Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Language And Literature

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Sciences of the Language

The Role of Ludic Pedagogy in Fostering Engagement

The case of Fourth -year Pupils at 08 Mars Primary School- Biskra

.

A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment
of the Requirements for **a Master Degree in Sciences of the Language**

Prepared by: **Supervised by:**

Ms. Amel BERKI   Dr. Hadjer GHECHAM

Board of Examiners

Pr.	Hanane **SAIHI**	Chairperson	University of Biskra
Dr.	Hadjer **GHECHAM**	Supervisor	University of Biskra
Mr.	Maamar **BECHAR**	Examiner	University of Biskra
Dr.	Youcef **LAALA**	Examiner	University of Biskra

Academic Year: 2024-2025

Declaration

I, **Amel BERKI**, declare that this dissertation entitled **"The Role of Ludic Pedagogy in Fostering Engagement"** is my own original work and has been completed in accordance with the academic requirements of Mohammed Khider University of Biskra. All sources and references used have been properly cited, and no part of this work has been submitted elsewhere for any degree or qualification.

Algeria

Certified:

Miss. **Amel BERKI**

Master student, Department of English

Signature:

Dedication

"*Alone we can do so little; together we can do so much*."

…Helen Keller…

I dedicate this work to:

My dear family, whose unwavering love and support have been my foundation. To my beloved parents, the guiding stars who continue to illuminate my path.

To my dear mother, whose constant help and care guided me through this journey.

To my father, who taught me the value of hard work and never giving up.

To my brothers and sisters, for their support and kind words

To my nieces, my little butterflies and heroes, **Djenna**, **Nourssin Ayla**,

Takkie-Eddine, **Anes and Amir**

To everyone who wished me good success and encouraged me during difficult times

especially Dr. Houssam Eddine **GHODBANE**

To all who believed in me, even in a small way.

Acknowledgments

Abstract

Engagement plays a pivotal role in shaping learners' academic achievement. However, many Algerian primary school pupils exhibit disengagement when learning English as a foreign language (EFL), often due to a perceived lack of relevance to their daily lives. This disengagement has led to poor communicative competence, limited vocabulary acquisition, and overall low academic performance. Accordingly, this study aimed to examine the effect of ludic pedagogy in generating and increasing primary school pupils' engagement to learn English as a foreign language. More specifically, the present study sought to reveal the role of ludic pedagogy in fostering fourth year primary school pupils' motivation, interest, active learning, and participation. The main hypothesis suggested that ludic pedagogy significantly increases primary school pupils' engagement in learning the English language compared to traditional teaching methods. We adopted the mixed method approach. This study deployed the following two data collection tools: a semi-structured questionnaire dedicated for primary school English language teachers and a classroom observation. The interpretation of the obtained data revealed that integrating ludic pedagogy can result in fostering EFL pupils' engagement rates. The study concluded that integrating ludic pedagogy into EFL instruction can create a more enjoyable and effective learning environment, fostering cognitive, social, and emotional development. From this, we can derive that the study's alternative hypothesis (H1) was confirmed.

Keywords: Ludic pedagogy, pupils' engagement, motivation, interest, active learning, participation, playfulness, primary school education.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

L2: Second Language

NSSE: National Survey of Student Engagement

EEE: Encounter, Engage and Exploit model

AUSSE: Australasian Survey of Student Engagement

List of Tables

List of Figures

List of Appendices

Contents

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Chapter Two: Ludic Pedagogy

Chapter Three: Research Methodology for this Study

Chapter Four: Fieldwork and Data Analysis

الملخص

General Introduction

Introduction

The process of learning English in the primary school is a crucial step in building foundational language skills that can significantly influence one's academic and social development since early age. This process requires a motivating learning environment and effective and ludic/entertaining teaching methodologies and strategies. Through these latter, teachers can foster primary school pupils' engagement to learn English as a foreign language (EFL). Ludic pedagogy integrates play and recreational methods into education to make learning enjoyable and meaningful. This approach enhances cognitive, social, and emotional skills such as critical thinking, collaboration, empathy, helping children stay motivated and developing a lifelong love for learning.

Through this work, the researcher looks at the background of this issue, define the problem and ask key research questions about the impact of ludic pedagogy. Furthermore, the research hypothesises are stated. This paper also sets general and specific aims to reflect the effectiveness of this study. Finally, this paper explains the research methodology that will be adopted. The goal is to show how ludic pedagogy can make learning English more effective and enjoyable for young learners.

1. Study Background

English has become the language of the international communication and a key factor for success in modern human life. For decades, French was the second language (L2) and the first foreign language in Algeria. However, in recent years, English has gained significant importance, and it became the first foreign language reflecting the country's economic, political, sociocultural and educational needs. English has been introduced to primary school learners aiming to prepare them for future opportunities in higher education, career development, and international communication. This is due to the fact

that the primary years are often regarded as a critical stage in language acquisition, and because they offer a unique opportunity to instil a strong foundation for foreign language learning.

The success of teaching English at this stage depends largely on how well young learners are engaged in the learning process. In the early stages of their educational journey, children are not only absorbing new language skills but are also developing their cognitive, social, and emotional abilities. Research has shown that when young learners are actively engaged, they are more likely to develop positive attitudes toward learning, retain information more effectively, and build the confidence needed to use the language in real-world contexts. Therefore, incorporating interactive, creative, and ludic/playful methods into the English language classrooms can greatly enhance their willingness and engagement to learn.

Ludic, derived from the Latin word 'Ludic' meaning 'play', which refers to a whole range of fun things, refers also to an educational approach that integrates play, games, and playful elements into teaching and learning. It is rooted in the understanding that playing is a fundamental aspect of human development and learning, fostering creativity, engagement, and critical thinking. According to Egan (1997), ludic pedagogy is an approach to education that harnesses the playful, imaginative and exploratory aspects of human cognition, making learning both enjoyable and effective. Sicart (2014) also describes it as a teaching philosophy that leverages the principles of play to engage students in a manner that is meaningful, participatory, and flexible, allowing learners to explore and interact with content dynamically.

Moreover, Gee (2003) emphasized the role of games in ludic pedagogy, stating that it "combines structured play and learning in ways that enhance problem-solving skills, collaboration, and adaptability". Ludic pedagogy, which prioritizes learning through

playful and game-based methods, is closely connected to English as a Foreign Language (EFL) instruction. It creates a dynamic setting that enhances student engagement and lowers their stress levels. Playful activities allow learners to explore language structures, practice pronunciation, and develop fluency in an enjoyable and less pressure environment. Such tasks often involve teamwork and interaction. They also offer the opportunity to practice communication through the target language. By blending enjoyment with pedagogical objectives, ludic pedagogy effectively supports EFL learners to acquire new language skills while maintaining their interest and enthusiasm.

2. Statement of the Problem

Teaching English to young learners is a complex process that requires the contribution of many factors, including a good learning environment, well trained teachers, well selected and organized content, effective learning methodologies and engaged learners. Engaging young learners is not an easy task for many English language teachers due to the large number of learners per class, lack of training and the traditional way of teaching that is based on drills and memorization.

In the Algerian primary schools, a large number of learners do not have the desire to learn English. This may be the result of personal issues and/or academic and pedagogical circumstances. For this, teachers need to find new ways or strategies that promote their learners' engagement to learn English because learners' engagement is considered to be a key factor for stimulating the desire to learn or to do anything in the classroom. The use of ludic pedagogy by integrating entertainment and fun to the English language courses can be a solution for boosting primary school pupils' engagement. This can make them active, lower their stress, and increase their willingness to learn and use the English language effectively.

3. Research Questions

This study seeks to answer the following questions:

- **RQ1.** Does ludic pedagogy affect young learners' engagement in primary school English language classrooms?

- **RQ2.** Which ludic strategies effectively enhance primary learners' engagement and participation in English lessons?

- **RQ3.** What are the main challenges and obstacles that face teachers when implementing Ludic Pedagogy in primary English classrooms?

4. Research Hypotheses

As an initial attempt to answer the research questions we hypothesise that:

- **RH0:** Ludic pedagogy does not affect young learners' engagement to learn the English language in primary school.

- **RH1:** When primary school pupils are taught using ludic pedagogy, their engagement to learn the English language increases significantly compared to traditional teaching methods.

5. Research Aims

The general aim of the current study is to examine the effect of ludic pedagogy in generating and increasing primary school pupils' engagement to learn English as a foreign language. More specifically, through this study, the researcher aims to:

• Understand the importance of students' engagement in primary school English lessons.

• Shed light on the various ludic methods which motivate students and increase their participation in primary school English lessons.

• Identify the challenges that face teachers when using Ludic teaching methods.

6. Significance of the Study

The study of ludic pedagogy in teaching English to primary school pupils is important because it shows how play-based learning can make lessons more engaging and effective for young learners. Using games, storytelling, and fun activities helps children enjoy learning, making them more motivated and less anxious. This approach also supports language skills like speaking, listening, and vocabulary while encouraging creativity, team-work and problem solving. It works well for different learning styles, helping all students participate and succeed. By making English lessons fun and interactive, ludic pedagogy helps children remember what they learn and develop a positive attitude towards the subject. Teachers also benefit by creating stronger connections with students and observing their progress in a natural and supportive environment.

7. Research Methodology

7.1 Research Approach

The researcher followed a mixed-method approach because it would be more suitable and applicable for this study. She uses qualitative and a quantitative data gathering tools to find answers for her research questions.

7.2 Data Collection Tools

More specifically, and since the researcher conducted a mixed method approach, this study intends to deploy the following data collection tools: a semi-structured questionnaire dedicated for primary school English language teachers and a classroom observation. These tools served to know how and to what extent ludic pedagogy can be effective in engaging primary school learners to learn English. They also helped in

exploring the main challenges that English language teachers face when implementing ludic pedagogy.

7.3 Population and Sampling Techniques

In this study, fourth-year young pupils at 08 Mars Primary School in Biskra were selected as the study's population (N=74). The sample was selected based on convenience sampling technique (non-probability sampling), which is based on the sample's availability and willingness to participate.

8. Structure of the Study

The present research is divided into four main chapters. The first chapter is devoted to present teaching English in the primary schools. It also sheds light on the importance of Engaging primary school learners to learn English and on the different strategies teachers use to engage them. On the other hand, the second chapter is about ludic pedagogy and its effectiveness in primary school classrooms. The third chapter gives a general overview about the research methodology of this study including the research approach, design, tools, analysis procedures, etc. finally, the fourth chapter is devoted to the fieldwork and data analysis. In this part the researcher collects, analyses and discusses the data gathered via teachers' questionnaire and the classroom observation.

Chapter One:

Engagement in Primary

School EFL Classes

Introduction

This chapter deals with the study's dependent variable "engagement in primary school English as a Foreign Language (EFL) classes, exploring various aspects that influence students' participation and learning. It begins by discussing the advantages of early foreign language instruction and the factors affecting English teaching. Additionally, it examines the strategies for teaching EFL for young learners and the impact of reintroducing English in primary education. The chapter then focuses on learners' engagement, defining the concept, its importance, and its relation to academic achievement. Furthermore, it categorizes engagement into different styles and types while highlighting effective teacher practices to foster active participation in the classroom.

Section One: English Language Education in Primary Schools

1.1.1 Advantages of Early Foreign Language Learning

Learning foreign languages, especially English, has become very important worldwide in education, business, and technology. Children who start learning a foreign language early benefit in many ways. They develop better thinking skills, improved native language abilities, and greater cultural understanding. In Algeria, teaching English to young children is gaining attention because the world is changing fast, and English helps connect with others globally. Learning English at a young age helps children build strong language skills, confidence, and an understanding of different cultures, preparing them for success (Benosmane, 2006). Indeed, there are various advantages of early foreign language teaching.

1.1.1.1 Intellectual Improvement

Children who learn a second language early often perform better than those who speak only one language. They become good at both speaking and understanding. Knowing two languages makes their brains more flexible, helping them think in different ways and form ideas easily. Learning English is important for future success because it improves overall communication skills. Early exposure to another language boosts brain development and makes it easier to learn and remember new things (Pinter, 2006).

1.1.1.2 Mother Tongue Improvement

Children who learn a foreign language early understand their first language better. They become more aware of how language works. Broughten et al. (1978) stated that "a second or even a third language can be acquired from the very earliest ages without any seeming effort retardation of the mother tongue". This means that learning another language does not slow down the development of their native language. By age four or five, children already know basic grammar and vocabulary. Learning a second language after this age helps them with problem-solving, multitasking, and understanding languages better.

1.1.1.3 Cultural Gains

Children who know more than one language also understand different cultures better. Monolingual children may think their culture is the most important. Learning a foreign language helps children respect and appreciate other cultures, improving their thinking skills (Jazuly and Indrayani, 2018). A good learning environment helps children develop patience and open-mindedness, which are important for social skills.

Learning another language also helps brain development. It improves problem-solving, memory, and critical thinking. Children who speak multiple languages can focus and multitask better. Teaching foreign languages in primary school helps children grow into well-rounded individuals in today's connected world.

1.1.2 The Re-introduction of English in Primary Schools

In Algeria, the introduction of English in primary schools in 2023 has gained attention from parents, educators, and policymakers. English is seen as essential for global opportunities in science, technology, and business, helping Algerian children connect with the modern world (Benosmane, 2006). President Tebboune announced that English would be added to the primary curriculum starting September 2023, aiming to reduce reliance on French, which he called a "war trophy" and to prepare youth for global engagement. This move reflects Algeria's goal to diversify language education and strengthen ties with the international community.

However, the decision sparked mixed reactions. Teachers, crucial for implementing reforms, were not fully involved in the planning. Critics argue the change was rushed, lacking proper teacher training and preparation. Sociologist Kadri (2023) stressed that

educational reforms need long-term planning (20-30 years) to succeed, warning that insufficient preparation could hinder implementation.

The Ministry of Education introduced an English textbook for third-year students just before the school year began. The textbook covers basics like the alphabet and simple dialogues, but Krashen (2008) emphasizes that language learning requires continuous exposure and meaningful communication, which the current materials may not provide. Additionally, teachers in remote areas face challenges, often working across multiple schools, making consistent instruction difficult.

Richards (2001) highlights the importance of needs analysis and assessing the learning environment before implementing a curriculum. A one-size-fits-all approach may not work, as students have varying abilities and needs. Proper teacher training, adequate resources (like audio and visual aids), and ongoing evaluation are essential for success. Institutions must ensure teachers are prepared to deliver the curriculum effectively (Richards, 2001).

1.1.3 Factors Affecting Teaching English

Teaching English is important but can be challenging. Many factors affect this process, such as students' age, teachers' methods, available resources, and support from parents and schools. Also, students' first language and culture can impact learning. If not addressed, these factors can affect the quality of English teaching and learning.

1.1.3.1 The Age Factor

Many believe "younger is better" for learning languages. Children learn English more easily at a young age because their brains are in a critical period for language learning (Sad, 2010). Learning later in life may be harder, making it difficult to master pronunciation, grammar, and vocabulary (Iddou-Derraz, 2009). Introducing English early helps children take advantage of their natural learning ability.

1.1.3.2 The Social Factor

Motivation is a key factor in learning English and is influenced by attitude. Parents shape their children's attitudes. If they see English positively, they encourage learning, but negative views can discourage children. This directly affects success in language learning. Another challenge is the lack of real-life practice. Without using English outside the

classroom, children struggle to improve their skills (Pinter, 2011). Limited exposure makes it harder to communicate effectively. Creating opportunities to use English in daily life helps students learn better.

1.1.3.3 The Psychological Factor

Psychologists and linguists advance that emotions like anxiety affect language learning. Krashen (2008) identified two types: facilitating anxiety and debilitating anxiety. Facilitating anxiety helps students stay motivated and work harder (Scovel, 1978). It pushes them to try their best. Debilitating anxiety does the opposite. It makes students feel stressed, leading to avoidance and lack of confidence. Teachers should create a supportive environment to reduce negative anxiety and encourage positive motivation. Encouraging feedback and manageable tasks can help students feel more confident and improve their learning experience.

1.1.3.4 The Pedagogical Factor

Pedagogy plays a key role in language learning, affecting both students and teachers. Teaching English has many challenges, such as large classes, limited language exposure, few learning resources, and poor teaching facilities (Songbatumis, 2017). Iddou-Derraz (2009) highlighted major issues in English education, including limited time and large classes, low student interest, poor teacher training and lack of resources.

1.1.4 Strategies to Teach English to Young Learners

Teaching English to very young learners requires creativity and interactive methods to keep them engaged. Young children are beginners, so lessons must be fun and simple. According to Hashemi and Azizinezhad (2011), using movement, sensory experiences, and materials like colorful pictures, toys, and puppets helps capture their attention. Active learning, especially through games, is effective. Games encourage thinking and problem-solving while making learning enjoyable. Hang (2017) found that teachers believe games help young learners stay focused and have fun while learning.

Young children have short attention spans, so songs and gestures work well. For example, a morning song with actions like brushing teeth can make learning easier. Harmer (2007), as cited in Hashemi and Azizinezhad (2011), says young learners lose interest quickly, so using music, stories, and games keeps them motivated. Role-playing is another great method. It lets children practice new words and communication skills while having

fun. It also helps them express themselves and build confidence. Hashemi and Azizinezhad (2011) stress that children learn by imitating and playing, so these methods are key to teaching English effectively.

Section Two: Learners' Engagement in Primary School Classes

1.2.1 Learners' Engagement in Primary School EFL Classes

Engaging young learners in primary school EFL classes is a key factor in helping them develop language skills effectively. Young children have short attention spans and learn best when they are actively involved in the learning process. According to Harmer (2007), "young learners need to be engaged through a variety of activities, such as games, songs, and storytelling, to keep their interest alive and make learning enjoyable". These activities not only make lessons fun but also help children remember new words and phrases more easily. For example, using songs with repetitive lyrics can improve vocabulary retention, while role-playing activities allow students to practice speaking in a safe and creative way.

Cameron (2001) emphasizes that "children learn language best when they can connect it to their own experiences and emotions". This means that teachers should design lessons that relate to students' daily lives, such as talking about their families, hobbies, or favorite foods. Additionally, creating a positive and supportive classroom environment is essential. As Pinter (2006) points out, "young learners thrive in environments where they feel encouraged and confident to take risks without fear of making mistakes". By using interactive and student-centered approaches, teachers can foster a love for learning English and help students build a strong foundation for future language development.

1.2.2 Definition of Student's Engagement

Student engagement has been defined as "students' willingness, need, desire, and compulsion to participate in, and be successful in, the learning process" (Bomiaet al., 1997, p. 294). Also, it has been described as "taking part in educational activities, both inside and outside the classroom, that lead to measurable learning outcomes" (Kuh et al., 2007). Another definition states that it is "how much students participate in activities that research has linked to quality learning" (Krause and Coates, 2008, p. 493). Similarly, Hu and Kuh (2001, p. 3) explain engagement as "the amount of effort students put into learning activities that lead to the desired results."

On the other hand, some define engagement as "the way institutions and education bodies intentionally involve and empower students in shaping their learning experience" (HEFCE, 2008). Bringing these ideas together, Kuh (2009a, p. 683) defines student engagement as "the time and effort students put into activities that are proven to lead to successful college outcomes, along with what institutions do to encourage students to take part in these activities". Coates (2007, p. 122) describes engagement as "a broad idea that includes important academic and some non-academic parts of student life", consisting of:

- Active and collaborative learning.
- Participation in demanding academic activities.
- Meaningful communication with teachers.
- Involvement in valuable learning experiences.
- Feeling accepted and supported in the learning environment.

The Australasian Survey of Student Engagement (AUSSE) builds on this by adding a sixth aspect and defines student engagement as "students' participation in activities and conditions that lead to high-quality learning" (Coates, 2010, p.17). The engagement areas measured in AUSSE are:

- Academic challenge (how much assessments and expectations push students to learn).
- Active learning (students' efforts to create their own knowledge).
- Student and staff interactions (how often and in what way students communicate with teachers).
- Enriching educational experiences (involvement in activities that expand learning).
- Supportive learning environment (feeling included in the learning community).

1.2.3 The Importance of Students' Engagement

The process of losing interest in school often begins early and is influenced by how students interact with their surroundings (Archambault et al., 2009). Some key moments, such as the transition from middle school to high school, are particularly critical because students are at a higher risk of losing motivation or even dropping out of school altogether (Stout and Christenson, 2009). Every student's experience is unique, and many different factors can shape their journey through school. These factors might include their

relationships with teachers, their home environment, or even their own feelings about learning.

Over time, these influences can either help students stay engaged or push them further away from school. Understanding these challenges is important to help students stay on track and succeed in their education. Following the same pattern, Fredricks et al., (2004) suggested that "there is considerable evidence in the research literature between engagement and positive academic outcomes". Moreover, for students to truly understand and succeed in their studies, being engaged is very important. Because of this, teachers should find ways to keep their students interested and involved as this helps them perform better (Newman, 1992; cited in Riveros, 2016).

1.2.4 Students' Engagement and Academic Achievement

Students' engagement is a key factor that influences their academic achievement. When students are actively involved in their learning, they are more likely to understand the material, complete assignments, and perform well in exams. According to Fredricks, Blumenfeld, and Paris (2004), engagement includes three main parts: behavioral (participating in class), emotional (feeling interested and happy about learning), and cognitive (thinking deeply about the subject). They emphasize: "engagement is critical because it directly impacts students' motivation and their ability to succeed academically". For example, when students ask questions, work hard on projects, and show curiosity, they are more likely to achieve higher grades. Teachers can support this by creating a positive classroom environment, using interactive teaching methods, and encouraging students to take ownership of their learning. In simple terms, when students are engaged, they are more motivated, focused, and likely to reach their full potential in school.

1.2.5 Styles of Students' Engagement

Coates (2007) described different ways students engage in their studies using two main factors: social and academic. This is shown in the following figure, with each style explained below:

Collaborative

Intense

Figure 1.1: Student engagement styles (Coates, 2007, p. 133)

a) Intense

Acoording to Coates (2007, pp. 132-133) "Students with an intense engagement style are very involved in their university studies […] They find their teachers easy to talk to and believe their learning environment is helpful, encouraging, and challenging". In other words, some students are very focused and deeply involved in their studies at university. They feel comfortable talking to their teachers and think that the environment they learn in is supportive, motivating, and pushes them to do their best. These students are really into their studies, get along well with their teachers, and feel that their school helps them grow and learn.

b) Independent

For this, Coates (2007, pp. 133-134) declares:

> Students with an independent engagement style focus more on academics and less on social activities […]. They feel like they are part of a supportive learning environment. They think teachers are approachable, responsive, and open to student feedback. However, these students usually don't work much with classmates or take part in activities outside of class.

Differently stated, these students focus on their studies yet do not get too involved in social activities or group work. These students feel that their school or college is a good place to learn because they think their teachers are friendly, helpful, and listen to their opinions. But, they usually do not spend much time working with other students or joining in activities that are not part of their regular classes.

c) Collaborative

Some students like to learn and be part of a group. They enjoy being social at university, joining clubs or activities, and talking with teachers and classmates. For them, feeling connected to others is more important than working alone. They feel like they belong to the university because of these interactions. In this sense, Coates (2007, p. 134) asserts that "Students with a collaborative engagement style prefer the social side of university rather than working alone […] They feel connected to their university community by joining activities outside of class and interacting with teachers and other students".

d) Passive

The students who are not actively involved in their learning -like those who just sit back and don't participate in discussions, activities, or hands-on experiences- often miss out on opportunities that help them learn better. In this line of thought, (Coates (2007, p. 134) argues that "Students with a passive engagement style don't often take part in activities or experiences that support effective learning". According to him, if they do not engage or put effort into learning, it is harder for them to understand and remember things. These engagement styles are not fixed personality traits. Instead, they can change depending on the situation or over time (Coates, 2007, p. 132).

1.2.6 Types of Students' Engagement

Pike and Kuh (2005, p. 202) identified seven different types of student engagement. They found that colleges and universities engage students in different ways, often without a clear strategy. According to Pike and Kuh (2005, p. 202), there are seven types of engagement:

a. **Diverse, but Interpersonally Fragmented:** These colleges expose students to different cultures and perspectives and make use of technology. However, students do not feel supported academically or socially, and their peers do not provide much encouragement. This makes the environment difficult for learning and personal growth.

b. **Homogeneous and Interpersonally Cohesive:** Students here have fewer interactions with diverse groups but feel supported by their peers and the institution. This is the opposite of the first type.

c. **Intellectually Stimulating:** These colleges emphasize learning through active participation in class and discussions with professors. Students also work together on assignments and engage in deep thinking.

d. **Interpersonally Supportive:** Students at these institutions experience diversity and feel supported by their peers and campus environment. They also have regular interactions with faculty inside and outside the classroom.

e. **High-tech, Low-touch:** These universities rely heavily on technology, which limits student interaction. Collaboration is rare, academic demands are low, and personal connections are not stressed.

f. **Academically Challenging and Supportive:** Professors have high expectations and focus on complex thinking in traditional teaching methods. There is little group work, but students help each other and find a friendly and welcoming place for learning.

g. **Collaborative:** Students rely on each other for academic support, often with the help of technology. Though there are few opportunities for diverse experiences, students engage with faculty and see the university as a supportive place.

1.2.7 Factors Contributing to Students' Engagement

Audas and Willms (2001) identify school, home, and peer factors as key contributors to student engagement. In addition, Hamid et al. (2011) state that the students' families, schools and peers should be noted when studying the involvement of students at school. However, Sahil (2010) states that the contextual factors that affect student involvement are family, peers, school environment and neighborhood. Based on these findings, it can be concluded that contextual factors such as family factors, school factors and peer factors are among the main factors contributing to the engagement of students in schools.

a) The Family Factors

Families are important in society because they help create harmony (Marchant, Paulson, and Rothlisberg, 2001). Parents play a key role in their children's development by providing a good learning environment, setting high expectations, giving motivation, and monitoring their progress. Each family is different, so children have unique experiences based on their background.

Moreover, McInerney (2010) found that parents encourage children to explore and succeed when they support their needs and ambitions. Knollmann & Wild (2007) also stated that when parents are involved, children are more engaged in their education.

According to McInerney (2010), parents take part in education because they see it as their role, believe they can help their children succeed, and respond to school opportunities.

Besides raising children, parents also impact their academic progress. Inman (2008) argued that parents improve learning by showing interest in schoolwork and ensuring assignments are done. Parental support helps children stay engaged in learning emotionally, behaviorally, and cognitively (Sahil, 2010). Yazzie-Mintz (2010) also noted that parental involvement influences student engagement at both primary and secondary levels.

b) The School Factors

The school environment plays a big role in student engagement. Each school has a different setting, which affects how students feel about their school. Smith et al. (2010) show that factors like trust, fairness, consistency, encouragement and an appealing environment are strongly linked to student satisfaction. A positive school atmosphere fosters learning by ensuring fairness, respect, security, and open communication (Yazzie-Mintz, 2010). A supportive classroom, where teachers and peers set high expectations and provide help, also boosts engagement.

Furthermore, Bardin and Lewis (2011) explain school context using the "4Cs" concept: culture, community, curriculum, and co-curriculum. Teachers play a key role in student involvement, as they shape students' perceptions of their academic environment (Sahil, 2010). Studies confirm that teacher support encourages student engagement, leading to better academic performance, self-learning, and behavior (Smith et al., 2010; Trowler, 2010; Li et al., 2011; Sahil, 2010).

Concept	Statement
School Culture	School's Mission and vision, trust, value, tradition, aspiration, school structure and organization and curriculum matters.
School Community	A relationship that reflects the school and its members, the interaction between students, teachers and administrators with communities and individuals outside the school. The relationships built should be of great quality and depth.

School Curriculum	The value expected by the school to be achieved by students in the form of attitudes, skills and knowledge.
School Co-curriculum	Provides opportunities to learn beyond in the classroom with an emphasis on experience.

Table 1.1: The 4 Cs concepts (Bardin & Lewis, 2011)

c) Peer Factors

Researchers suggest that peers play a crucial role in adolescents' psychosocial and educational development (Poulin and Chan, 2010). Adolescents share with their peers similar characteristics of teenagers like autonomy, desires, and peer orientation, highlighting the importance of peer relationships.

The stability and quality of peer relationships, however, will change over time (Way and Greene, 2006) . Way and Greene (2006) stress that changes in relationships with peers are not only due to changes of schools but also due to the instability of the social relationship that naturally occurred in adolescents. Peer relationships change over time, affecting school engagement in different ways (Poulin and Chan, 2010). Some aspects become less important, while others have a stronger influence on students.

1.2.8 Teacher Practices To Foster Students' Engagement

There are many things teachers can do to help students stay interested and involved in learning. Lent (2014) suggests these ideas:

- Teachers give students chances to learn by doing, not just by listening.
- Teachers let students make choices to help them become more independent.
- Teachers make lessons and assignments meaningful and connected to real life.
- Teachers use group work so students can learn from each other.
- Teachers use technology to give students more ways to learn.
- Teachers teach in different ways and use a variety of materials.
- Teachers create lessons that are both challenging and achievable.
- Teachers adjust lessons to fit students' needs and help them step by step.
- Teachers use real-world assessments and give feedback often and quickly.
- Teachers encourage curiosity and questioning in the classroom.

Conclusion

In conclusion, this chapter has explored the critical role of engagement in primary school EFL classes. It has highlighted the factors influencing language learning, the significance of students' active participation, and the various types of engagement. The discussion also emphasized the link between engagement and academic success, along with strategies teachers can implement to create an interactive and motivating learning environment. Understanding and fostering student engagement is essential for improving language acquisition and ensuring a more effective EFL learning experience in primary education.

Chapter Two:

Ludic Pedagogy

Introduction

This chapter deals with the study's independent variable: 'Ludic Pedagogy in Primary School Classes', exploring various aspects that influence students' participation and learning. It begins by defining key terms and examining the historical and philosophical foundations of the modern understanding of lucidity. Additionally, the chapter highlights the significance of lucidity in primary English classrooms and the different types of ludic activities. The importance of these activities is discussed alongside the teacher's role in implementing them. Furthermore, the chapter outlines the elements of ludic activities and presents the implementing of ludic methods to foster active student participation through engaging and playful approaches.

2.1 Definitions

According to Cameron (2022), the term 'Ludic' comes from the Latin 'ludere' (meaning 'to play'). For him, ludic pedagogy focuses on creating fun, yet academically rigorous classroom experiences. Ludic pedagogy combines the related concepts of fun, play, playfulness, and positivity to establish a context for a positive, effective learning environment. The Latin word ludus (meaning 'game') originated the concept of ludic, which represents a human behavior characteristic that synthesizes social and educational principles, and establishes a vehicle of imaginary expression and action through knowledge and rules appropriations in a pleasant way ("Ludic Pedagogy: Incorporating FUN into Teaching and Learning", 2023, para. 1)

Among the playful activities, games hold significant importance, as they create a natural learning environment that serves as a means of communication, sharing, and conceptualizing knowledge, ultimately fostering social, emotional, and cognitive growth in individuals (Mendoza & Pérez, 2022). They also add that "Through gaming, a necessary constructivist and researching attitude is developed, both in teachers who look to generate knowledge adapted to the students' learning styles, and the students who try to learn in the most pleasant way" (p. 47). Among the playful activities, games hold significant importance, as they create a natural learning environment that serves as a means of communication, sharing, and conceptualizing knowledge, ultimately fostering social, emotional, and cognitive growth in individuals (Mendoza & Pérez, 2022).

According to Hernández and Acosta (2011, p. 26), ludic is the "voluntary practice done with a feeling of joy and satisfaction. As second nature, humans feel the need of

playing, having moments of sound joy, free from the everyday concerns". These physical and sports activities have a pedagogic character, and are oriented to improving the basic motor skills of practitioners, offering the possibility of using leisure as a way of learning and personal joy.

According to Martín, Delia and Soto (2018, p. 23), game as a ludic activity offers a series of benefits at the affective level. This tool motivates and favors creativity. It fosters the participation of every one, and contributes to the development of people's skills and abilities. The functions of game as ludic learning contribute to a more pleasant teaching process, arousing the children's interest toward sports practice; it leads to an extended development of motor skills, such as running, jumping, rolling, turning, moving, throwing, catching, etc. It can also create exciting moments in which children feel comfortable, increasing the analysis capacity and understanding in children (Martín, Delia and Soto, 2018).

From another perspective, Huizinga (2005, p.61) asserts that "sports and recreation do not necessarily come from sports learning, but they make sense in themselves, and favor body language, socialization, and a creative joy of leisure". Additionally, Parlebas (2001, p. 11) insists that "well directed and organized games are an infinite source that can help us make motor proposals, though the sport is the main goal".

Ludic refers to the pleasurable and fun action, which is free and voluntary. It may or may not have rules; if there are rules it is a game; therefore, the game in education has two functions: ludic and educational (Gutierrez and Barajas, 2019). The ludic function of games refers to fun and pleasure. While the educational function of games includes understanding, constructing and appropriating knowledge. Games foster motivation, participation, joy and improvement of academic performance, which positively affect the teaching-learning process. These ludic activities do not replace traditional teaching, but optimize the process (Gutierrez and Barajas, 2019). Play or ludic activity is universal, but changes depending on the cultural environment. However, most people have participated at some time. Didactic games allow the development of skills, combining teaching and fun, being the necessary motivation to achieve meaningful learning, by encouraging critical capacity and self-learning (Martínez and Ríos, 2019).

Games can be classified as: function games, fiction games, construction games, grouping games or games representing the environment. They can also be cooperative, free

or spontaneous, with rules or structured, strategy, simulation, popular or traditional, and adaptive structures. The latter are those in which the structure can be modified or redesigned, that is, a new game can be created on the basis of an already known game. This type of game is used for instructional purposes, because it helps to develop a diversity of games based on existing ones such as dominoes, cards or lottery (Farias and Rojas, 2010).

According to the Oxford Dictionary, the word ludic describes "a tendency to play and have fun and is spontaneous". Bernardo (2009, p. 60) said that "ludic is everything that allows the construction of knowledge in a more free and spontaneous way". Because of this, ludicity is very important in learning as it is meaningful (Bernardo, 2009). When children take part in ludic activities, they use their imagination and learn without realizing it; this happens because they are not concentrating on the language itself but are using it in real situations (Constantinides, 2009). Halliwell (1992) also pointed out that ludic activities let children be creative with the language they know, encourage learning without direct teaching, and take advantage of their natural love for play.

In addition, some authors identify the overlap between the meanings of fun and play (Maier, 1980). This has led to the conceptualisation of ludic pedagogy; a novel teaching and learning philosophy that promotes fun in education (Lauricella and Edmunds, 2023). For them, this pedagogy relies on four principles: fun, play, playfulness and positivity when developing an effective learning environment, where:

- **Fun:** is the motivator factor that provides the stimulus to do the activity.
- **Play:** is the learning activity that is practiced in class.
- **Playfulness:** is the attitude of the students and educators. The ludic allows children grow in all aspects—physically, emotionally, socially, and mentally. However, teachers need to balance two types of play in the classroom. One type is structured play, which has specific learning goals. The other type is free play, where children play for fun and enjoyment. Both types are important because they allow children to learn new things while also developing important skills like movement, social interaction, emotions, and thinking.
- **Positivity:** is the desired affect and feelings after carrying out the learning activity.

2.2 Educational Proposal for Integrating Playfulness (Ludic)

According to Smith (2020, p. 45), the ludic approach supports children's holistic development - encompassing physical, emotional, social, and cognitive growth. However, educators must maintain a balance between two distinct forms of play in the classroom: structured play, which is designed with specific learning objectives, and free play, which is child-directed and focused on enjoyment. Both types are essential, as they enable children to acquire new knowledge while also fostering critical skills such as motor abilities, social engagement, emotional regulation, and cognitive processing.

Weiss (1997) explains that playing has been part of human life since ancient times, showing that it is natural for people to play. He believes that children use play to explore and understand the world. As Weiss (1997, p. 24) stated, "through the toy, the child initiates his social integration: he learns to live with others, to situate himself in front of the world that surrounds him. She exercises while playing." This means that play helps children interact with others and learn about their surroundings. Because of this, schools should use games as a way to teach.

2.3 The Impact of Language Games (Ludic) on Learning and Classroom Engagement

Language games are not just for fun or to pass the time. Byrne (1995) says that games follow rules and should be enjoyable. They help students use the language while playing. Hadfield (1990) also asserts that games have rules, goals, and fun. There are many language games, so teachers have lots of options. But to pick the right game for their class, teachers need to think about some things. Carrier (1990) says that teachers should check if the game is at the right level for their students. They should choose games that match the lesson and think about students' age, personality, and motivation. Teachers should also decide when to use the game. Richard-Amato (1996) explained that even though games are fun, teachers must remember their learning purpose.

Games help students by making them feel motivated, reducing stress, and giving them real practice. One reason why games are good for learning is that they make students excited and eager to win (Avedon, 1971). Students try their best because they want to score points and win. This makes them participate more. While playing, they also learn new words and grammar. Games make boring classes more interesting. Another reason to use

games is that they help students feel less stressed. In a normal classroom, learning a language can be stressful. Schultz (1988, p. 5) says:

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

Learning a new language can be scary because of difficult grammar and words. Students may feel nervous and unsure, which makes it harder to learn. But games help them relax, feel comfortable, and enjoy learning. When they play games, they do not worry too much about mistakes. This helps them speak better and more naturally.

In short, games make learning fun, reduce stress, and help students practice the language in a natural way.

2.4 Why Ludicity in Primary English Classroom

From a young age, children use play to communicate and understand the world. Since "children have a natural instinct for fun and play" (Halliwell, 1992, p. 6). Using playful activities in the classroom helps make learning more effective. It takes advantage of what children already enjoy and helps them learn. Play makes learning more real and exciting, helps students connect with others, and improves their social skills (Bernardo, 2009). Through fun activities, children can learn new ideas, build friendships, think better, and feel more comfortable and motivated. This, in turn, helps them do better in school.

Since fun and play are natural for children, Halliwell (1992) advises teachers to create real and interesting tasks rather than just language exercises. Research shows that children learn best when activities are engaging and enjoyable (Ellis and Ibrahim, 2015). Teachers should, therefore, introduce new and exciting activities to keep students interested. If lessons only involve repeating words, doing exercises, reading, and writing, students miss many chances to improve. Providing fun and interactive tasks gives students more exposure to English (Read, 2007). Choosing activities that engage students is key.

In the classroom, the 'Encounter, Engage, and Exploit (EEE) model'', which focuses on students, shows how play can fit into each stage. Play connects with the Encounter and Engage stages, where students learn new language and "practice it through

specific games and tasks that will develop understanding, fluency, and accuracy" (Robinson, Mourão and Kang, 2015, p. 14). These stages are led by the teacher, who provides support and guidance. Play is also important in the Exploit stage, where students use the language freely and "be creative with it in childlike ways" (p. 15). At this stage, teachers step back while students use the language for their pleasure (p. 15). Bernardo (2009, p. 79) described play as "a vehicle for learning".

2.5 The Role of Ludic Activities in Language Learning

Ludic activities focus on social interaction through fun games and activities. They help people build better relationships, improve skills, and develop a sense of humor. These activities also prepare students' minds to be more motivated to learn. According to Vanegas (2020), ludic activities bring joy, amusement, and excitement, making learning easier to understand. Vanegas also mentioned that these activities make learning better because they let students learn in a friendly and enjoyable environment. Ludic activities can help improve not only speaking skills but also the other language skills: writing, listening, and reading (Chila and Macías, 2017). As Chila and Macías (2017) said, "ludic activities are a great technique teachers can use to develop any of the four language skills".

Ludic activities encourage students to learn English in a playful and enjoyable way. Muñoz-Restrepo et al. (2020) stated that "Motivation is one of the most important factors for learning any subject, especially a foreign language, both successfully and with enjoyment." When students are motivated, they learn more. Using ludic activities in an English classroom is helpful because students not only learn the language more easily but also improve their language skills at the same time.

2.6 The Elements of Ludic Pedagogy

The purpose of ludic pedagogy is fun. Learning, exploring and thinking can be fun if we invite it. The route to fun is through play (the activity element of the model), playfulness (an attitude that both educators and students can embody), and positivity (the affect that makes students more open to learning). Together, all the elements of Ludic Pedagogy can increase student engagement and thus improve students' ability to understand and retain course content (Lauricella and Edmunds, 2023). The application of this model can offer a solution to the problem of student disengagement in online learning environments by incorporating fun, play, playfulness, and positivity into the learning

process (Lauricella and Edmunds, 2022). When engaged in a playful and positive learning environment, students are more likely to be motivated and to derive greater enjoyment from the learning experience. As indicated above, Ludic Pedagogy is built on four elements, each of which addresses a different aspect of teaching and learning: Fun, play, playfulness and positivity.

Fun is the intrinsic motivator as students are more likely to be engaged in an activity that they wish to engage in for its own sake. Play is the activity in which the student engages. Playfulness is the attitudinal component and encompasses several concepts, such as curiosity and humour. The final element, positivity, is the affective element (Lauricella and Edmunds, 2022; Lauricella and Edmunds, 2023).

It is important to note that ludic pedagogy does not mean that education at any level should be all fun and games. The term "hard fun" was coined by Papert (1996) to describe the idea of something fun because it is challenging and pushes one to think or reflect. If the learning materials are too easy, students may become distracted and disengage. Ludic pedagogy is about presenting learning situations in positive, playful ways so students can stick with learning when it gets difficult, challenging, confusing, or even frustrating (Papert, 1996).
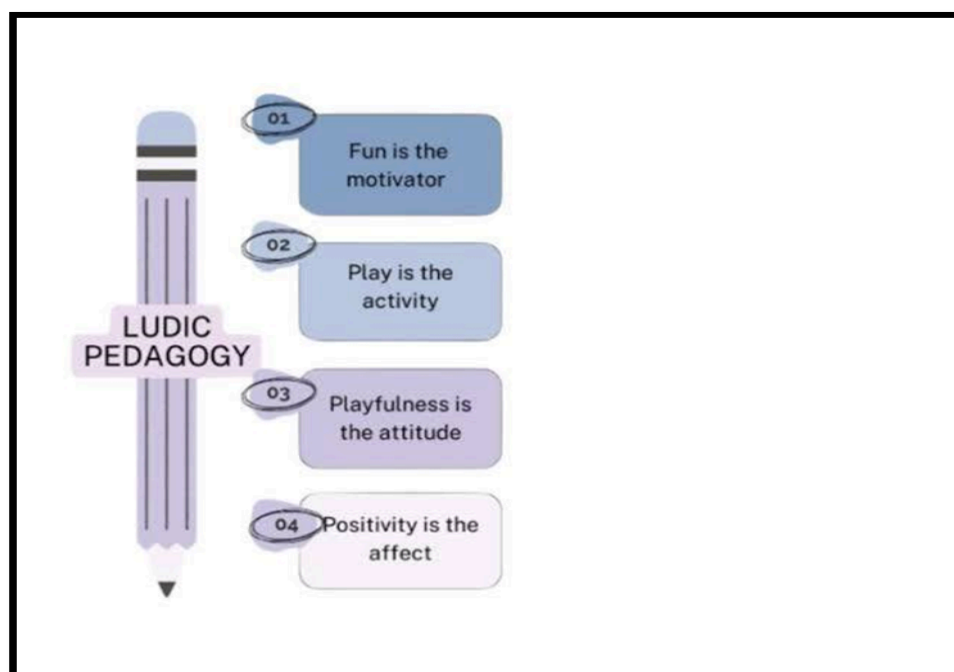
Figure 2.1: The ludic Pedagogy Model (Adapted from Lauricella and Edmunds, 2023).

2.7 The Implementation of Ludic Pedagogy

The implementation of fun in teaching and learning can be done through different initiatives, including:

- **Gamification:** Implementing games can take different forms, including video/ board games, quizzes, polls, and surveys on which students will gain points when answering the correct answers.
- **Humour:** It can take the forms of images, text and real stories in the learning content. However, the main challenges reside in finding the appropriate and relevant humour to the lesson (Lauricella and Edmunds, 2021).
- **Outdoor learning activities:** Such as field trips can develop a fun, enriching and transformative learning experience. At the same time, they promote higher-order learning, increase the interpersonal skills of learners, and create a sense of ownership over work (Jones and Washko, 2022).
- **Artificial intelligence (AI):** Tools that can bring forth an environment of joy can encourage students to engage in the learning activity (Cloke, 2023).

2.8 Ludicity and Class Preparation

To help young learners stay interested, teachers should use different methods to plan their lessons. For example, they can create fun challenge activities where children listen to stories, play games, complete worksheets, sing, and dance. According to Ellis and Read (2006), children learn best when using the "C wheel". Read (1998) explains that when teaching young children, teachers should clearly tell them about the rules, routines, and what they are responsible for. Teachers can either create the rules themselves or discuss them with the children before setting them. These rules help make "clear boundaries for children" (p.8). Routines are important because they make children feel safe and help them understand classroom instructions. Teachers should also explain responsibilities clearly. When a class has rules, routines, and clear responsibilities, children can focus better on their work and become more independent. The figure below helps teachers better understand what to think about when planning lessons for children.

Figure 2.2: The "C" wheel (Read, 1998)

The "C Wheel," created by Read in 1998, is a simple model that outlines the key qualities of an effective teacher. It focuses on two main areas: Creativity and Context. Under Creativity, teachers should encourage community, care, curiosity, and connect learning to educational and cultural settings. Under Context, teachers should build meaningful connections, ensure lessons are clear and logical (coherence), and provide challenges to help students grow.

2.9 Ludic Activities

Many different activities can be called ludic. When planning ludic activities for the classroom, teachers should think about what they want students to learn from them (Bernardo, 2009). Students should understand why they are doing the activity so they can see that they are both learning and having fun. These activities should include reading, writing, listening, and speaking. When preparing classroom activities, teachers must think about both the fun (ludic) part and the learning (pedagogical) part. For example:

a) Games help students improve their communication skills and learn to work together. Read (2007) explains that games are very important when teaching English to young learners. They make learning more exciting, keep students engaged, and help them enjoy learning English. Playing games also allows children to use language naturally and spontaneously.

b) Pair/group work encourages teamwork, interaction, and the understanding that students can learn from each other. Through this, students share ideas, experiences, and perspectives while negotiating meaning in a dynamic way.

c) Songs help children repeat and practice language naturally and happily. These activities can be used to introduce new words, improve listening skills, and develop speaking abilities (Read, 2007).

d) Role-plays help students use their imagination, creativity, and teamwork skills. They capture students' interest and make learning hands-on. Since students use gestures, actions, and words together, they can understand and remember language easily and in a fun way (Read, 2007, p. 115).

e) Flashcards/Illustrations provide visual help, making it easier for students to understand meanings and use language meaningfully (Halliwell, 1992, p. 4).

f) Stories encourage children's imagination and creativity (Read, 2007, p. 114). According to Halliwell (1992, p. 7), imagination is a powerful way to encourage real language use in the classroom.

2.9.1 Teacher's Role in Ludic Activities

Teachers can guide learning, creating flexible, interest-driven experiences that encourage children's autonomy/control over the process. Teachers intervene as play partners or curious onlookers asking questions/making suggestions to help children when they have difficulty. As a result, play will foster intrinsic motivation and learning in similar ways (Deci, 1992; Harter, 1992). A teacher's job is to create a learning environment that keeps students interested and allows them to enjoy the process. One of the best ways to do this is through play. When children play, they interact with their surroundings, learn new information, and develop social skills. Teachers should encourage this natural way of learning while also making sure to respect children's movements (Salomão, Martini, and Jordão, 2007).

In early childhood education, teachers must support children by giving them opportunities to play. Play should always be taken seriously as a learning tool. Almeida (2003) explained that for play to truly help children learn, teachers must know how to use it correctly. Teachers should guide children in using games. When children play, they

develop skills by discussing ideas, thinking of solutions, and working together (Almeida, 2003).

Additionally, the teacher's role is to guide and motivate students while ensuring that playtime is a meaningful learning experience. To do this, teachers must understand both the educational goals of play and the best ways to make learning interesting for children (Salomão, Martini, and Jordão, 2007). Teachers also need to understand each child's needs and abilities. Activities like running, jumping, painting, and acting help children express themselves while having fun. These activities also allow children to explore new ideas and develop a love for learning (Salomão, Martini, and Jordão, 2007).

According to Harmer (2007), teachers have eight roles: controllers, organizers, assessors, prompters, participants, resource persons, tutors, and observers.

Teacher's Role	Action
Controller	- In charge of the teaching and learning process - Leads from the front. - Takes the register, command students things, organize drills, read aloud.
Organizer	- Gives instruction on how the students are going to do the activity - Puts them into pairs or groups and close things down when it is time to stop.
Assessor	- Checks students' answers, offer feedback, and grade students in various ways. - Gives evaluation to the students
Prompter	- Offers words or phrases by the time the students are having difficulties. - Helps students to proceed in class
Participant	- Engages in students' activity. - Participates with the students
Resource	- Acts as a reliable resource when the students asked questions. - Provides needed information by explaining the materials of the lessons
Tutor	- Helps students one by one when they have difficulties in private. - Goes around in the classroom and explain the material to the students one by one.

Observer	● Gives an individual feedback. ● Investigates students in class.

Table 2.1: Teacher's Roles in the EFL Class (Harmer, 2007)

2.10 Most Common and Suggested Ludic Activities in the Classroom

There are different ludic activities that can be implemented in primary school classrooms. Isola (2024) listed the common ludic activities that can be useful in foreign language classrooms:

Game	Explanation
Odd-one-out	Write 3 or 4 words on the board. Students need to circle the odd-one-out (e.g: cat-horse-cake-bird). You can do this activity using pictures too.)
Story -telling	This kind of activity is used a lot by young learners' teachers; teachers tell a story to the students using pictures, flashcards or even the internet. In this activity teachers may use the target language and encourage learners to repeat the sentences and actions. At the end, teachers can also ask questions about the story. Teachers may create settings and let students acting out the stories. (adapted from: Cookie and Friends)
Chinese whisper	Students make a circle on the floor and the teacher whisper a word or a sentence to one of them, this student whispers the same word or sentence to the next one and so on. The last student says the word out loud.
Board memory game	Teachers place some cards on the board, then ask the students to close their eyes, during this moment the teacher hides a card, finally the teacher asks the students to open their eyes and to guess what cards is missing.
Clap game	This is a very nice game to work with listening comprehension. In this game the teacher gives instructions such as: "students when I say a number you give 1 clap and when I say a color you give 2 claps".
Simon says	Students are supposed to do what the teacher asks, for example: "clap your hands / jump twice…"
Masks	Children love to create characters for them. This is also a good way to explore the animals; students can talk about their favorite pets and to contextualize the story.
Feeling game / guessing game	The teacher puts some objects in a bag and asks students to pick up something to feel it and try to guess.
Songs and rhymes	To contextualize them with pictures and to create an easy choreography. Teachers may also prepare activities in which children need to identify specific items they listened in the song.
Puppets	Use puppets to create a story; or also to tell the story. Other idea is to make the puppets with them (ask their help students are great helpers they love to help specially the teacher).
Pictures games	The teacher brings a colorful bag to the class and tells the students that in the bag are many different pictures. Each student takes out a

	picture from the bag and the teachers asks some questions: "what's this? / What color is it? / is it big or small? ". This activity is very nice to introduce and review structures or vocabulary.
Book game	The teacher asks the students to open their books on a specific page. Then, the teacher starts to say some things children have to find on the page, when they found it they point and call out "I found it".
Fruit salad	Ask to each student to bring a different fruit to the classroom and prepare a fruit salad with student's help. You can also prepare others snacks especially when they are learning about foods. Cooking classes are great experiences and students participate showing much interest.
Puzzles	Students can create their puzzles or the teacher can bring to the class a puzzle and the student need to organize and discover what is the picture about. This is a great idea to introduce a new content.
Find someone who …	In this activity students are supposed to find a person who likes something according to what the teacher asked. It can be an oral or written activity. For exemple: find someone who likes bananas / find someone who is wearing a blue T-shirt.
Stop	The teacher plays a song and students move and dance in the classroom. When the teacher stops the song, students need to stop without moving. The student who moves first helps answers a question made by the teacher, now he/she helps the teacher to observe who is the next to move. (Adapted from: Children in action: a resource book for language teachers of Young learners)

Table 2.2: Most Common Ludic Activities in the Classroom (Isola, 2024)

Conclusion

In conclusion, ludic pedagogy can make learning enjoyable and engaging, especially, in primary English classrooms. It highlights the importance of play in learning. Ludic activities, like games, role-playing, and storytelling, help students practice English naturally, boosting confidence and communication skills. These activities encourage creativity, cooperation, and problem-solving, making language learning more effective. Teachers play a key role in designing and guiding these activities to ensure they are both fun and educational. When students are actively involved, they become more motivated and eager to learn. By implementing ludic pedagogy, teachers create a positive and dynamic classroom environment where students can develop their language skills with confidence and enjoyment.

Chapter Three:

Research Methodology of

This Study

Introduction

This chapter outlines the methodological framework of the study, covering key aspects such as the research approach, design, data collection methods, analysis procedures, and sampling techniques. It explains the rationale behind the chosen methods, which include a mixed-methods approach to address the research objectives effectively. The chapter also details the practical implementation of the study, including the stages and procedures of data collection. By combining both qualitative and quantitative data, the research aims to provide a comprehensive understanding of the topic under investigation. Furthermore, the chapter emphasizes the importance of ethical considerations and the systematic organization of data to ensure the study's credibility. By providing a structured overview of the methodology, this chapter establishes a systematic foundation for the research.

3.1 Research Methodology

3.1.1 The Research Approach

A research approach refers to the steps and methods used for gathering, analyzing, and interpreting data (Creswell, 2009). The choice of the right approach depends on the nature of the research problem. Generally, the research methodology is divided into three main parts: a philosophical perspective, research design, and research methods; when choosing the right research approach, researchers must combine research methods and designs effectively (Grover, 2015). According to Creswell (2014), a research approach refers to "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (p. 31), which means the approach guides every step of the research process, from the overall design to the specific techniques used for collecting and analyzing data, and is deeply rooted in the theoretical framework that supports the study.

According to Grover (2015), there are specific criteria for selecting the right research approach. These include understanding the research problem and the questions being asked, choosing the type of research that best fits the problem,

and considering the reasons for conducting the research. These steps help in exploring different ways to present results and select the best approach (Grover, 2015). Consequently, there are three critical approaches that any researcher should be familiar with, quantitative approach, qualitative approach, and mixed methods approach.

The quantitative approach is a research method that focuses on using numerical data, measurements, and statistics to support or refute claims. The quantitative approach is particularly useful when the researcher needs to work with quantifiable and numerical data, such as statistics, graphs, or measurements, to draw objective conclusions (Symeou and Lamprianou, 2008). This method is often associated with scientific and objective inquiry, typically aligned with positivism and post-positivism, which emphasize observable and measurable evidence. However, it is important to note that the quantitative approach has limitations, especially when dealing with complex human behaviors or experiences that cannot be easily measured, in which case qualitative methods may be more appropriate.

The qualitative approach, on the other hand, is a research method that focuses on understanding the deeper meanings and complexities of human behavior and social phenomena. Unlike quantitative research, which relies on numbers and statistical analysis, qualitative research uses soft data like words, descriptions, observations, body language, and images to explore how people feel, think, and experience the world around them (Symeou, 2008). This approach is especially useful when researchers want to study topics that cannot be easily measured or quantified, such as emotions, cultural practices, or personal experiences.

However, this approach has its critics. Some scholars argue that because qualitative research relies heavily on the researcher's interpretation, it can be influenced by their personal biases or assumptions. This subjectivity might lead to findings that are not entirely reliable or accurate, especially when compared to quantitative research, which uses measurable and objective data (Daniel, 2016).

Despite these challenges, qualitative research remains a vital methodology for investigating complex social and human phenomena. As Creswell (2014)

emphasizes, this approach enables researchers to capture the depth and richness of human experiences in ways that quantitative data alone cannot. By exploring the "why" and "how" behind behaviors, qualitative research generates valuable insights that complement quantitative findings, ultimately contributing to a more comprehensive understanding of the subject under study.

Overall, it is essential to understand that quantitative and qualitative approaches are not opposing or entirely separate but rather exist as "different ends on a continuum" (Grover, 2015, p. 9), meaning they can complement each other depending on the research problem. If a research question cannot be addressed using a quantitative approach, a qualitative approach may be more suitable, and vice versa, as both methods are tools that researchers can choose based on the nature of the study.

Another research approach that arises through the combination of quantitative and qualitative researches is the mixed-methods approach. Subedi (2016) resolved that this approach was discovered in the late 20 years as a distinct orientation that is less known compared to that of qualitative and quantitative approaches. This approach allows researchers to gather and analyze numerical data (like statistics) and narrative data (like interviews or observations) to address research questions more effectively. This approach has been referred to by various names, such as multimethod research, methodological triangulation, and multimethodological research (Dornyei, 2007).

The core idea is to integrate both types of data within one study to provide a more comprehensive understanding of the research problem (Dornyei, 2007; Doyle, Dublin, and Brady, 2009). The philosophical framework that best aligns with this approach is pragmatism, which emphasizes practical solutions and flexibility, making it suitable for combining different methods. Ultimately, as this approach can offer a richer and more nuanced perspective than using either method alone, the current study adopts the mixed-methods approach as the framework for conducting research, attaining the objectives stated earlier, and answering the research questions.

3.1.2 Research Design

Research designs emerged as a significant field of study in the 1960s (Akhtar, 2016, p. 69), which refer to a structured plan that outlines how data will be collected, measured, and analyzed to address research questions (p. 68). Creswell (2014) further simplified this concept, describing research designs as "types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study" (p. 41). The choice of a particular research design depends on the nature of the research problem and its objectives, making it crucial to select a design that aligns with the study's goals. Each research design includes a sequence of methods tailored to gather and analyze data systematically (Walliman, 2011, p. 9).

Walliman (2011) categorized research designs into various types, such as historical, descriptive, correlation, experimental, simulation, evaluation, action, ethnological, feminist, and cultural research designs, each suited to different research contexts and purposes. Creswell (2014) expanded on this by organizing research designs under three main approaches: qualitative, quantitative, and mixed methods. Quantitative designs include experimental and non-experimental designs, which are often used to test hypotheses or examine relationships between variables. Qualitative designs, on the other hand, encompass narrative research, grounded theory, phenomenology, case studies, and ethnographies, which are ideal for exploring complex phenomena in depth.

Mixed-methods designs combine both qualitative and quantitative approaches, providing researchers with a structured way to integrate qualitative and quantitative data. In the current study, the research is framed within a descriptive case study design. A descriptive case study design offers a detailed, holistic account of a phenomenon within its real-life context, focusing on describing characteristics, processes, and outcomes without manipulating variables (Yin, 2018). According to Baxter and Jack (2008), it is also a structured methodology used to explore and document a specific instance, event, or situation in its natural setting, delivering rich, in-depth insights through systematic data collection and analysis.

3.1.3 Data Collection Methods

Data collection is one of the most important phases in conducting scholarly research, as it comes after defining the research problem. This step allows researchers to gather relevant and useful information for their study by using appropriate data collection tools. It also helps researchers address challenges, evaluate the outcomes of the study, and find credible answers to the research questions (Kabir, 2016, p. 202). According to Walliman (2011), there are two main types of data to consider during this process: primary and secondary data. Primary data refers to raw, uninterpreted information that is collected first-hand, making it the closest representation of the truth (Walliman, 2011, p. 69). In contrast, secondary data involves the analysis or interpretation of primary sources, often providing additional context or insights.

There are various tools available for collecting data, such as tests, questionnaires, interviews, focus groups, and observations. For this study, the researcher will collect data by using two main tools: a questionnaire for teachers and classroom observations. Through the questionnaire the researcher gathered teachers' opinions and experiences about using engaging strategies and ludic pedagogy in their lessons. Classroom observations allowed the researcher to see how these methods are applied in real teaching situations.

The teacher's questionnaire was designed to capture detailed information about instructional strategies, student engagement, and overall classroom dynamics from the educators' perspective. Meanwhile, classroom observation provided an opportunity to directly assess teaching practices, student interactions, and learning behaviors in real-time. These tools were chosen to ensure a balanced approach, combining subjective feedback from teachers with objective, on-the-ground observations of classroom activities.

3.1.3.1 Teacher's Questionnaire

According to Nyumba et al. (2018), "questionnaires can be used alongside other techniques within the context of a mixed-methods approach". Consequently, the questionnaire will include key questions aimed at determining teachers' awareness of the significance of ludic pedagogy, identifying the types of ludic strategies they find most effective, and uncovering the main challenges they face

when implementing these methods in their classrooms. Additionally, the questionnaire seeks to understand how ludic pedagogy influences learners' engagement and participation in English lessons, as well as teachers' perceptions of its impact on language acquisition and motivation.

This instrument was designed to collect concise and accurate data regarding the implementation of ludic pedagogy in primary school English language classrooms. The primary aim of designing the teacher's questionnaire is to collect in-depth data regarding teachers' perspectives, experiences, and practices related to the implementation of ludic pedagogy in primary school English language classrooms. The questionnaire aims to explore teachers' opinions, challenges, and strategies concerning the use of playful and engaging methods to foster pupils' engagement in learning English. By gathering this data, the researcher seeks to strengthen the findings from other data collection methods, which includes classroom observation, to ensure valid and comprehensive conclusions. The participants were provided with a consent form (Appendix 1) to ensure their approval and understanding of the procedures.

3.1.3.1.1 Description of the Teacher's Questionnaire

The current study's questionnaire includes different types of questions that are either closed-ended or open-ended. First, in close-ended questions teachers are supposed to provide a "Yes" or "No" answer, to choose from among a list of options, or to indicate the frequencies of occurrence of a particular behaviour. Furthermore, open-ended questions consist of questions that seek clarifications. This questionnaire consists of (22) questions distributed over five sections: Personal Information, Attitudes about Teaching in Primary School, Teacher's Roles in Maintaining Pupils' Engagement, Implementation of Ludic (Play-based) Pedagogy in EFL Primary School Classrooms, and Impact of Ludic Pedagogy on Pupils' Engagement.

The first section is primarily intended to collect information about the respondents' background information. It contains four questions about their educational and professional qualifications, teaching experience (duration), prior training,and the grades they are teaching. The second section is devoted to exploring teachers' attitudes and experiences regarding English language instruction in primary schools. It includes three questions about their enjoyment of teaching primary pupils, and their perceptions of the difficulty level of teaching English. Additionally, it investigates specific challenges they face.

Section three is concerned with exploring the teacher's roles in maintaining primary school pupils' engagement, focusing on their perspectives and strategies. It includes five questions about the importance of engagement, methods for evaluation, indicators of engagement such as attention and participation, specific strategies teachers employ, and factors influencing engagement like motivation, teaching approaches, and teacher characteristics.

The fourth section is focused on the implementation of ludic (play-based) pedagogy in EFL primary school classrooms. It has five questions. This section is to assess teachers' familiarity with this approach, their perceptions of its effectiveness, the frequency of incorporating fun activities, the types of activities used, and the challenges faced during implementation.

The last section examines how teachers perceive and assess their pupils' engagement during classroom activities. It includes five questions about the observations of various student behaviours and performance, explores teachers' views on the effectiveness of ludic pedagogy, comparing it to traditional methods, and gathers insights on how students respond to playful learning activities. Additionally, it addresses the challenges teachers face and the strategies they use to overcome them.

3.1.3.2 Classroom Observation

In order to enhance the comprehensiveness of the collected data, the researcher has conducted a non-participant classroom observation. This data collection tool aims to investigate how ludic pedagogy is implemented in

fourth-year primary school English classes, examining the roles of both teachers and pupils, and exploring the extent to which pupils are engaged during playful learning activities. Additionally, this tool seeks to compare the impact of ludic activities with traditional teaching methods on pupils' engagement and to identify the differences between these approaches from various perspectives.

Williams (2008) stated that non-participant observation is a qualitative research strategy for gathering primary data about the social world without direct interaction with participants, where researchers may be physically present in a naturalistic setting or observe remotely (e.g., via digital media). This approach can be overt or covert, and data is typically collected through field notes, audio/video recordings, or digital tools like screenshots.

Non-participant observation is a useful research method because it allows researchers to study people without interfering with their natural behaviour. Since the researcher does not join in or interact directly, the subjects are more likely to act as they normally would, giving more accurate results. This method is especially helpful when studying groups that are hard to join. Overall, non-participant observation helps researchers gather real-world data without disturbing the environment they are studying. Consequently, we believe that non-participant classroom observation provides an opportunity to witness first-hand how ludic pedagogy is applied in primary school classrooms and to highlight its effectiveness in fostering engagement among young EFL learners.

This instrument was intended to collect detailed and accurate data on the actual implementation of ludic pedagogy in primary school English language classrooms. The observation also focused on assessing the level of students' engagement, the types of ludic activities employed by teachers, and the overall classroom dynamics during English lessons. Essential to the goals of this study, the classroom observation checklist was designed to provide a comprehensive evaluation of how ludic pedagogy is applied in practice and its impact on students' participation and motivation. Actually, classroom observation was used as the second source of data collection because it is a good approach to collect the

required information far away from informants' personal and subjective points of view.

3.1.3.2.1 Description of the Observation Grid

The observation grid is divided into six sections: classroom environment, implementation of ludic Activities, Teacher's roles and behaviours, Pupils' roles and behaviours, Pupils' engagement, and Ludic activity characteristics, in this sequential order. The first section includes the description of the cleanliness of classroom, physical seating arrangement, and comfort. The second section focuses on the types of activities and materials used. The next two sections detail the specific actions and responsibilities of both the teacher and the pupils during the lesson, particularly when ludic Activities are introduced. The fifth section captures the various behaviours, reactions, and emotional responses displayed by pupils throughout the session. The final section examines the key features of the playful tasks, such as creativity, interactivity, and learning outcomes. The Observer rates each indicator as Observed (Obs) or Not Observed (N.Obs) and provide detailed comments whenever necessary.

3.1.4 Data Collection Procedures

Based on ethical considerations and research requirements, the acceptance of the study, as well as the participation in the research, had to be confirmed through signed informed consent (Appendix 1). The consent process involved two main steps. First, the head of the English department and the school administration were approached to obtain their permission to conduct the research at 08 Mars Primary School in Biskra. They were provided with a brief explanation of the study's purpose, the methods to be used, and the expected outcomes. Once their approval was granted, the next step involved obtaining consent from the participants, which included both the fourth-year pupils and their English teacher. They were informed about the study's objectives, the tasks they would be asked to complete, and their rights, particularly regarding anonymity, privacy, and confidentiality. Only those who agreed to participate were included in the study.

The data collection process was carried out using two main methods which are teacher's questionnaire and classroom observations. These methods were chosen to gather both qualitative and quantitative data, ensuring a comprehensive

understanding of the impact of ludic pedagogy on pupil engagement in English lessons.

3.1.4.1 Teacher Questionnaire

A semi-structured questionnaire was distributed to six (6) English teachers from various primary schools in Biskra. The questionnaire aimed to gather information on the teachers' current use of ludic pedagogy, their perceptions of its effectiveness, and the challenges they face when implementing playful teaching methods in their classrooms. The questionnaire included both closed-ended and open-ended questions to allow for detailed responses.

3.1.4.2 Classroom Observations

The researcher conducted observations in the English classrooms to assess how ludic pedagogy was being implemented and its impact on pupil engagement. We have attended ten (10) sessions with fourth grade primary school pupils with the same teacher. The observations focused on the types of playful activities used, the level of pupil participation, and the overall classroom atmosphere. A checklist was used to systematically record the observations, ensuring consistency and accuracy in data collection. The setting for the classroom observations was flexible, as it depended on the availability of the classrooms and the teachers' schedules. The researcher ensured that the observations were conducted in a natural setting, without disrupting the normal flow of the lessons.

This structured approach ensured that the data collected was comprehensive and aligned with the research objectives, while also respecting the ethical considerations of the participants. The combination of teachers' questionnaire and classroom observations intends to provide a well-rounded understanding of the role of ludic pedagogy in fostering engagement to learn English.

3.1.5 Data Analysis Procedures

Data analysis is a crucial step that every researcher must follow during their investigation. According to Marshall and Rossman (1990), data analysis is defined as "the process of bringing order, structure, and meaning to the mass of collected

data" (p. 111). This means that researchers collect relevant data from the field and then organize it by summarizing and categorizing it to make it easier to understand (Loeb et al., 2017). This process uses both logical and analytical thinking to find meaning in the data, which helps the researcher make final decisions (Import, 2019).

For our research, which uses mixed-methods, the analysis also needs to be mixed. This means combining both quantitative and qualitative analysis methods into one framework. The analysis can happen in two ways: either one after the other (sequentially) or at the same time (concurrently) (Combs and Onwuegbuzie, 2011). In our case, we are using a mixed method analysis, where the quantitative data is collected and analyzed first, followed by the qualitative phase. This phase is often seen as challenging for researchers in many fields. The differences between qualitative and quantitative research are not just about how data is collected, the research approach, or the type of questions asked. The way data is analyzed also differs depending on whether the research is quantitative, qualitative, or a mix of both.

Quantitative data is analyzed using statistical methods, which can be either descriptive or inferential. Descriptive statistics involve using numbers to summarize data, often shown in graphs or tables (Mathur and Kaushik, 2014). This includes measures like the mean (average), median, mode, and other ways to describe the data (Lani, 2010, p. 1). Inferential statistics, on the other hand, involve making predictions based on a sample of data and then applying those predictions to a larger population. It can also be used to compare different samples to see if there are any significant differences between them (Amin, 2019, p. 7). In the current study, the data derived from the teachers' questionnaire was analyzed using descriptive analysis procedures, by calculating percentages and displaying the results using tables and charts.

Qualitative data analysis, meanwhile, involves different techniques to make sense of the information collected. It helps researchers understand the data better by looking for connections, coding the data, identifying themes, and organizing the information so it can be written up clearly (Kawulich, 2004, p. 96.). This process is

not limited to just these steps. With the advancement of technology, researchers now have access to computer software that can help them analyze, manage, and categorize large amounts of data much faster (Kawulich, 2004). Nevertheless, in the current study, the researcher made use of thematic analysis procedures to analyze the data derived from the observations.

According to Braun and Clarke (2006, p. 76), thematic analysis is the process of identifying patterns or themes within qualitative data. Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Braun and Clarke 2006). Its aim is to generate codes and construct themes to be used for the interpretation of the data. It can be used to analyse qualitative data collected from interviews, focus groups, surveys, observations, different kinds of texts and visual methods. According to Braun and Clarck (2006), the typical process used in thematic analysis is as follows:

- Familiarising oneself with the data (text; may be transcriptions) and identifying items of potential interest.
- Generating initial codes that identify important features of the data relevant to answering the research question(s); applying codes to the dataset (segmenting and "tagging") consistently; collating codes across segments of the dataset.
- Searching for themes; examining the codes and collated data to identify broader patterns of meaning.
- Reviewing themes; applying the potential themes to the dataset to determine if they tell a convincing story that answers the research question(s); themes may be refined, split, combined, or discarded.
- Defining and naming themes; developing a detailed analysis of each theme.
- Producing a report; weaving together the analytic narrative and data segments, relating the analysis to extant literature.

3.1.6 Population and Sampling

3.1.6.1 Population

Cohen et al (2007) noted that the targeted population is the overall collection of each element used by the researcher to reach conclusions. The current study targeted fourth-year primary school pupils and EFL teachers at 08 Mars Primary School in Biskra to be the population under study for three major reasons. It consisted (74) pupils. Fourth-year pupils are at a critical stage in their language acquisition journey, as they are introduced to English as a foreign language and are beginning to build foundational language skills that will significantly influence their academic and social development.

Relatively, primary school pupils are more receptive to playful and interactive learning methods compared to older students, making them an ideal group for studying the impact of ludic pedagogy. Besides, they seem to benefit greatly from engaging and entertaining teaching strategies, which can enhance their motivation, participation, and overall learning outcomes in English lessons. Teachers, on the other hand, are crucial in implementing these strategies and understanding the challenges they face can provide valuable insights into the effectiveness of ludic pedagogy in primary school classrooms.

3.1.6.2 Sampling Technique

Sampling is the process of selecting a smaller group from a larger population for research purposes. According to Taherdoost (2016), this process involves several steps: defining the target population, creating a sampling frame, selecting a sampling method, deciding on the sample size, gathering data, and evaluating the response rate (how many people agree to participate) (p. 19).

Sampling techniques are divided into two main types: probability sampling and non-probability sampling (Taherdoost, 2016). Probability sampling includes methods like simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multistage sampling (Datta, 2018, p. 3). In these methods, every individual in the population has an equal chance of being selected, ensuring the sample represents the entire population (Fleetwood, 2020). Non-probability sampling, on the other hand, includes methods like quota sampling, convenience sampling, purposive sampling, snowball sampling, and self-selection sampling.

These methods rely on the researcher's judgment rather than random selection (Laerd dissertation, 2013, para. 1-7).

First of all, the case study included fourth-year primary school pupils at 08 Mars Primary School in Biskra. As a sample for our study, we worked with six (6) primary school EFL teachers. We opted for the convenience sampling technique with one teacher from 08 Mars Primary School and the rest 5 teachers were volunteers from different primary schools in Biskra. Convenience sampling was also opted with fourth year primary school pupils. It was the most suitable type to our study. Participants were selected based on this technique because they are available at the same time within the same environment. Besides, it was easy for us to get access to them.

Convenience sampling (also known as availability sampling) relies on data collection from population members who are conveniently available to participate in study. In other words, this sampling method involves getting participants who are not very far from the researcher wherever convenient. Convenience sampling is quick, easy, and cost-effective since it involves selecting readily available participants, reducing time and effort in data collection. It is particularly useful for preliminary research, or when access to the target population is limited, making it a practical choice for researchers with tight schedules or budget constraints.

Conclusion

This chapter strived at highlighting the basic methodological aspects needed to well ground any inquiry starting with the research approaches and ending up with the sampling techniques. It provided insights into the methodological choices that best suited this study, ensuring a comprehensive understanding of the research process. The chapter detailed the various stages, steps, and procedures followed by the researcher during data collection and analysis. By combining both qualitative and quantitative methods, the study sought to offer a balanced and thorough exploration of the impact of ludic pedagogy on English language learning in primary schools. This structured approach ensured that the findings were meaningful and contributing valuable insights to the field of education.

Chapter Four: Fieldwork and Data Analysis

Introduction

This chapter presents the key findings of the current study, building upon the comprehensive methodological framework detailed in the preceding chapter. The analysis encompasses both quantitative and qualitative data gathered through teachers' questionnaire and classroom observations. Following a thorough examination of each dataset, this chapter provides an in-depth discussion, synthesis, and summary of the results, revisiting the research questions initially posed to guide the investigation.

4.1 Results and Data Analysis

4.1.1 Analysis of the Teachers' Questionnaire

The current questionnaire was distributed to six English teachers from various primary schools in Biskra. All participants responded cooperatively, providing valuable insights. Their answers are crucial to our study as they reflect views on the role and effectiveness of ludic pedagogy in motivating pupils and enhancing classroom engagement. Teachers shared practical experiences, highlighting its positive impact on the learning environment and confirming that educational games boost focus and participation, especially in early education. The following lines display and interpret the data obtained from the teachers' responses to the questionnaire.

Section One: Background Information

Q1. Would you specify your educational level?

Option	Frequency	Percentage
a) BA (License)	6	100%
b) MA (Master/Magister)	0	0%
c) Doctorate	0	0%
Total	**6**	**100%**

Table 4.1: Teachers' educational level
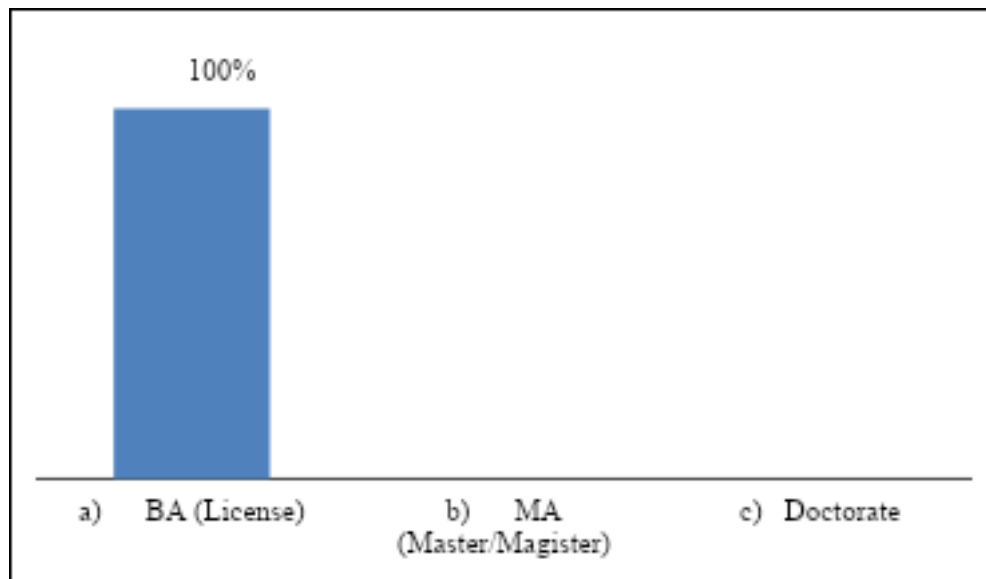
Figure 4.1: Teachers' educational level

This question seeks to determine the academic qualifications of the English language teachers participating in the study. As far as the academic degree(s) obtained by the teachers of English at six different primary schools, all the six teachers (100%) affirmed that they hold the Bachelor's degree (BA/license degree). Accordingly, none of the six teachers holds the Master's or Doctorate degree(s).

Q2. How long have you been teaching English in primary school?

Option	Frequency	Percentage
a) One year	2	33.33%
b) Two years	1	16.67%
c) Three years	3	50%
Total	**6**	**100%**

Table 4.2: Teachers' experience in teaching English in primary schools
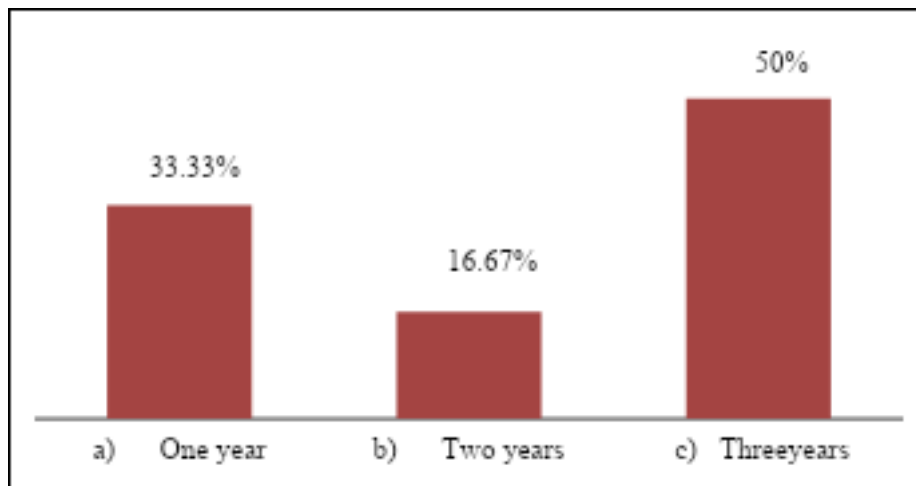
Figure 4.2: Teachers' experience in teaching English in primary schools

As far as the teaching experience of our participants is concerned, it ranges from less experienced individuals to those with a relatively longer background in teaching. As reported in the questionnaire, two teachers have been teaching English for one year, one teacher for two years, and three teachers for three years. Accordingly, we can infer that, while some participants are relatively new to the field, others have accumulated a more solid teaching background. This experience is expected to provide us with insightful responses. Indeed, their varying years of experience allow them to reflect on different teaching methods and classroom practices they have encountered throughout their careers. Their perspectives will offer valuable insights into the challenges and strategies they have developed in their teaching journey.

Q3. Did you participate in any kind of training before starting your career as a primary school teacher?

Option	Frequency	Percentage
a) Yes	4	66.67%
b) No	2	33.33%
Total	6	100%

Table 4.3: Teachers' participation in any kind of training before starting their career as a primary school teacher
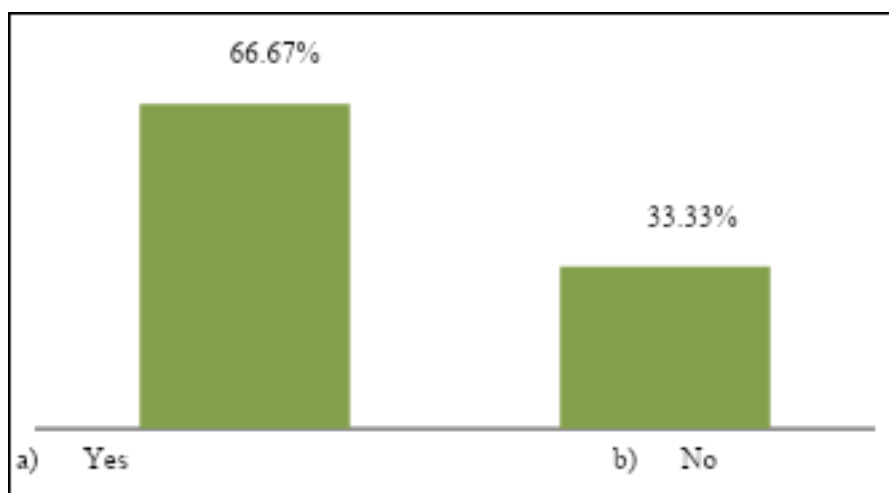
Figure 4.3: Teachers' participation in any kind of training before starting their career as a primary school teacher

The table reveals that among the six surveyed primary school teachers, four had participated in training before starting their careers, whereas two had not. This indicates that, while some teachers received professional preparation, others entered the field without formal training. The existence of untrained teachers may highlight gaps in teacher preparation programs, potentially affecting their effectiveness in the classroom and overall educational quality.

Q4. Which grade(s) do you teach? You may choose more than one option.

Option	Frequency	Percentage
a) 3rd grade	0	0%
b) 4th grade	0	0%
c) 5th grade	0	0%
d) All of them	6	100%
Total	**6**	**100%**

Table 4.4: The grades that teachers' teach
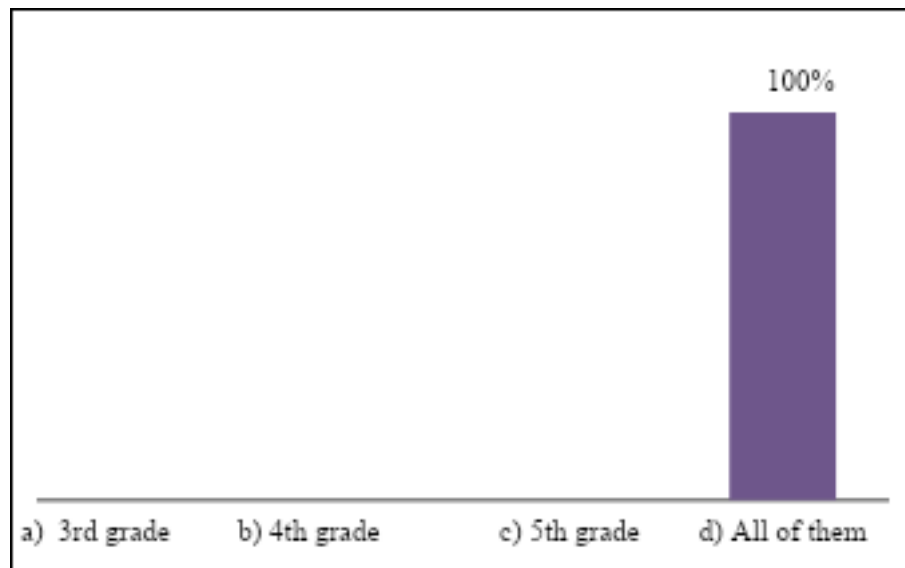
Figure 4.4: The grades that teachers' teach

As it is shown above, all teachers (100%) teach the three grades listed, including 3rd, 4th , and 5th grade. None of the teachers reported teaching only one specific grade, as shown by the 0% frequency for options a, b, and c. This means all six teachers in the survey cover multiple grade levels.

Section Two: Attitudes about Teaching in Primary School

Q5. Do you enjoy teaching primary school pupils?

Option	Frequency	Percentage
a) Yes	5	83.33%
b) No	0	0%
c) Somehow	1	16.67%
Total	**6**	**100%**

Table 4.5: Teachers' responses about whether the enjoy teaching primary school pupils or

not
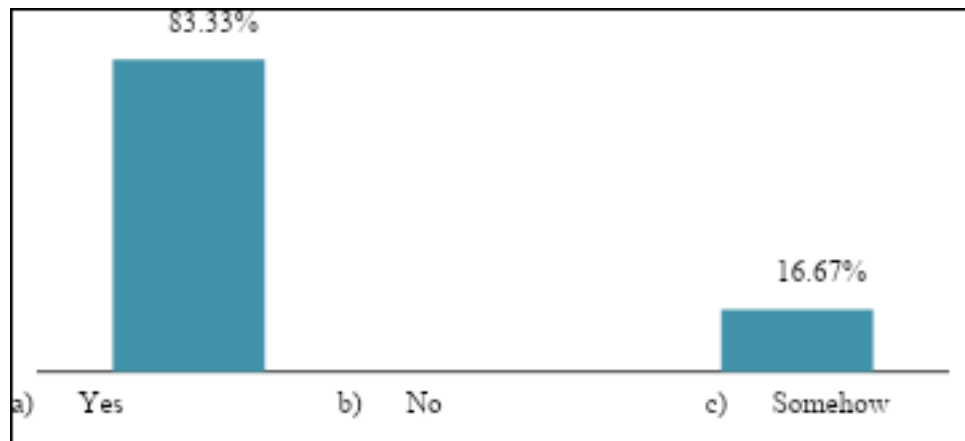
Figure 4.5: Teachers' responses about whether the enjoy teaching primary school pupils or not

The results indicate that a large majority of teachers (5 teachers) said "Yes" to enjoying teaching primary school pupils, while one teacher responded "Somehow" No teachers chose "No." This suggests that nearly all surveyed teachers find teaching young pupils either enjoyable or at least somewhat enjoyable.

Q6. How do you find teaching English language to primary school pupils?

Option	Frequency	Percentage
a) Easy	1	16.67%
b) Somehow difficult	3	50%
c) Difficult	2	33.33%
Total	**6**	**100%**

Table 4.6: Teachers' attitudes towards teaching English language to primary school pupils

55
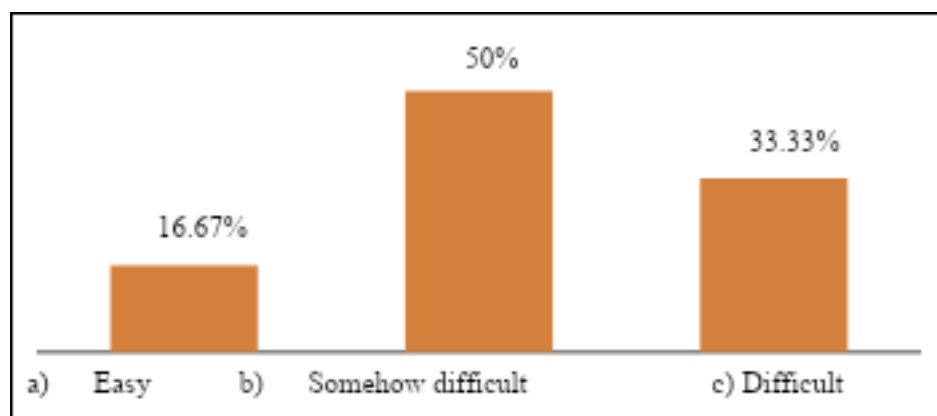
Figure 4.6: Teachers' attitudes towards teaching English language to primary school pupils

It is indicated in the table above that most teachers (50%) find teaching English to primary pupils "Somehow difficult", while 33.33% say it is "Difficult" and only 16.67% think it is "easy".

If it is 'Somehow difficult or difficult', is that because:

Option	Frequency	Percentage
a) It needs patience and persistence	0	0%
b) It needs lot of preparation and hard work	0	0%
c) It needs knowledge about the language itself	0	0%
d) It needs knowledge about how pupils learn and how language should be taught?	0	0%
e)It requires the teacher to play different roles in the classroom	0	0%
f) All of the above	2	40%
a+b+e	2	40%
No answer	1	20%
Total	**5**	**100%**

Table 4.6.1: Reasons that make teaching English language to primary school pupils difficult

56
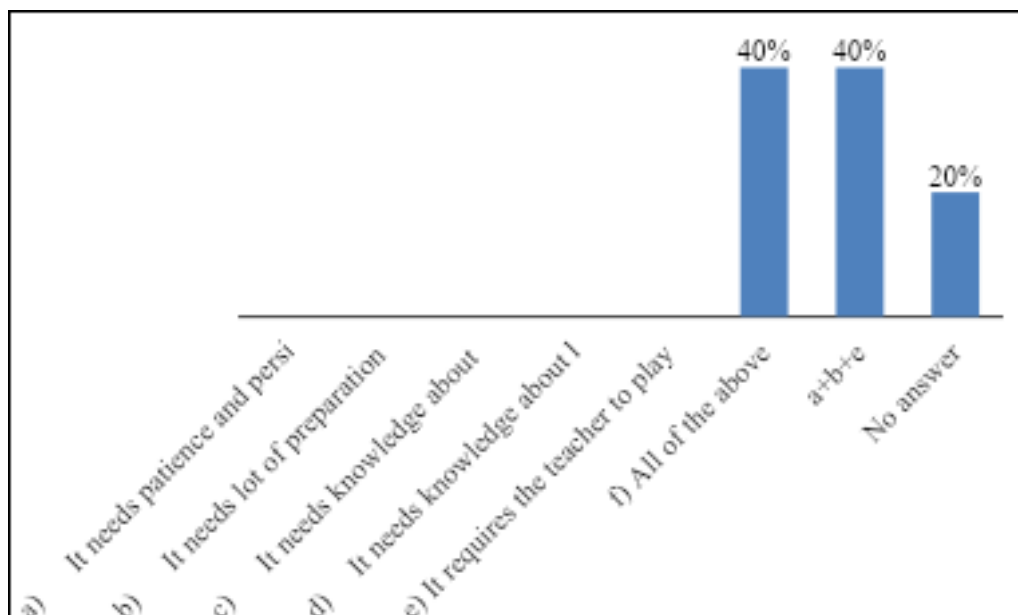
Figure 4.6.1: Reasons that make teaching English language to primary school pupils difficult

Others, please specify:

For those who find it challenging, the main reasons are a combination of factors like needing patience, preparation, language knowledge, and understanding how pupils learn (40% chose "All of the above" and another 40% selected a mix of options a, b, and c). One teacher also mentioned the importance of knowing each pupil's level and individual differences. Most teachers find teaching English to primary pupils challenging due to the need for multiple skills. The responses highlight the importance of a well-rounded, student-centered approach.

Q7. Which of the following tasks do you find more difficult?

Option	Frequency	Percentage
a) Preparing the course	0	0%
b) Teaching the course	1	16.67%
c) Assessing pupils' achievement	0	0%
d) Maintaining classroom discipline	2	33.32%
e) Maintaining pupils' engagement	0	0%
f) All of the above	1	16.67%
a+d	1	16.67%
a+d+e	1	16.67%
Total	**6**	**100%**

Table 4.7: The most difficult tasks for teachers
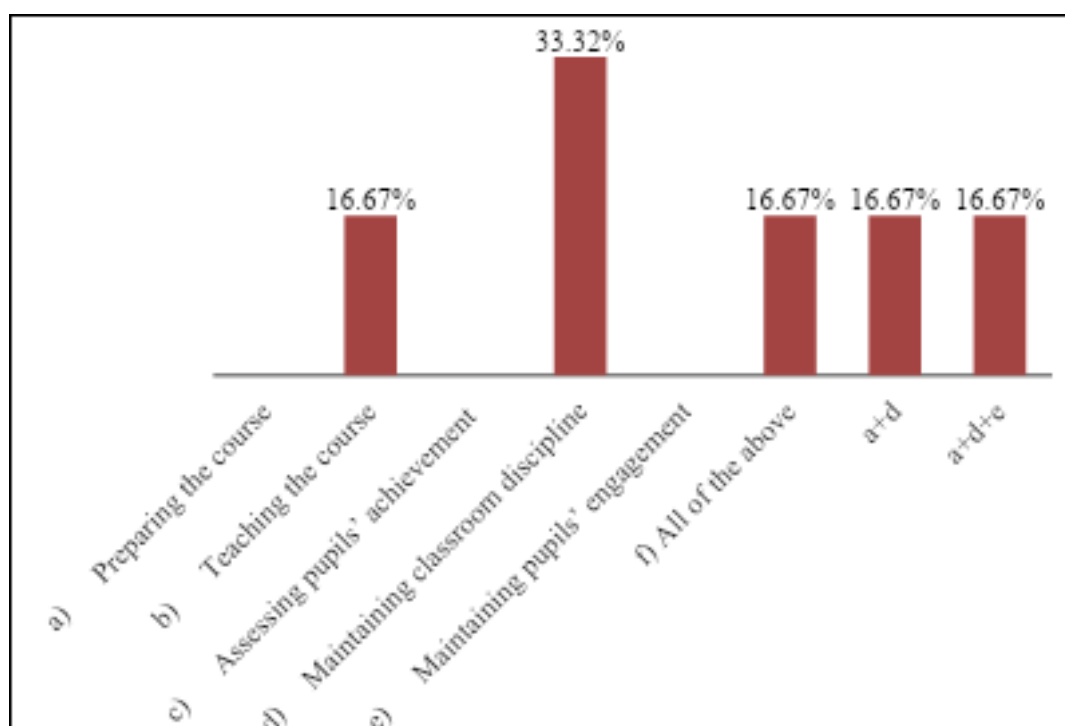
Figure 4.7: The most difficult tasks for teachers

As it is clear from the above table, maintaining classroom discipline is the most difficult task for teachers, with 2 out of 6 respondents (33.32%) selecting this option. Teaching the course and "All of the above" were each chosen by 1 teacher (16.67%). Additionally, combinations like "a+d" and "a+d+c" were each reported once (16.67%). No teachers (0%) found preparing the course, assessing pupils, or maintaining engagement alone challenging. The data highlights discipline as the primary difficulty while emphasizing the importance of engagement.

Section Three: Teacher's Roles in Maintaining Pupils' Engagement

Q8. How do you consider maintaining primary school pupils' engagement?

Option	Frequency	Percentage
a) Crucial	4	66.67%
b) Optional	2	33.33%
c) Not needed	0	0%
Total	**6**	**100%**

Table 4.8: Teachers' consideration of maintaining primary school pupils' engagement
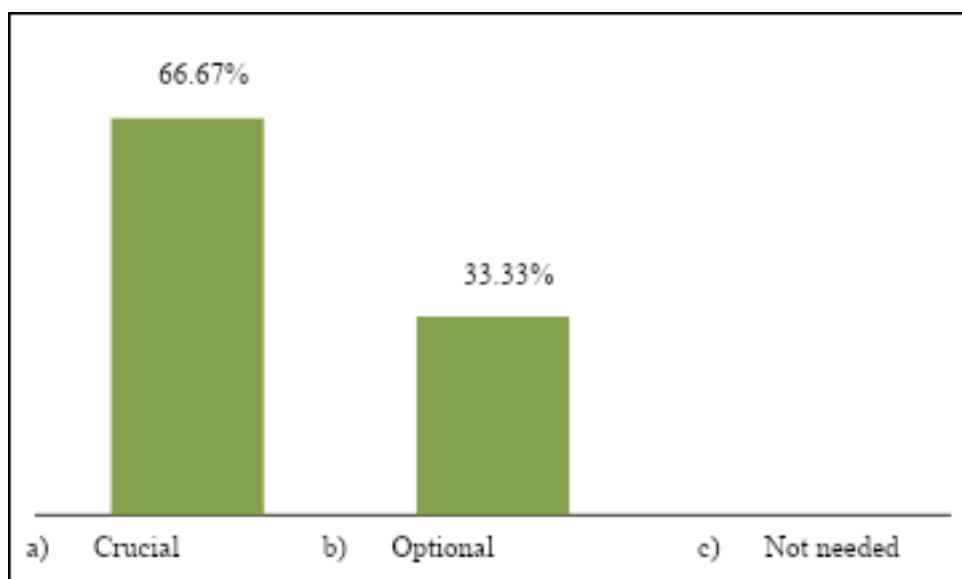
Figure 4.8: Teachers' consideration of maintaining primary school pupils' engagement

The table 4.8 shows that out of six teachers, four believe maintaining pupils' engagement is crucial. This importance, according to them, is due to its role in helping students learn better when tasks are interesting and in making understanding easier. However, two teachers see it as optional, suggesting it is only important if there is enough time. No teachers think engagement is unnecessary. This highlights that, while most prioritize engagement for effective learning, a few may not always focus on it due to time constraints.

Q9. How can you evaluate your pupils' engagement to learn English language?

Option	Frequency	Percentage
a) Engaged	2	33.33%
b) Disengaged	0	0%
c) Depends on teacher's tasks	4	66.67%
d) Depends on their mood and attitude	0	0%
Total	**6**	**100%**

Table 4.9: Teachers' evaluation of their pupils' engagement
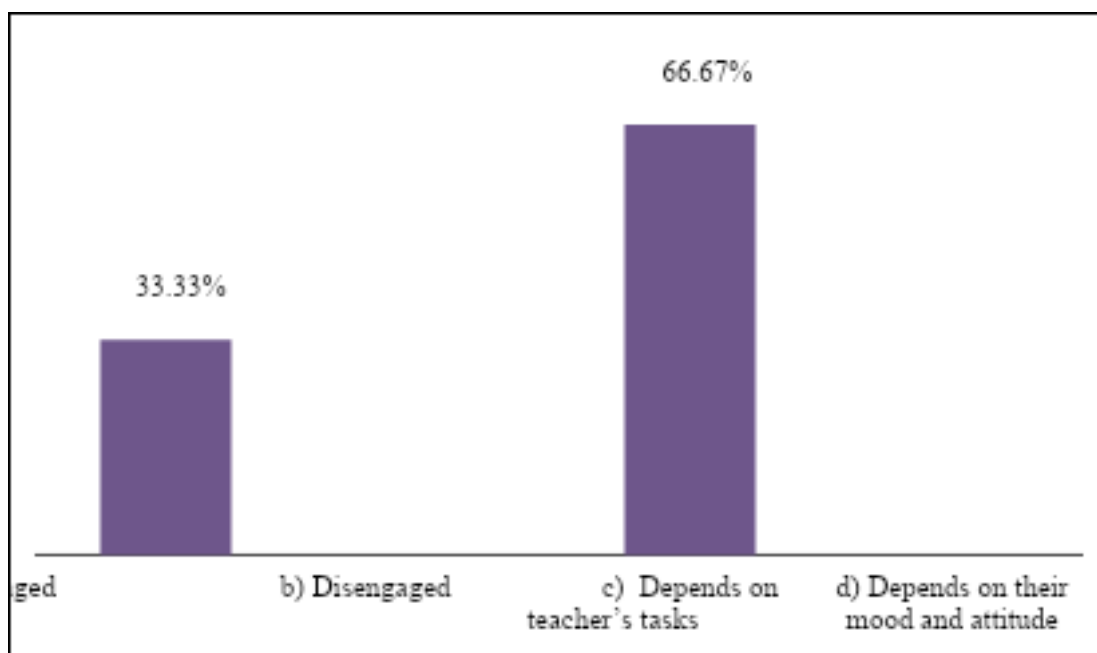
Figure 4.9: Teachers' evaluation of their pupils' engagement

The above table shows how teachers evaluate their pupils' engagement in learning English. Out of six teachers, four believe that engagement depends on the tasks they give, while 2 think pupils are generally engaged. None of the teachers sees pupils as disengaged or believe their mood affects engagement. This suggests that lesson activities are key to keeping pupils interested in learning.

Q10. Which of the following aspects can be a sign of pupils' engagement? Choose just one option please.

Option	Frequency	Percentage
a) Pupils' attendance	0	0%
b) Pupils' attention and concentration	0	0%
c) Pupils' interaction, participation, and cooperation	1	16.67%
d) Pupils' questions	0	0%
e) All of the above	4	66.66%
No answer	1	16.67
Total	**6**	**100%**

Table 4.10: The sign(s) of pupils' engagement

60
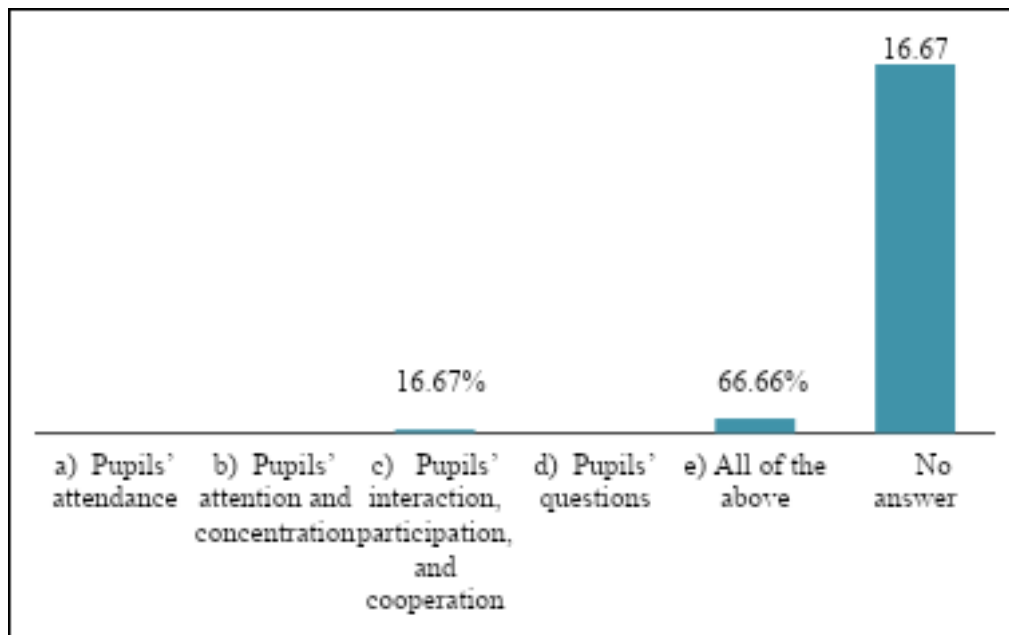
Figure 4.10: The sign(s) of pupils' engagement from teachers' points of view

According to the results shown in the table and figure above, four out of six teachers (66.66%) selected "All of the above" as signs of pupil engagement, meaning they believe attendance, attention, interaction, and questions all matter. Only one teacher (16.67%) chose interaction, participation, and cooperation, while no teachers (0%) picked the other options individually. This indicates that most teachers view engagement as a combination of multiple behaviours rather than a single factor. The chart (Figure 4.10) likely illustrates these findings, with "All of the above" being the most common response.

Q11. What are the main strategies that you use to engage your pupils in the classroom?

- There are many: positive reinforcement with verbal encouragement, stickers, using technology. Pupils are related to the new methods like videos and data-shows songs. Also, one should build strong relationships with his/her pupils.

- All the strategies can attract their attention to the lesson.

- Ask for their prior knowledge; get to know pupils, the "VAKT" method of learning. Visual, auditory, read-and write and kinaesthetic and explore learning styles to engage pupils.

- The teacher uses songs, role plays and "yes/no" questions to encourage participation and to provide feedback.

- The main strategies that I use to engage my pupils in the lass are visual, auditory, read and write. With these four predominant learning styles I can make my learners interact and participate in the classroom.

- We use flashcards, songs. They are just young learners. The try to discover the new language.

This question sought to shed light on the techniques teachers use to boost their pupils' engagement in English classroom activities. According to the above responses, it can be noticed that teachers employ a variety of strategies to engage pupils in the classroom, with a strong emphasis on catering to diverse learning styles. Popular methods include positive reinforcement through verbal encouragement and stickers, as well as the use of technology like videos and songs to appeal to modern learners. Building strong relationships with pupils is also highlighted as crucial for engagement. Additionally, teachers leverage multisensory approaches such as Visual, Auditory, Read-and-Write, and Kinaesthetic to accommodate different preferences. Techniques like role plays, flashcards, and interactive questions further encourage participation, particularly among young learners, fostering an interactive and inclusive learning environment.

Q12. According to you, which of the following factors affect(s) pupils' engagement? You may choose more than one option.

Option	Frequency	Percentage
a) Pupils' motivation and attitude towards learning English language	0	0%
b) The teaching approach	0	0%
c) The syllabus or the content to be taught	0	0%
d) Teacher's character	0	0%
e) Teacher' strategies, tasks and activities	0	0%
f) All of the above	1	16.67%
a+d+e	2	33.32%

a+e	1	16.67%
a+b+d+e	1	16.67%
d+e	1	16.67%
Total	**6**	**100%**

Table 4.11: Factors affecting pupils' engagement from teachers' points of view
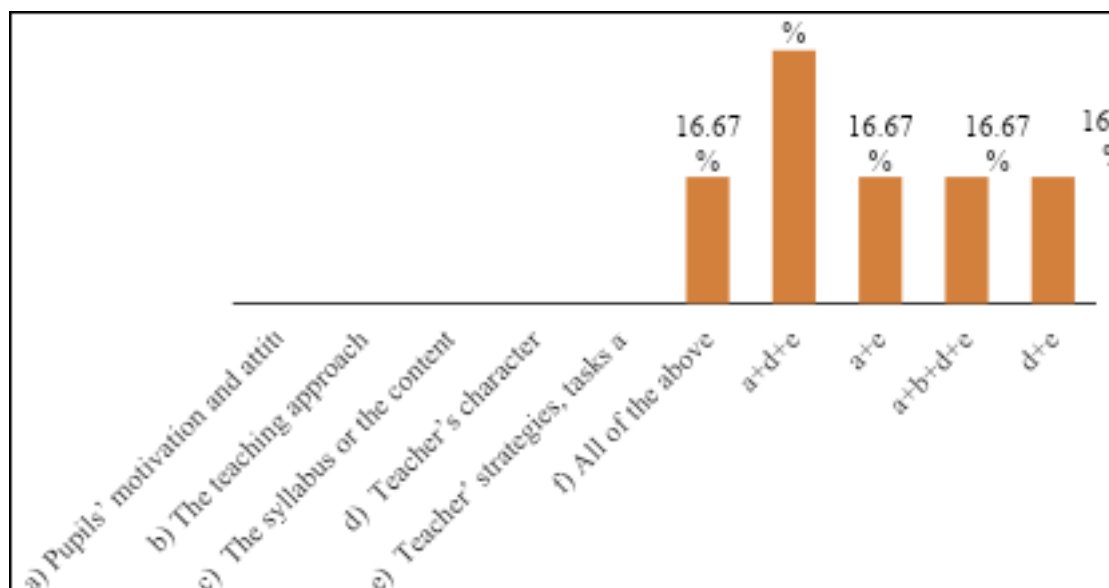
Figure 4.11: Factors affecting pupils' engagement from teachers' points of view

As can be seen from the table above, most teachers believe that a combination of factors affects pupils' engagement. The most common response, chosen by 33.32% of the teachers, was the combination of pupils' motivation, the syllabus, and teacher strategies (a+c+e). Other combinations like a+d+e, a+b+d+e, and d+e were also mentioned by some teachers (each 16.67%). Interestingly, no teacher selected any single factor on its own, showing that engagement is seen as a result of several elements working together.

Section Four: Implementation of Ludic (Play-based) Pedagogy in EFL Primary School Classrooms

Q13. How familiar are you with ludic (Play-based) pedagogy as a teaching approach?

Option	Frequency	Percentage
a) Very familiar	4	66.67%
b) Somewhat familiar	2	33.33%

c) Not familiar	0	0%
Total	**6**	**100%**

Table 4.12: Teachers' familiarity with ludic (Play-based) pedagogy as a teaching approach
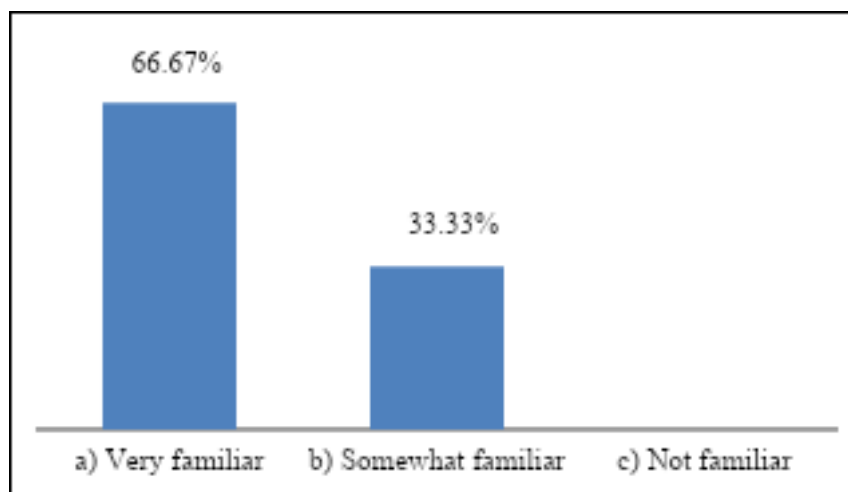
Figure 4.12: Teachers' familiarity with ludic (Play-based) pedagogy as a teaching approach

From the table above, we can notice that most teachers (66.67%) are very familiar with ludic (play-based) pedagogy as a teaching approach. A smaller group (33.33%) are somewhat familiar, and none of the teachers said they are not familiar with it. This shows that all the teachers in the study have at least some understanding of play-based teaching.

Q14. Ludic pedagogy is an effective method for fostering student's engagement in primary education.

Option	Frequency	Percentage
a) Strongly agree	1	16.67%
b) Agree	5	83.33%
c) Neutral	0	0%
d) Disagree	0	0%
e) Strongly disagree	0	0%
Total	**6**	**100%**

Table 4.13: The degree of teachers' agreement about the effectiveness of ludic pedagogy as an effective method for fostering student's engagement in primary education
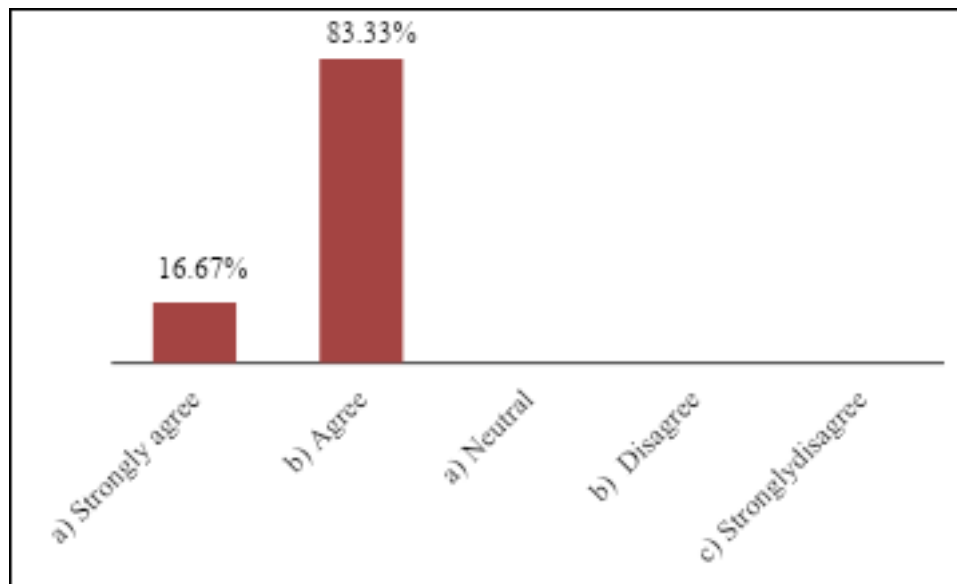
Figure 4.13: The degree of teachers' agreement about the effectiveness of ludic pedagogy as an effective method for fostering student's engagement in primary education

As stated in the above table, most teachers (83.33%) agreed that ludic pedagogy is an effective method to help students stay engaged in primary school education. A smaller group (16.67%) strongly agreed with this idea. On the other hand, none of the teachers was neutral or disagreed. This shows that all teachers in the survey believe that using fun and playful teaching methods can be very helpful for young students.

Q15. How often do you incorporate ludic (Fun) activities into your English lessons?

Option	Frequency	Percentage
a) Always	2	33.33%
b) Often	0	0%
c) Sometimes	1	16.67%
d) Rarely	3	50%
e) Never	0	0%
Total	**6**	**100%**

Table 4.14: The frequency of teachers' incorporation of ludic (Fun) activities into their English lessons
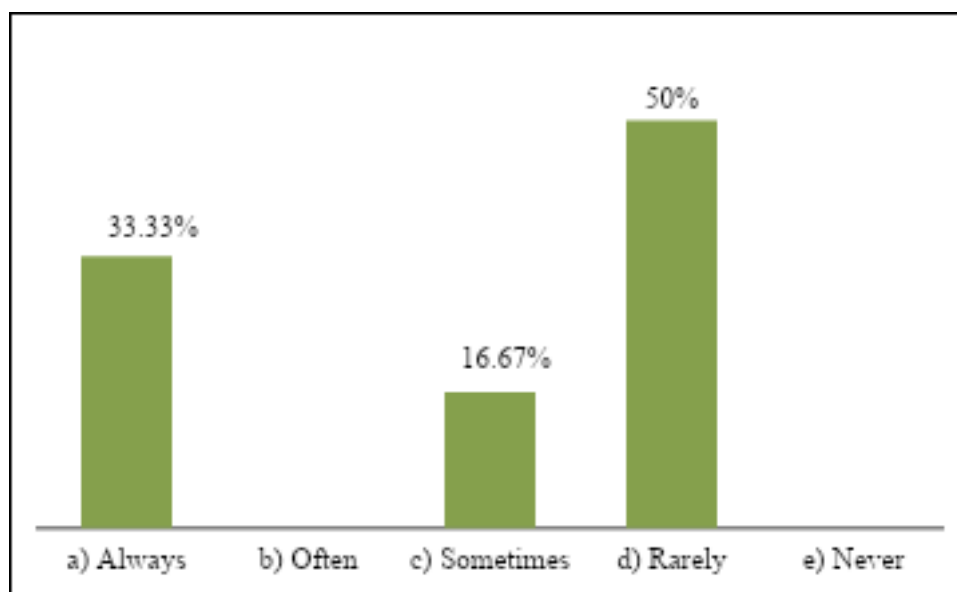
Figure 4.14: The frequency of teachers' incorporation of ludic (Fun) activities into their English lessons

The results from the table above denote that most teachers rarely incorporate fun activities into their English lessons, with 50% choosing this option. Only 33.33% of teachers always use fun activities, while 16.67% sometimes include them. No teachers reported using fun activities often or never, showing that while a few prioritize enjoyment, half of them do so infrequently. The table visually supports these findings, highlighting the dominance of the "rarely" category. Overall, fun activities are not a consistent part of English lessons for many teachers.

Q16. In case you incorporate ludic activities in your class, what are the type(s) of activities do you usually use?

Option	Frequency	Percentage
a) Word games (crossword, puzzles)	0	0%
b) Role-playing activities	0	0%
c) Story-telling and drama	0	0%
d) Songs and rhymes	0	0%
a+b+d	2	33.33%
b+d	1	16.67%
All of them	3	50%

Total	**6**	**100%**

Table 4.15: Type(s) of ludic activities that teachers usually use in their English teaching
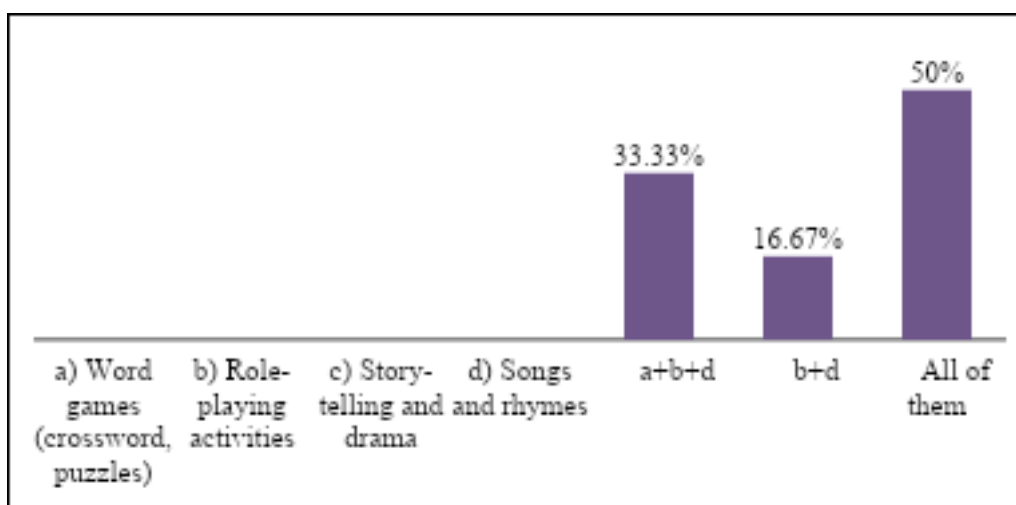
Figure 4.15: Type(s) of ludic activities that teachers usually use in their English teaching

If other, please specify:

As it is shown in Table 4.15, the survey reveals that, when these teachers incorporate ludic activities in their English teaching, they usually use a variety of them. Half of the teachers (50%) reported using all the listed activities when incorporating ludic activities, including word games, role-playing, story-telling, drama, songs, and rhymes. Meanwhile, 33.33% combined word games, role-playing, and songs, while 16.67% used only role-playing and songs. No teachers used the activities individually (0% for each single option). Additional methods mentioned were flashcards and video songs, highlighting other creative approaches to engage learners

Q17. What are the main challenges that you face when implementing ludic pedagogy in your English lessons?

Option	Frequency	Percentage
a) Lack of time	0	0%
b) Lack of materials and resources	0	0%
c) Lack of teachers training in ludic pedagogy	0	0%
d) Classroom management difficulties	1	16.67%
a+b	1	16.67%
a+d	2	33.32%

a+b+c	1	16.67%
b+c+d	1	16.67%
Total	**6**	**100%**

Table 4.16: The main challenges that teachers face when implementing ludic pedagogy in their English lessons
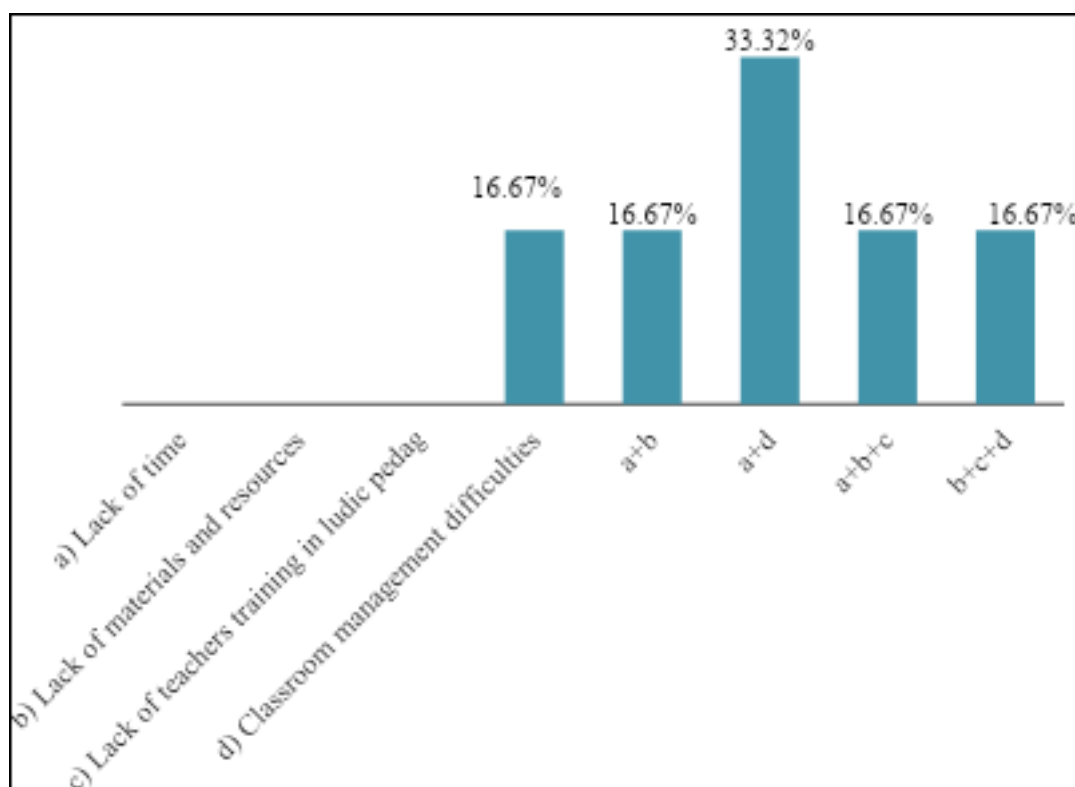
Figure 4.16: The main challenges that teachers face when implementing ludic pedagogy in their English lessons

The above table shows that teachers face several challenges when using ludic pedagogy in English lessons. The most common issue, reported by 33.32% of teachers, is a combination of lack of time and classroom management difficulties. Other challenges include lack of materials and resources (16.67%), lack of training in ludic pedagogy (16.67%), and a mix of multiple issues like time, materials, and training (16.67%). Only one teacher (16.67%) mentioned classroom management as a single problem. The result shows that no teacher cited lack of time, materials, or training alone as the main challenge, indicating that these problems often occur together, which can affect the effectiveness on ludic pedagogy.

Section Five: Impact of Ludic Pedagogy on Pupils' Engagement

Q18. In your opinion, which aspects of student engagement would improve the most through ludic pedagogy?

Option	Frequency	Percentage
a) Attention and focus	0	0%
b) Motivation and autonomy	0	0%
c) Collaboration and social skills	1	16.67%
d) Creativity and problem-solving	1	16.67%
a+c	1	16.67%
a+d	1	16.67%
b+c	1	16.67%
a+b+d	1	16.67%
Total	**6**	**100%**

Table 4.17: The aspects of student engagement that would improve the most through ludic pedagogy from teachers' point of view
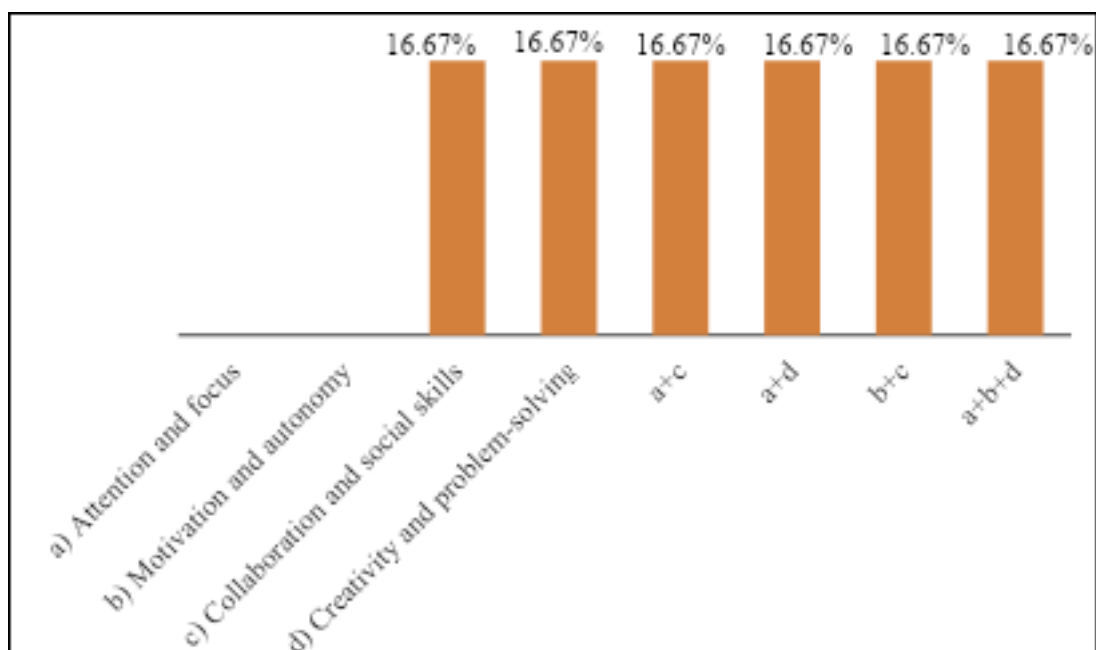
Figure 4.17: The aspects of student engagement that would improve the most through ludic pedagogy from teachers' point of view

According to the results obtained from the above question, none of the teachers selected "Attention and focus" or "Motivation and autonomy" alone, but these aspects appeared in combination with others. The most common single choices were "Collaboration and social skills" and "Creativity and problem-solving", each with 16.67% of the responses. Other teachers preferred combinations like "a+c," "a+d," "b+c," and "a+b+d," each also making up 16.67% of the total. This shows that teachers believe ludic pedagogy can enhance multiple areas of engagement, especially when these aspects work together.

Q19. Do you think ludic pedagogy helps improve learners' academic performance?

Option	Frequency	Percentage
a) Yes	5	83.33%
b) No	0	0%
c) May be	1	16.67%
Total	**6**	**100%**

Table 4.18: Teachers' responses about whether ludic pedagogy helps improve learners' academic performance or not
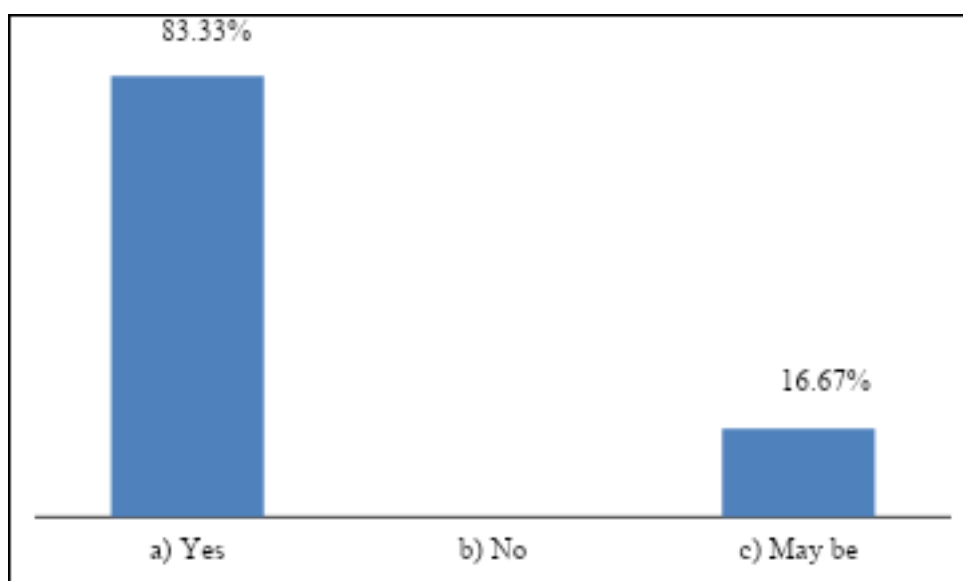
Figure 4.18: Teachers' responses about whether ludic pedagogy helps improve learners' academic performance or not

The majority of the respondents (83.33%) believe that ludic pedagogy helps improve learners' academic performance, while 16.67% think it may have an effect. None of the teachers responded that it does not help. This shows that most teachers see a positive link between playful learning methods and better academic outcomes for students.

Q20. How do you find ludic pedagogy compared to the other traditional teaching methods in terms of student engagement?

Option	Frequency	Percentage
a) Highly engaging	2	33.33%
b) More engaging	2	33.33%
c) Equally engaging	2	33.33%
d) Less engaging	0	0%
Total	**6**	**100%**

Table 4.19: Teachers' attitudes towards ludic pedagogy compared to the other traditional teaching methods in terms of student engagement
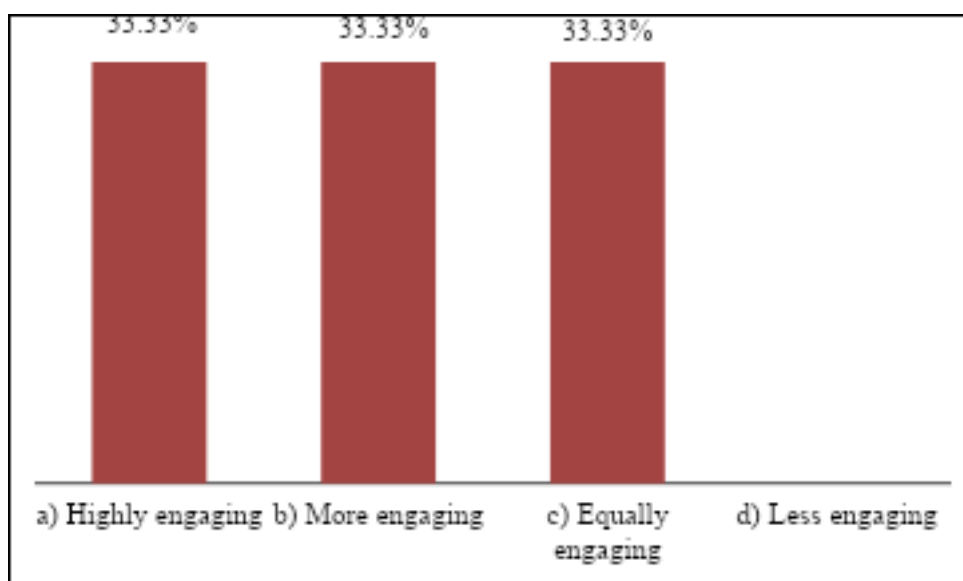
Figure 4.19: Teachers' attitudes towards ludic pedagogy compared to the other traditional teaching methods in terms of student engagement

The table 4.19 above shows that teachers have positive attitudes toward ludic pedagogy in terms of student engagement. Out of the six teachers surveyed, 33.33% found it "highly engaging", another 33.33% said it was "More engaging", and the remaining 33.33% thought it was "Equally engaging" compared to traditional methods. None of the teachers felt it was "Less engaging". This means the large majority of the teachers saw ludic pedagogy as better than traditional methods in terms of boosting their pupils' engagement rates, with two-thirds finding it more engaging.

Q21. How do your students respond to different types of playful learning activities?

- Visuals should be displayed to learners as much time as needed for the purpose of giving learners the opportunity to process and reflect on what they see.

- They always try to find the solution, and they ask questions about everything in order to do the activities.

- The teacher helps pupils to interact and to speak through pair work and repetition.

- In most cases, learners enjoy and interact successfully. It helps learners build relationships around meaningful content and concepts.
- They respond more than other lessons.
- Because it is kind of games the learners deal with the lesson in perfect way increases their memory retention.

This open-ended question was designed to explore how students engage with various playful learning activities in the classroom. One participant emphasized the importance of displaying visuals for as long as needed, allowing learners' time to process and reflect on what they see. Another noted that students actively seek solutions and ask questions to complete the activities, demonstrating their curiosity and involvement. A third respondent highlighted the role of the teacher in facilitating interaction and communication through pair work and repetition, which fosters collaboration. Additionally, it was observed that learners generally enjoy these activities and interact successfully as they help build relationships around meaningful content and concepts. Some participants pointed out that students respond more enthusiastically to playful activities compared to traditional lessons, as the game-like nature of the tasks enhances their engagement and improves memory retention. Overall, the responses suggest that playful learning activities effectively capture students' interest and promote active participation.

Q22. What help(s) you overcome the challenges of using ludic activities?

- We use visuals, and teach with the guide of English
- It helps me to make the lessons easier to my learners, especially when I use flashcards.
- I practise some activities to support and develop the 4 skills. I use different means to reinforce oral and written messages.
- Learners' desire for recreational activities allows them to interact positively.
- According to us, we are related with the didactic guide of the ministry, but this pedagogy increases motivation and supports different learning styles. I use technology to prepare the lesson.

The last question of the Teachers' questionnaire is designed to enable teachers to give insights into how they overcome the challenges of using ludic

activities. Responses highlight the use of visuals and teaching with English textbook, as well as the effectiveness of flashcards in simplifying lessons for learners. Some teachers emphasize practicing activities to develop the four language skills and employing various methods to reinforce oral and written messages. Additionally, teachers mention aligning with the ministry's didactic guide while leveraging this pedagogy to boost motivation and accommodate diverse learning styles, with technology playing a key role in lesson preparation. All these are some tips that teachers suggested for overcoming the challenges they may face when implementing ludic pedagogy into their English courses.

4.1.2 Analysis of the Classroom Observation

Section One: Classroom Learning Environment

Item 01: The physical setting

Item 01	Observed sessions	Not observed sessions
The Physical setting	(01, 02, 03, 04, 05, 06, 07, 08, 09, 10)	/

Table 4.20: The physical setting

Item 01	Frequency	Percentage
Observed	10	100%
Not observed	0	0%

Table 4.21: The frequency of observing the physical setting

This statement aims to provide a description of the classroom environment, ensuring it supports effective learning and interaction. As it is shown above, across all ten sessions, the physical classroom environment was consistently clean, organized, spacious, light, and comfortable. These conditions created a positive atmosphere for the learners to participate and interact with both the teacher and their peers easily; additionally, the

classroom was systematically arranged, which helped learners to have structured behaviour and engagement.

Item 02: Seating arrangement

Item 02	Observed sessions	Not observed sessions
Seating arrangement	(1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	/

Table 4.22: Seating arrangement

Item 02	Frequency	Percentage
Observed	10	100%
Not observed	0	0%

Table 4.23: The frequency of observing the seating arrangement

The major aim here is mainly to enable EFL learners to engage in meaningful English conversations. The table above shows that in the ten sessions the seating arrangement was flexible and functional, designed to support interactive tasks and games that encourage communication. Tables and chairs were grouped together to promote pupils' interaction and collaborative learning. Additionally, classroom materials were organized to allow both the teacher and learners move freely around the space. The teacher also circulated the classroom, facilitated engagement and adjusted interactions as needed to enhance learning.

Section Two: The Implementation of the Ludic Activities

Item 01: Type of activity

Item 02: Name of activity

Item 03: The Activity used as/for

Item 04: Materials and

Type of Activity	Used as/for	Name of the Activity	Materials & Equipment
Song	Discover the names of healthy and unhealthy food	Healthy Food	Speaker + Textbook
Game	Writing and pronunciation skills	Dictation Race	Whiteboard + Coursebook
Role Play	Recognize simple words in familiar context	Dialogue	Whiteboard + Coursebook
Song + Flashcards	Review / Brainstorming	—	Screen + Speaker + Laptop + Books + Whiteboard
Quiz	Brainstorming and use of competition	Ring the Bell	Laptop + Bell + Screen + Chrono
Flashcards	Read the words in the correct way	Time Challenge	Flashcards + Whiteboard
Board Game	Read the words to get coherent sentence	Dice Game	Whiteboard + Flashcards + Laptop + Pictures

Table 4.24: The implementation of the Ludic Activities

Throughout the observed sessions, the teacher integrated various ludic activities such as songs, flashcards, games, and a dictation race, primarily during sessions 3 to 10. Each activity serves a specific purpose and is supported by appropriate materials. For example, in the session where a song titled "healthy food" was implemented (refer to section three for details on the activities used), learners were able to discover the names of healthy and unhealthy food. It was supported by a textbook and speaker.

In another session, "a role play" activity was used to help learners recognize new words in a familiar context. It allowed them to speak in fun way, yet structured manner, using tools like whiteboard and textbook. Additionally, "the quiz" game was a brilliant way to put learners in a competitive atmosphere and motivating manner. It helped pupils to brainstorm and added competitive elements, by using materials like screen, timer, bell and laptop. Moreover, the teacher in one of the sessions that we experienced combined between a song and flashcards in order to encourage review and brainstorming, by using

screen, speaker, laptop, books and whiteboard. On the other hand, "the dictation race" game was used in order to strengthen the learners' writing and pronunciation skills, with the help of whiteboard and course book. We observed that this task motivated learners to write correctly and confidently.

Another activity called "time challenge", which used flashcards and a whiteboard, aimed to help pupils read words correctly under time pressure. Finally, "dice game's" purpose was to help learners form coherent sentences. It also encouraged them to take turns, engage in the activity and build correct sentences in a meaningful context. This task used printed and visual materials such as pictures, laptop, flashcards and whiteboard, creating an enjoyable atmosphere for learners.

Section Three: Teacher's Roles and Behaviours

Item 01: The Teacher Controls Pupils' Behaviours

Item 01	Observed sessions	Not observed sessions
The teacher controls pupils' behaviours	(03, 04, 05, 06, 07, 08, 09, 10)	(01, 02)

Table 4.25: The teacher controls pupils' behaviours

Item 01	Frequency	Percentage
Observed	8	80%
Not observed	2	20%

Table 4.26: The frequency of observing teacher' control of pupils' behaviour

According to the table above, the teacher had the ability to control the learners' behaviours effectively in eight out of ten sessions, particularly from session three to session ten. However, during the first two sessions (1 and 2), the teacher faced some challenges to maintain the learners' focus or discipline, but from the third session onwards, the teacher became more persuasive and effective in her presence and her strategies, leading to a better control and a structured environment.

Item 02: The Teacher Promotes Pupils' Enthusiasm

Item 02	Observed sessions	Not observed sessions
The teacher promotes pupils' enthusiasm	(03, 04, 05, 06, 07, 08, 09, 10)	(01, 02)

Table 4.27: The teacher promotes pupils' enthusiasm

Item 02	Frequency	Percentage
Observed	8	80%
Not observed	2	20%

Table 4.28: The frequency of observing teacher's promotes for pupils' enthusiasm

During our observation, the teacher demonstrated a strong ability to consistently maintain the learners' interest and enthusiasm throughout the session 3 to session 10. However, in sessions 1 and 2 the teacher did not show clear efforts to promote learners' enthusiasm, which later led to a classroom climate issues.

Item 03: The Teacher Communicates Effectively

Item 03	Observed sessions	Not observed sessions
The teacher communicates effectively	(03, 04, 05, 06, 07, 08, 09, 10)	(01, 02)

Table 4.29: The teacher communicates effectively

Item 03	Frequency	Percentage
Observed	8	80%
Not observed	2	20%

Table 4.30: The frequency of observing teacher's communication effectiveness

During the sessions (3 to 10), we observed that the teacher clearly showed effective communication skills, indicating a strong and consistent effort to ensure engagement, clarity and interaction. Besides, the teacher used clear instructions, correct gestures and appropriate language level during lessons. This ability reveals that the teacher could successfully adapt the learners' communication style to meet their needs, engagement and understanding of the lessons. On the other hand, this skill was not observed in sessions (1 to 2) which led to a poor classroom interaction because the teacher was mainly focusing on delivering the content more than on interaction.

Item 04: The Teacher Corrects Pupils' Errors

Item 04	Observed sessions	Not observed sessions
The teacher corrects pupils' errors	(03, 04, 05, 06, 07, 08, 09, 10)	(01, 02)

Table 4.31: The teacher corrects pupils' errors

Item 04	Frequency	Percentage
Observed	8	80%
Not observed	2	20%

Table 4.32: The frequency of observing teacher's correction of pupils' errors

During the first sessions we have attended, the teacher's error correction was absent which may reflect one of the teacher's strategy to provide a comfortable learning environment over accuracy; however, starting from session 3 to 10, the teacher was consistently keep an eye on her pupils to correct their errors. The teacher was more active in addressing and correcting learners' mistakes; as a result, the learners were more productive, comfortable and engaged during the lessons.

Item 05: The Teacher Encourages Pupils to Use English

Item 05	Observed sessions	Not observed sessions
The teacher encourages pupils to use English	(03, 04, 05, 06, 07, 08, 09, 10)	(01, 02)

Table 4.33: The teacher encourages pupils to use English

Item 05	Frequency	Percentage
Observed	8	80%
Not observed	2	20%

Table 4.34: The frequency of observing teacher's encouragement for pupils to use English

According to the table above, the teacher was actively encouraging learners to use English throughout almost all sessions. While at this stage learners are still novice and may be unable to communicate fluently, this encouragement created a classroom environment where English language was gradually used not only as a mean of instruction but also as a medium for simple interaction, expressing and learning. We could observe that majority of learners were motivated to try using English in its basic ways; for example, by responding to the teacher with short answers "yes, miss", "I have a red apple", or "it's my turn", especially during games and group activities. Some pupils tried to ask simple questions such as "what page?", "can I play?"; despite their limited spoken output and sometimes mixed it with their native language, these observed efforts revealed that the classroom environment supported their attempt to engage with the language . As a result, the use of English language even at its basic level showed the early signs of linguistic and behavioural engagement enhanced by the teacher's efforts and the use of ludic activities.

Item 06: The Teacher Uses Different Ludic Activities

Ludic activities	Observed sessions	Not observed sessions
Game (crosswords)	3,5,8,9,10	1, 2, 4,6,7
Role play	6	1, 2, 3,4,5,7,8,9,10

Videos and songs	4	1, 2, 3, 5,6,7,8,9,10
Group work	4,6,7,9,10	1, 2, 3,5,8
Pair work	3,5,8	1, 2, 4,6,7,9,10
Storytelling	/	1, 2, 3,4,5,6,7,8,9,10

Table 4.35: The teacher uses different ludic activities

Ludic activities	Percentage (observed)	Percentage (not observed)
Game	50%	50%
Role play	10%	90%
Videos and songs	10%	90%
Group work	50%	50%
Pair work	30%	70%
Storytelling	0%	100%

Table 4.36: The teacher uses different ludic activities

During the sessions we attended, we observed that the teacher implemented various ludic activities. As it is shown in the table, games (as crosswords) and group work were the dominant forms of ludic activity. The games were particularly evident in 3, 5, 8, 9, 10 sessions; however, the pair work was observed in the sessions 3, 5 and 8 and the group work was clearly noticeable during the sessions 4, 6, 7, 9, 10.

We also noticed that games like "Quiz", "dictation race" and "dice game" allowed the teacher to correct the learners' mistakes, maintain their engagement and participation. The majority of learners were more motivated, responding with enthusiasm and participating without hesitation. On the other hand, concerning the pair work, in session 3 for instance, (I read and enjoy), most of the learners played crosswords (see appendix four), they were divided into two groups then each 2 learners try to solve and

find the given word to discuss and categorize food items into healthy and unhealthy categories. This activity allowed learners to work in team, helped them to reduce anxiety and develop their social skills.

According to the table above, in the fourth session named (I sing and have fun), the teacher used a song from the textbook (see appendix five). In this session, the teacher also divided her pupils into two groups to present the song in an organized manner thereby instilling a spirit of competition among them to encourage better performance.

In session 5,7,8,9 and 10, the teacher used different types of ludic which are dictation race, flashcards, quiz and board game (dice game). In all these concerned sessions, the teacher divided the learners once into a group work and other time into pair work. Some pairs faced some challenges as asking for repetition of the instructions or using mother tongue when struggling to express ideas, but the teacher could successfully manage this struggles. We observed that learners were highly concentrated with the teacher and they were emotionally connected too. A large number of learners in these sessions were relaxed, interacting and participating through asking their teacher some questions or asking for repetition when they did not get the ideas that the teacher wanted to convey.

In session 6, we observed that the teacher integrated a role play activity in order to enhance the learning experience (see appendix six). We noticed that the role play activity allowed the learners to act out in real life situations and practice English in a more spontaneous and expressive way. The learners worked in small group to prepare dialogues, which they performed it in front of their classmates; many of them were confident, creative and able to communicate effectively. We could notice also that the teacher was helping them from time to time once they face particular difficulties, especially in pronunciation.

Section Four: Pupils' Roles and Behaviours

Item 01: Positive Body Language

Items	Observed	Not observed

Eyes on the teacher/classmates during the game	3,4,5,6,7,8,9,10	1,2
Non-verbal response (nodding, moving)	5,6,7,8,9,10	1,2,3,4

Table 4.37: Positive body language

Items	Percentage (observed)	Percentage (not observed)
Eyes on the teacher/classmates during the game	80%	20%
Non-verbal response (nodding, moving)	60%	40%

Table 4.38: The frequency of observing Positive body language

While observing the sessions (3, 4, 5, 6, 7, 8, 9 and 10), we observed that pupils maintained consistent eye contact with the teacher or their classmates during ludic activities. They followed teacher's movements and looked at their classmates when they answered, and also kept an eye on the activities' material as board and flashcards. However, in the remaining sessions, we noticed that the pupils were distracted, and their attention was away from the main activity, and this was due to the lack of interactive tasks or unclear instructions. For example, in session 2, the absence of the ludic activities could be one of the reasons that contributed to reduce learners' interest.

Interestingly, across the six sessions, we did observe non-verbal responses such as nodding, gesturing or body language from pupils. These responses were not loud but they gave us insights that pupils are processing the information and they are emotionally engaged in the lesson. For instance, in session 7, during the song activity, a few pupils nodded along with the song's rhythm, clapped, or tapped their fingers on the table while following the lyrics. Also, in session 9, some learners showed their excitement during the quiz game through body movement like smiling, or leaning forward. However, in sessions 1 to 4, these responses were not observed. We can interpret this as that learners were

less emotionally engaged or simply hesitating about expressing themselves in this way; and since these were the first sessions, it is possible that learners were still adjusting the classroom environment and not yet familiar with ludic methods being used.

Item 02: Consistent focus

Items	Observed	Not observed
Discussion on topic	4,5,7,9	1,2,3,6,8,10
Staying in assigned area	5,6,7,8	1,2,3,4,9,10

Table 4.39: Consistent focus

Items	Percentage (observed)	Percentage (not observed)
Discussion on topic	40%	60%
Staying in assigned area	30%	70%

Table 4.40: The frequency of observing consistent focus

Pupils' consistent focus in the classroom was evaluated through two indicators: discussion on the topic and staying in assigned area. During the sessions we attended, the learners were actively seen discussing the topic lesson in sessions (3, 4, 5, 7 and 9). This behaviour was noticeable when the teacher used the ludic tasks such as quizzes, games or songs to explain or reinforce the lesson's purpose. In these cases, the majority of learners appeared to be behaviourally and cognitively engaged, as they answered some questions, expressed their ideas related to the lesson or commented on what their peers saying. This can indicate that, when ludic activities were well implemented and served the lesson's topic, the learners encouraged to think, complete the task and interact meaningfully, which are clear signs of engagement, especially in English language classroom. Additionally, despite the presence of the ludic activities in sessions (6, 8 and 10), the discussion on the topic was limited and the learners were too focused on the tools of the game rather than its content.

Concerning the second indicator, from session 5 to 8, the majority of learners remained in their designated places, showing discipline and comfort during the activities. In these sessions, the teacher typically implemented structured tasks including: collaborative pair work, group work challenges and dictation race with clear rules, which encouraged learners to stay in their places and focus more on the given activity. Additionally, the majority of learners were smiling in some activities, laughing quietly, as well as, no learner refused to participate, but instead they were excited but calm. Also some of the pupils spontaneously made connections to previous lessons by saying "e.g., this what we did with the healthy food words!". However, in the sessions (3,4, 9, and 10), the learners were moving around and leaving their places due to the game which required movements such as ring bell and board games. The sessions (1 and 2) showed lack of classroom discipline and this was mainly observed during the absence of the interactive activities.

Item 03: Participation

Items	Observed sessions	Not observed sessions
Volunteering appropriately	3,4,5,7,8,9	1,2,6,10
Willing to discuss and to participate	3,4,5,6,7,8,9	1,2,10
Asking questions	5,7,8,9	1,2,3,4,6,10

Table 4.41: Participation

Items	Percentage (observed)	Percentage (not observed)
Volunteering appropriately	60%	40%
Willing to discuss and to participate	70%	30%
Asking questions	40%	60%

Table 4.42: The frequency of observing participation

According to what we observed in sessions 3, 4, 5, 6, 7, 8 and 9, the pupils showed a clear willingness to volunteer appropriately, by sharing and participating spontaneously in all of the types of classroom activities, which demonstrates a good level of self-confidence and a sense of responsibility. From what we observed, majority of the

pupils raised their hands eagerly volunteered to go to the board or took a part in games. However, in the earlier sessions (1 and 2) or in session 10, where the teacher did not use few engaging elements, we noticed that only few pupils tended to be more passive and waited for their teacher's instructions to volunteer. Additionally, and in sessions 4, 5, 6, 7, 8 and 9, the learners expressed a clear desire to engage in discussion and participation by sharing their opinions and exchanging views on the lesson content; this indicates a stimulating classroom environment that values freedom of expression and encourages dialogue.

Moreover, some pupils asked questions for clarification, which reflected their interest in the subject matter and their desire to deepen their understanding, and which also points out their ability for active engagement with the teacher, for example during dictation race, multiple pupils asked for sentences to be repeated, not because they were not listening but more they wanted to catch the pronunciation of the word. In addition, the nature of the questions were from simple to deeper questions, for example, some pupils asked simple factual questions as "what page?" and then the questions developed to "why do we use this?", "do we write this or that ", or "what if" questions. This shift revealed that majority of the learners was processing the material at better cognitive level. Beside, these questions came up during ludic tasks where pupils had to seek for clarity or assurances. Overall, these behaviours highlight the effectiveness of the pedagogical approaches used and emphasize the importance of encouraging learner initiative and supporting positive interaction within the classroom.

Item 04: Pupils' Confidence

Items	Observed	Not observed
Working independently	4,5,6,8	1,2,3,7,9,10
Expressing ideas and thoughts	5,7,8,9	1,2,3,4,6,10

Table 4.43: Pupils' confidence

Items	Percentage (observed)	Percentage (not observed)
Working independently	40%	60%
Expressing ideas and thoughts	40%	60%

Table 4.44: The frequency of observing pupils' confidence

During the four of the observed sessions, we noticed that several pupils were able to work independently on tasks without relying on their teacher's help. For example, in role play activity, majority of them appeared to understand the instructions clearly, seemed confident and aware of their role and stayed more focused on completing the task. However, in dictation race, some of them quickly understood the rules and concentrated on the spelling and sentence formation−they were cognitively and behaviourally engaged. This level of independence is a strong indicator of cognitive and behavioural engagement. This allowed us to conclude that if the pupils are provided with clear instructions and engaging playful tasks, they are more likely to be active in the learning process, which reflects the high level of classroom engagement.

On the other hand, in other sessions, we observed different pattern. Some of the learners were dependent on the teacher –they were asking for repeated clarification or waiting passively for the teacher's guidance, this revealed that not all activities were equally effective in promoting learners' independence. However, in the remained sessions, the pupils were in need for more support and looked to the teacher for help and waited for instructions.

As for expressing their ideas and thoughts, we observed that in sessions 5, 7, 8 and 9, pupils were more comfortable speaking up with the teacher. They asked questions, provided their opinions and showed more confidence using English in front of their classmates. During these sessions, some pupils were raising their hands to ask questions such as "is this correct?" or "can you look at my answer?", and using some simple English expressions such as "it's my turn", "I know the answer, even shy and quiet pupils who normally stayed calm in earlier sessions started to join and participate. This may indicate that ludic activities created a fun and safe environment to express themselves freely.

Section Five: Pupils' Engagement

Items	0-25%/ sessions	25-50%/ sessions	50-75%/ sessions	75-100%/ sessions
Pupils show interest in the activity	(01, 02)	0	(04, 06)	(03, 05, 07, 08, 09, 10)
Pupils do their best	0	0	(01, 02)	(03, 04, 05 ,06 ,08, 09,10)
Pupils show enjoyment while playing/performing	(01, 02)	0	0	(03, 04, 05, 06, 08, 09, 10)

Table 4.45: Pupils' Engagement

In six out of ten sessions, we observed that (75-100%) of the pupils were genuinely interested in the given activities. This was highly noticed during the interactive tasks like quizzes, games and songs. Such level of interest facilitated better classroom interaction and better focus.

During seven sessions, we noticed that large majority of learners (75-100%) were not passively sitting through the lessons, but instead they were actively engaged in the learning process. They showed a clear willingness to participate in different tasks: they were raising their hand to answer quiz questions, participating in different games, or trying out the role play activity. Their body language, facial expression and willingness showed how much they were interested in the tasks. We could see that active participation is one of the signs of engagements, especially behavioural one. They showed interest to participate in the lesson and they were also mentally present; they were emotionally and cognitively invested in what they were doing. Additionally, what was impressive is that learners were doing their best even if they made mistakes; they were whether trying again and/or asking for help from their teacher or their classmates. For example, we noticed one pupil answered wrongly during the "ring the bell" game but still raise their hand again during the next question. Another one asked, "can you repeat?" or "is it like this?" while attempting to finish a sentence in English. This clearly reflects other important types of engagement which are cognitive and emotional engagement.

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Concerning the enjoyment while playing and performing, we observed that pupils were genuinely enjoying the moments when they were performing the tasks (games, songs and other interactive activities). In seven sessions out of ten, the learners were smiling, laughing, showing spontaneous reactions and showing visible signs of joy. Some of them even clapped for their classmates without the teacher's permission; therefore, this kind of natural enjoyment showed us how can playful activities can be effective to make the learning process more fun, comfortable, and, most importantly, engaging.

Section Six: Ludic Activity Characteristics

Ludic Activity Characteristic	Observed Sessions	Not Observation Sessions
Fun, enjoyable, and exciting	3,4, 5, 6, 7, 8, 9, 10	(01, 02)
Challenging and competitive; lowers anxiety, pressure, and stress	3, 4, 5, 6, 7, 8, 9, 10	(01, 02)
Encourages shy students and introverts	3, 4, 5, 6, 7, 8, 9, 10	(01, 02)
Suitable for different learning styles	3, 4, 5, 6, 7, 8, 9, 10	(01, 02)

Table 4.46: Ludic activity characteristics

Ludic Activity Characteristic	Percentage (Observed Sessions)	Percentage (Not Observed Sessions)
Fun, enjoyable, and exciting	80%	20%
Challenging and competitive; lowers anxiety, pressure, and stress	80%	20%
Encourages shy students and introverts	80%	20%
Suitable for different learning styles	80%	20%

Table 4.47: Ludic activity characteristics

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Item 01: Fun, Enjoyable and Exciting

From what we have experienced in sessions (3 to 10), the atmosphere of the classroom changed noticeably when the ludic activity was introduced. Whether a board game, a song or a flashcard challenge, the majority of the learners looked genuinely excited and enjoying the moment while learning. We observed that they were smiling and looking more alert. We also noticed that the pupils forgot that they were learning; they mainly focused on having fun which made the learning process more natural and effective. This clearly reflected behavioural engagement, where following the instructions, participating and completing their tasks.

Item 02: Challenging and Competitive; Lowers Anxiety, Pressure, and Stress

These activities were not about having fun but more about having a good balance of challenge and competition. For instance, in some games like quiz or dictation race, the majority of learners were highly motivated to participate and perform effectively. Many of them were eager to win, but they were not afraid of making mistakes. This clearly showed us that ludic tasks created a low pressure environment, where learners were less stressed or less afraid of being judged, even the shy ones were involved even if they were not always correct. These activities supported their emotional engagement, as they were enjoying the learning process without feeling stressed or feeling afraid of making mistakes.

Item 03: Encourages Shy Students and Introverts

During the sessions we attended, the ludic activities opened the door for shy and introvert pupils to participate. In the sessions where the ludic tasks were not involved, we noticed that these pupils usually stayed silent and avoided eye contact. However, during the games (dice game, board game, crosswords), we noticed them start to participate through small gestures−like nodding, whispering answers to their group, or even raising their hand when they normally would not. Over time and through the sessions where activities where involved, some of them became more confident and even answering questions aloud. These pedagogic activities gave them the opportunity to express

themselves freely and without pressure, promoted their sense of belonging and safety which is important for long-term engagement and emotional growth.

Item 04: Suitable for Different Learning Styles

After careful observation in the sessions we attended, we concluded that activities addressed various learning styles. It was noticed that not all pupils responded to every type of tasks the same way, some learners responded better to movement and competition as board games, they were more enthusiastic and focused during these activities. They also showed excitement and desire to win or complete the task correctly. On the other hand, some others preferred songs and videos; they were nodding along, clapping and repeating the words during the songs. While, some others could do well with group work or pair work, they looked comfortable when working with their peers, especially when they discuss their answers before answering aloud. So we realized that ludic activities were not just entertaining tasks, but they were more suitable to learners' different needs. This variety had a positive impact on their cognitive engagement, as it ensured that each pupil had an opportunity to engage with a lesson. It highlighted the importance of integrating different teaching methods in learning.

4.2 Discussion and Summary of the Findings

The current study sought to shed light on the effects of implementing ludic pedagogy into the teaching of English in one of the Algerian primary school on the pupils' engagement. The data gathered through both instruments provided valuable insights into the matter.

First, the classroom observation gave important insights into how the teacher and pupils interact during lessons, especially when using playful, or ludic, activities. One of the first things that stood out was how the classroom's physical environment affected the pupils' comfort and willingness to learn. Throughout all the sessions, the classroom was clean, spacious, and well-organized. This kind of environment seems to make students feel safe and ready to focus on learning. Research supports this, showing that a well-designed physical space can greatly improve students' attention and achievement (Barrett et al.,

2015). When learners feel comfortable in their surroundings, they are more relaxed and open to learning, which creates a positive cycle of engagement and success (Tanner, 2000).

Looking at the teacher's role, it was clear that classroom management was strong, particularly in the later sessions. The teacher was able to keep the pupils focused, correct mistakes, and encourage them to speak in English, which is vital in language learning. This matches Vygotsky's idea that social interaction is key to learning (Vygotsky, 1978). The teacher acted as a guide, helping learners build their skills step by step. However, in the first sessions, the interaction was not as smooth, possibly because the topics were harder or the activities were not as engaging. This can be explained by cognitive load theory, which tells us that both teachers and students need time to adjust to new information or teaching methods (Sweller, 1988). Over time, as everyone became more familiar with the process, the teacher's approach improved and student participation grew.

The use of ludic activities really changed the classroom atmosphere from session three onwards. Using engaging tools like games, flashcards, songs, quizzes, and role-plays helped made the lessons feel more enjoyable and less overwhelming for young learners. This finding is supported by a study conducted by Taghizadeh, Vaezi, and Ravan (2017), who explored the impact of using digital games, songs, and flashcards with preschool children learning English. Their research showed that these playful and interactive methods not only helped children learn vocabulary more effectively but also boosted their motivation and reduced their anxiety. In other words, when learning feels like play, children are more likely to stay engaged and feel at ease in the classroom.

Gardner's theory of multiple intelligences reminds us that students learn in different ways, some through seeing, some through hearing, and others through doing (Gardner, 1983). By using a variety of ludic activities, the teacher was able to reach more students and keep them engaged. Krashen's affective filter hypothesis also helps explain why these activities worked well; when students feel relaxed and motivated, they learn more easily (Krashen, 1982). Ludic activities helped reduce anxiety, especially for shy students, making it easier for them to join in and express themselves.

Games were the most popular activity in the classroom, probably because they are easy to use and highly interactive. They gave students a chance to participate freely while still following the lesson goals. This fits with Piaget's idea that children learn best through

play, which lets them explore and understand the world in a natural way (Piaget, 1951). The competitive and lively nature of games seemed to boost motivation and energy in the class. Other activities like storytelling, videos, and songs were used less often, possibly due to limited time or resources. But when they were used, they seemed to engage students well, suggesting that with more planning, these could become a bigger part of lessons.

The teacher also favored group work over pair work, which encouraged students to learn together. Vygotsky's theory points out that learning happens best through social interaction, and group activities give students a chance to talk, share ideas, and help each other (Vygotsky, 1978). Bandura's social learning theory adds that observing peers is an important part of learning (Bandura, 1977). Working in groups allowed students to see how others used language and learn from them, building confidence and understanding. It also helped the teacher manage the classroom more efficiently by supporting multiple students at once.

Overall, the playful activities had a clear positive effect on how engaged the pupils were. They were more willing to answer questions, participate in discussions, and volunteer, showing excitement and focus. This matches Krashen's idea that lowering anxiety helps students learn better (Krashen, 1982). The observation also showed that these activities supported different types of learners, helping create a classroom where everyone could feel involved and motivated. Tomlinson (2001) supports this by saying that teaching should respond to individual differences and encourage students to take charge of their learning.

In addition to the classroom observation findings, the data gathered from the teachers' questionnaire painted a vivid picture of the realities faced by primary school teachers when teaching English and trying to apply ludic (playful) methods in their classrooms. These findings not only reflect the current conditions of education but also open a meaningful dialogue between practice and theory, helping us understand where support is needed and what changes could make a real difference.

To begin with, all the teachers who took part in the study held a bachelor's degree. This uniform qualification level suggests a certain degree of consistency in their basic teacher training. However, when examining the teaching experiences of the participants, the responses varied. Some teachers were relatively new to the profession, while others had

more experience under their belts. This diversity can be enriching; experienced teachers often bring tested strategies and wisdom from the classroom, while newer teachers may offer fresh perspectives and a willingness to experiment.

Another striking finding is that all teachers reported being responsible for teaching multiple grades at once specifically third, fourth, and fifth grades. This kind of multi-grade teaching setup adds a heavy load to teachers' responsibilities. Not only is this exhausting, but it also stretches their ability to meet each student's needs. But when teachers are juggling three grade levels, providing that kind of personalized instruction becomes incredibly challenging. This workload can impact lesson quality and reduce opportunities for creative, engaging learning experiences like ludic activities.

Despite these structural challenges, there was a heartening observation: most teachers expressed genuine joy in working with young children. They find it fulfilling, which is a powerful motivator. When teachers enjoy their work, they are more likely to be energetic, patient, and creative in the classroom. According to Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation, doing something because it is rewarding in itself leads to better outcomes than external pressure. This suggests that nurturing teacher satisfaction is not just about well-being, it is essential for effective teaching and successful implementation of playful strategies.

Nevertheless, teaching English was not described as an easy task. Several challenges were identified: the need for a lot of patience, the slow pace of learning among young children, and the significant amount of time it takes to plan effective lessons. These findings align with those of a study by Salomi and Sundaram (2019), which highlights that slow learners require more time and repetition to grasp concepts, necessitating teachers to exercise patience and invest additional time in lesson planning to meet these students' needs.

Teachers also mentioned the importance of understanding how children think and learn, so they can design lessons that actually work. These findings are consistent with Richards and Rodgers' Communicative Language Teaching approach (2014), which promotes the use of meaningful interaction, group work, and games to support language acquisition. However, such methods require time, planning, and confidence.

Encouragingly, most teachers reported that they had a clear understanding of ludic pedagogy's goals and benefits, and all believed it had a positive impact on students. They showed how it increases motivation, encourages participation, and helps build social skills. The use of playful and interactive activities, like games, songs, quizzes, flashcards, and role-plays, in the classroom was shown to do more than just make learning fun. It also helped boost students' motivation, encouraged them to participate more actively, and gave them valuable opportunities to build social skills.

This finding is in line with a study by Korovina, Pushkina, and Krivoshlykova (2019), who found that using interactive teaching methods with young learners not only improved their speaking skills but also created a more engaging and collaborative environment. Their research highlighted how these kinds of activities helped students feel more comfortable and willing to interact with both the teacher and their classmates, supporting both their academic progress and personal development. These insights align closely with Bruner's Constructivist Theory (1966), which states that students learn best when they are discovering knowledge for themselves, exactly what ludic activities aim to promote.

Yet, even though most teachers expressed positive attitudes toward using ludic pedagogy, not all of them were able to put it into practice on a regular basis. While some used it frequently, others only used it from time to time. The main challenges they reported were lack of time, limited resources, difficulties managing classroom behavior, and not enough training or support. These findings are quite similar to those of Sánchez-Mena and Martí-Parreño (2017), who found that although teachers were generally open to playful teaching methods, they often struggled with the same obstacles—especially time constraints, lack of professional development, and classroom management concerns. These are not minor obstacles. According to Fullan's Educational Change Theory (2007), meaningful innovation in education cannot happen without proper support. Teachers need the time, tools, and training to make changes work. Otherwise, even the most effective ideas remain theoretical and unused.

Still, teachers are finding creative ways to bring fun into their classrooms. They use flashcards, educational songs, games, and digital tools to make lessons more enjoyable. They also try to build strong relationships with their students to improve behavior and encourage participation. These practices show how adaptable teachers can be when they

are committed to their students. They also connect well with Gardner's Multiple Intelligences Theory (1993), which argues that students learn in different ways, some through music, others through movement, social interaction, or visuals. Ludic pedagogy gives teachers the chance to address these multiple intelligences in ways that traditional methods often do not. It offers teachers a powerful way to reach students with different strengths and learning styles, something that more traditional methods often struggle to do.

This idea is supported by a study conducted by Winarti, Yuanita, and Nur (2019), which explored how using strategies based on Gardner's theory of multiple intelligences impacted junior high school students. Their findings showed that when lessons were designed to include a variety of activities that tap into different intelligences like visual, bodily-kinesthetic, musical, and interpersonal, students became more engaged and showed noticeable improvement not just in their understanding of science, but in their overall learning skills. This supports the view that ludic instruction does not just make learning more enjoyable, it also helps meet the diverse needs of students in ways traditional methods often cannot.

Conclusion

In conclusion, the findings showed that combining a comfortable physical space, effective teacher management, and playful learning activities led to better student participation, motivation, and language use. They also support the idea that ludic pedagogy can be a powerful approach for teaching English in primary schools. It helps make learning more engaging, student-centered, and emotionally supportive. However, for it to be effective, structural and professional challenges must be addressed. Teachers need more time for preparation, more training in classroom management, and access to playful teaching materials. Bridging the gap between theoretical potential and practical application is the next essential step toward making learning English a joyful and effective experience for every child. These findings align well with well-known learning theories, showing how social interaction, emotional comfort, and learner-centered methods can make a big difference in the learning experience. When teaching is flexible and interactive, it creates an environment where students are more engaged and learn more effectively.

General Conclusion

This research study aimed to explore the role of ludic pedagogy, also known as learning through play, in increasing motivation and active participation among primary school pupils who are learning English as a foreign language (EFL). The study focused on fourth-year pupils at 08 March Primary School in Biskra, Algeria. It was based on the idea that English is becoming more and more important in Algeria, not only in education but also in everyday life, work, and global communication. As English continues to grow in importance, teachers are under pressure to find better and more effective ways to help pupils learn and enjoy the language.

In many primary school Algerian classrooms, traditional teaching methods such as grammar-focused lessons, memorization, and teacher-centered instruction are still common. However, these methods often lead to problems like low student motivation, lack of interest, and passive learning. Pupils may become bored or anxious, especially when they do not feel included or successful in the learning process. These issues made it necessary to look for new teaching strategies that could make learning English more enjoyable, active, and meaningful for young learners. The idea was to discover whether a playful teaching style could bring more life into the classroom and help children learn in a more natural and joyful way.

The main belief behind this study is that ludic pedagogy has the power to transform the classroom into a space that is not only educational but also emotionally supportive and socially inclusive. This study aimed to examine the role of ludic pedagogy in fostering engagement to learn English among fourth-year primary school pupils at 08 March Primary School in Biskra. It explored how playful and interactive teaching strategies can enhance learners' engagement in English classes. The study also investigated the effectiveness of ludic methods and the challenges teachers face when applying them.

In order to achieve the stated objectives and to answer the research questions, a mixed-methods approach was used to gain a clear and detailed understanding of how teachers use playful methods and how pupils respond to them. Quantitative data was collected through structured questionnaires given to (n=6) English teachers working in

different primary schools in Biskra .while qualitative data was gathered through classroom observations conducted with a sample of fourth-year class at 08 March Primary School, where the researcher observed naturally occurring classroom interactions and ludic teaching practices. This combination of data helped provide a well-rounded view by comparing what teachers said about their practices with what actually happened in real classroom situations. By doing this, the research aimed to show the real impact of ludic pedagogy on English language learning in Algerian primary schools.

The present research investigation consisted of four chapters. The first two chapters were concerned with the theoretical part of the research study. The third chapter was concerned with the study's research methodology, whereas the fourth chapter was concerned with the results and data analysis. The latter dealt with the practical part of the study, which analyzed, interpreted, and discussed the findings obtained from the data collection tools.

More specifically, the first chapter laid the theoretical foundation by examining what learner engagement truly means. It highlighted how early exposure to foreign languages can positively influence children's cognitive and emotional growth, provided they are engaged actively in the learning process. It also unpacked different forms of engagement, behavioral, emotional, and cognitive, showing how these dimensions work together to impact students' academic success. Importantly, this chapter shed light on factors within the teacher's control, such as classroom atmosphere and material relevance that would significantly shape engagement.

Moving to the second chapter, the study focused closely on ludic pedagogy itself, what it entails, its guiding principles, and how it can be practically applied in primary classrooms. The discussion centered on the four pillars of ludic pedagogy: play, fun, playfulness, and positivity. The chapter detailed various ludic techniques, from language games and role-plays to storytelling and songs, illustrating how these activities cater to diverse learning styles and make learning more appealing. Yet, it also acknowledged real-world challenges, such as classroom management, resource shortages, and a lack of teacher training, which can hinder widespread adoption.

As far as the third chapter is concerned, the research methodology, it was devoted to presenting a detailed theoretical description of the methodological framework used in the study. This chapter outlined the research approach and design, the data collection tools

used (the questionnaire for teachers and the observation grid), the participants, and the procedures that were followed to collect and analyze data. It focused solely on describing how the study was conducted. Additionally, the fourth chapter was devoted to presenting the key findings of the study. After carefully analyzing the data, the chapter provided a detailed interpretation, discussion, synthesis, and summary of the results. It also revisited the initial research questions that guided the investigation.

The findings of the current study revealed a broad awareness and positive attitude towards ludic pedagogy. Some teachers recognized its benefits, noting improvements not just in motivation and behavior but also in academic performance. However, they also pointed out significant barriers: limited teaching resources, lack of specific training, overcrowded classrooms, and the complexity of managing multiple grade levels simultaneously. These challenges sometimes made it difficult to maintain consistent use of playful methods despite teachers' genuine interest and enthusiasm.

The findings highlighted that different playful activities were used to teach English for fourth grade pupils at 08 March primary school, Biskra, which created an interactive and engaging classroom atmosphere. The results also showed that using playful activities clearly helped to motivate pupils and increase their focus. It also encouraged more participation and cooperation among them. This practical experience gave a clear comparison between the playful teaching method and the traditional one. We can say that using play in teaching is not just for fun, but it is an effective way to support engagement and help pupils develop their skills in a positive learning environment.

The study's findings themselves were both encouraging and insightful. Classroom observations clearly showed that when teachers incorporated ludic activities effectively, pupils became noticeably more engaged. Their enthusiasm, participation, and willingness to communicate in English increased. These playful activities helped to lower students' anxiety and created a welcoming, inclusive environment especially beneficial for shy or less confident learners. Teachers reported using games and songs to foster a relaxed atmosphere where mistakes were seen as part of the learning journey, encouraging risk-taking and active involvement.

Overall, the results validated the assumption that ludic pedagogy holds great promise in transforming primary EFL classrooms. It aligns well with key educational theories such as Vygotsky's sociocultural theory, Piaget's cognitive development theory,

and Krashen's affective filter hypothesis. All of which emphasize social interaction, emotional safety, and learner-centered education as crucial to effective learning. Therefore, the alternative hypothesis H1, which stated that when primary school pupils are taught using ludic pedagogy, their engagement to learn the English language increases significantly compared to traditional teaching methods, is accepted, and the null hypothesis H0, stating that Ludic pedagogy does not affect young learners' engagement to learn the English language in primary school, is rejected.

To conclude, this study underscored a vital message: to truly engage young learners, especially in foreign language classrooms, we must embrace teaching approaches that are interactive, student-centered, and enjoyable.

Implications and Recommendations

Inspired by the attained research findings regarding the issue of interest, a number of recommendations for policymakers, school administrations and primary school teachers can be listed below:

- **For Policymakers:**

1. The teaching overload should be reduced**,** especially in multi-grade settings, by hiring more teachers to ease the pressure.

2. Playful pedagogy should be included in national teaching guidelines for primary education because some of participants ignore to use all ludic Activities which are included in the curriculum.

- **For School Administrations:**

1. It is necessary to provide classroom resources (clothes, screen, speaker, and digital tools) to support ludic pedagogy.

2. Allowing teachers time in their schedules for collaborative planning and reflection is recommended.

3. Fostering a positive school culture that values joy, play, and creativity in teaching can be highly rewarding.

- **For Primary School Teachers:**

1. Teachers should continue building strong emotional bonds with pupils, which helps with both behavior and engagement.

2. The use of a variety of activities (as they are already scheduled) to reach different types of learners (visual, musical, kinesthetic, etc.) is highly recommended.

In essence, this study invites educators, school administrations, policymakers, and researchers alike to rethink how we approach language learning in young children encouraging a shift from traditional, rigid practices toward more playful, engaging, and effective pedagogies that inspire a lifelong love of learning.

Indeed, the current study's findings highlighted the significant role that ludic pedagogy can play in enhancing the quality of English instruction in primary schools. By integrating playful activities into classroom practice, teachers can create a more engaging, student-centered learning environment that supports emotional well-being and active participation. The study demonstrated that when pupils feel comfortable, motivated, and involved, their willingness to participate increases. These outcomes not only validated the effectiveness of ludic strategies but also provided practical guidance for educators seeking to make learning more inclusive and enjoyable. Importantly, the research also shed light on the structural and professional challenges teachers face, underscoring the need for systemic support such as training, resources, and adequate instructional time. Addressing these needs can bridge the gap between theory and practice, ultimately leading to more effective and joyful learning experiences for young learners in Algerian primary schools.

Limitations and Suggestions for Further Research

Despite having answered certain research questions, this study confronted a number of limitations:

- Time constraints: The duration of the classroom observation was limited (most of the time sessions was only 45 minutes). This short time may not reflect all the teacher's strategies or students' behaviors throughout the whole academic year.
- Contextual limitations: The study was conducted in a specific public school with its own unique conditions in terms of available resources and materials. These factors affected the effectiveness of play-based activities, making it difficult to generalize the results to other contexts.

- Sample size: This study involved a relatively small number of participants (n=74), which may not reflect the wider population of teachers and students. Because of this, the findings cannot be generalized with confidence.

- No long-term measurements of outcomes: The study could not measure long-term effects of ludic pedagogy on the pupils' engagement because it was too short or did not track learners over time. Without follow-ups, it is unclear if the benefits of playful (ludic) activities lasted or if learners retained the language skills. Other factors, like additional practice or fading memory, could also influence results, making it hard to know the true long-term impact.

Looking ahead, this research opens exciting avenues for further exploration. Future studies could examine the long-term effects of ludic pedagogy on language retention, its impact across different age groups and contexts, and how it can be integrated more systematically into official curricula. Additionally, there is a pressing need for policy reforms that prioritize student engagement and champion creative, learner-centered teaching methods within Algeria's primary education system. Furthermore, future inquiry can focus on larger samples and conduct observations in various primary schools within the Algerian territory in order to draw insights into the use of ludic pedagogy and to achieve more generalizable findings. Moreover, experimental research can foster in-depth findings as it can offer real application of playful learning and examine its effects on young learners.

References

References

Akhtar, M. I. (2016). *Research design*. New Delhi.

Almeida, P. N. de. (2003). *Educação lúdica: técnicas e jogos pedagógicos* (11th ed.). Loyola.

Amin, T. T. (2019). *Inferential statistics*. https://doi.org/10.13140/RG.2.2.26024.62725

Archambault, I., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, 79(9), 408–415.

https://doi.org/10.1111/j.1746-1561.2009.00428.x

Audas, R., & Willms, J. D. (2001). *Engagement and Dropping out of School : A Life Course Perspective*. Human Resources and Social Development Canada.

http://www.esdc.gc.ca/en/cs/sp/hrsd/pre/publications/research/2001-000175/sp-483-01-02E.pdf

Avedon, E. M., & Brian, B. S. (1971). *Learning through games*. In The study of games (pp. 315–321). John Wiley & Sons.

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Bardin, J. A., & Lewis, S. (2011). General education teachers' ratings of the academic engagement level of students who read Braille: A comparison with sighted peers. *Journal of Visual Impairment & Blindness*, 105(8), 479–492.

https://doi.org/10.1177/0145482X1110500806

Barrett, P., Zhang, Y., Moffat, J., & Kobbacy, K. (2015). A holistic, multi-level analysis identifying the impact of classroom design on pupils' learning. *Building and Environment*, 89, 118-133.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology : Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.

Benosmane, N. (2006). *Teaching EFL to young children: With reference to private primary schools* [Doctoral dissertation, Université d'Oran2 Mohamed ben Ahmed].

Bernardo, V. B. C. (2009). *O lúdico na sala de aula: A importância das histórias infantis na aprendizagem do inglês* no 1º ciclo [Unpublished master's thesis]. Universidade da Covilhã.

Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. *ERIC*. (ED418825)

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Broughten, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1978). *Teaching English as a foreign language* (2nd ed.). Routledge.

Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.

Byrne, D. (1995). *Games*. In Teaching oral English (pp. 101–103). Longman Group UK Limited.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Cameron, S. (2024, June 26). Learning ludic- Seriously fun classrooms. Shaun Cameron | filmmaker, writer, father, husband. https://shauncameron.com/learning-ludic-seriously-fun-classrooms/

Carrier, M. (1990). *Take 5: Games and activities for the language learner*. UK: np.

Chila, D., & Macías, L. (2017). *Ludic resources and their influence on the development of listening and speaking skills in students of languages and*

linguistics major during the school term 2016 [Research Paper, Universidad Técnica de Manabí].

http://repositorio.utm.edu.ec:3000/server/api/core/bitstreams/5a1eb22a-4d77-4e9c9a28-2b117dc875b8/content

Cloke, H. (2023). *Why fun in learning works better than dull learning*.

https://www.growthengineering.co.uk/why-fun-in-learning-is-important/

Coates, H. (2007). A model of online and general campus-based student engagement. *Assessment and Evaluation in Higher Education*, 32(2), 121–141. https://doi.org/10.1080/02602930600801878

Coates, H. (2010). Development of the Australasian Survey of Student Engagement (AUSSE). *Higher Education*, 60(1), 1–17. https://doi.org/10.1007/s10734-009-9281-2

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (8th ed.). Routledge.

Combs, J. P., & Onwuegbuzie, A. J. (2011). Data analysis in mixed research. *International Journal of Education*, 3(1). https://doi.org/10.5296/ije.v3i1.618

Constantines, M. (2009). *The power of play for education and language development*. http://marisaconstantinides.edublogs.org/2009/09/02/the-power-of-playfor-education-and-language-development/#.WBN4GQrK-U

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Daniel. (2016). The usefulness of qualitative and quantitative approaches and methods in researching problem-solving ability in science education

curriculum. *Journal of Education and Practice*, 7(15), 91–100.
https://eric.ed.gov/?id=EJ1103224

Datta, S. (2018). *Sampling methods*. https://doi.org/10.13140/RG.2.2.22856.57605

Deci, E. L. (1992). *The relation of interest to the motivation of behavior: A self-determination theory perspective*. In A. Renniner, S. Hidi, & A. Krapp (Eds.), *Interest in learning and development* (pp. 43–70). Erlbaum.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.

Doyle, L., Brady, A., & Byrne, G. (2009). An overview of mixed-method research. *Journal of Research in Nursing*, 14(2), 175–185. https://doi.org/10.1177/1744987108093962

Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*. University of Chicago Press.

Ellis, G., & Ibrahim, N. (2015). *Teaching children how to learn*. Delta Publishing.

Ellis, G. Read, C. (2006). *Creative recipes for planning lessons*. Disponível em : http://www.carolread.com/articles/Creative%20recipes%20for%20planning%20lessons%20CATS%20Spring06.pdf

Farias, D., & Rojas, F. (2010). Estrategias lúdicas para la enseñanza de la matemática en estudiantes que inician estudios superiores. *Paradigma*, 31(2), 53–64. http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1011-22512010000200005

Fleetwood, D. (2020). *Probability sampling: Definitions, methods, and examples*. https://www.questionpro.com/blog/probability-sampling/

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. Basic Books.

Gee, J. P. (2003). *What video games have to teach us about learning and literacy?* Palgrave Macmillan.

Grover, V. K. (2015). Research approach: An overview. *Golden Research Thoughts Journal*, 4(8), 1–9. https://www.researchgate.net/publication/273352276_RESEARCH_APPROACH_AN_OVERVIEW

Gutierrez, A., & Barajas, D. S. (2019). Incidencia de los recursos lúdicos en el proceso de enseñanza-aprendizaje de la Química Orgánica I. *Educación química*, 30(4), 57–70. https://doi.org/10.22201/fq.18708404e.2019.4.69991

Hadfield, J. (1990). *A collection of games and activities for low to mid-intermediate students of English. Intermediate Communication Games*. Thomas and Nelson and Sons Ltd.

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman.

Hamid, Z. A., Othman, J., Ahmad, A., & Ismail, I. A. (2011). Hubungan antara penglibatan ibubapa dan pencapaian akademik pelajar miskin di negeri Selangor. *Journal of Islamic and Arabic Education*, 3(1), 31–40.

Hang, S. (2017). *Using games to teach young children English language* [Thesis]. Vrije Universiteit Brussel.

Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Longman.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.

Harter, S. (1992). *The relationship between perceived competence, affect, and motivationnel orientation within the classroom: Processes and patterns of change.* In A.K. Boggiano & T.S. Pittman (Eds.), Achievement and motivation : A social developmental perspective (pp. 77-114). Cambridge, MA : Cambridge University Press

Hashemi, M., & Azizinezhad, M. (2011). Teaching English to children: A unique, challenging experience for teachers, effective teaching ideas. *Procedia - Social and Behavioral Sciences*, 30, 2083–2087. https://doi.org/10.1016/j.sbspro.2011.10.405

HEFCE (2008). *Tender for a Study into Student Engagement*. Bristol : Higher Education Funding Council for England.

Hernández, J. J., & Acosta, Y. N. (2011). *Aplicación informática lúdica para tercer nivel Pre-Escolar*, "Colegio San José" Matagalpa 2011. Unan Farem Matagalpa. https://repositorio.unan.edu.ni/6295/1/6301.pdf

Hu, S. and Kuh, G.D. (2001) Being (Dis). *Engaged in Educationally Purposeful Activities : The Influences of Student and Institutional Characteristics*. Paper presented at the American Educational Research Association Annual Conference. Seattle, WA, 10–14 April.

Huizinga, J. (2005). Homo ludens: El juego y la cultura. Fondo de Cultura Económica.

https://latam.casadellibro.com/libro-homo-ludens-el-juego-y-la-cultura/9789681676391/1193036

Iddou-Derraz, M. (2009). *EFL teaching in constrained environments: Pedagogical issues and solutions*. Education Press.

Import, I. (2019). *Data analysis: What, how, and why to do data analysis for your organization*.
https://www.import.io/post/business-data-analysis-what-how-why/

Inman, S. F. (2008). *Exploring the relationship between student engagement factors and entry to postsecondary programs: A secondary analysis* [Doctoral dissertation, University of Oregon].

Isola, J. (2024, October 24). *Top 15 fun and effective activities to boost language learning*. Sanako. https://sanako.com/top-15-fun-and-effective-activities-to-boost-language-learning

Jazuly, A., & Indrayani, N. (2018). Guidance of Teaching English to Young Learners (TEYL) for early childhood education teachers at Ad Dhuha Kindergarten of Jember. *Linguistic, English Education and Art (LEEA) Journal*, 1(2), 168–179.

Jones, J. C., & Washko, S. (2022). *More than fun in the sun: The pedagogy of field trips improves student learning in higher education*. Journal of Geoscience Education, 292–305. https://doi.org/10.1080/10899995.2021.1984176

Kabir, S. M. S. (2016). *Methods of data collection*. https://www.researchgate.net/publication/325846997

Kawulich, B. (2004). *Qualitative data analysis techniques*. https://www.researchgate.net/publication/258110388

Knollmann, M., & Wild, E. (2007). Quality of parental support and students' emotions during homework: Moderating effects of students' motivational orientations. *European Journal of Psychology of Education*, 22(1), 63–76. https://doi.org/10.1007/BF03173688

Korovina, S., Pushkina, A., & Krivoshlykova, L. (2019). *Interactive methods in developing young learners' speaking skills*. The European Proceedings of Social & Behavioural Sciences EpSBS, XLIII, 240–246. https://doi.org/10.15405/epsbs.2019.11.30

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Krashen, S. D. (2008). Language education: Past, present, and future. *RELC Journal*, 39(2), 178–187. https://doi.org/10.1177/0033688208092183

Krause, K., & Coates, H. (2008). Students' engagement in first-year university. *Assessment and Evaluation in Higher Education*, 33(5), 493–505. https://doi.org/10.1080/02602930701698892

Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. *Journal of College Student Development*, 50(6), 683–706. https://doi.org/10.1353/csd.0.0099

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). *Piecing together the student success puzzle: Research, propositions, and recommendations.*Jossey-Bass.

Lani, J. (2010). *Descriptive statistics and interpreting statistics*. Retrieved from

Lauricella, S., & Edmunds, T. K. (2021). A serious look at fun in college classrooms.

Lauricella, S., & Edmunds, T. K. (2022). Ludic pedagogy: Taking a serious look at fun in the COVID-19 classroom and beyond. *Educational Considerations*, 48(1). https://doi.org/10.4148/0146-9282.2324

Lauricella, S., & Edmunds, T. K. (2023). *Ludic pedagogy: A seriously fun way to teach and learn*. Rowman & Littlefield.

Lent, R.C. (2014, December). Engagement, the secret to sustainable learning. *Principal Leadership*, 15(4). pp.22-25.

Li, Y., Doyle Lynch, A., Kalvin, C., Liu, J., & Lerner, R. M. (2011). Peer Relationships as a Context for the Development of School Engagement during Early Adolescence. *International Journal of Behavioral Development*, 35, 329-342.

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers*. U.S. Department of Education.

Ludic pedagogy: Incorporating FUN into teaching and learning. (2025, January 6). CTL. https://www.boisestate.edu/ctl/blog/2023/01/20/ludic-pedagogy-incorporating-fun-into-teaching-and-learning/

Maier, H. W. (1980). Play in the university classroom. *Social Work With Groups*, 3(1), 7–16.

Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of Middle School Students' Perceptions of Family and School Contexts with Academic Achievement. *Psychology in the Schools*, 38, 505-519.

https://doi.org/10.1002/pits.1039

Marshall, C., & Rossman, G. B. (1990). *Designing qualitative research*. SAGE.

Martín, M. E., Delia, M. C., & Soto, A. M. (2018). *El juego como estrategia didáctica en el nivel inicial*. Editorial de la Facultad de Filosofía y Letras, Universidad Nacional de Cuyo.

Martinez, G., & Ríos, J. F. (2019). Gamificación como estrategia de aprendizaje en la formación de estudiantes de Ingeniería. *Estudios pedagógicos (Valdivia)*, 45(3), 115–125. https://doi.org/10.4067/S0718-07052019000300115

Mathur, B., & Kaushik, M. (2014). *Data analysis of students marks with descriptive statistics*.

McInerney, D. M. (2010). *The role of sociocultural factors in shaping student engagement in Hong Kong: An ethnic minority perspective*. The Hong Kong Institute of Education.

Mendoza, J. B., & Pérez, D. C. (2022). Leisure activities to develop basic motor skills in basic education students. Ciencia y Deporte, 7(2), 46-61. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2223-17732022000200046&lng=en&nrm=iso&tlng=en

Muñoz-Restrepo, A., Ramirez, M., & Gaviria, S. (2020). Strategies to Enhance or Maintain Motivation in Learning a Foreign Language. *Issues Based on Reflections and Innovations*. Doi :https://doi.org/10.15446/profile.v22n1.73733

Newman, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). *The significance and sources of student engagement*. In F. M. Newman (Ed.), Student engagement and achievement in American secondary schools (pp. 11–39). Teachers College Press.

Nyumba, T. O. Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology. *Methods in Ecology and Evolution*, 9(1), 20–32. https://doi.org/10.1111/2041-210X.12860

Papert, S. (1996). *The connected family: Bridging the digital generation gap*. Longstreet Press.

Parlebas, P. (2001). *Juegos, deporte y sociedad*. Paidotribo. http://www.paidotribo.com/pedagogias-educacion-fisica/571-juegos-deporte-y-sociedad-lexico-de-praxiologia-motriz.html

Piaget, J. (1951). *Play, dreams and imitation in childhood*. Routledge.

Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in Higher Education*, 46(2), 185–209. https://doi.org/10.1007/s11162-004-1599-0

Pinter, A. (2006). *Teaching young language learners*. Oxford University Press.

Pinter, A. (2011). *Children learning second languages*. Palgrave Macmillan.

Poulin, F., & Chan, A. (2010). Stability and changes in children and adolescents friendships. *Developmental Review*, 30(2), 257–272. https://doi.org/10.1016/j.dr.2009.01.001

Read, C. (1998, April). The challenge of teaching children. http://www.etprofessional.com/articles/challenge.pdf

Read, C. (2007). *500 activities for the primary classroom*. Macmillan.

Richard-Amato, P., A. 1996. *Making it happen*. New York : AddisonWesley Publishing Group. pp 192-199.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Robinson, P., Mourão, S., & Kang, N. J. (2015). *English learning areas in pre-primary classrooms: An investigation of their effectiveness*. British Council. http://englishagenda.britishcouncil.org/sites/ec/files/English%20learning%20areas%20in%20pre-primary%20classrooms%20(1).pdf

Sahil, S. A. S. (2010). *A structural model of the relationships between teacher, peer and parental support, behavioural engagement, academic efficacy and cognitive engagement of secondary school adolescents* [Doctoral dissertation, Universiti Utara Malaysia].

Sad, S. (2010). Theory-practice dichotomy: Prospective teachers' evaluations about teaching English to young learners. *Journal of Language and Linguistic Studies*, 6(2), 22–53.

Salomão, H. A. S., Martini, M., & Jordão, A. P. M. (2007). *A importância do Lúdico na Educação Infantil: Enfocando a brincadeira e as situações de ensino não direcionado*. Portal dos Psicólogos. http://www.psicologia.com.pt/artigos/textos/A0358.pdf

Salomi, S. D., & Meenakshi Sundaram, A. (2019). A study on identifying the slow learners and remedial measures for their improvement. *International Journal of Advanced Multidisciplinary and Technological Engineering Sciences (IJAMTES)*, 1(12), 220–224. https://www.ijamtes.org/gallery/471-dec.pdf

Sánchez-Mena, A., & Martí-Parreño, J. (2017). Drivers and barriers to adopting gamification : Teachers' perspectives. *Electronic Journal of e-Learning*, 15(5), 434–443.

Schultz, M., & Fisher, A. (1988). *Interacting in the Language Classroom: Games for All Reasons*. Addison-Wesley Publishing Company.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the second language learners in South African schools. *South African Journal of Education*, 30(4), 635–650.

Sicart, M. (2014). *Play matters*. MIT Press.

Smith, D. C., Ito, A., Gruenewald, J., & Yeh, H. L. (2010). Promoting school engagement: Attitudes toward school among American and Japanese youth. *Journal of School Violence*, 9(4), 392–406. https://doi.org/10.1080/15388220.2010.509308

Smith, J. (2020). *The role of play in child development: Balancing structure and freedom*. Education Press.

Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2), 54–67.

Stout, K., & Christenson, S. (2009). Staying on track for high school graduation: Promoting student engagement. *The Prevention Researcher*, 16(3), 17–20.

Subedi, D. (2016). Explanatory sequential mixed methods design as the third research community of knowledge claim. *American Journal of Educational Research*, 4(7), 570–577.https://doi.org/10.12691/education-4-7-10

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.

Symeou, L., & Lamprianou, I. (2008). *Approaches of research and methodology*.

Taherdoost, H. (2016). *Sampling methods in research methodology*. SSRN.

https://doi.org/10.2139/ssrn.3205035

Taghizadeh, M., Vaezi, S., & Ravan, M. (2017). Digital games, songs and flashcards and their effects on vocabulary knowledge of Iranian preschoolers. *International Journal of English Language & Translation Studies*, 5(4), 156–171.

Tanner, C. K. (2000). The influence of school architecture on academic achievement. *Journal of Educational Administration*, 38(4), 309–330.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.

Trowler, V. (2010). *Student engagement literature review*. The Higher Education Academy.

Vanegas, K. N. (2020). *Boosting argumentative speaking skills and cultural awareness through ludic activities* [Bachelor's thesis, Universidad Pedagógica Nacional]. http://hdl.handle.net/20.500.12209/12137

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Walliman, N. (2011). *Research methods: The basics*. Routledge.

Way, N., & Greene, M. L. (2006). Trajectories of perceived friendship quality during adolescence: The patterns and contextual predictors. *Journal of Research on Adolescence*, 16(2), 293–320. https://doi.org/10.1111/j.1532-7795.2006.00133.x

Weiss, L. (1997). *The power of play: Childhood and social development*. Harvard University Press.

Williams, J. P. (2008). *Nonparticipant observation*. In L. M. Given (Ed.), The SAGE encyclopedia of qualitative research methods (p. 562). SAGE.

Winarti, A., Yuanita, L., & Nur, M. (2019). The effectiveness of multiple intelligences based teaching strategy in enhancing the multiple intelligences and science process skills of junior high school students. *Journal of Technology and Science Education*, 9(2), 122–133. https://doi.org/10.3926/jotse.404

Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Center for Evaluation & Education Policy.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.

Appendices

Appendix 1: Signed Informed Consent

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي

جامعة محمد حيضر بسكرة
كلية الاداب و اللغات

قسم :لغة الجليزية

البقم/٩ب/التر...
كالثانية٧٢٤...

.../ان ع ك م د م م ط/...

السدة(ة) :

الموضوع :طلب اجراء تربص

في إطار التربصات الخاصة بالطلبة في الوسط المهني و نظرا لما لها من أهمية على الصعيد العلمي و المهني يشرفني أن أطلب من سيادتكم الموافقة على إستقبال الطلبة الواردة أسمائهم من أجل إجراء تربص تطبيقي في وحدتكم :

رقم التسجيل : 085035244

إسم و لعب الطالب : بركي آمال

الإختصاص : علوم اللغة

السنة : 2024/2025

مكان التربص : ابتدائية 8 مارس

الأستاذ المؤطر :   رئيس القسم :   رأي و حتم المؤسسة المستقبلة :

Appendix 2: Teachers' Questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University – Biskra

Faculty of Letters and Foreign Languages

Department ofEnglish

A Questionnaire for Primary School Teachers

Dear teacher,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. It is about "The Role of Ludic Pedagogy in Fostering Engagement to Learn English among Primary School Pupils". Please, tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration.

Prepared by: **Supervised by:**

Amel BERKI   Dr. Hadjer GHECHAM

2024-2025

Section One: Background Information

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Q1. Would you specify your educational level?

- a) BA (License)
- b) MA (Master/Magister)
- c) Doctorate

If others, please specify

……………………………………………………………………………………………………….

Q2. How long have you been teaching English in primary school?

……

Q3. Did you participate in any kind of training before starting your career as a primary school teacher?

a) Yes ☐   b) No ☐

Q4- Which grade(s) do you teach? You may choose more than one option.

a) 3rd grade ☐   b) 4th grade ☐   c) 5th grade ☐

Section Two: Attitudes about Teaching in Primary School

Q5- Do you enjoy teaching primary school pupils?

a) Yes ☐   b) No ☐   c) Somehow ☐

Q6. How do you find teaching English language to primary school pupils?

a) Easy ☐   b) Somehow difficult ☐   c) Difficult ☐

If it is difficult, is that because:

a) It needs patience and persistance

b) It needs lot of preparation and hard work

c) It needs knowledge about the language itself

d) It needs knowledge about how pupils learn and how language should be taught?

e) It requires the teacher to play different roles in the classroom

f) All of the above

Others? Please specify:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q7. Which of the following tasks do you find more difficult?

a) Preparing the course

b) Teaching the course

c) Assessing pupils' achievement

d) Maintaining classroom discipline

e) Maintaining pupils' engagement

f) All of the above

Section Three: Teacher's Roles in Maintaining Pupils' Engagement

Q8. How do you consider maintaining primary school pupils' engagement?

a) Crucial

b) Optional

c) Not needed

Justify your answer please.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q9. How can you evaluate your pupils' engagement to learn English language?

a) Engaged   b) Disengaged

c) Depends on teacher's tasks ☐   d) Depends on their mood and attitude ☐

Q10. Which of the following aspects can be a sign of pupils' engagement? Choose just one option please.

a) Pupils' attendance ☐

b) Pupils' attention and concentration ☐

c) Pupils' interaction, participation, and cooperation ☐

d) Pupils' questions ☐

e) All of the above ☐

Q11. What are the main strategies that you use to engage your pupils in the classroom?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q12. According to you, which of the following factors affect(s) pupils' engagement? You may choose more than one option.

a) Pupils' motivation and attitude towards learning English language ☐

b) The teaching approach ☐

c) The syllabus or the content to be taught ☐

d) Teacher's character ☐

e) Teacher' strategies, tasks and activities ☐

f) All of the above ☐

If other, please specify:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Four: Implementation of Ludic (Play-based) Pedagogy in EFL Primary School Classrooms

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Q13. How familiar are you with ludic (Play-based) pedagogy as a teaching approach?

a) Very familiar ☐   b) Somewhat familiar ☐   c) Not familiar ☐

Q14. Ludic pedagogy is an effective method for fostering student engagement in primary education.

    a) Strongly agree ☐
    b) Agree ☐
    c) Neutral ☐
    d) Disagree ☐
    e) Strongly disagree ☐

Q15. How often do you incorporate ludic (Fun) activities into your English lessons?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Rarely ☐   e) Never ☐

Q16. What type of ludic activities do you use in your English teaching?

    a) Word games (crossword, puzzles) ☐
    b) Role-playing activities ☐
    c) Story-telling and drama ☐
    d) Songs and rhymes ☐

If other, please specify:

……
……

Q17. What are the main challenges that you face when implementing ludic pedagogy in your English lessons?

a) Lack of time

b) Lack of materials and resources

c) Lack of teachers training in ludic pedagogy

d) Classroom management difficulties

Section Five: Impact of Ludic Pedagogy on Pupils' Engagement

Q18. In your opinion, which aspects of student engagement would improve the most through ludic pedagogy?

a) Attention and focus

b) Motivation and autonomy

c) Collaboration and social skills

d) Creativity and problem-solving

If other, please specify

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Q19. Do you think ludic pedagogy helps improve academic performance?

a) Yes   b) No

Q20. How do you find ludic pedagogy compared to the other traditional teaching methods in terms of student engagement?

a) Highly engaging

b) More engaging

c) Equally engaging

d) Less engaging

Q21. How do your students respond to different types of playful learning activities?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q22. What help(s) you overcome the challenges of using ludic activities?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Your collaboration is highly appreciated. Thank You.

Appendix 3: Classroom Observation Grid

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Teacher: Session n°:

Observer   Date:

Subject Matter of the Lesson: Time:

Rating Scales: Obs: Observed   N.Obs: Not Observed

Aspect	Indicators	Obs	N.Obs
Classroom Environment	The physical setting		
	The seating arrangement		
The Implementation of Ludic activities	**Type of activity** …………………………………	**Name of activity** …………………………………	
	The activity is used as/ for …………………………………	**Materials and Equipments** …………………………………	

Aspect	Indicators	Obs	N.Obs
Teacher's Roles and Behaviours	a) The teacher controls pupils' behaviors: ✔ Teacher keeps their attention. ✔ Teacher involves pupils in the lesson. ✔ Teacher is aware of pupils' needs. ✔ Teacher provides positive reinforcement.		
	b) The teacher is able to present Enthusiasm		
	c) The teacher communicates effectively		
	d) Teacher corrects pupils's errors : ✔ On the spot ✔ Delayed		
	e) The teacher encourages pupils to use English		
	f) The teacher uses different ludic activities ✔ Games ✔ Role plays ✔ Videos and songs ✔ Group work ✔ Pair Work ✔ Storytelling		

	✔ Rewards ✔ Other		
Comments			
………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………………………………………………………			
Pupils' Roles and Behaviours	**Positive body language** ✔ Eyes on the teacher/ classmates during the game ✔ Non-verbal response (nodding , moving)		
	Consistent focus ✔ Discussion on topic ✔ Staying in assigned area		
	Participation ✔ Volunteering appropriately ✔ Willing to discuss and to participate ✔ Asking questions		
	Pupils' confidence ✔ Working independently ✔ Expressing ideas and thoughts ✔ Show high self-esteem		
Comments			
………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………………………………………………………			

Pupils' Engagement				
How many pupils?	**0-25%**	**25-50%**	**50-75%**	**75-100%**
Pupils show interest in the activity				
Pupils do their best				

LUDIC PEDAGOGY AND YOUNG LEARNERS' ENGAGEMENT

Pupils show enjoyment while playing/performing				
Pupils show willingness to take risks				
Pupils show physical, mental, and emotional energy				

Comments

…………………………………………………………………………………..........

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

Aspect	Indicators	Obs	N.Obs
Ludic Activity characteristics	✔ It is fun, enjoyable and exciting. ✔ It is challenging and Competitive. ✔ It is encouraging, motivating and engaging. ✔ It lowers anxiety, pressure, and stress. ✔ It encourages shy students and introverts. ✔ It is suitable for different learning styles.		

Comments

…………………………………………………………………………………..........

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

Appendix 4: Crosswords

Task Three (Game) Guess what the problem is.

I have a
runny nose
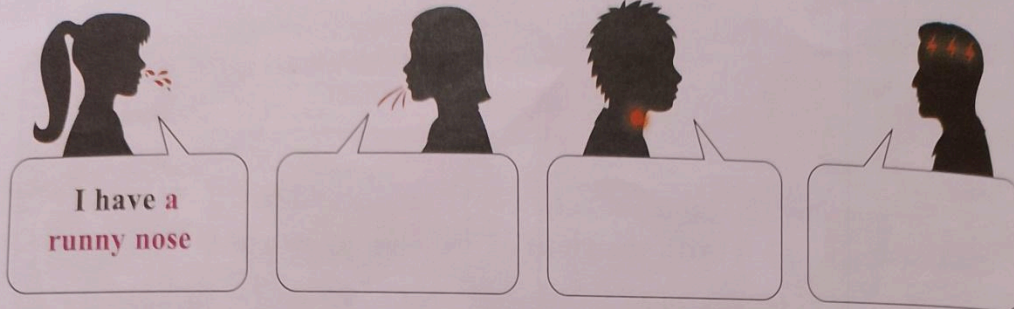
Task Four Look at the word search and identify the health problems.

S	H	E	A	D	A	C	H	E	B	S	T
T	E	B	A	C	K	A	C	H	E	F	O
O	A	R	U	N	N	Y	N	O	S	E	O
M	R									V	T
A	A			Health						E	H
C	C									R	A
H	H			problems						T	C
A	E									B	H
C	O	U	G	H	C	O	G	H	U	E	E
H	E	A	R	T	S	M	O	P	L	L	D
E	N	O	I	T	C	E	F	N	I	D	F

Appendix 5: Song "Healthy Food"
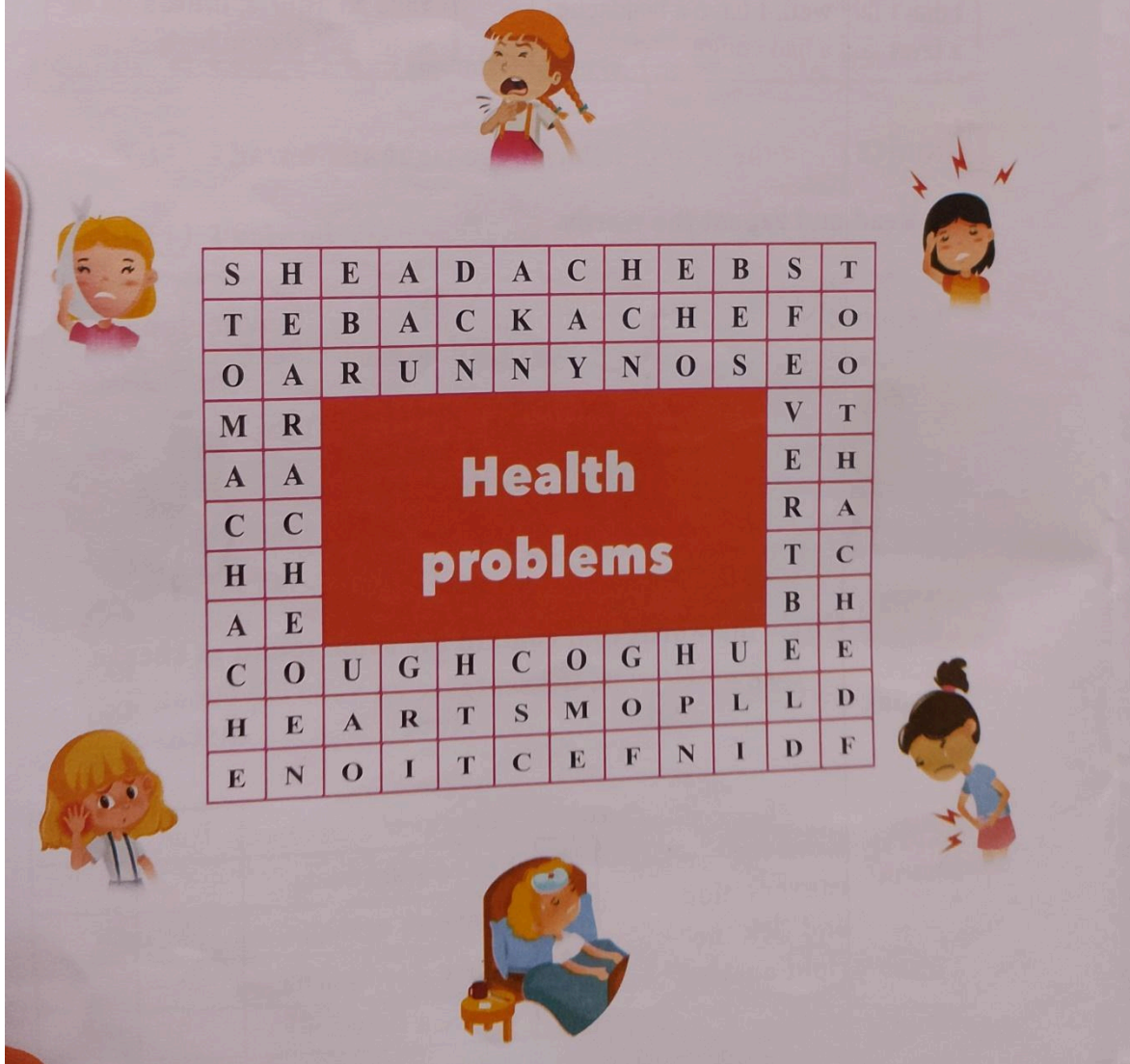
Food

I sing and have fun

"Healthy" Food

Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Fruits are good.
Yummy , yummy. Yummy.
Fruits are good.

Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Veggies are good.
Yummy , yummy. Yummy.
Veggies are good.

Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Junk food is not good.

Appendix 6: Role play

الملخص

يلعب التفاعل دورًا محوريًا في تشكيل التحصيل الدراسي للمتعلمين. ومع ذلك، يُظهر العديد من تلاميذ المدارس الابتدائية الجزائريين عدم تفاعل عند تعلم اللغة الإنجليزية كلغة أجنبية (EFL)، ويرجع ذلك غالبًا إلى شعورهم بعدم ارتباطها بحياتهم اليومية. وقد أدى هذا الغياب إلى ضعف في مهارات التواصل، ومحدودية في اكتساب المفردات، وانخفاض في الأداء الأكاديمي بشكل عام. وبناءً على ذلك، هدفت هذه الدراسة إلى دراسة تأثير التربية الترفيهية في تحفيز وزيادة تفاعل تلاميذ المدارس الابتدائية في تعلم اللغة الإنجليزية كلغة أجنبية. وبشكل أكثر تحديدًا، سعت هذه الدراسة إلى الكشف عن دور التربية الترفيهية في تعزيز دافعية تلاميذ السنة الرابعة من المرحلة الابتدائية، واهتمامهم، وتعلمهم النشط، ومشاركتهم. اقترحت الفرضية الرئيسية أن أسلوب التدريس الترفيهي يزيد بشكل ملحوظ من مشاركة تلاميذ المرحلة الابتدائية في تعلم اللغة الإنجليزية مقارنةً بأساليب التدريس التقليدية. وقد اعتمدنا نهج المنهج المختلط. واستخدمت هذه الدراسة أداتي جمع البيانات التاليتين: استبيان شبه منظم مخصص لمعلمي اللغة الإنجليزية في المرحلة الابتدائية، وملاحظة صفية. وكشف تفسير البيانات المُحصلة أن دمج أسلوب التدريس الترفيهي يمكن أن يؤدي إلى تعزيز معدلات مشاركة تلاميذ اللغة الإنجليزية كلغة أجنبية. وخلصت الدراسة إلى أن دمج أسلوب التدريس الترفيهي في تعليم اللغة الإنجليزية كلغة أجنبية يمكن أن يخلق بيئة تعليمية أكثر متعة وفعالية، مما يعزز النمو المعرفي والاجتماعي والعاطفي. ومن هنا، يمكننا استنتاج أن الفرضية البديلة للدراسة (H1) قد تأكدت.

الكلمات المفتاحية: التربية اللعبيّة، مشاركة التلاميذ، الدافعية، الاهتمام، التعلم النشط، المشاركة، اللعب، تعليم المرحلة الابتدائية.