rights as participants.
- The participants were assigned pseudonyms and their data kept confidential to protect their anonymity and confidentiality. The data collected was only used for research purposes and not disclosed to any unauthorized parties.
- Age-appropriate ludic activities were used in the study, ensuring that they did not cause any harm or discomfort to the participants and were in line with their cultural and social norms.
- Finally, the study was designed to comply with the ethical guidelines provided by any applicable national and international ethical standards.

Chapter four: Findings and Discussions

4.1. Introduction:

Chapter Four of this study presents the data analysis of the mixed-methods research design conducted to investigate the importance of ludic activities in developing oral production skills among early-age English learners. This chapter focuses on the analysis of data collected through questionnaires, interviews with English language teachers, experimentation/observation, and relates the findings to the existing literature and research questions. The first section of this chapter presents the analysis of data collected from questionnaires distributed among second-year middle school students aged between eleven and thirteen years old. The data obtained through the questionnaires were analyzed using Statistical Package for Social Science (SPSS) software. This section reports on the descriptive statistics and correlations between the students' perceptions of the effectiveness of ludic activities in enhancing their oral production skills.

The second section presents the analysis of the data collected from interviews with four English language teachers from different middle schools. The qualitative data collected from the interviews were analyzed using thematic analysis techniques. This section reports on the themes that emerged from the analysis, including the teachers' perspectives on the effectiveness of ludic activities in developing oral production skills among early-age English learners.

The third section presents the analysis of the experimentation and observation of the use of ludic activities in the second-year middle school class. The qualitative data collected from the experimentation and observations were analyzed using content analysis techniques. This section reports on the findings related to the effectiveness of ludic activities in enhancing the oral production skills of early-age English learners.

The fourth section of this chapter provides a discussion of the findings in relation to the existing literature and research questions. The findings from the quantitative and qualitative data analysis are discussed in detail, highlighting the similarities and differences with previous research. The chapter concludes with a summary of the key findings and implications for the teaching and learning of oral production skills among early-age English learners.

4.2. Data Analysis:

4.2.1 Analysis of the first questionnaire:

Table 4. 1: Age

Age	FREQUENCY	PERCENT
11	12	34%
12	20	57%
13	3	9%
total	35	100%

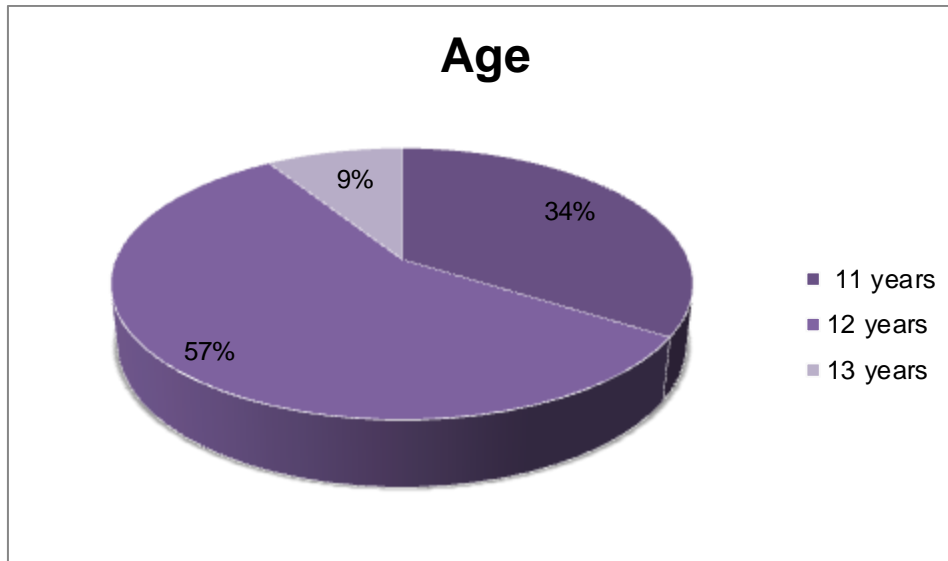


Figure 4. 1: Diagram of Age

Analysis:

From the provided information, we can see the frequency and percentage of the ages of 35 students who completed a questionnaire. Here's the analysis:

The sample size for this questionnaire is 35 students.

The ages of the students range from 11 to 13 years old.

The most common age group among the students is 12 years old, with a frequency of 20 students, representing 57% of the sample.

The second most common age group is 11 years old, with a frequency of 12 students, representing 34% of the sample.

The least common age group is 13 years old, with a frequency of 3 students, representing 9% of the sample.

Based on this analysis, we can conclude that the majority of the students who completed the questionnaire are 12 years old, followed by 11 years old, while the smallest group is the 13-year-olds. However, it's important to note that this analysis is based on a small sample size of 35 students, and the findings may not be representative of the entire population .

Table 4. 2: English level proficiency

CATEGORY	FREQUENCY	PERCENT
Beginners	11	31%
Intermediate	17	49%
Advanced	7	20%
Total	35	100%

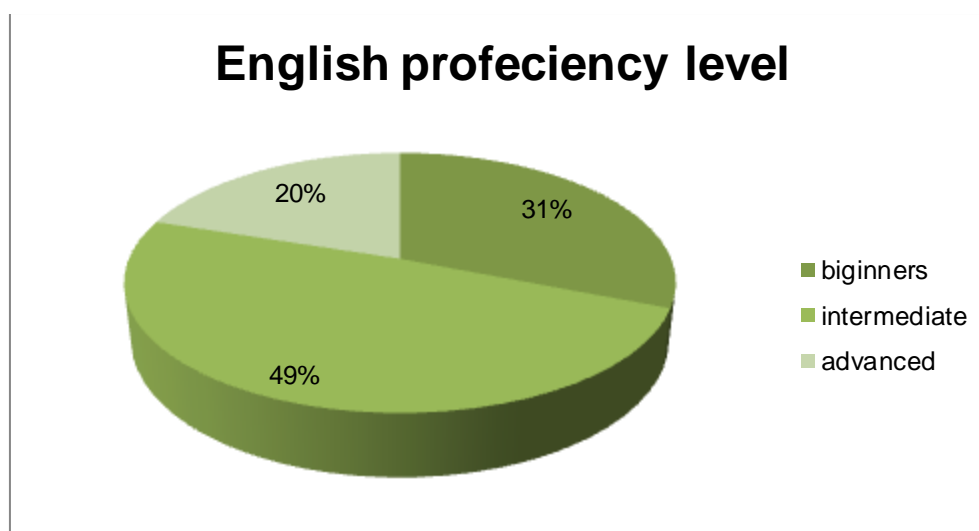


Figure 4. 2 : Diagram of English level proficiency

Analysis:

Based on the questionnaire responses provided, it appears that the English level of the 35 students can be classified into three categories: Beginner, Intermediate, and Advanced.

Out of the 35 students, 11 (or 31% of the students) identified as having a Beginner level of English, meaning that they have a basic understanding of the language and may struggle with more complex grammar and vocabulary.

17 students (or 46% of the students) identified as having an Intermediate level of English, indicating that they have a good grasp of the language and can communicate effectively in most situations but may still struggle with more advanced language skills.

Finally, 7 students (or 20% of the students) identified as having an Advanced level of English, suggesting that they have a high level of proficiency in the language and can communicate fluently in both spoken and written forms.

Overall, the data indicates that the majority of the students (46%) have an Intermediate level of English, while a significant proportion (31%) has a Beginner level. The Advanced level is less common, with only 20% of students indicating this level of proficiency.

It's important to note that this analysis is based on self-reported data from the questionnaire, and may not necessarily reflect the students' actual level of English proficiency. Additionally, without further information about the students' backgrounds and language learning experiences, it's difficult to draw broader conclusions about the English proficiency of the student population as a whole.

Table 4. 3: Item A

A-How confident do you feel when speaking in front of the class?
--

ITEM	CATEGORY	FREQUENCY	PERCENT
A	Ver confident	5	14%
	Somewhat confident	10	29%
	Not very confident	13	37%
	Not confident at all	7	20%
Total		35	100%

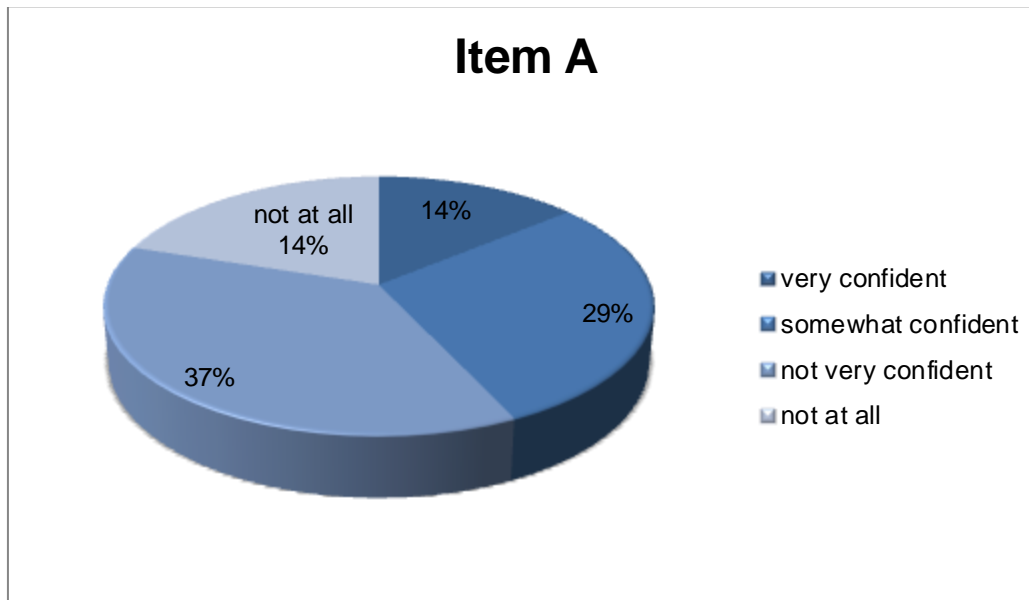


Figure 4.3 : Diagram of Item A

Analysis:

Based on the data provided, it can be seen that a majority of the students (66%) do not feel very confident or not confident at all when speaking in front of the class. This highlights the importance of improving oral production skills among students, as it can lead to increased confidence and comfort in speaking English.

Furthermore, it is worth noting that a significant proportion of students (29%) reported feeling only somewhat confident, suggesting that there is still room for improvement in this area even for those who feel relatively comfortable speaking in front of others.

In terms of the role of ludic activities in developing oral production skills, it can be inferred that such activities could be particularly beneficial for those who do not feel confident in speaking English. By providing a more relaxed and engaging environment, ludic activities such as role-play and songs may help to reduce anxiety and increase motivation among students, which could in turn improve their oral production skills.

However, it is important to note that the effectiveness of ludic activities may vary depending on the individual needs and preferences of each student. Therefore, it is important to incorporate a variety of teaching methods and activities, including both ludic and more traditional approaches, to ensure a well-rounded language learning experience.

Table 4. 4: Item B

B. What are your biggest concerns when speaking in front of the class?
--

ITEM	CATEGORY	FREQUENCY	PERCENT
B	Forgetting what to say	7	20%
	Being judged by classmates	9	26%
	Not being understood by the teacher	13	37%
	Lack of vocabulary	6	17%
Total		35	100%

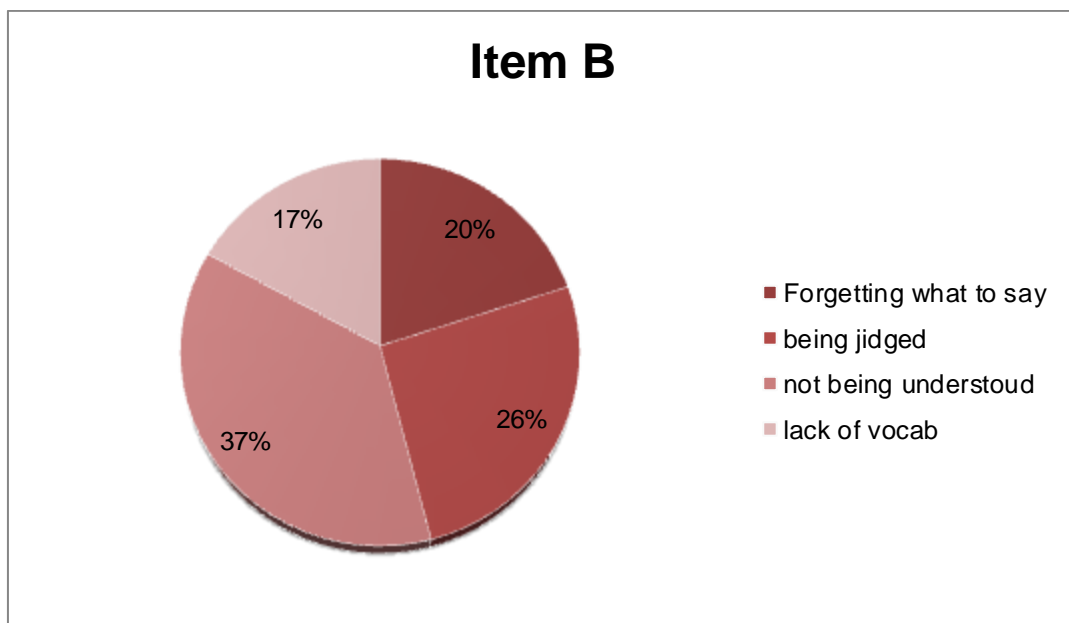


Figure 4. 4: Diagram of Item B

Analysis

Based on the data provided, we can see that the majority of the participants (66%) do not feel very confident or not confident at all when speaking in front of the class. This indicates that there is a need for improving their oral production skills.

When asked about their biggest concerns, the most frequent response was "not being understood by the teacher" (37%), followed by "being judged by classmates" (26%). This suggests that students may have a fear of not being able to communicate effectively with their teacher and peers. In addition, "forgetting what to say" and "lack of vocabulary" were also mentioned as concerns by some of the participants.

The data supports the idea that ludic activities, which are activities that are playful and enjoyable, could be beneficial for developing oral production skills. These activities could help to increase students' confidence, reduce their anxiety, and provide opportunities for them to practice their speaking skills in a supportive and engaging environment.

Overall, the data highlights the importance of focusing on oral production skills in the classroom and incorporating ludic activities as a way to enhance students' speaking abilities and confidence.

Table 4. 5: Item C

c. What areas do you find most difficult when speaking in front of the class?			
ITEM	CATEGORY	FREQUENCY	PERCENT
C	Pronunciation	12	34%

	fluency	3	9%
	Vocabulary	13	37%
	Grammar	7	20%
Total		35	100%

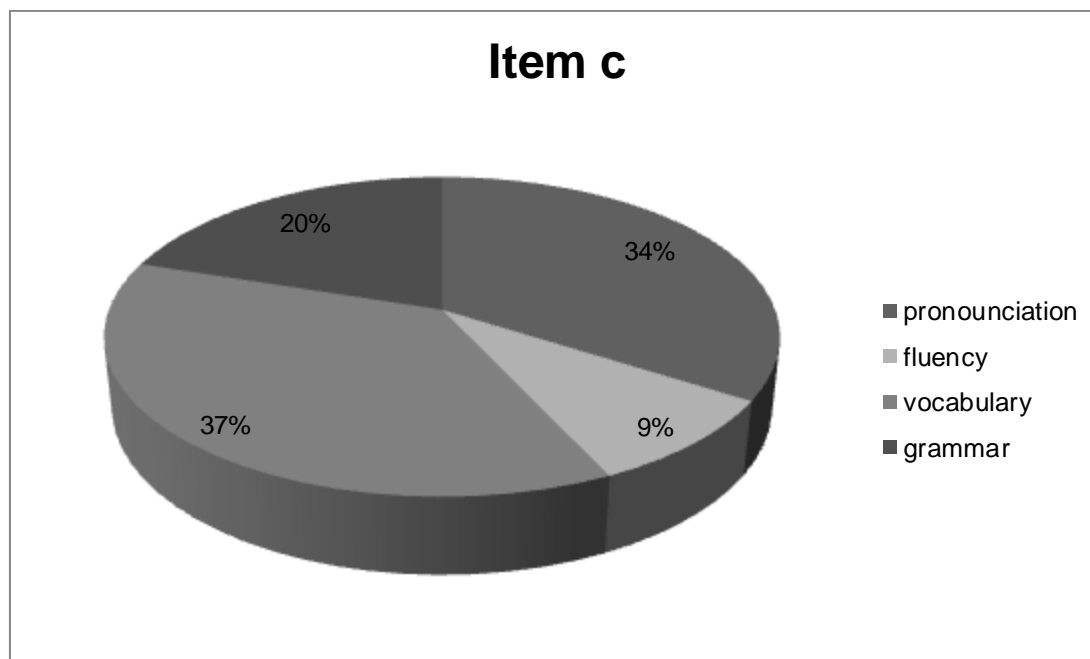


Figure 4. 5: Diagram of Item C

Analysis:

Based on the data provided, it is clear that many students in the sample have concerns and difficulties when speaking in front of the class. A large percentage (37%) of students reported feeling not very confident or not confident at all when speaking in front of the class. The most common concerns among students were not being understood by the teacher (37%) and being judged by classmates (26%).

In terms of difficulties, pronunciation was the most commonly cited area (34%), followed by vocabulary (37%). This suggests that there is a need for interventions that focus on improving these areas in order to help students feel more confident and succeed in oral production.

The data also supports the importance of ludic activities in developing oral production skills. By making language learning fun and engaging, these activities can help students feel more comfortable and confident when speaking in front of others.

Table 4. 6: Item D

D. How often do you participate in class discussions?			
ITEM	CATEGORY	FREQUENCY	PERCENT
D	Always	8	23%
	Sometimes	10	29%
	Rarely	13	37%
	Never	4	11%

Total	35	100%
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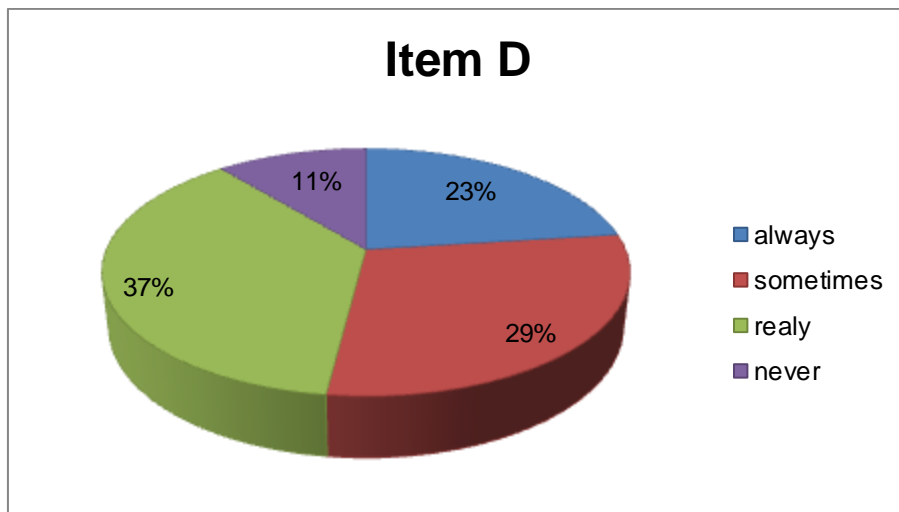


Figure 4. 6: Diagram of Item D

Analysis:

.Based on the data provided, it seems that a majority of the participants (37%) rarely participate in class discussions, while only 23% always participate. This may indicate a lack of confidence or

motivation to speak in front of others. It is also important to note that 29% of the participants sometimes participate, which suggests that there may be some variability in their willingness to speak up in class. Overall, these findings suggest that there may be room for improvement in encouraging students to participate more actively in class discussions, which could potentially help them develop their oral production skills.

Table 4. 7: Item E

E. Do you feel that your teacher provides enough opportunities for you to practice your oral production skills in class?			
ITEM	CATEGORY	FREQUENCY	PERCENT
E	Yes, definitely	7	20%
	Yes, definitely Somewhat	17	49%
	Not really	11	31%
	Not at all	0	0%
Total		35	100%

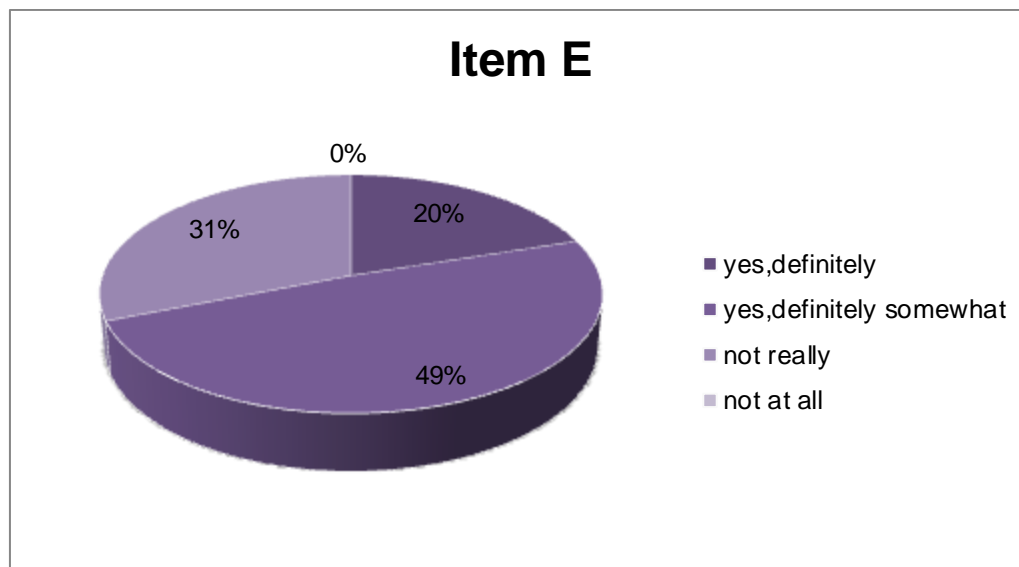


Figure 4. 7: Diagram of Item E

Analysis:

Based on the data provided, 69% of the students (combining "Yes, definitely" and "Yes, somewhat") feel that their teacher provides enough opportunities for them to practice their oral production skills in class. However, 31% of the students feel that their teacher does not provide enough opportunities for them to practice their oral production skills. It may be important for the teacher to review their teaching methods and adjust accordingly to ensure that all students have equal opportunities to practice their oral production skills in class. Additionally, the teacher may want to consider providing more opportunities for students who feel they are not getting enough practice.

Table 4. 8: Item F

F. What type of activities do you enjoy the most when practicing your oral production skills in class?			
ITEM	CATEGORY	FREQUENCY	PERCENT
F	Group discussions	9	26%
) Role-playing	12	34%
	songs	4	11%
	Telling stories	10	29%
Total		35	100%

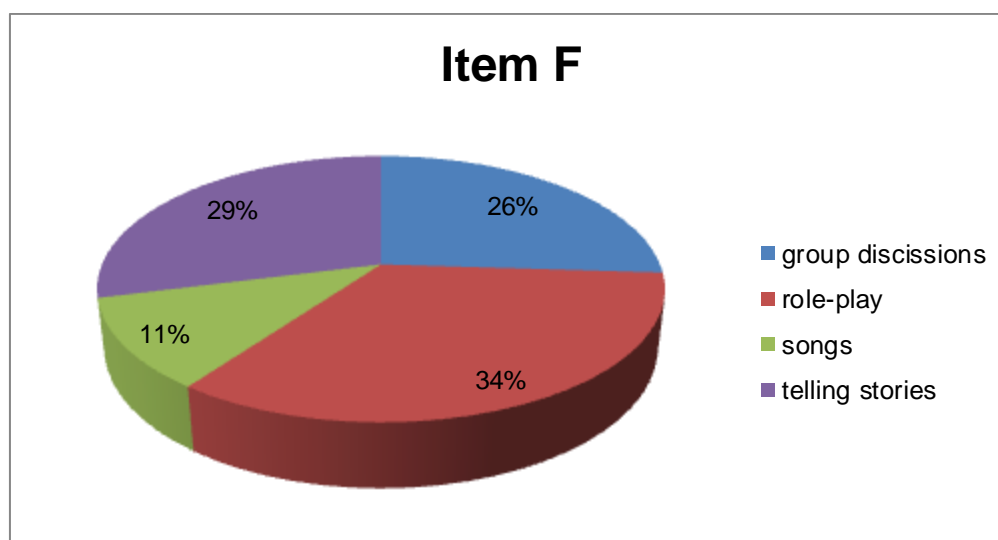


Figure 4. 8: Diagram of Item F

Analysis:

Based on the data provided, it appears that the students in the class enjoy practicing their oral production skills through a variety of activities. The four types of activities listed are group discussions, role-playing, songs, and telling stories.

The most popular activity, selected by 34% of the respondents, is role-playing. This suggests that the students enjoy taking on different roles and speaking from different perspectives. Group discussions and telling stories were also popular choices, with 26% and 29% of respondents selecting these activities, respectively. It is possible that these activities allow the students to express their own ideas and opinions, as well as to listen and respond to others.

Songs were the least popular choice, with only 11% of respondents selecting this activity. This could indicate that the students may not feel as comfortable singing in front of others, or that they may not find singing to be as helpful for improving their oral production skills.

Overall, the data suggests that a variety of activities are appreciated by the students in the class, and that incorporating different types of activities into language instruction could be beneficial for improving oral production skills.

Table 4. 9: Item G

G. Do you have any suggestions for how your teacher could help you improve your oral production skills in class?			
ITEM	CATEGORY	FRECUENCY	PERCENT
G	a) More opportunities to practice in pairs or small groups	22	63%
	b) More motivation and encouragement	7	20%
	c) More structured lessons on specific skills (pronunciation, vocabulary, etc.)	6	17%
Total		35	100%

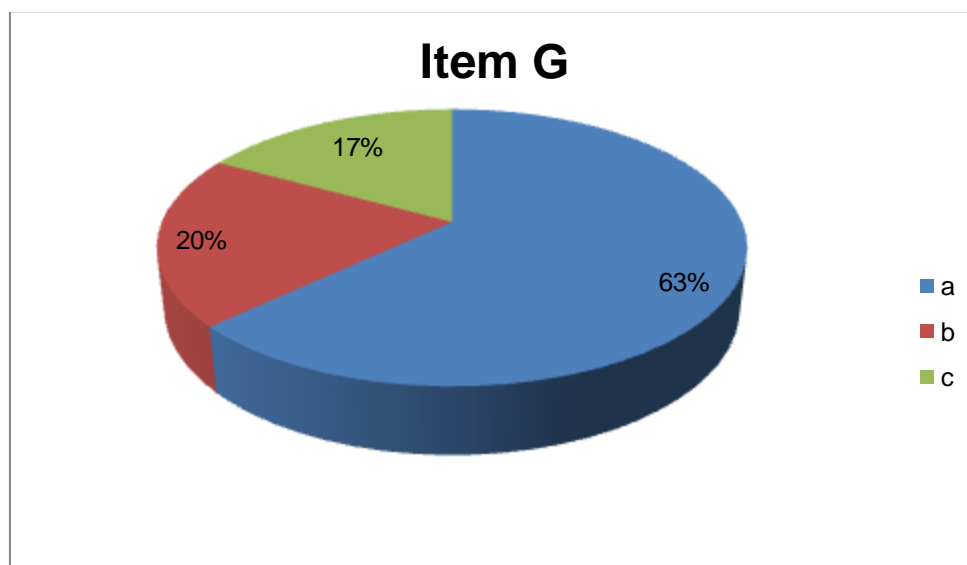


Figure 4. 9: Diagram of Item G

Analysis:

From the responses gathered in category G, it appears that the majority of the students (63%) would benefit from more opportunities to practice their oral production skills in pairs or small groups. This indicates that students value the chance to engage in conversations with peers in a less intimidating setting than speaking in front of the whole class. The second most popular suggestion was for more motivation and encouragement (20%). This indicates that some students may be feeling discouraged or lacking in confidence when it comes to their oral production skills. Finally, a smaller percentage of students (17%) suggested more structured lessons on specific skills such as pronunciation or vocabulary.

Based on these responses, the teacher could consider incorporating more pair and small group work into their lessons to give students more opportunities to practice their oral production skills. Additionally, the teacher could make an effort to provide more motivation and encouragement to students who may be struggling with their confidence in this area. Finally, the teacher could consider incorporating more structured lessons on specific skills like pronunciation or vocabulary to help students feel more confident in their abilities.

4.2.2. Questionnaire II: Perception of Ludic Activities in Oral Production:

Table 4. 10: Item 1

1-Ludic activities help me to feel more comfortable speaking in English

ITEM	CATEGORY	FREQUENCY	PERCENT
1	Strongly agree	18	51%
	Agree	10	29%
	Strongly disagree	3	9%
	disagree	4	11%
Total		35	100%

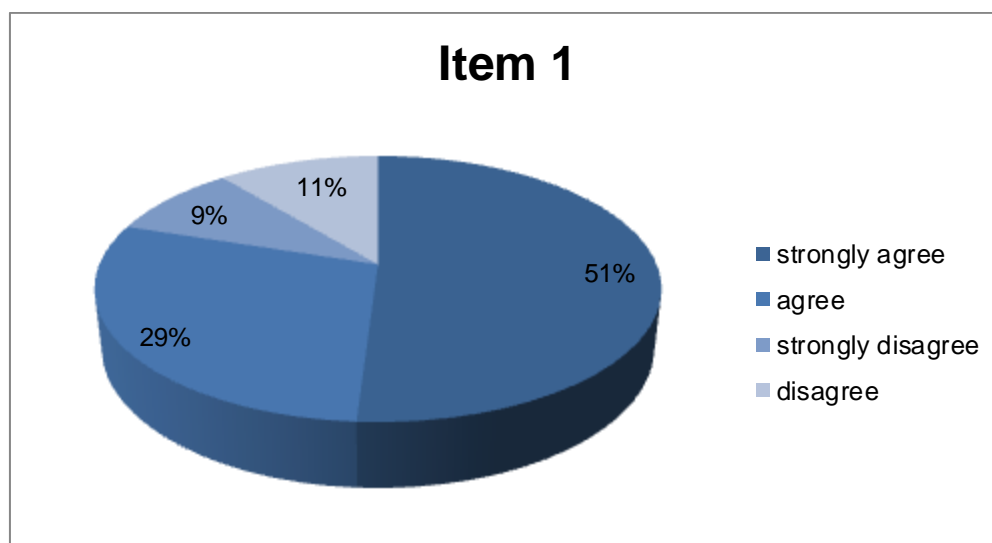


Figure 4. 10: Diagram of Item 1

Analysis:

Based on the data provided, it appears that the majority of the 35 students surveyed agree or strongly agree that ludic activities help them feel more comfortable speaking in English. Specifi-

cally, 18 out of 35 students (or 51%) strongly agree with this statement, while an additional 10 students (or 29%) agree.

On the other hand, only a small minority of students either disagree (4 students or 11%) or strongly disagree (3 students or 9%) with this statement, suggesting that the vast majority of students in this sample recognize the value of ludic activities in promoting their oral production skills in English.

Overall, these findings highlight the potential benefits of incorporating ludic activities into language learning programs, as they can help students feel more comfortable and confident in using the target language in real-life situations.

Table 4. 11: Item 2

2-I enjoy participating in ludic activities during English class.			
ITEM	CATEGORY	FREQUENCY	PERCENT
2	Strongly agree	21	66%
	Agree	5	14%
	Strongly Disagree	0	0%
	disagree	7	20%
Total		35	100%

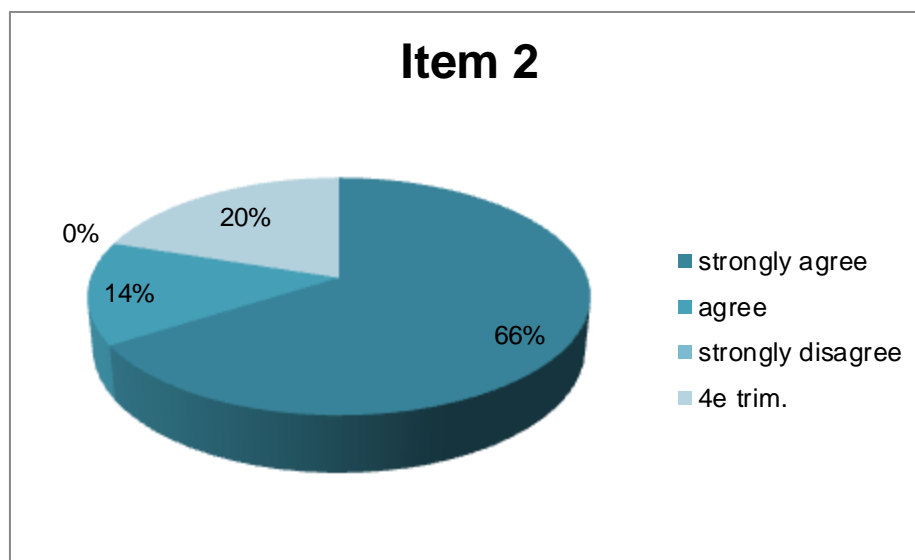


Figure 4. 11: Diagram of Item 2

Analysis:

Based on the data provided, it appears that 23 out of the 35 students (66%) strongly agree that they enjoy participating in ludic activities during English class, while 5 students (14%) agree with this statement. On the other hand, 7 students (20%) disagree with the statement. No student selected the option of strongly disagreeing.

This data suggests that a majority of the students enjoy participating in ludic activities during English class. The high percentage of students who strongly agree with this statement indicates that these activities are likely perceived as enjoyable and engaging by many students. However, it's worth noting that there is still a minority of students who don't enjoy such activities, and it would be beneficial for the teacher to understand their reasons and try to address their concerns if possible.

Overall, the data from this questionnaire suggests that ludic activities may be a useful and effective way to promote student engagement and enjoyment in the English class, but it's important to keep in mind the individual differences and preferences of the students.

Table 4. 12: Item 3

3-Ludic activities are more effective in improving my oral production skills than traditional teaching methods.			
ITEM	CATEGORY	FREQUENCY	PERCENT
3	Strongly agree	20	57%
	Agree	8	23%
	Strongly Disagree	1	3%
	disagree	6	17%
Total		35	100%

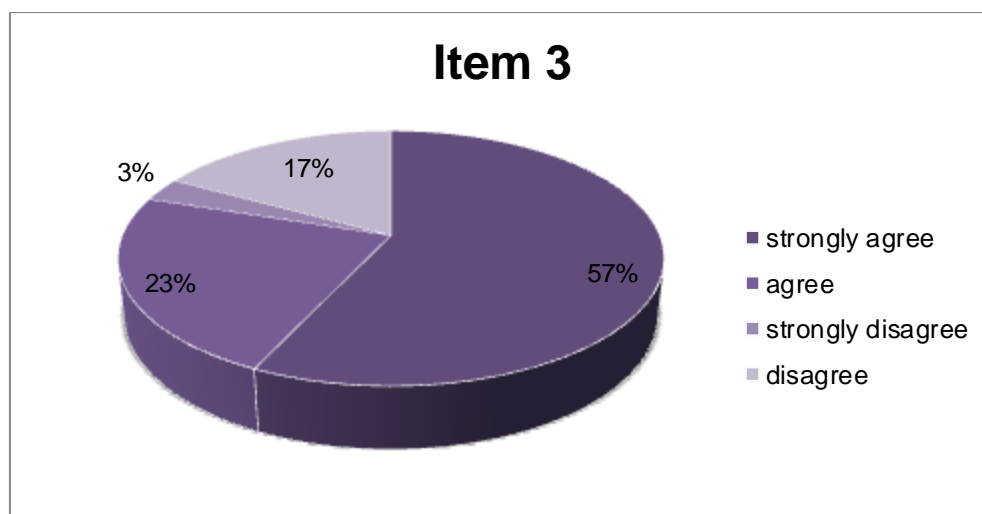


Figure 4. 12: Diagram of Item 3

Analysis:

Based on the data provided, we can see that out of the 35 students who responded to item 3 in the questionnaire about the perception of ludic activities in oral production:

20 students (57%) strongly agree that ludic activities are more effective in improving their oral production skills than traditional teaching methods.

8 students (23%) agree with this statement.

6 students (17%) disagree with this statement.

Only 1 student (1%) strongly disagrees with this statement.

Overall, the majority of the students (80%) either strongly agree or agree that ludic activities are more effective in improving their oral production skills than traditional teaching methods. This suggests that students generally perceive ludic activities, such as games or playful exercises, as an effective and engaging way to improve their oral production skills. It is worth noting, however, that a small minority of students (18%) disagree with this statement, which could indicate a preference for more traditional teaching methods or a lack of interest in ludic activities .

Table 4. 13: Item 4

4-Ludic activities help me to learn English in a fun and engaging way.			
ITEM	CATEGORY	FREQUENCY	PERCENT
4	Strongly agree	15	42%

	Agree	17	46%
	Strongly Disagree	0	0%
	disagree	3	9%
Total		35	100%

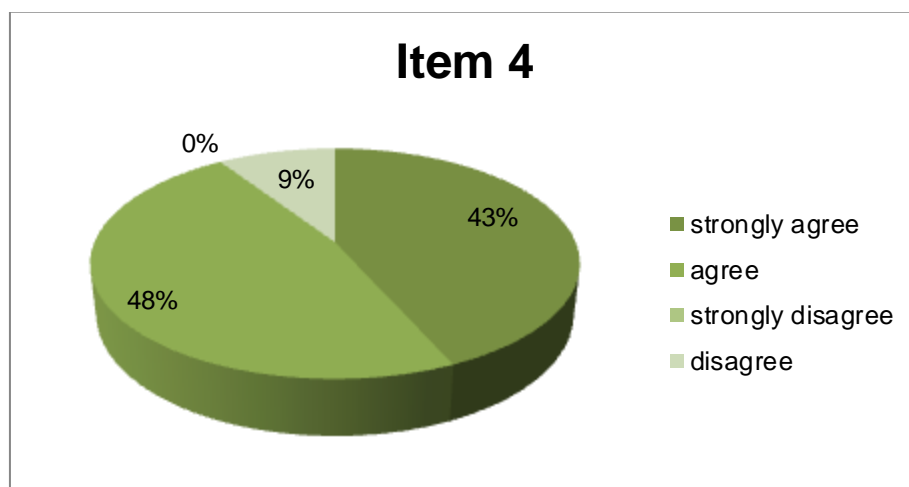


Figure 4. 13: Diagram of Item 4

Analysis

Based on the data provided, it appears that the majority of the students surveyed hold a positive perception of ludic activities in oral production. Specifically, 42% of the students strongly agree that ludic activities help them learn English in a fun and engaging way, and an additional 46% agree with this statement. This suggests that a large proportion of the students surveyed view ludic activities as a valuable tool for language learning, and enjoy the process of engaging in these activities.

It's also worth noting that only a small percentage (9%) of the students surveyed disagree with the

statement, and none of them strongly disagree. This suggests that even those who don't find ludic activities to be the most effective method of learning still don't necessarily view them negatively or as a hindrance to their learning. Overall, this data suggests that incorporating ludic activities into oral production instruction may be a useful and well-received strategy for language educators

Table 4. 14: Item 5

5-I feel more motivated to learn English when ludic activities are used in class			
ITEM	CATEGORY	FREQUENCY	PERCENT
5	Strongly agree	4	11%
	Agree	30	86%
	Strongly Disagree	0	0%
	disagree	1	3%
Total		35	100%

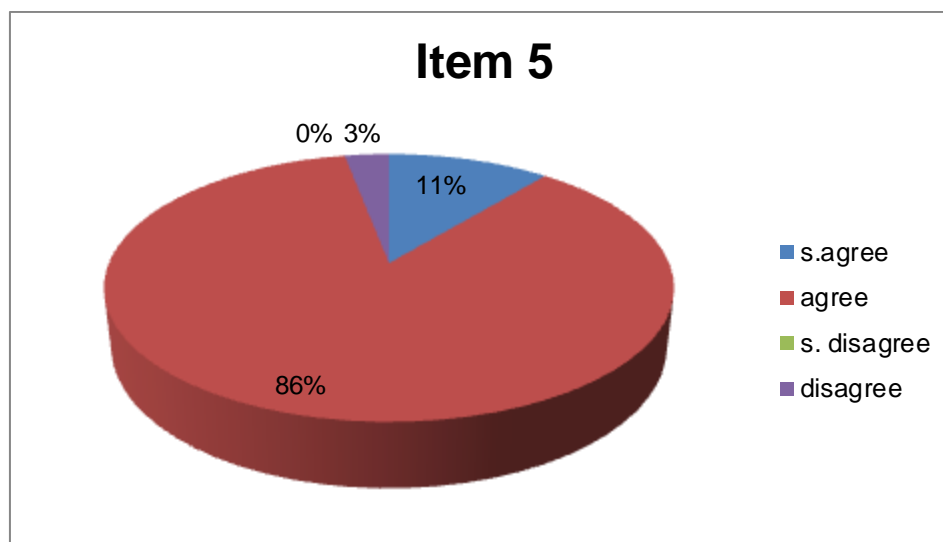


Figure 4. 14: Diagram of Item 5

Analysis:

Based on the data provided, we can analyze the perception of ludic activities in oral production among 35 students. The item in question is whether the use of ludic activities in class makes students feel more motivated to learn English.

According to the frequency distribution, 30 students (86%) agreed that they feel more motivated to learn English when ludic activities are used in class, while four students (11%) strongly agreed. Only one student (3%) disagreed with this statement, and none of the students strongly disagreed.

Overall, the data suggests that a significant majority of students in this sample perceive that the use of ludic activities in class increases their motivation to learn English. This finding is consistent with the idea that incorporating playful and enjoyable activities in language learning can help enhance students' engagement and interest in the language, leading to more effective language acquisition

Table 4. 15: Item 6

6-I believe that the use of ludic activities should be incorporated into all English language classes.			
ITEM	CATEGORY	FREQUENCY	PERCENT
6	Strongly agree	17	49%
	Agree	16	46%
	Strongly Disagree	1	3%
	Disagree	1	3%
Total		35	100%

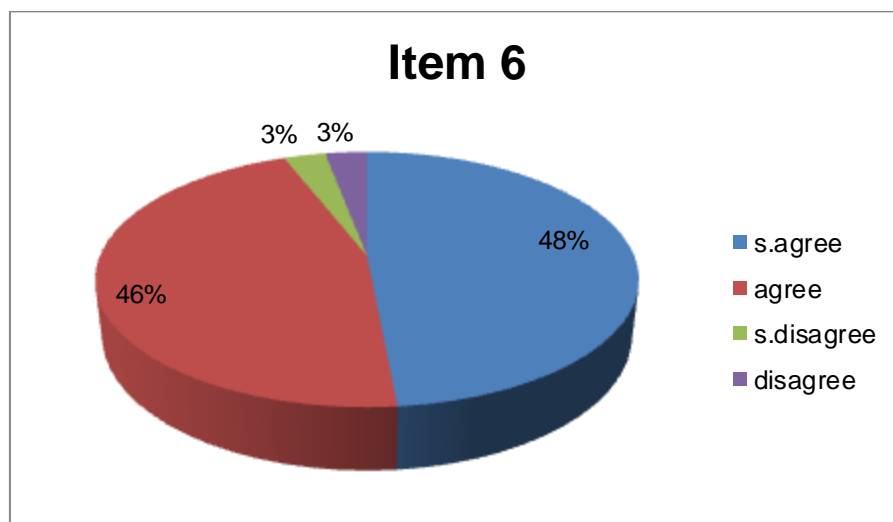


Figure 4. 15: Diagram of Item 6

Analysis:

Based on the data provided, it appears that the majority of the 35 students surveyed (49%) strongly agree that the use of ludic activities should be incorporated into all English language classes, while 46% agree. This suggests that a significant proportion of the students value the use of playful activities in their language learning experience.

There is a very small minority (3%) who disagree or strongly disagree with the use of ludic activities in English language classes, indicating that they may not find such activities useful or enjoyable in their learning.

Overall, this data suggests that incorporating ludic activities in English language classes could be a popular and effective approach for many students, but it may not be universally appealing or effective for every student. It could be valuable for educators to take this diversity of preferences and learning styles into account when designing their teaching strategies

Table 4. 16: Item 7

7-Ludic activities help me to remember new English vocabulary and grammar structures better than traditional teaching methods			
ITEM	CATEGORY	FREQUENCY	PERCENT
7	Strongly agree	5	14%
	Agree	28	80%
	Strongly Disagree	0	0%

	disagree	2	6%
Total		35	100%

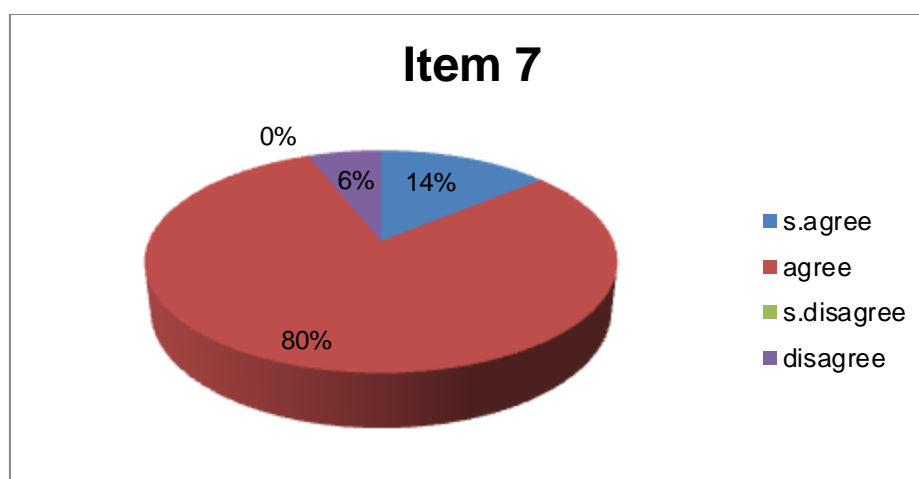


Figure 4. 16: Diagram of Item 7

Analysis:

Based on the given data, we can see that the majority of the students (80%) agreed that ludic activities help them to remember new English vocabulary and grammar structures better than traditional teaching methods. This is a positive indication that incorporating ludic activities in oral production can be an effective teaching method for enhancing students' language learning experience.

It's worth noting that no students strongly disagreed with this statement, indicating that ludic activities are generally well-received by students as valuable learning tools. Additionally, only a small percentage (6%) of students disagreed, suggesting that while not all students may find ludic activities to be the most effective teaching method, the majority still see their benefits.

Overall, the results of this questionnaire item suggest that incorporating ludic activities in oral production can be a successful strategy for helping students learn and remember new English vocabulary and grammar structures.

Table 4. 17: Item 8

8-I would like to participate in more ludic activities during English class.			
ITEM	CATEGORY	FREQUENCY	PERCENT
	Strongly agree	17	71%
	Agree	25	20%
	Strongly Disagree	0	0%
	disagree	3	9%
Total		35	100%

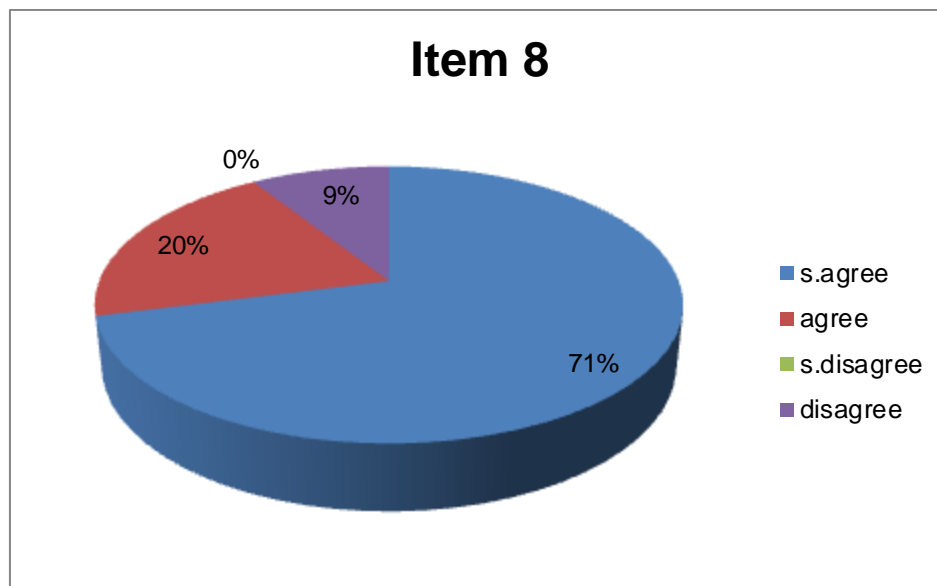


Figure 4. 17: Diagram of Item 8

Analysis:

Based on the data provided, it appears that the majority of the 35 students surveyed (71%) strongly agree that they would like to participate in more ludic activities during English class. 20% agree with the statement, while 9% disagree with the statement. No students responded with a strong disagreement.

This suggests that the majority of students perceive ludic activities (i.e., games, playful activities) to be beneficial for their oral production in English class, and would like to see more of these types of activities incorporated into their classroom experience. However, it's important to note that this data only reflects the perceptions of the 35 students surveyed, and may not be representative of the entire student population or the effectiveness of ludic activities on oral production in English class.

Table 4. 18: Item 9

9-Ludic activities have improved my overall English language proficiency			
ITEM	CATEGORY	FREQUENCY	PERCENT
9	Strongly agree	5	14%
	Agree	19	54%
	Strongly Disagree	4	11%
	disagree	8	23%
Total		35	100%

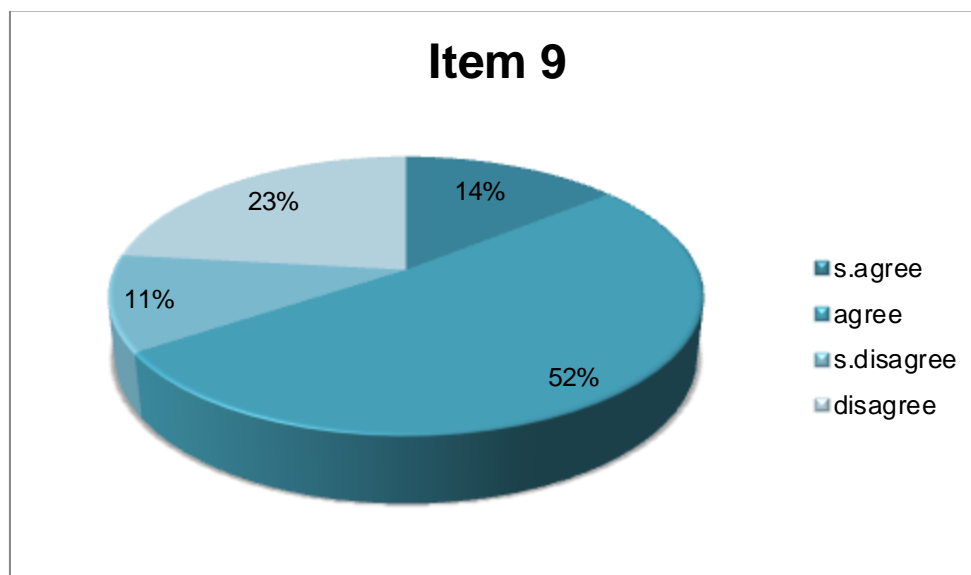


Figure 4. 18: Diagram of Item 9

Analysis:

Based on the given data, the item 9 from the questionnaire aimed to assess the perception of Ludic activities in improving the overall English language proficiency among the 35 students.

Out of the 35 students, 5 (14%) strongly agreed that Ludic activities have improved their overall English language proficiency, while 19 (54%) agreed that Ludic activities have improved their overall English language proficiency. On the other hand, 4 (11%) strongly disagreed that Ludic activities have improved their overall English language proficiency, and 8 (23%) disagreed that Ludic activities have improved their overall English language proficiency.

From this data, we can infer that a majority of the students (68%) agreed or strongly agreed that Ludic activities have improved their overall English language proficiency. However, a significant minority (34%) either disagreed or strongly disagreed with the statement, indicating that Ludic activities may not be effective for everyone in improving their English language proficiency.

It is worth noting that this analysis is based on a limited sample size of 35 students, and further research with a larger sample size would be necessary to draw more general conclusions about the effectiveness of Ludic activities in improving overall English language proficiency.

Table 4. 19: Item 10

10-I feel more confident in my oral production skills when ludic activities are used in class.			
ITEM	CATEGORY	FREQUENCY	PERCENT
10	Strongly agree	14	40%
	Agree	18	51%

	Strongly Disagree	0	0%
	disagree	3	9%
Total		35	100%

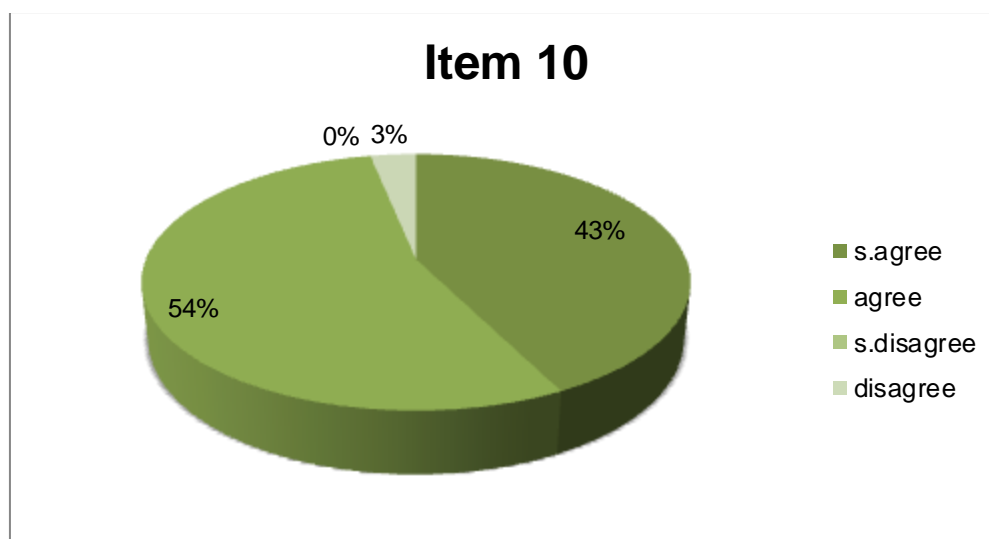


Figure 4. 19: Diagram of Item 10

Analysis:

Based on the data provided, we can analyze the perception of ludic activities in oral production among the 35 students who completed the questionnaire.

The item in question is "I feel more confident in my oral production skills when ludic activities are used in class." The respondents were asked to indicate their level of agreement with this statement on a 4-point Likert scale: strongly agree, agree, disagree, or strongly disagree.

Out of the 35 respondents, 14 (40%) strongly agreed with the statement, 18 (51%) agreed, 3 (9%) disagreed, and 0 (0%) strongly disagreed. This indicates that the majority of students (91%) per-

ceive that they feel more confident in their oral production skills when ludic activities are used in class, with only a small minority (9%) expressing disagreement with this statement.

Overall, this suggests that ludic activities, such as games or playful exercises, may be an effective way to enhance students' confidence in their oral production skills. This finding could have implications for language teachers who may wish to incorporate more ludic activities in their classroom instruction to support students' language learning and confidence-building.

4.2.3. Section III: Open Questions analysis

Analysis:

Based on the responses to the two open-ended questions, we can draw the following analysis:

For Q1, most of the students preferred role-play and songs as the most effective types of ludic activities for improving their oral production skills in English. This could be because role-play allows students to practice using English in a realistic and interactive setting, while songs provide a fun and memorable way to learn new vocabulary and practice pronunciation. The fact that few students did not choose any activity could suggest a lack of interest or engagement in these types of activities, or perhaps a preference for more traditional teaching methods.

For Q2, the majority of students reported participating in role-play and a game called "The Intruder" as particularly helpful in improving their oral production skills. Role-play was again highlighted as an effective activity for practicing English in a realistic context, while "The Intruder" game likely provided a competitive and engaging way to practice English conversation skills. However, it's worth noting that the responses were limited to the specific activities the students had participated in during their English class, and there may be other ludic activities that are equally effective in improving oral production skills that they have not yet tried.

Overall, the responses suggest that ludic activities can be an effective way to improve oral production skills in English, with role-play and songs being the most preferred types of activities among the students. However, it's important to ensure that these activities are engaging and relevant to students' interests, and that they are used in combination with other teaching methods to provide a well-rounded language learning experience.

4.2.4. Analysis of the interview for teachers:

To know the point of view of the teachers regarding the influence of ludic activities in the development of speaking skills, the interview was carried out. The questionnaires for this interview were prepared before they took place so the teachers were not aware of the questions they were asked. It is worth mentioning that the teachers participated willingly and responded to each question with no problem.

One of the main points to highlight during this interview is that the teachers were aware of the deficient proficiency level that their students had at the beginning of this academic year, they explained that to start with their program they had to level them up first otherwise they would have not been able to follow the program properly. "In General students in the beginning of the scholar year need some revisions to the basic information to prepare them for the new scholar year program" by teacher of English in Ouad el Jemaa middle school. In addition, the teachers considered that the most difficult part for their students, when practicing speaking, was pronunciation.

According to the teachers, the dynamism and activities of this kind are very important in their classes, since learning is better when the setting is comfortable and does not force them to participate." Yes, I believe that incorporating dynamism into my classes is essential for engaging and

motivating my students. Dynamism can take many forms, such as incorporating group activities, games, multimedia resources, and interactive discussions. By incorporating various dynamic elements into my lessons, I can help students stay engaged and interested in the material, making the learning process more enjoyable and effective". By Mr., A teacher of English from Ben Jaida middle school, Bordj El Bahri. However, they consider as well that activities of this nature could also be harmful to the teaching-learning process considering that they have an entertaining basis mixed with learning and, in some cases, the learning part of it could be missed by the students, "In my opinion, I see that ludic activities help students to be motivated and interact more in class. However, ludic activities can drive the goal of teaching to be just ludic, in this case it will affect students' education negatively, and teaching loses its value». By A.M teacher of English from Ouad el Jemaa middle school.

Regarding the didactic resources employed in class, the teachers consider that the book is a good source of exercises and activities for the students, therefore they base all their classes on the topics, activities, and strategies proposed in it. However, sometimes it is not sufficient to provide all what students need in their learning.

4.2.5. Experimentation and observation analysis:

4.2.5.1. Survey protocol:

Data collection methodology:

For the development of this research, we carried out field research. We used an experimental method based on classroom observation. Among the sessions we attended, we chose a usual session (without the use of a ludic activity) and an experimental session (using a ludic activity). This allows us to say that it is a comparative observation method.

Location of the survey:

To carry out this research, we chose the 2nd year middle school students at the 05 July 1962 middle school, located at the center of the town of BORDJ EMIR KHALED.

The 2nd year secondary class, which we chose for our experimentation, is composed of around 35 students, 19 girls, and 16 boys. Their age varies between 11 and 13 years old, and their level is heterogeneous.

4.2.5.2. Classroom observation: During the sessions (the usual session and the experimental session), our job was to observe what was happening in the classroom based on observation grids prepared beforehand.

a. usual session:

Our study took place over two days from March 05 to 06, 2023, with a teacher teaching at 05 July 1962 middle school.

Observation date: 05/03/2023.

Observation time: 09:00.

Level: MS2

Sequence: 03

Lesson observed: The initial situation

Duration: 1 hour.

Material: Flashcards, The Whiteboard, and Handouts

Educational Objective:

Learn how to work within pairs/individuals work, differentiate between un/healthy food, communicate with others, and interact with the teacher

Session Flow:

The lesson starts with a warming-up activity where the teacher presents a photo and asks the students questions about it, and elicits the keyword "health" from them. The teacher then introduces the general topic of the sequence, which is "Me and My Health".

The presentation phase starts with the teacher writing the starting situation on the board, which is about a friend who needs help with losing weight. The students write down the situation and highlight and explain the keywords using visual aids. The teacher asks different questions related to the topic and the students brainstorm related lexis. However, we have noticed that most students avoided interacting with their teacher especially when she asked questions.

In the practice phase, the teacher presented healthy and unhealthy food items. We noticed that a lot of students weren't interested in naming them. The teacher also shows photos of different body parts and the students name them. But only a few students were able to interact and participate in this part. After that, the teacher provides a hand-out presenting different body parts and health problems and explains the activities clearly. The activities include writing the correct word under each picture, matching, identifying the problem, and filling in shopping baskets. Finally, the students were requested to report their answers to the class.

Some suggested games:

This part of the work consists of practical activity sheets and proposals, each of which is completely independent of the others. Each sheet may include four sections in addition to the title:

- Procedure
- Feedback
- Pedagogical Considerations

- Material

Procedure: This is the user manual. This section of the sheet describes all the necessary steps for the activity.

Feedback: This is a moment of verbal expression. It is very important. At the end of the activity, participants express their impressions and feelings personally and without value judgment from other participants or even the teacher. This is an essential condition for the successful outcome of playful activities.

Pedagogical Considerations: This refers to a particular reflection on the topic being addressed. These pedagogical considerations are intended for the teacher.

Material: This part of the sheet mentions the essential tools needed for the activity to run smoothly.

a) The lexical field game:

Procedure:

In this game, students are encouraged to find the maximum number of words belonging to a specific domain (Lexical Field). The group that finds the most words wins.

Feedback:

The first part consisted of finding the different words in question, and the second part would be to do the same work, but among themselves and personally, involving their teacher.

Pedagogical Considerations:

This activity encourages communication between the members of the group.

Material:

Paper and a pencil.

For example, Terms belonging to the field of studies: pen, notebook, ruler, book, teacher, super-

visor, student, director, inspector, table, blackboard, class, vacation, recess.

-food: learners might first brainstorm and list words related to food such as "vegetables,"

"fruits," "meats," "spices," etc. Then, they might group these words into subcategories such as

"breakfast foods," "snacks," "desserts," etc.

b- The intruder game:

Procedure:

This game consists of making lists of words related to the vocabulary studied. Then, an intruder slipped into each of the presented lists. The students must identify the intruder in each group of words.

Feedback:

At the end of the game, the students used the words from the list in turn in simple and personal sentences. The teacher can also suggest that they create lists of words in which they introduce intruders.

Pedagogical Considerations:

This activity helps to reinforce the acquisition of words and their use in different contexts. It also encourages student participation.

Material:

Paper and pencils to check.

Example 1:

Category: Animals. Words: cat, dog, bird, cow, pencil.

Category: Colors. Words: blue, green, yellow, red, shoe.

Category: Fruits. Words: apple, banana, orange, grape, car.

Category: Countries. Words: France, Germany, Italy, Spain, hat.

c. Role-playing game:

Working on oral skills cannot simply be done in a school setting, but must be implemented in real communication situations, whose aim is to allow learners to take on a real discursive role. To achieve these objectives, role-playing games can present pedagogically and didactically interesting paths. The practice of these role-playing games is an opportunity to test, among other things, learners' ability to communicate in simulated professional communication situations, and the development of their oral skills to be able to communicate easily in English.

In a class composed of about thirty-five students, with the permission of the principal and the English language teacher, a role-playing session was organized, also known as a short staging where the learner takes on the role of a character. This was to change their routine, to leave their status as inactive students, and to experience communication situations, in addition to relieve them of frustration before their 2nd-trimester exams.

The actors are put in communication situations, which already constitute training and present interest. They must be reminded that the game must respect the plausibility of the situation.

To implement the recommended activities, we deemed it useful to rearrange the stage space of the class in a way that is best suited to this type of activity. To do this, we changed the arrangement of the tables into a horseshoe "U" shape so that all learners can see each other and participate at the same time. In addition, we grouped learners into subgroups of 3 learners and designated a reporter for each subgroup.

Indeed, the classroom space is usually organized into two distinct types of spaces; outside of class, in their functioning: play corners on the one hand, and activity spaces on the other.

This organization followed functioning rules, responding to pedagogical intentions and aiming at

learning outcomes.

This arrangement aims to:

- Encourage diverse actions.
- Be evolutive.
- The engagement of all learners.
- Support individual actions.

The experimental session

We chose an experimental session that has the same objectives as the usual session to develop an observation grid taking into account the same collected elements and the same circumstances to compare the results obtained. Our comments and analysis will focus on the teacher, the learner, and the course.

4.2.5.3. Comparative analysis: The comparative study consists of the results of the observation grid for both the experimental session and the usual session. The focus of the comparison is on the teacher, the learner, and the course. The teacher's voice in the experimental session was low to medium, whereas it was high in the usual session. The teacher's explanations were clear and easy to understand in both sessions, but the teacher encouraged participation and asked questions more frequently in the experimental session. In terms of the learners, the majority participated in both sessions, but there was a slightly higher participation rate among the minorities in the experimental session. Finally, the experimental session was more dynamic and varied than the control session, and there was a more balanced distribution of speaking time between the teacher and the learners in the experimental session.

4.2.5.4 Comments: The results of the observation show that the teacher, for a good course (usual session), used an organized approach, the course was well-structured, her attitudes were friendly and stimulating, and she encouraged the students' work but without remarkable results. The majority of students remained silent, and only a few students who participated (who have a good level of English) gave arbitrary answers using only a few words. Although the observed session was for oral interaction, we observed that it was the teacher who dominated the speaking turns, with students who did not react. We can conclude that the usual course session was not entirely satisfactory for the students.

4.2.6. Analysis of the Observation:

To get a better understanding of how the English class is managed by the teacher and the attitude of the students towards the methods, strategies, and activities applied in class, a complete obser-

vation phase was carried out to the students of 2nd-year middle school at 05 July 1962 Middle School. It is worth mentioning that an observation guide was employed so the data collected could be properly registered for analyzing it afterward.

One of the positive aspects that were noticed during the observation phase was that the teacher only spoke in English during the class. In addition, the teacher presented the topic correctly and provided some feedback if it was necessary. On the students' part, listening to the teacher speaking in English seemed to be very comfortable and they understood the instructions and explanations either literally or by context; which led to conclude the problem is not related to comprehension. On the other hand, the methodology applied in class was very traditional, the students did not seem completely engaged in the class or activities proposed by the teacher, and most of these activities were questions with very simple answers or reading some fragment of a text aloud. Resulting in the distraction of the students for almost half the time of the class. In addition, the students did not have the desire of participating voluntarily in these activities, at some point, no one was paying attention to the activity.

Regarding the didactic material employed in class, the only one that was noticed was textbook, and some flashcards that the teacher seemed to rely on for his classes. It was evident the lack of dynamism and ludic activities during the class; this led to conclude that the problem, regarding the development of speaking skills, might be caused by these two elements.

As with any research involving human participants, ethical considerations must be taken into account to ensure the well-being and privacy of the participants. In this study, the researcher will obtain informed consent from the participants and their parents or guardians before the study begins. The researcher will ensure that the participants are fully aware of the nature and purpose of the study, their rights as participants, and the procedures involved.

Moreover, the researcher will protect the anonymity and confidentiality of the participants by assigning pseudonyms to the participants and keeping all data confidential. The researcher will also ensure that the data collected will be used solely for research purposes and will not be disclosed to any unauthorized parties.

In addition, the researcher will make sure that the ludic activities used in the study are age-appropriate and do not cause any harm or discomfort to the participants. The researcher will also ensure that the activities used are in line with the cultural and social norms of the participants.

Finally, the researcher will ensure that the study complies with the ethical guidelines provided by the research institution and any applicable national and international ethical standards

4.3. Discussion of the Findings

This study gathered responses from students throughout a questionnaire about the effectiveness and preferred types of ludic activities for improving their oral production skills in English, with most students indicating that they preferred implying ludic activities during their learning sessions precisely, role-play and songs. The findings suggest that role-play allows students to practice using English in a realistic and interactive setting, while songs provide a fun and memorable way to learn new vocabulary and practice pronunciation. However, the fact that a few students did not choose any activity suggests a lack of interest or engagement in these types of activities or perhaps a preference for more traditional teaching methods.

In regards to specific activities, the majority of students reported participating in role-play and a game called "The Intruder" as particularly helpful in improving their oral production skills. The

teachers also shared their perspectives on the influence of ludic activities in the development of speaking skills, with some considering such activities as important in creating a comfortable learning setting, while others viewed them as potentially harmful to the learning process.

Observations of the English class revealed a traditional teaching approach with little engagement from the students. The use of only textbooks and flashcards was noted as a potential cause of the lack of dynamism and ludic activities in the class, which could be contributing to the difficulties in developing speaking skills. Overall, the study highlights the importance of engaging and relevant activities in language learning and the need to balance ludic activities with traditional teaching methods to provide a comprehensive language learning experience.

4.4. Discussion in relation to the existing literature:

Table 4.20: Findings Discussions in relation to the existing literature.

The study Findings	Discussion in relation to the existing literature
<p>-The first questionnaire was conducted to investigate students' oral proficiency and their motivation and self esteem inside the classroom.</p> <p>Based on the data provided, the following are the key findings:</p> <p>A. Confidence: The majority of students (66%) do not feel confident when speaking in front of the class, with 37% reporting that they are not</p>	<p>- The literature review part highlights the importance of developing oral production in early age learners' life. According to the Child Success Center, students must communicate effectively at all levels of education. Without well-developed communication skills, children run the risk of falling behind their peers or becoming emotionally overwhelmed or withdrawn from school. Student academic success depends on solid communication skills, begin-</p>

<p>very confident or not confident at all.</p> <p>B. Concerns: The biggest concern for students when speaking in front of the class is not being understood by the teacher (37%), followed by being judged by classmates (26%).</p> <p>C. Difficulties: The most difficult area for students when speaking in front of the class is pronunciation (34%), followed by vocabulary (37%).</p> <p>D. Participation: A significant number of students (50%) do not participate in class discussions either rarely or never.</p> <p>E. Teacher Support: While the majority of students (69%) feel that their teacher provides enough opportunities for them to practice their oral production skills in class, 31% feel that their teacher does not provide enough opportunities.</p>	<p>ning with clear oral communication. They are often called upon in class to answer questions. These questions may range from those with simple factual answers to questions that involve putting thoughts together and making arguments. Answers to questions need to be communicated effectively so teachers can assess student knowledge. Students with oral challenges may also become embarrassed if they cannot communicate with their peers. Our findings from this questionnaire simply are consistent with this study. As it appears that students with low oral skills proficiency suffer from low self-confidence, anxiety for learning, big concerns about being judged by teachers or classmates, difficulties in pronunciation. Which confirms Harmer (2007, p.343), “speaking is a complex skill. Speaking English as a foreign language is a hard task because speakers should know many significant components like grammar, vocabulary, and fluency.</p> <p>Overall, these findings suggest that there is a</p>
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	<p>need for more support and opportunities for students to develop their oral production skills, particularly in areas such as pronunciation and vocabulary, and that teachers should consider ways to increase student participation in class discussions</p>
<p>-Findings from the second questionnaire: The finding of this study suggests that incorporating ludic activities, such as role-play and songs, in language classrooms can be an effective way to enhance students' confidence and oral production skills in English. The majority of the students in this study perceived that they feel more confident when ludic activities are used in class, and reported that role-play and "The Intruder" game were particularly helpful in improving their oral production skills. However, it's important to note that these findings are limited to the specific context of this study and may not generalize to other language</p>	<p>- These findings are consistent with the idea in a Review of Recent Research by Victoria Rusu and Monica Patrut (2018), "Teaching English through Gaming". This study reviews recent research on teaching English through gaming. The authors found that game-based learning can improve students' language skills. Also with Cameron (2003) who indicates that teaching young learners to read and write in English is not natural or straightforward. Thus, introducing listening and speaking first in language teaching courses is logical because it follows the natural flow of acquiring a first language. In other words, when we learn a lan-</p>

<p>learning settings. Teachers should consider their students' interests and needs when selecting and implementing ludic activities in the classroom, and should use them in conjunction with other teaching methods to provide a well-rounded language learning experience. Further research is needed to explore the effectiveness of different types of ludic activities in improving oral production skills in English and other languages</p>	<p>guage we will first hear, then speak, and later on, we learn how to write or read. Teaching oral skills to young learners is not easy. Teachers need to modify their teaching techniques to suit young learners' needs that are naturally active and energetic. In this context, the use of ludic activities when teaching young learners is effective. In addition this results proves what Baker & Boonkit, (2004) claimed that “ Ludic activities can provide a comfortable and non-threatening environment for young learners to acquire and practice English language skills “. However, our findings show that Further research is needed to explore the effectiveness of different types of ludic activities in improving oral production skills in English and other languages.</p>
<p>- Findings from the interview: Based on the interview findings, it can be concluded that the teachers recognize the importance of incorporating ludic activities in</p>	<p>-Our findings are consistent with these views from the literature review part: “Through playing games and engaging in other ludic activities, children can practice using vocabulary</p>

<p>their English classes to engage and motivate students. They believe that creating a comfortable and dynamic learning environment can enhance the students' speaking skills. However, they also acknowledge that these activities should not become the sole focus of the teaching process as it may negatively affect the students' education. Moreover, teachers feel that pronunciation is the most challenging aspect of speaking for students, and that the use of didactic resources, such as textbooks, is helpful but may not be sufficient to fully support students' learning.</p>	<p>and grammar structures in a way that is both fun and functional” (Lee & Owens, 2004). “Ludic activities are inherently engaging and can increase learners' motivation to participate in the learning process. This motivation can lead to an increased willingness to communicate in the target language “(Zheng, Young, & Brewer, 2014). However, they are also contradicting the use of ludic activities as the sole focus of the teaching process. Because in this way learning loses its values. In other words, the findings suggest that a balanced approach is needed when incorporating ludic activities in language classes, with a focus on maintaining a strong educational foundation while also providing an engaging and dynamic learning environment.</p>
<p>-Findings from the observation Based on the observation and analysis, it can</p>	<p>- Whitton and Moseley (2019) discuss the importance of using ludic activities to enhance</p>

<p>be concluded that the traditional methodology used in the English class at 05 July 1962 Middle School is not effective in engaging the students and developing their speaking skills. The lack of dynamism and ludic activities, as well as the limited didactic material, might be contributing factors to this issue. The teacher's approach, although well-organized and structured, did not lead to remarkable results, as most students remained silent and did not participate actively in the class. To improve the students' speaking skills, it is necessary to employ more dynamic and interactive activities that stimulate their interest and motivation, such as role-plays, debates, and games. Moreover, the use of different didactic materials and resources, such as videos, podcasts, and authentic materials, can enrich the learning experience</p>	<p>learning and speaking skills in the classroom. They argue that various types of ludic activities can aid students' progress in their learning, as ludic activities are based on dynamism and communication. The findings from the observation definitely support what Whitton and Moseley (2019) are arguing, lack of dynamism in the class affects students' engagement and interactions in the class. However, using ludic activities provides a suitable atmosphere for learning.</p> <p>(Kuo & Anderson, 2010) stated that Ludic activities are inherently engaging and can capture children's attention, making them more motivated to participate in the learning process. This engagement can increase children's willingness to communicate in English and can help to build their confidence in using the language. That justifies how much students enjoyed expressing themselves and their thoughts and abilities using the games that were applied in the experimental session, specially role-plays. Which is consistent to María del Mar</p>
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<p>rience and provide more opportunities for the students to practice their speaking skills in authentic contexts</p>	<p>Suárez and Ana Margarita Ramos (2018) who examine the use of drama activities to enhance oral communication skills in the EFL classroom. They suggest that drama activities can provide a creative and engaging context for language learning, which can enhance students' motivation and willingness to communicate.</p>
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To sum up , Based on the findings of our study and the literature review, it can be concluded that incorporating ludic activities in language classrooms is an effective way to enhance students' confidence and oral production skills in English. The majority of the students in the study perceived that they feel more confident when ludic activities are used in class and reported that role-play and "The Intruder" game were particularly helpful in improving their oral production skills.

However, it is important to note that these findings are limited to the specific context of our study and may not generalize to other language learning settings.

Moreover, the literature review highlights the significance of oral communication skills in language proficiency, and offers a range of techniques and activities for promoting oral production, including role-plays, discussions, and debates. Game-based learning is also found to improve students' language skills.

The observation and analysis conducted in the English class at 05 July 1962 Middle School found that the traditional methodology used is not effective in engaging the students and developing their speaking skills. The lack of dynamism and ludic activities, as well as the limited didactic material, might be contributing factors to this issue. To improve the students' speaking skills, it is necessary to employ more dynamic and interactive activities that stimulate their interest and motivation, such as role-plays, songs, stories, and games.

Overall, the findings suggest that a balanced approach is needed when incorporating ludic activities in language classes, with a focus on maintaining a strong educational foundation while also providing an engaging and dynamic learning environment. Teachers should consider their students' interests and needs when selecting and implementing ludic activities in the classroom, and should use them in conjunction with other teaching methods to provide a well-rounded language learning experience. Further research is needed to explore the effectiveness of different types of ludic activities in improving oral production skills in English and other languages.

4.5. Discussion of the Findings in Relation to the Research Questions:

1_what is the importance of oral production for the English teaching/learning process?

Our findings show that oral production is a crucial component of the English teaching and learning process as it allows learners to develop their communicative competence in real-life situations. Being able to express oneself fluently and accurately in oral communication is an essential skill that students need to acquire to interact with others effectively (section 4.2.1). In language learning, oral production plays a vital role in developing learners' listening, speaking, and pro-

nunciation skills, which are essential for successful communication. Moreover, it helps learners to develop their confidence, fluency, and accuracy in English, which in turn enhances their overall language proficiency.

2_ How does low oral proficiency affect learners' comprehension and creativity?

The findings show that low oral proficiency can significantly affect learners' comprehension and creativity in the English classroom. A lack of oral proficiency can hinder learners' ability to express their ideas, understand others, and participate in class discussions, which can negatively impact their academic performance. Low oral proficiency can also affect learners' creativity as they may struggle to articulate their ideas and thoughts effectively, limiting their ability to think critically and imaginatively. Additionally, learners with low oral proficiency may struggle to understand and produce more complex language structures, leading to limited language development (section 4.2.1, section 4.2.5.2).

3 How can ludic activities help early-age learners to improve their oral production and communication in the English classroom?

Our findings prove that Ludic activities can be an effective way to improve early-age learners' oral production and communication in the English classroom. These activities can engage young learners and make the language learning process more enjoyable and memorable. Incorporating games, songs, and role-playing activities can help to create a fun and relaxed learning environment, which can boost learners' confidence in using English orally (section 4.2.2, section 4.2.5.2). These activities also provide opportunities for learners to practice speaking and listening skills in a more natural and authentic way, which can lead to improved fluency and accuracy. Further-

more, ludic activities can help to foster social skills, such as collaboration, negotiation, and empathy, which are essential for effective communication (section 4.2.5).

To sum up, our research suggests that incorporating ludic activities in language classrooms can enhance students' confidence and oral production skills in English. It is important for teachers to provide opportunities for learners to practice and develop oral communication skills, and to use a balanced approach when incorporating ludic activities in language classes. By doing so, students can develop the necessary skills to communicate effectively and succeed academically.

Chapter Five: General Conclusion:

5.1. Summary of the main research findings

This study examines the impact of using ludic activities on the oral production skills of early-age EFL learners. The literature review supports the hypothesis that ludic activities can create a more engaging and motivating learning environment, which can lead to an improvement in students' oral production skills. The study involved 35 EFL learners who participated in a 2-session program including various ludic activities. Data was collected through two questionnaires, as well as class observation and interview techniques. The data analysis revealed that the experimental session, in which students participated in the program including ludic activities (role-play, the lexical field game, the intruder game) showed significant improvement in their oral production skills compared to the usual session. Additionally, the use of ludic activities helped to reduce anxiety and increase confidence, leading to an increase in students' willingness to participate in classroom interactions and speak in English. Teachers agreed to that. However, they consider as well that activities of this nature could also be harmful to the teaching-learning process considering that they have an entertaining basis mixed with learning and, in some cases, the learning part of it could be missed by the students.

The study suggests that the integration of ludic activities in the EFL classroom can lead to better learning outcomes and a more enjoyable learning experience for both students and teachers.

5.2: Aims of the thesis

The aims of this study were twofold. Firstly, the study aimed to highlight the importance of oral production in enhancing the teaching and learning process, particularly for early-age EFL learners. Secondly, the study aimed to explore the impact of ludic activities in improving oral produc-

tion skills and keeping learners motivated and participative in class. To achieve these aims, the study employed a mixed methods technique, combining qualitative and quantitative data collection methods. The questionnaire was used to collect quantitative data from middle school students, while qualitative data was collected through interviews with four EFL teachers from different middle schools. One male teacher from Ben Jaida, LA Brise Marine Bordj El Bahri Algiers. Three female teachers, two from Hassiba Benbouali, Oued El Djemaa Ain Defla. The other female teacher was from 05 July 1962 middle school, Bordj El Amir Khaled, Ain Defla. They all participated voluntarily in this study.

The study also involved observing an experimental session to analyze the role of ludic activities in teaching oral production. The mixed methods technique was chosen to provide a more comprehensive understanding of the research problem and to gather both text and numeric data in greater detail

5.3. Limitation of the study

Although the study provides valuable insights into the role of ludic activities in developing oral production skills among early-age EFL learners, there were several limitations that need to be considered. Firstly, the sample size was limited to one middle school, which may not be representative of the broader population of EFL learners. Additionally, the study only investigated the impact of ludic activities on the oral production skills of second-year middle school students, and the findings may not be generalized to other age groups or levels of English proficiency. Secondly, while ludic activities can be a powerful tool for language learning, they may not be effective for all learners, as some learners may consider them a distraction or not take them seriously. Thirdly, the short treatment period of two weeks and limited frequency of sessions per week may

have been insufficient to fully capture the impact of ludic activities on oral production skills.

Future research could address these limitations by expanding the sample size, investigating the impact of ludic activities on different age groups and proficiency levels, and extending the treatment period

5.4. The implications of the study

The findings of this study have several implications for the teaching and learning of English as a foreign language. Firstly, the study highlights the importance of oral production in enhancing the teaching and learning process, particularly for early-age EFL learners. This suggests that educators should prioritize oral production activities in the classroom to help learners develop their speaking skills. Secondly, the study demonstrates the potential of ludic activities in improving oral production skills and keeping learners motivated and engaged in the learning process. This suggests that educators should incorporate ludic activities in their teaching practices to make learning more enjoyable and effective. Thirdly, the study identifies some limitations and challenges associated with using ludic activities, such as distractions and insufficient treatment periods, which should be considered when designing language learning activities. Finally, the study underscores the need for further research to explore the impact of ludic activities on different age groups and proficiency levels, and to investigate the effectiveness of different types of ludic activities in enhancing oral production skills. Overall, the study suggests that the integration of ludic activities in the EFL classroom can lead to better learning outcomes and a more enjoyable learning experience for both students and teachers.

5.5. Contributions

The current study has several contributions to the field of English language teaching. Firstly, it provides empirical evidence of the positive impact of ludic activities on the oral production skills of early-age English language learners. This contributes to the ongoing discussion in the field about the effectiveness of different teaching methodologies and approaches for promoting language learning.

Secondly, the study highlights the importance of creating an engaging and motivating learning environment in the EFL classroom through the use of ludic activities. This can help to reduce anxiety and increase students' confidence, leading to an increase in their willingness to participate in classroom interactions and speak in English.

Thirdly, the study provides insights for EFL teachers on the types of ludic activities that can be used to enhance oral production skills, as well as the potential benefits of using such activities in language teaching.

Finally, the study contributes to the growing body of research on the use of mixed methods in language education research, highlighting the benefits of combining quantitative and qualitative data collection and analysis methods to gain a more comprehensive understanding of complex research questions.

5.6. Agenda for Further Researches

In order to expand the knowledge and understanding of the role of ludic activities in enhancing oral production skills in English language learners, there are several areas for future research that could be explored.

Firstly, it would be beneficial to investigate the effectiveness of different types of ludic activities, such as board games, role-playing games, and interactive online games, in enhancing oral production skills in different age groups and proficiency levels. This would provide more insight into the types of activities that are most effective in promoting oral production skills.

Secondly, further research could be conducted to explore the impact of integrating technology in ludic activities, such as the use of game-based language learning apps and virtual reality simulations, on enhancing oral production skills in English language learners.

Thirdly, it would be interesting to explore the impact of peer-to-peer interactions and group dynamics on the effectiveness of ludic activities in enhancing oral production skills. This could be done through observing and analyzing classroom interactions during ludic activities.

Finally, research could be conducted to investigate the long-term effects of ludic activities on the oral production skills of English language learners. This could involve following up with learners after a certain period of time to assess the extent to which their oral production skills have been retained and improved.

By exploring these areas of research, a more comprehensive understanding of the role of ludic activities in enhancing oral production skills in English language learners can be achieved, leading to the development of more effective language teaching practices.

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ANNEX

Dear student(s),

I respectfully request that you read and complete this questionnaire. We want you to reflect on your experiences learning English as a student. Your responses to this questionnaire's questions will be processed anonymously and used only for research.

Section I: Demographic Information

Gender: Male / Female

Age: -11 -12 -13

English proficiency level:

Beginner / Intermediate / Advanced.

1. How confident do you feel when speaking in front of the class?

- a) Very confident
- b) Somewhat confident
- c) Not very confident
- d) Not confident at all

2. What are your biggest concerns when speaking in front of the class?

- a) Forgetting what to say
- b) Being judged by classmates
- c) Not being understood by the teacher
- d) Other (please specify): _____

3. What areas do you find most difficult when speaking in front of the class?

- a) Pronunciation
- b) Vocabulary

- c) Grammar
- d) Fluency
- e) Other (please specify): _____

4. How often do you participate in class discussions?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

5. What would you like to improve about your oral production in class?

- a) Pronunciation
- b) Vocabulary
- c) Grammar
- d) Fluency
- e) Confidence
- f) Other (please specify): _____

6. Do you feel that your teacher provides enough opportunities for you to practice your oral production skills in class?

- a) Yes, definitely
- b) Somewhat
- c) Not really
- d) Not at all

7. Would you like to have more opportunities to practice your oral production skills in class?

- a) Yes, definitely
- b) Somewhat
- c) Not really
- d) Not at all

8. What type of activities do you enjoy the most when practicing your oral production skills in class?

- a) Group discussions
- b) Role-playing
- c) Debates
- d) Presentations
- e) Other (please specify): _____

9. Do you have any suggestions for how your teacher could help you improve your oral production skills in class?

- a) More one-on-one feedback
- b) More opportunities to practice in pairs or small groups
- c) More structured lessons on specific skills (pronunciation, vocabulary, etc.)
- d) Other (please specify): _____

10. Overall, how do you feel about your oral production skills in class?

- a) Very confident
- b) Somewhat confident
- c) Not very confident
- d) Not confident at all

Thank you for taking the time to complete this questionnaire! Your feedback is valuable to us in improving our teaching methods and helping you succeed in your oral production skills.

Questionnaire II:

Dear student(s),

I respectfully request that you read and complete this questionnaire. We want you to reflect on your experiences learning English as a student. Your responses to this questionnaire's questions will be processed anonymously and used only for research.

Section I: Demographic Information

Gender: Male / Female

Age: -11 -12 -13

English proficiency level:

Beginner / Intermediate / Advanced

Section II: Perception of Ludic Activities in Oral Production

1-Ludic activities help me to feel more comfortable speaking in English.

strongly agree Agree strongly disagree Disagree

2-I enjoy participating in ludic activities during English class.

strongly agree Agree strongly disagree Disagree

3-Ludic activities are more effective in improving my oral production skills than traditional teaching methods.

strongly agree Agree strongly disagree Disagree

4-Ludic activities help me to learn English in a fun and engaging way.

strongly agree Agree strongly disagree Disagree

5-I feel more motivated to learn English when ludic activities are used in class.

strongly agree Agree strongly disagree Disagree

6-I believe that the use of ludic activities should be incorporated into all English language

classes.

strongly agree Agree strongly disagree Disagree

7-Ludic activities help me to remember new English vocabulary and grammar structures better than traditional teaching methods.

strongly agree Agree strongly disagree Disagree

8-I would like to participate in more ludic activities during English class.

strongly agree Agree strongly disagree Disagree

9-Ludic activities have improved my overall English language proficiency.

strongly agree Agree strongly disagree Disagree

10-I feel more confident in my oral production skills when ludic activities are used in class.

strongly agree Agree strongly disagree Disagree

Section III: Open-Ended Questions Response

1-In your opinion, what are the most effective types of ludic activities for improving oral production skills in English, Explain?

-role-play -songs -stories –illustrations

2-Are there any specific ludic activities that you have participated in during English class that have been particularly helpful in improving your oral production skills? If so, please describe them.

Interview for The Teacher

Objective: To understand the perspective of the teacher regarding the use of ludic activities to develop speaking skills.

Teachers

name _____

Date: _____

•Answer the following questions honestly, and give reasons or

Examples if necessary.

1. What are the main difficulties for the students when developing?

Speaking skills?

2. Is dynamism an important part of your classes? Why?

**3. What type of activities do you employ for your students to improve?
their speaking?**

**4. Do you consider that your students started the academic year with
a proper English level?**

**5. What type of methods or techniques do you use when it comes to
developing students' speaking skills.?**

**6. In your opinion, could ludic activities, assist students to develop
speaking skills? Explain.**

**7. Do you consider that the textbook provides the proper means to
help students to develop speaking skills?**

Example 1 of a completed questionnaire:

Questionnaire

Dear student(s),

I respectfully request that you read and complete this questionnaire. We want you to reflect on your experiences learning English as a student. Your responses to this questionnaire's questions will be processed anonymously and used only for research.

Section I: Demographic Information

Gender: Male / Female

Age: -11 -~~12~~ -13

English proficiency level:

Begin~~ner~~ / Intermediate / Advanced

Section II: Perception of Ludic Activities in Oral Production

1-Ludic activities help me to feel more comfortable speaking in English.

strongly ~~agree~~ Agree strongly disagree Disagree

2-I enjoy participating in ludic activities during English class.

strongly agree ~~Agree~~ strongly disagree Disagree

3-Ludic activities are more effective in improving my oral production skills than traditional teaching methods.

strongly ~~agree~~ Agree strongly disagree Disagree

4-Ludic activities help me to learn English in a fun and engaging way.

strongly ~~agree~~ Agree strongly disagree Disagree

5-I feel more motivated to learn English when ludic activities are used in class.

strongly agree ~~Agree~~ strongly disagree Disagree

6-I believe that the use of ludic activities should be incorporated into all English language classes.

strongly agree ~~Agree~~ strongly disagree Disagree
 7-Ludic activities help me to remember new English vocabulary and grammar structures better than traditional teaching methods.

strongly agree ~~Agree~~ strongly disagree Disagree
 8-I would like to participate in more ludic activities during English class.

strongly ~~Agree~~ Agree strongly disagree Disagree
 9-Ludic activities have improved my overall English language proficiency.

strongly agree ~~Agree~~ strongly disagree Disagree
 10-I feel more confident in my oral production skills when ludic activities are used in class.

strongly agree ~~Agree~~ strongly disagree Disagree
 Section III: Open-Ended Questions Response

1-In your opinion, what are the most effective types of ludic activities for improving oral production skills in English?

-role-play -songs -stories -illustrations

2-Are there any specific ludic activities that you have participated in during English class that have been particularly helpful in improving your oral production skills? If so, please describe the

2)- In my opinion, I prefer songs as the the effective type of ludic activities that I have participated in during English class because songs improve my listening skills and develop my pronunciation. Besides being an enjoyable source of learning, songs also enriches my vocabulary.

Some reported answers of the teachers' interview

- 2) - yes, dynamism is an important part of my class. because it empowering pupils to manage their own learning. it gives them the skills and responsibility they need to make good choices as they navigates new challenges.
- 3) - The first step in improving speaking skills for my student's actually working on their listening. Reading is another important skill to have when they learning english language.
- 4) - yes, it can be said that most of the pupils had a fair level of english.
- 5) - Using board games is an effective, low anxiety and fun for students and learners to learn and practice their communication skills.
- 6) - yes, ludic activities can assist students to develop speaking skills. Through ludic activities, student's are able to demonstrate improvement in all aspects of speaking skills, such as fluency, vocabulary, accuracy, pronunciation and coherence.
- 7) - Not much, because is not enough. For this reason, I encourage the generalization of ludic activities in classroom

1-04-2023
 • Answer the following questions honestly, and give reasons or examples if necessary.

1. What are the main difficulties for the students when developing speaking skills? - They don't even know the alphabet, less confidence, lack of vocabulary, lack of communication ~~at~~ in their environment.
2. Is dynamism an important part of your classes? Why? - It's very important and essential for my classes because it facilitates the acquisition of competences, it motivates students to interact in class.
3. What type of activities do you employ for your students to improve their speaking? - Songs - Role play -- reciting out loud, representing the main information of the lesson in their own way.
4. Do you consider that your students started the academic year with a proper English level? - In general students in the beginning of the scholar year need some revisions to the basic informations for preparing them to the new year program.
5. What type of methods or techniques do you use when it comes to developing students' speaking skills? - It's necessary to use multiple methods in combination in order to cover all the speaking aspects, like using grammar puzzle, listening to audios and answering questions ... interpreting flashcards.
6. In your opinion, could ludic activities, assist students to develop speaking skills? Explain. - In my opinion, I see ludic activities helps students to be motivated and interact more in class. However, ludic activities can drive the goal of teaching to be just ludic, in this case it will affect the student's education negatively, and teaching loses its value.
7. Do you consider that the textbook provides the proper means to help students to develop speaking skills? - I consider the textbook a necessary tool to use in class. However, it provide about 60% of proper means to help students, the rest should include more activities and tools to cover all aspects of learning.

Some feedback of learners on the experimental session:

I'm the teacher of this class, I enjoyed the session of today, I liked how they learned interacted during the lesson, it was a successful experience. I'm glad that we helped you with your Research.

• That was Fun miss Thank you. I LOVE games dot
AMINA

• This good I Love rol-play
WISSM

• Thank you miss was lovely
Sabit

• 😊 I Happy miss very much
Louai

• 🌸♥️🌸 good very much
Zahra