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The Effectiveness of Using Educational Games to Spark EFL Learners' Attention: Case Study of First Year English Students at Yahia Fares University of Medea

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Applied Linguistics

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Dedication

In the name of Allah

Firstly and foremost, my unforgettable thanks are to the Almighty Allah for providing me with uncounted blessings.

To the light of my life, to the candle of my heart who without her I could not be where I am today "mum". To the man who forgot his life between the pages of my life to make my dreams reality "dad". Thank you for giving me nothing but the best.

To my marvelous sister "Ilham". To my support, my brothers "Fawaz", "Ishak", "Oussama", "Aboubaker" and their wives.
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To my friends, and colleagues. Thanks for your support, for being around me and for the memories.

To all those forgotten by my pen, who helped me morally to finish this work.

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Dedication

In the name of God, Most Gracious, Most Merciful All the pray is due to God who helps us to finish this work. I dedicate this modest work to:

My beloved Mother for her care and support because without her I would not be where I am today.

My dear father the strong man who spend time praying and asking Allah to help me.

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Abstract:

Educational games play an important role in the realization of the instructional objectives in different subjects. They help the teacher to present the lesson effectively and students learn and pay attention for longer duration. In this regard, the present study intends to investigate the influence of using educational games to spark the students' attention in Algerian EFL classrooms. Moreover, it aims at figuring out students and teachers' opinions toward using these games in EFL classrooms. From this point, researchers hypothesized that educational gams are the most efficient tools that motivate learners and assist them to stay focused in the classroom. The current research used a mixed method to collect and describe the data. Two questionnaires were addressed to first year English students and teachers at Medea University. The findings showed that using educational games enables learners to be attentive during the session. Besides, they demonstrated that teachers and students support the use of educational games in EFL classrooms because they create a relaxed atmosphere that helps learners to have clear understanding.

Key words: Educational Games, Attention, Foreign Language Learning.

Key to Abbreviations

ED: Educational Games.

GBL: Game Based Learning.

EFL: English as Foreign Language.

ZPD: Zone of Proximate Development.

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General Introduction

1.General Overview:

English language in Algeria has the status of a foreign language. In this manner, Algerian learners do not begin their English classes until coming to middle school. Consequently, it may be a challenging assignment for instructors and understudies in this arrange to begin educating and learning a new language. One challenge is that these learners are having French as a second language at the same time with English, which is brought about by having negative exchange and interference between the two languages. Besides, the genuine challenge in learning a new language is to spark attention and communicate with others. Traditional methods such us memorizing modern words, checking multilanguage, lexicons, and interpreting English words into mother tongue are demonstrated to be less productive strategies to teach language for numerous reasons. One reason is that it is more likely to disregard words which are learned by heart and being cut from their context. Subsequently, the less productivity of traditional methods, and the significance of getting attention encourage language teachers to form new inventive methods to teach new words. Hence, language games came to achieve this objective where learners are having fun and at the same time learning new words in creative methods. These methods help the learner to spark the student attention by putting them in context with real situations, clarify unused words by acting their work, and distinctive other methods which are progressing to be said through the rev literature review.

2. Statement of the Problem:

Many EFL Algerian students face many problems while learning English as a foreign language. One of these problems is their low attention in the classroom. Students cannot pay attention during the lesson. In fact, the traditional method of teaching is one of the main factors that might lead to Algerian EFL students' low attention. However, some tools such as educational

games are used to make sparking the students' attention easier and more beneficial. Hence, educational games seem to be the missing elements which will help Algerian EFL students enhance their attention in the classroom.

3. Significance of the Study:

This study demonstrates the effectiveness of educational games in sparking EFL learners' attention. It confirms that different educational games are beneficial for both teachers and students. On the one hand, this study demonstrates that games during the lesson explanation assist teachers to accelerate and simplify the process of teaching. On the other hand, it proves that educational games help students learn and stay focused effectively because they serve as motivational tools which make students more dynamic and interested during the process of learning.

4. Objective of study:

This research aims to investigate the influence of using educational games in sparking EFL students' attention. It aims at describing some benefits of educational games. The study also aims at finding out the positive outcomes that educational games can bring to EFL classrooms. Moreover, this work intends to figure out the effectiveness of using educational games to spark the attention of the students.

5.Research question:

This study will address these questions:

1. Can educational games spark first year English student's attention?
2. Can educational games be motivational instruments for EFL learners?
3. What is students' attitude toward using educational games inside EFL classroom?

4. What is teacher's attitude toward using educational games inside EFL classroom?

6.Resaerch Hypotheses:

The research questions are explored on the bases of the following hypothesis:

1. Students prefer to use educational game rather than traditional teaching.
2. Educational games increase students' motivation to learn new words.
3. The effectiveness of using educational games to spark the learners' attention.

7.Research Methodology:

In order to validate the suggested Hypothesis. The researchers performed their research in the form of a case study, whereby they collected the data quantitatively and qualitatively relying on two questionnaires. The questionnaires were addressed to twenty-one first year English students and ten English teachers where the study took place at Yahia Fares Medea University-Department of English.

8.Research limitation:

The process of collecting data was at the very bad timing. due to the corona virus (covied-19). This sensitive time change all the situation which made research more difficult. In fact, researchers changed this research instrument to online questionnaire. As a result, their scope of research was narrowed because the sample size was small. Additionally, the previously mentioned difficulties prevented researchers from meeting to discuss their work. Last but not least, there were other limitations such as the lack of free online sources and the frequent internet blackout.

9.Structurs of the dissertation:

The present study consists of 2 chapters, The first chapter deals with the definition and the different types of educational games. In addition, it sheds light on using educational game in foreign language teaching. It also includes games in learning and teaching. Moreover, this chapter includes the definition of attention, its types and importance in the classroom. Additionally, it tackles Game-Based Learning Approach, Vygotsky's approach, zone of proximal development (ZPD), scaffolding, and the Piaget theory.

The second chapter is devoted to research methodology. It presents the research objectives, design, methods, sample population and research instruments. It analyzes the data discussion of the main findings of the research. In addition, it includes a set of recommendations to both students and teachers.

Chapter one:

Literature Review

1.Introduction:

One effective method to promote learning a far-off language is using language games, which is the theme of this study. When using games in the classroom, it is beneficial for teachers to have a full understanding of the meanings of games, which typically are described as a mode of play concerning rules, competition, and a component of fun. Teachers should think about the benefits of games as well as the ability to hold students' attention, reduce tension, and provide opportunities for genuine communication. Finally, teachers must evaluate how games can be used in the classroom. It's important to choose a suitable period and incorporate them into the daily syllabus and curriculum. Players, on the other hand, are often unable to be used due to syllabus constraints, which is the full number that they should be. As a result, it would be difficult for teachers to implement any games in the classroom in order to improve students' English proficiency in the target language. In his chapter it is needed to go through defining some key concepts of this research such as educational games and attention. In addition, it is fundamental to highlight the different educational games' strategy used by teachers to spark EFL learners' attention.

2.Definition of Educational Games:

Based on the Merriam Webster Dictionary, a Game is physical or mental activity or contest that has rules, and that people do for pleasure. Another definition, according to Longman Dictionary of Contemporary English (2003, p. 663), a Game is a method to use rules or laws to reach your goals in an unfair but a legal way. A game has some elements, they are goals, rules, challenges and interactivity. According to (Hadfield, 1998, p. 4). there are two kinds of games: competitive games in players or teams race to be the first to reach a goal, and co-operative game, in which players or teams work together toward a common

goal. A game is not only considered as a challenge or a competition but also as a co-operation.

(EL Shamy, 2001, p. 15) defines a game as a : "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". According to this viewpoint. El Shamy is emphasizing that games are a vital tool that helps the learner understand concepts, develop problem-solving skills, and achieve their goals. (Uberman,1998, p. 20) states that "games encourage, entertain, teach and promote fluency, they help students see beauty in a foreign language. According to the definitions above, using games can be used as a significant device that permits language instructors to add tones to their study halls by giving test and amusement, they are especially important for novices as a wellspring of insight that assists them with embracing sounds and rhythm and comprehend the foreign language.

(Hadfield, 2002, p. 4) defines games as an activity with rules, a goal and element of fun. According to this view, games are very important in reaching goals, and they are elements of fun that are helping students in building creativity.

3.Games in learning:

A Prologue to Game based learning Games offer a special design to supplement conventional showing techniques and implant educating with energy, sparkle imaginative reasoning and give variety in instructing strategies. Games make learning ideas more acceptable for understudies and supply students with a stage for their imaginative musings to skip around. Games support innovative conduct and unique idea and are great conversation starters. (Fuszard, 2001, p.69) games will frequently go about as learning triggers

instigating vivacious conversation on learning ideas among understudies following game play.

Students are more motivated to learn, pay attention, and engage in the set activities when they play games. They can learn to work as part of a team and take responsibility for their own learning through games. They can also be used as a classroom management tool to help motivate a group of students.

One of the most important components in EFL classrooms is games. They include activities with goals and rules that are also enjoyable. Games, according to (Hadfield, 1990, p. 4; Deesri, 2002, p.1) are "an activity with rules, a goal, and an aspect of fun."

Foreign language learning games should serve as a framework for establishing a meaningful context for language learning. According to (Constantinescu, 2012, p.46), games can help learners develop their understanding of written and spoken English. Learners should use games to practice pronouncing and spelling words and systems in context.

In language learning classrooms, games play an important role. It has several advantages for the learners' learning process. To begin with, games keep the lesson from becoming mundane and boring. They, on the other hand, create an effective and positive classroom environment that prioritizes students and their learning.

Games are often entertaining for the students, so they hold their attention better than traditional lessons. With the help of games, students learn the language while also having fun in the classroom. Even shy and hesitant children respond favorably to them (Mei & Yu-Jing, 2000, p.91). This boosts children's motivation because they can play as an alternative to studying, which allows students to stay focused on the lesson and keep working. They lessen the stress of learning a new language in this manner.

Students become more excited about learning when it is done in a fun and engaging way**.** Educational games are a fun way to increase active learning and motivation while also promoting teamwork. Since they include both immersive and distinct elements, games play an important role in achieving active learning. They not only make learning more fun, but they also promote it. students' engagement in class and develop their attitudes toward learning. Furthermore, motivated students who are involved in the teaching method will have a better learning outcome, resulting in a lasting body of information that can be remembered later.

The advancement of each student relies upon the comprehension of the subject being educated. The preparation is fun and testing inciting understudies' commitment construction of the game must follow specific rules in order to be suitable for the group of students to whom it is addressed. The type and the purpose of the game must be carefully determined and tested by the teacher himself, to see if learning goals are achieved. Moreover, the parents should be informed about the game. So, this learning method should meet their expectations. In some cases, their participation could be mandatory due to the fact that it is proven by research, that when families and schools work together, children do better. In addition, it would be better if the time for learning through games was plenty enough in order to have very accurate results. These educational games are usually designed to have different difficulty levels interconnected. Every skill and information that students learn in each level is necessary for the next problem-solving situations. In this way, students can deeper understand the content of the lesson, through experiential learning. The majority of these games has a relevant to real life content and will make children able to make their decisions based in information when they face situations like these in the future. Some games are designed in the way which promotes the

learner educator collaboration in order to strengthen their relationship, which is not feasible with other learning experiences.

4.Games in teaching:

In terms of educators' responsibilities, such as encouraging students to learn, teaching them to enjoy learning, and making learning enjoyable, educational games are considered an important alternative to promoting conventional teaching methods. These methods are often ignored in science education because inspiring and engaging students in lessons is a difficult challenge for in-class teaching, as many studies have shown. Educators may use games for a variety of purposes, including reinforcing a previously learned subject, and reinforcing a previously learned concept, instructing students on new ideas and encouraging them to participate. As a result, educational games encourage students to actively participate in class and thus aid their learning**.**

Teachers need to take into consideration which games to use and how they benefit students in different ways, according to the class level and needs.

4.1. Choosing the Game

Teachers should be very careful about choosing the appropriate game that links his students‟abilities and their prior knowledge according to their number, level and background. A good language game, according to many recent researches, should:

- Be more than just fun;
- Match the age, level, and topic to be introduced to the students;
- Involve friendly competition;
- Be suitable for their experiences;
- Encourage them to focus on the use of the language rather than on the language itself;

- Keep all of them involved and interested;
- Include various topics to be practiced;
- Allow them to be entertained while learning and practicing a certain language;
- Not be too complicated

4.2 Adapting the Game

Most of the games are designed to be played by a medium size class in which students can

participate as individuals, pairs, groups or teams:

- Individuals: its main advantage is that every learner relies on his knowledge. However, they create a missing chance of conversation. Also, a most of individual games are highly, competitive which may cause troubles between winners (happiness) and losers (failure).
- Pairs: the most commonly used type of grouping. It helps learners to cooperate and benefit from each other. Their feeling of happiness can be doubled in success as well as they can blame each other in case of failure. The only disadvantage is that teachers cannot keep control and hear what pairs are saying.
- Groups: these games allow weaker students to join the game more easily since each group may include stronger and weaker students. Ur (1981:7) sees the advantage of groups in "the chance for students who are shy of saying something in front of the whole class, or to the teacher." The most common disadvantages are discipline and organization's problems.
- Teams: divide the class into two large equal groups or have the entire class play with the teacher acting as a monitor. This allows kids to communicate, comprehend their classmates, hear their blunders, and be comforted by a variety of viewpoints.

In the case of large groups, games must be modified to be used. Here, it is necessary to break the class into groups that play parts of individuals. Some games require students to obtain informational packets. To avoid using too much paper in larger courses, the material could be posted on the wall or written on the board.

Small classes, on the other hand, present a unique challenge. The teacher should always be wary of putting undue pressure on a student. Consider the situation in which a single student is asked to complete a task that was previously given to a small group. The worry in this situation may outweigh the calm needed to play the game. In such cases, the teacher is still left with many games which can be played in small groups successfully.

4.3. During the Game

(Paul, 1996) speaks about the alternative to divide a lesson into "studying" and "fun" sections.

However, teachers should have in mind that not all lessons are appropriate for incorporating of the games. Also, students can refuse games from time to time "no one should be forced to play games" (Mc Callum, 1980, p. 12) so he should be attentive to their reactions and the class atmosphere.

A game should be carefully prepared and well organized, the rules explained in detail, the exact instructions given and in a clear manner. The teacher strives to maintain as much consistency as possible in his timing, as he must be ready to assist without disrupting the game's flow. After finishing the game, a follow up activity is so good for their reflection.

According to (Hadfield, 1999) the simplest games' activities are based on some techniques. Some of these techniques are explained as shown below:

- Information gap game: Its technique is based on exchanging information between students, in order to complete a task successfully.

- Guessing games: here the student deliberately withholds information and others try to guess it.

- Search games: here the whole class is involved where everyone has one piece of information, and players have to collect as much as possible information to fill up a questionnaire.

- Matching games: in this case also the whole class can be involved, and participants need to find a matching card or picture for a given word.

- Exchanging games: players have a given article and they have to barter cards or ideas which are satisfactory for both sides.

According to the above illustrations educational games are viewed as a significant option in contrast to advancing ordinary educating methods. These techniques are frequently overlooked in science education on the grounds that motivating and connecting with students in exercises is a difficult challenge for in-class educating, as numerous examinations have appeared.

5.The Implementation of Educational Games in the Classroom:

According to many views which are related to this study, many lecturers find it difficult to seamlessly integrate games into lessons due to time and logistical constraints, but they see Game-Based Learning (GBL) as the simplest way to engage students and cater to a variety of learning styles. Such advantages have been consistently demonstrated in science. Video games, for example, induce a spike in dopamine in the midbrain, which helps in data storage and recall. However, if administrators and lecturers do not seamlessly implement a game, students will be reluctant to accept it and reap the benefits.

As for (Carrier,1990) teachers should initially consider the level of the game to fit their students' language level. They ought to pick the game that fits the reasons of that class or the substance. Also, teachers ought to think about students' qualities: regardless of whether they are old or young, genuine leaning or carefree, and profoundly energetic to learn or not. They ought to likewise consider when the game ought to be utilized. As per Richard-Amato (1996) despite the fact that games are regularly connected with fun, we should not dismiss their academic qualities, especially in second language teaching.

According to this views Carrier and Richard-Amato see that games are compelling in light of the fact that they give inspiration, lower students' pressure, and offer them the chance for real communication.

(Schultz, 1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in 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)." In other words, Schultz sees that games are regularly utilized in language classes because they lower students' pressure in the classroom

6.Types of Educational Games:

It's difficult to divide games into groups since they often overlap.

According to (Hadfield, 1999), language games can be classified in two ways. Language games are divided into two categories by her: linguistic games and communicative games. Linguistic games place a premium on precision, such as providing the right antonym. Communicative games, on the other hand, are based on the efficient sharing of knowledge and ideas, such as two people

recognizing the differences between their two similar-looking images but not exactly alike. Correcting language usage, though still important, is secondary to achieving the communicative goal.

6.1. Crossword:

A crossword is a word puzzle that is by and large as a square or a rectangular framework with white and dark concealed squares. The target of the game is to fill the white squares with letters to make words or expressions by addressing hints that lead to the arrangements.

6.1.1. Game Instruction:

Crossword is the most common game; it takes the form of a square grid of white and shaded squares. The shaded cells are used to separate the letters or words, whereas the white cells are designed to be filled with letters.

6.1.2. How to Play:

- Comprising of a lattice of squares where in the solver enters answers to pieces of information that go either across or down.
- Crossword puzzles animate the insight through sign understanding, exploration, and certainty finding.
- A typical of puzzle incorporates two arrangements of numbered signs, one for answers that go across the network (flat), and one for answers that go down (vertical).
- The network contains blank and dark squares.
- The appropriate responses are entered in the blank squares.
- The start of a piece of information is signified by a blank square with a number showing the hint for that answer.
- The number can allude to one or the other an across sign, a down piece of information, or both.

- In addition to the two arrangements of pieces of information, each answer crosses with another, so normal letters give extra guides to the appropriate response.



Figure 1: Crossword Game

6.2. Scrabble:

Scrabble is a competition on a 225-square board by building words with lettered tiles; words written out by letters on the tiles interlock like words in a crossword puzzle.

6.2.1. Game Instruction:

The lexicon that will be used should be agreed upon by all players. With the exception of terms always capitalized, abbreviations, prefixes and suffixes standing alone, and words requiring a hyphen or an apostrophe, any words identified as a part of speech (including those described as foreign origin, ancient, obsolete, colloquial, slang, etc.) are acceptable.

6.2.2. How to Play:

- Each player takes seven separate letters
- Place the letters on a board to make a word.
- Each letter is scored differently.
- The winner is the one who has the best score.



Figure 2 : Scrabble Game

6.3. Taboo:

Parker Brothers (later acquired by Hasbro) released Taboo in 1989 as a word, guessing, and party game. The goal of the game is for a player to make their partners guess the word on their card without using the word or any of the other five words on the card.

6.3.1. Game Instruction:

In this game, one player has to get his team guess a certain word using verbal

explanation and creative clues. A set time period is defined for the person to explain.

6.3.2. How to Play:

- Divide the group into teams.
- Load cards into the card holder.
- Draw one card at a time.
- Start the timer.
- Giving clues about the guess- word.
- Giving synonyms and antonyms.
- Separating the cards into two piles during each round.
- Scoring the round.



Figure 3 : Taboo Game

6.4. Lips Reading:

Lips reading is a speech interpretation without hearing the voice by studying the speaker's lip and facial movements.

6.4.1. Game Instruction:

The teacher tells his students to what category the word is related, and then they are asked to read his lips and say it aloud.

6.4.2. How to Play :

- Without speaking, mouth that phrase to students.
- Pick a random phrase about yourself. E.g. My name is Kevin.
- Students will be confused at first. But they will figure it out.
- Repeatedly mouth the phrase until one of the students guesses the correct answer.

- Once a student successfully guesses the answer, the teacher can assume the students know the rules of the game.
- Assign learners to work in pairs.
- Have them take one textbook from the class and open it to the most recent homework.
- Play Read My Lips with the pairs of learners to review their homework.
- Only the student mouthing the phrase can look at the textbook.
- The first student that answers correctly wins.
- Pass the textbook to a different student and repeat.

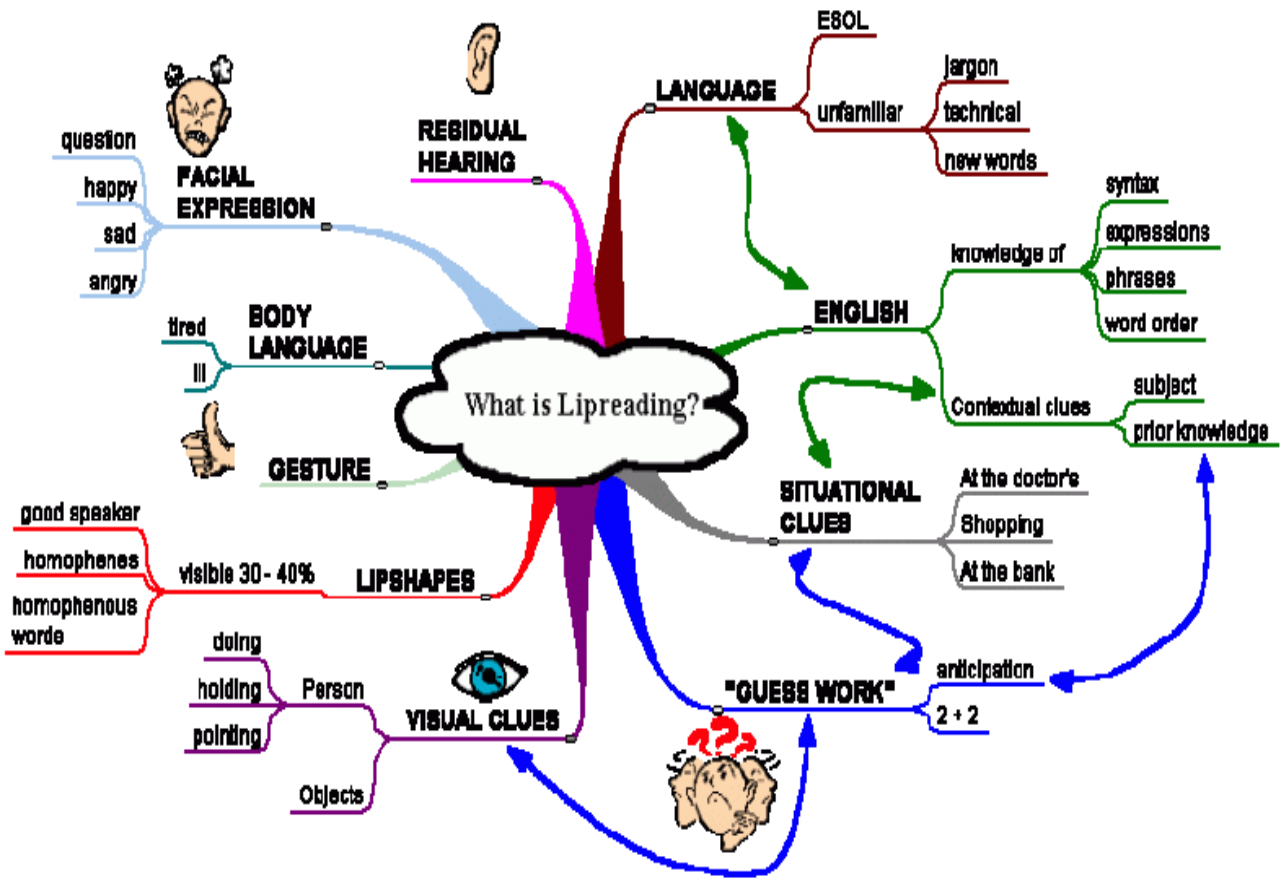


Figure 4 : Lipreading Game

6.5. Memory Challenge:

Memory challenge is a game in which players must match components that are similar. A word, a picture, or a card must be matched by the participants.

6.5.1. Game Instruction:

In this memory game the educator places cards with words and definitions or pictures face down on the work region in an organized style. The students endeavor to find a match by picking one card, then the relating one.

In their off-base, they place the cards down in a comparative spot so the accompanying student can use that information to make a prevalent theory. If it is correct, they take the match and have another turn.

6.5.2. How to Play:

- Place the cards face down on the table in an organized form.
- Picking one card.
- Trying to pick another card related the first one.
- If it is incorrect, place the cards down again, and make another student take the turn.
- If it is correct, the student makes another turn.



Figure 5: Memory Challenge Game

According to the above illustrated examples, educational games are designed for learning, they are a subset of both play and fun. They are also a melding of educational content, learning, principles, and computer games.

These games are among the best intellectual activities as they challenge the mind to focus as students attempt to sort out the appropriate responses. Aside from assisting students with improving their fixation, they likewise empower them to reduce the danger of dementia.

7. Definition of Attention:

There are several definitions for the word attention, where each definition serves a purpose. The following are some of the well spread definitions of attention:

In his 1890 book “The Principles of Psychology,” the psychologist and philosopher William James wrote that attention "is the taking possession by the mind, in clear and vivid form, of one out of what may seem several simultaneously possible objects or trains of thought…It implies withdrawal from some things in order to deal effectively with others." From this psychologist’s

point of view, attention is the conduct and intellectual interaction of specifically focusing on a discrete improvement while overlooking another discernible upgrade. Attention becomes an integral factor in numerous psychological topics, including memory, vision, and psychological burden.

In the field of perception and cognition, attention has become one of the most researched topics. The psychology of attention provides a comprehensive overview of the key lines of attention study, with topics ranging from threshold stimulus detection to memory storage and decision-making.

Attention is the initial phase in the learning interaction. We cannot comprehend, learn or recollect what we don't initially take care of. (Levine,1987) has given a reasonable structure to understanding the consideration cycle and what befalls understudies when breakdowns in this interaction happens. Furthermore, Russell Barkley (1997, 1998) has additionally added to our comprehension of attention. To explain more attention is the capacity to focus on a task and pick the significant thought that can be utilized to manage conduct.

8. Types, Elements and Parts of Attention:

People may use a variety of different types of attention. Some of which include:

8.1. Sustained Attention:

This type of attention, also known as concentration, is the ability to concentrate on a single task for an extended period of time. People maintain their attention on the task at hand during this time and continue to participate in a conduct until the task is completed or a set amount of time has passed. According to research, sustained attention peaks in people's early 40s and then steadily decreases as they get older.

Sustained attention maintains response to a stimulus presented continuously. It includes:

- Vigilance (the continual response over time);

- Working memory (the mental control necessary to hold and manipulate information).

Sustained attention is generally less studied than transient aspects of attention like shifting, dividing and attentional selection. What distinguishes investigations into sustained attention is the focus on performance on a single task over time, with the goal of explaining both the fluctuations within an individual as well as the individual differences in overall ability to maintain stable task performance.

8.2. Alternating Attention:

Multitasking, or effortlessly moving focus between two or more items with different cognitive demands, is an example of this form of attention. It's not about working on several tasks at once, but rather about pausing to attend to one and then moving on to the next. Furthermore, alternative attention is the ability to control attentional allocations in order to switch between dissimilar cognitive tasks.

Alternating attention is the capacity to change the focal point of your consideration and switch between various errands. In this kind of consideration, mental adaptability is required so one assignment doesn't restrict the presentation of others

8.3. Selective Attention:

(james, 1890, pp. 403-404) describes attention as “the taking possession by the mind, in clear and vivid form, of one out of what may seem several

simultaneous possible trains of thought… Focalization [and] concentration of consciousness are of its essence". This view largely describes what we refer to as "Selective Attention", which is, according to the previous quote, a conscious act, controlled by the mind, to process a thought or a series of thoughts, with three component behaviors: Focalization, and concentration of consciousness.

We must be careful on what we want to concentrate on because attention is a limited resource. We must not only concentrate our attention on a single object in our surroundings, but must also filter out a large number of other objects. Selective attention entails being able to pick and choose the stimuli in the world to pay attention to, while blocking out the rest. One could, for example, pay attention to a book he is reading, while blocking out the sound of his next-door neighbor's car alarm. In order to remain selectively attuned to a task, he must be able to block out extraneous external stimuli, as well as internal disturbances such as thoughts and emotions.

In the presence of competing internal and external stimuli, the ability to pick and attend to a chosen stimulus.

8.4. Focused Attention:

This type of attention entails being able to be attracted to a particular visual, auditory, or tactile stimulus, such as a loud noise or a burst of light, on the spur of the moment. It's a method of reacting quickly to external stimuli, which is especially useful in situations where something in the environment needs immediate attention and action. For instance, being at a noisy, swarmed party, searching for someone. You search for him/her based on the color of his/her clothes, and you focus on hearing his/her voice over the music. Your mind is persistently, second by second, overlooking the voices of others to concentrate on discovering the voice of the person you are searching for.

Focused attention is the way to better working memory and recollecting all the longer haul. Everything from care contemplation to rest help.

8.5. Limited Attention:

Limited attention, also known as divided attention, is a form of multitasking attention. However, in this situation, focus is split between several tasks. People attend to these stimuli at the same time rather than shifting their attention, and they can respond to multiple demands at the same time.

Limited attention implies that the mind can deal with an exceptionally limited measure of data at some random time. For instance, the mind has a restricted pace of data handling.

9.The Importance of Attention in the Classroom:

The most important cognitive ability for increasing your intelligence is paying attention. Your mind becomes immersed in whatever it is that you are paying attention to and begins to process. If you don't know how to pay attention, your mind will take over and drift from place to place, and you'll end up with a life full of distractions.

Paying attention is the first step toward learning. Whether you're in a classroom, reading a textbook, listening to a podcast, or practicing a skill for work, providing it your full attention is crucial. Each of these things require some level of education. So, "paying attention" is an action one is basically devoting his ideas, power, and time to whatever is going on right now.

Students' ability to pay attention is critical to their performance in the classroom. Unrelated details, background noise, visual disturbances, and even one's own thoughts can be "tuned out" by paying attention. Students would be able to concentrate and reflect on the relevant information provided by teachers

as a result of this. From time to time, both students can have difficulty paying attention to their teachers. Students with learning disorders, processing issues, or attention deficit hyperactivity disorder (ADHD) can, on the other hand, have more frequent and severe difficulties paying attention to their teachers. As a result, teachers play a crucial role in keeping students focused and on track.

According to the aforementioned explanations, attention plays a big role in the classroom that leads to a greater understanding the lesson.

10. Attention and Educational Games:

Previous research has found that educational video games (Serious Games) can help students with learning disabilities improve motivation, concentration, and other cognitive components. Serious games (SGs) are a form of video game that is used for educational purposes in a variety of settings.

Although SGs employ many of the same technology as traditional video games, their objectives and applications are more outcome-oriented.

In this regard, it's vital to define the goals, material, skills, and behaviors that need to be created, as well as the aesthetic, narrative, and technical resources that are required to facilitate engagement and playability, which are important aspects of a video.

Authors like Starks advocate for the pedagogical usage of video games, claiming that they allow for the implementation of evaluative and educational goals without sacrificing fun, and that they can be done in a motivating and meaningful way. A commercial videogame is distinguished from a videogame with an educational emphasis or a pedagogical tool by its instructional nature (a serious game). Despite the fact that they use the same technologies, their goals and applications are vastly different. Without forgetting the style, plot, and technological tools of video games that promote interaction and playability,

serious games have well-defined goals, content, evaluation process, skills, and competences to create.

"Games are extremely motivational because they are entertaining and engaging. They can be used to learn a wide range of language skills as well as a variety of communication style." (Ersoz, 2000). Language games are not primarily intended to break the ice between students or to pass the time. (Byrne,1995) described games as "a mode of play governed by rules." They should be enjoyable and enjoyable. They are more than just a distraction or a break from normal activities; they are a way of getting the learner to use the language during the game. Games, according to (Hadfield 1990) are "an activity with rules, an objective, and an element of fun." There are numerous language games available. As a result, teachers have a range of options. Teachers must consider a variety of factors when determining which game to use in a specific class and which games would be the most appropriate and popular with their students. According to (Carrier, 1990), teachers should first understand the game's level in order to match the language level of their students. They should choose a game that is appropriate for the class's objectives or content. Furthermore, teachers should take into account the following characteristics of their students: if they are young or old, serious or light-hearted, and highly inspired or not to learn. They should also think about when they should play the game. the findings of the conducted research revealed that the effect of educational games like activities is very significant.

According to these points of view, the researchers are claiming those educational games can help students improve motivation, concentration, and other cognitive components.

11.Game Based Learning Approach

Game based learning is a sort of game play that has characterized learning results. Generally, Game-Based Learning is intended to offset topic with game play and the capacity of the player to hold and apply said topic to the real world.

Game-based learning implies utilizing games in instructive settings to arrive at instructive goals (Connolly et al, 2012). These games could be engaging games or instructive games. While engaging games are principally intended for no particular reason, entertainment, and recreation, instructive games are a subgroup of games that are intended for instructive purposes. The primary objective of game-based learning will be learning and conduct change (Connolly et al, 2012). Game-based learning is regularly utilized in similar setting as serious games (Boyle et al, 2016), however games are frequently comprehended from a more extensive perspective. (Djaouti et al, 2011, p. 120), Serious games, for instance, are defined as “any piece of software that merges a non-entertaining purpose (serious) with a video game structure (game).”

This definition incorporates likewise purposes that have both non-engaging and non-instructive purposes. All the more frequently, the more extensive motivations behind serious games are scratched by naming markets like government and non-government association, defense, medical services, marketing and communication, corporate, industry and schooling, and (2) purposes like games for preparing, games for training, games for science and examination, creation, and games as work (Sawyer & Smith, 2008).

GBL has been thoroughly applied to different fields to help students in learning. It incorporates the whole learning measure through games and replaces the traditional instruction model by GBL model. Its primary design is to upgrade students' inspiration. Upgrading learning inspiration will in general be utilized as a system to improve learning accomplishment. For instance, an examination

demonstrated that the instructive games with beautiful pictures, numerous audio effects, and differentiated encouraging materials can be utilized to upgrade understudies' learning inspiration and to additionally improve learning adequacy.

According to these illustrations, Game-Based learning portrays an approach to deal with educating, where students investigate important part of games in a learning setting planned by teachers. teachers and students work together to add profundity and point of view to the experience of playing the game.

11.1. Ensuring Learning Objectives:

Ensure that it is aligned with the learning objectives.

Playing the game in question will help the teacher figure out whether it's compatible with his learning objectives. After he found a game he thinks is appropriate, plays it and makes a note of :

Management of teachers — Several educational games enable lecturers to monitor content and adjust settings for individual students. Some, for example, allow him to match questions to in-class material and send them to specific players.

Intuitiveness — Whether it's a physical or virtual game, it should be simple to operate. Students should measure themselves by processing and showing material data rather than stressing; nevertheless, the game works.

Engagement — Supported the content and how it's delivered, determining whether or not students will enjoy the game. If it's a game, students should naturally want to play and, as a result, learn.

Different types of content should be available in the game to fit various learning styles. For example, in an educational mathematics video game, questions could be posed as graphs, numbers, or word problems.

Levels of Material — To address a variety of issues and abilities, the game should employ differentiated instruction principles to tailor material to each player. For example, with one student, a language computer game will place a greater emphasis on pronouns than with another.

Paying attention to those parameters when playing should help determining if the game is a good match for the learning goals.

11.2. Selecting Games:

Choosing how to play a game will help the teacher focus his quest and find the right one.

Until he starts investigating, he must make sure he wants to use a game for:

Intervention — If a student fails to demonstrate mastery of core content, the teacher might consider using a game to resolve his or her issues. The game chosen by the teacher should include content that adapts to the player's knowledge and learning style. This could help the student gain a better understanding of difficult content.

Enrichment — As students master core material, the teacher will want a game that uses a variety of media to present content. For example, it should be able to answer questions in a variety of formats, including text, audio, and images. This can inspire students to push themselves as they learn new ways to approach the content.

Reinforcement — Rather than using games to demonstrate and engage with individual students, entire classes will participate in games to reinforce

program material. This could also transform game-based learning into a community activity. Some games have multiplayer modes, and students can naturally compete with one another to achieve higher scores.

Keeping these considerations in mind will help speed up the process of selecting a game that fits the needs of each teacher and student.

12.Vygotsky's Constructivist Approach of Learning:

Social learning theories help us understand how people learn in social situations (from one another) and how we, as teachers, can create successful learning groups. Lev Vygotsky, a Russian teacher and psychologist, was the first to propose that we learn from our experiences and communications with others. (Vygotsky, 1962) investigated how our social environments affect our learning. He proposed that learning occurs as a result of students' experiences with their peers, instructors, and other experts. As a result, teachers should develop a learning atmosphere in which students can engage with one another through dialogue, cooperation, and feedback. Furthermore, Vygotsky claims that culture is the most important determinant of information construction. Through communicating with others and adhering to the laws, skills, and abilities formed by our culture, we learn through this cultural lens.

Vygotsky argued that "Language is the primary tool that promotes thinking, improves reasoning, and encourages cultural activities such as reading and writing," (Vygotsky, 1978) As a result, instructional methods that encourage literacy through the curriculum, as well as a combination of whole-class leadership, person and community coaching, and independent learning, play an important role in knowledge construction. Furthermore, teachers must enable students to engage in a controlled debate about their learning. There is a fruitful dialogue between students that results in questions that foster deeper understanding, and there is a purposeful discussion with substantive comments

that build off each other. The use of Socratic dialogue in a discussion-based classroom where the teacher controls the debate will make each student feel respected, resulting in increased student motivation.

The facilitator is the instructor or local topic expert who creates the atmosphere in which driven and guided interactions can take place. Many other educational thinkers followed Vygotsky's ideas about the social process and suggested methods to promote deeper knowledge construction and encourage Socratic student discussions, and through small group coaching, build active learning groups. In essence, Vygotsky acknowledges that learning happens in a social context and cannot be isolated from it. As a consequence, instructional strategies that facilitate the dissemination of expert information, such as collaborative research, sharing of findings, and performing or producing a final project, aid in the formation of a collaborative group of learners.

As indicated by Vygotsky's meaning of the ZPD, when direction or guidance is given to the youngsters and they are helped to reach beyond their real degree of working, their mental advancement level can be extended. By emphasizing the significance of society (e.g. adults, teachers) on the kid's psychological cycles, Vygotsky perceives the key association between socio-cultural and intellectual elements.

12.1.Zone of Proximal Development (ZPD):

Lev Semenovich Vygotsky introduced the idea of zone of proximal development (ZPD) in the late 1920s and continued to refine it until his death in 1934. Vygotsky described the ZPD in his book Mind in Society: The Development of Higher Psychological Processes as :*"the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (p. 86).* That is, the

ZPD was comprehended by Vygotsky to explain the learner's current or real level of growth, as well as the next level that can be achieved by the use of the using mediating semiotic and environmental methods, as well as competent adult or peer facilitation. The theory is that people learn better when they collaborate with others, and it is through such collaborative endeavors with more experienced people that learners learn and internalize new ideas, psychological strategies, and skills. According to (Roosevelt, 2008), the primary aim of education from a Vygotskian viewpoint is to keep students in their own ZPDs as much as possible, by providing them with engaging and culturally relevant learning and problem-solving activities that are slightly more difficult than what they would do on their own, necessitating collaboration with another, to complete the job, work with a more capable peer, an instructor, or an adult. The theory is that after completing the task together, the learner will be able to complete the same task independently the next time, increasing the learner's ZPD for that task. This process is then replicated at the higher task difficulty level required by the learner's new ZPD.

To oppose psychometric-based testing in Russian schools, (Vygotsky, 1962, p. 270) introduced the idea of ZPD. Traditional testing only represented a learner's current level of achievement, not his or her capacity for future growth. The term "zone of actual development" (ZAD) is insufficient to describe the process of growth. Rather, it is a reflection of what has already been created or accomplished. The level of assistance in ZPD emphasizes the potential for evolving behavior and "developmental tomorrow" (Vygotsky, 1978).

The similitude of scaffolding has been received by teachers both in L 1 and L2 to describe the idea of this assisted execution, which includes assisting with not only "to do" but, additionally, assisting with knowing and figure out 'how to do'.

12.2. Scaffolding:

Vygotsky proposed scaffolding as a means of assisting learners in achieving independence. In order to achieve the objective, students take tiny, manageable steps. Students may create associations between concepts by working with a trained teacher or more experienced peers. Learners practice new tasks with the social encouragement that surrounds them as they evolve within their zone of proximal growth and gain confidence. Learning, according to Vygotsky, takes place through purposeful, meaningful interactions with others.

Vygotsky scaffolding is a teaching technique in which students are supported in learning by teachers and more experienced peers. According to the Vygotsky theory of cognitive growth, students can learn more if they are guided by someone who knows more about the subject than they would if they were left to their own devices.

Vygotsky scaffolding is a part of the zone of proximal development theory in education. According to the zone of proximal development, each student has three levels of learning for each subject: things she can do on her own, things she can do with support from others (the zone of proximal development), and things she can't do no matter how much help she has. Students learn the most while they are in their ZPD, according to the ZPD and Vygotsky scaffolding theory.

The ZPD and the Vygotsky theory of cognitive growth were developed by Soviet psychologist Lev Vygotsky, while scaffolding psychology was developed by Jerome Bruner many decades later. Scaffolding can be a very powerful teaching tool, according to studies, as long as the teacher knows the concepts and doesn't offer too much instruction.

Remember to know each student's ZPD while using scaffolding and the zone of proximal creation in the classroom, promote group work, don't give too much support, and make students explain their thought process out loud.

From this audit of the socio-cultural methodology, it could be deduced that, for figuring out how to be successful, students ought to be given freedoms to interface with one another in the classroom and be provided with appropriate scaffolding at the ideal time.

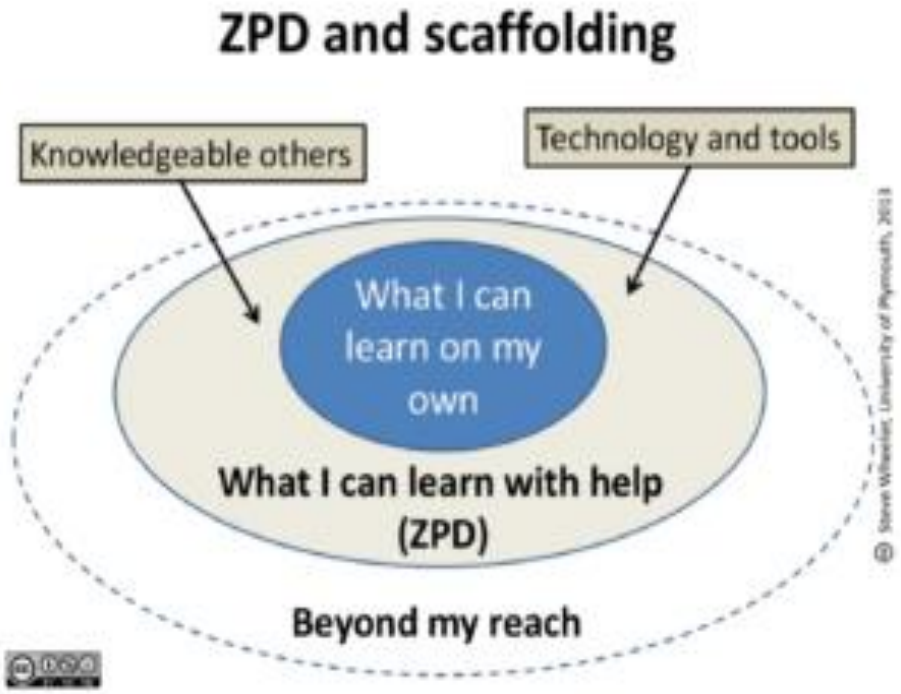


Figure 6 : ZPD and Scaffolding

13.Piaget Theory/ Approach of Social Learning:

Jean Piaget's genetic (developmental) epistemology (knowledge study) tries to address the question, "How does one's understanding of the world evolve over time?" Then Piaget's learning theory must be derived from the broader developmental theory, since it does not exist as a separate collection of propositions or concepts. This is problematic since much of Piaget's key work is still untranslated from French, and many commentators rely on only a small portion of his own prose . According to Piaget's constructivist view of learning, the learner is consciously making sense of the world by focusing on the effects of his or her own thoughts and behavior on the physical and social environment. Then, as much as what is learned is a result of the learner's current view of the world, it is also a result of what the world is like in fact.

In the current educational controversy over the role of human and social factors in growth, Piaget is often depicted as favoring individual cognitive processes over Vygotsky's preference for social and cultural factors. It's also become fashionable to describe Piaget's child as a solitary scientist who constructs information outside of social context. This viewpoint is incorrect. Piaget's social theory is summarized, including an account of his consideration of the connections between the person and the social in sociomoral, affective, and intellectual growth, to counter the often-incorrect assumptions. It is discussed his focus on the role of norms in growth. The personality of cognitive operations and social co-operations according to Piaget Aspects of Piaget's social theory are discussed. The five general teaching principles that apply to all levels of education are addressed in terms of the cooperative framework favoring organizational growth.

As per Piaget, children are brought into the world with an essential mental construction (genetically acquired and advanced) on which all ensuing learning

and information are based. For Piaget schemas are the essential building blocks of such cognitive models, and empower us to shape a psychological portrayal of the world.

	Piaget	Vygotsky
Sociocultural context	Little emphasis	Strong emphasis
Constructivism	Cognitive constructivist	Social constructivist
Stages	Strong emphasis on stages of development	No general stages of development proposed
Key processes in development & learning	Equilibration; schema; adaptation; assimilation; accommodation	Zone of proximal development; scaffolding; language/dialogue; tools of the culture
Role of language	Minimal – Language provides labels for children's experiences (egocentric speech)	Major – Language plays a powerful role in shaping thought
Teaching implications	Support children to explore their world and discover knowledge	Establish opportunities for children to learn with the teacher and more skilled peers

Figure 7: Vygotsky's Approach and Piaget Theory

14.Conclusion:

It is difficult to learn a new language. Every moment necessitates effort, which must be sustained over time. It is beneficial to adopt and create a variety of techniques and procedures because we need meaning in language learning and authentic use of the language. That by using innovative processes, we will create an immersive environment that will aid in the learning of a foreign language. We will determine if our students have progressed or not by using pre- and post-tests, and whether our technique is useful, successful, or not based on

their achievements. One of the methods and procedures that a teacher may use in teaching a foreign language is games, specifically educational games. Games are mostly used as warm-up exercises or when there is time remaining at the end of a lesson. Both agree that games are worth paying attention to and introducing in the classroom, even if they only make noise and amuse students. They inspire students, foster communicative competence, and produce fluency and can play a significant role in the acquisition of a second language. The fundamental motivation behind why games are viewed as effective learning aids is that they spike inspiration and understudies get exceptionally consumed in the competitive parts of the games; additionally, they put in more efforts at games than in different courses. Normally when messing around, students are attempting to win or to beat different groups for themselves or for the benefit of their group. They are so competitive while playing since they need to have a turn to play, to score points and to win. In the class, students will partake in the exercises. Hence, it is feasible for a teacher to introduce students with groundbreaking thoughts, grammar, and information, etc. As in the transcription game, students are serious to such an extent that they need to complete first and win. It tends to be obviously seen that games can catch students' attention and participation. They can inspire students to want to learn more. Besides, they can change a drilling class into a challenging one.

Chapter Two: Research Methodology and Data Analysis

1. Introduction:

This chapter is dedicated for the methodology used in this research to investigate about the researchers' hypothesis toward the use of educational games to spark EFL students' attention. Moreover, it sheds the light on research design, sample population, research instruments, and procedure for data collection. In addition, it includes the analyses of data that has been gathered through the use of two questionnaires. Besides, it entails the interpretation of the responses and the results that have been achieved by the practical work.

2. The Research Design:

This study attempts to investigate how important is using language game for getting attention for EFL Algerian first year English students at Yahia Fares University. Therefore, the research is conducted by publishing an online questionnaire designed by "Google forms " in order to be answered by Algerian teachers at university of English language. Afterwards, the data is collected and prepared to be analyzed then interpreted.

3. the Sample Population:

Polit and Beck (2004) say that "sampling is the process of selecting a portion of the population to represent the entire population" (p.291). The participants selected for this study were first year EFL students and teachers at Medea University. The informants were randomly selected to answer the questionnaires. Every member of the population had an equal chance of being selected in order to prevent sampling bias and obtain a representative sample.

4. The Method Used:

The study was carried out at the Department of English at Yahia Fares University of Medea. It addressed first year LMD students and EFL teachers in this department. This research was conducted in the form of a case study and used both qualitative and quantitative research approaches. Two main research instruments were used: Teachers' questionnaire and students' questionnaire.

5. Research Instruments:

5.1. Questionnaire:

The questionnaire is an instrument of collecting data in a written form which includes open and closed questions requiring answers from the participants (Nunan, 1992). It is an effective research instrument because it allows the researchers gather reliable data from a large number of participants and analyze different responses of the same question. In this respect, Cohen et al. (2000) say: "The questionnaire is a widely used and useful instrument for collecting survey information providing structured, often numerical data. It can be administered without the presence of the researcher, and is often comparatively straightforward to analyze" (377). Wherefore, the researchers relied on questionnaires to obtain the necessary information for their research study. As for the analysis, they used SPSS (21st version) software to have a clear statistical data.

5.1.1. Teachers' Questionnaire:

The first questionnaire was designed for ten EFL teachers at the department of English at Medea University. The purpose of this questionnaire was to attain specific information about Algerian EFL teachers' opinions toward the effectiveness of educational games in sparking EFL students' attention.

The teachers' questionnaire also contains multiple choice, closed ended, and one open-ended questions. It begins with an introductory paragraph that states its main aims. It is composed of thirteen questions. Four questions aim at collecting data about the participants' personal information and teaching experiences. The rest of the questions try to explore whether EFL classrooms use educational games or not.

5.1.2. Students' Questionnaire:

The second questionnaire was addressed to first year English students at Medea University. It sought to gather information about EFL students' opinions toward using educational games in education and explore whether these games can spark their attention. The questionnaire is a combination of multiple choice, closed ended, and open-ended questions. It starts with an introductory paragraph that mentions its main objectives. It is composed of seventeen questions. The first section is about the students' personal information. The aim of these questions is to know students' age, gender, mother tongue, and their starting stage of learning English. The second section is related to the use of educational games in EFL classrooms. It composes of thirteen questions (06- 13). These questions try to explore the participants' views about the most favored teaching method. Additionally, they seek to know the respondents' attitudes toward using educational games in the learning process. Moreover, they attempt to figure out if the respondents face any difficulties while learning via educational games. The third section is about learning through the use of educational games. It consists of five questions (14 - 18). It aims to know if educational games can spark students' attention.

6. Data Analysis:

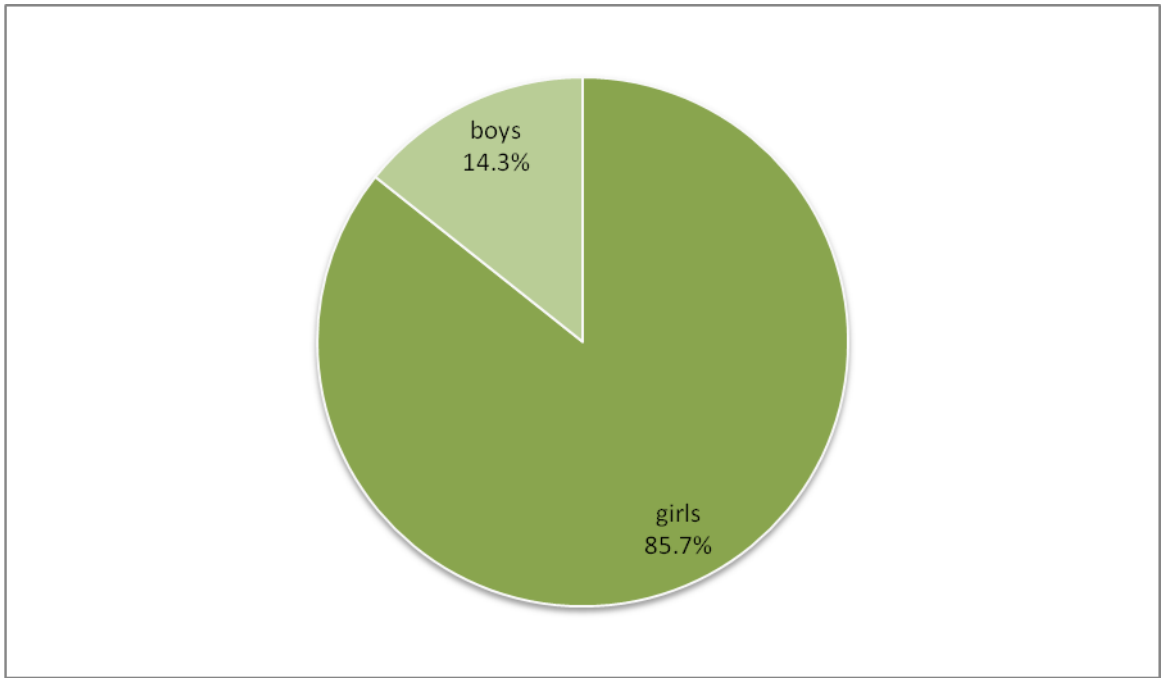
6.1. Students' Questionnaire:

This section deals with the analysis of the students' questionnaire.

Question 01: Gender.

Options	**N° of students**	**Percentage%**
Male	03	14.3%
Female	18	85.7%
Total	21	100%

Table 01: Students' Gender



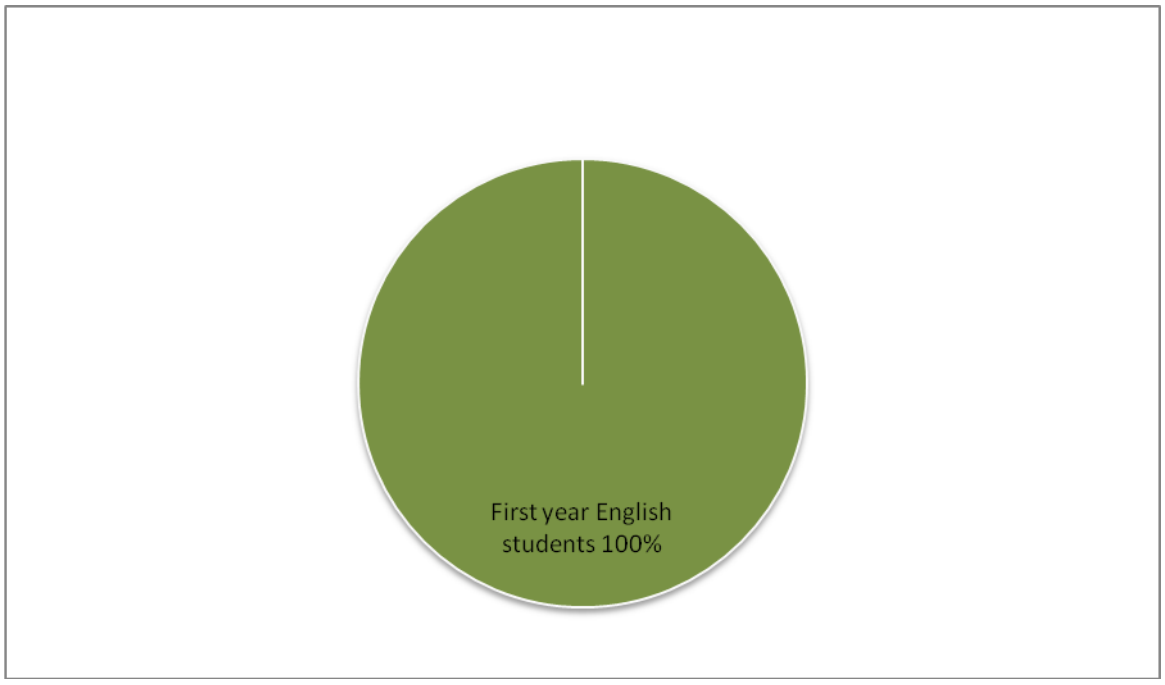
Pie Chart 01: Students' Gender

The table 01 and pie chart 01 above show that the majority of students who replied to the questionnaire were females and they represent (85,7%), while there were only 8 males (14,3%) from the total number of participants that is 21 participants.

Question 02: Level

Options	N° of students	percentage%
First year	21	100%
Second year	00	00
Third year	00	00

Table 02: Students' Level



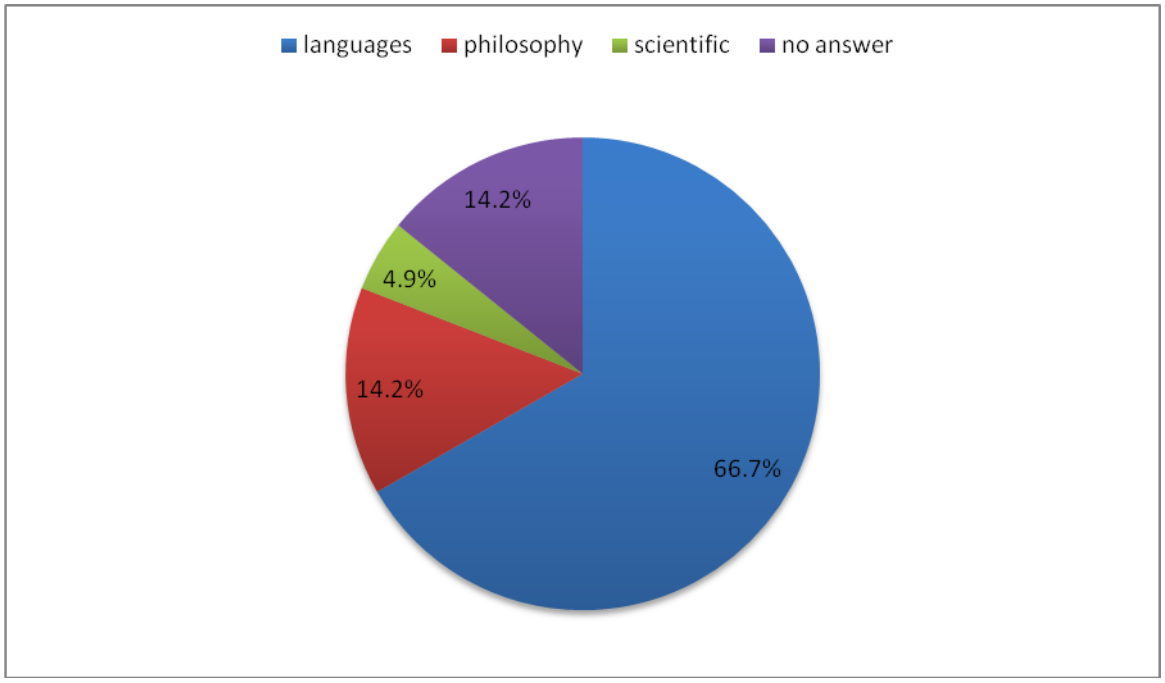
Pie Chart 02 : Students' level

The case study is first year English students at Yahia Fares University, this questionnaire was handed to first year EFL students at Yahia Fares University.

Question 03: What secondary school branch did you graduated from?

Branch	N° of students	Percentage %
Foreign Languages	14	66.7%
Philosophy	3	14.2%
Scientific	1	4.9%
Did not answer	3	14.2%

Table 03: Students' Branch AT Secondary School



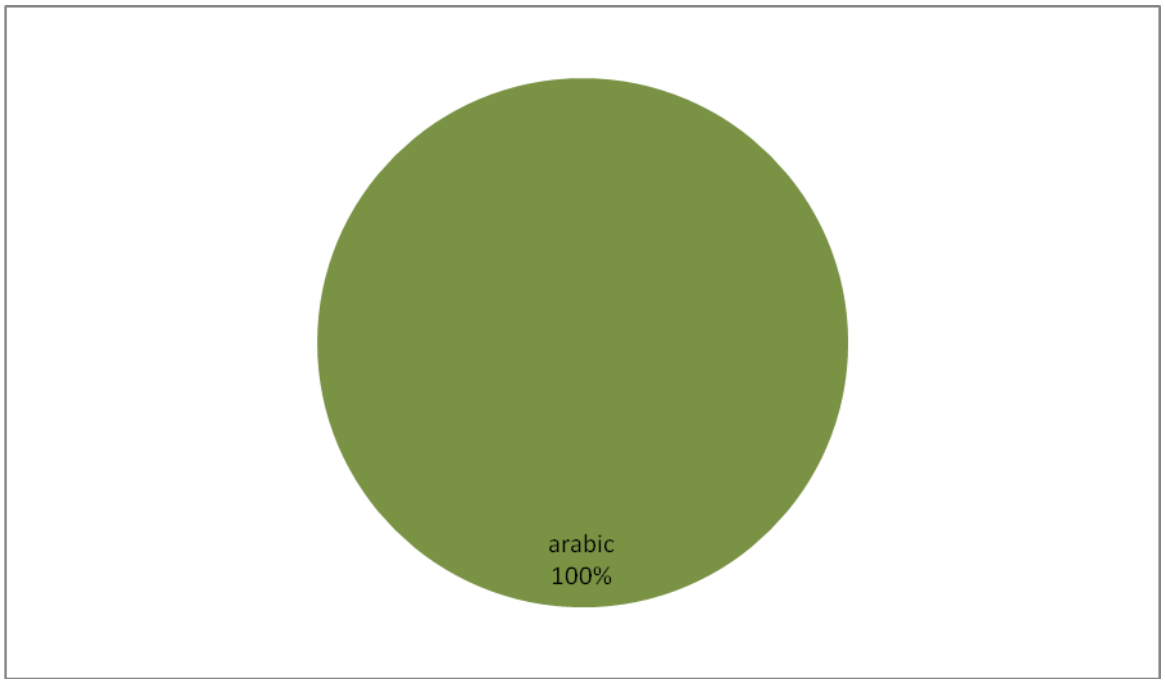
Pie Chart 03: Students' Branch at Secondary School

The obtained results show that a significant number of students representing (66.7%) their secondary school branch was foreign languages, whereas three students (14,2%) their secondary school branch was literature and philosophy. Besides, only one student (4.9%) report that their secondary school branch was sciences. Three students preferred not to answer (14.2%).

Question 04: What is your mother tongue?

Mother tongue	N° of students	percentage%
Arabic	21	100%

Table 04: Students' Mother Tongue



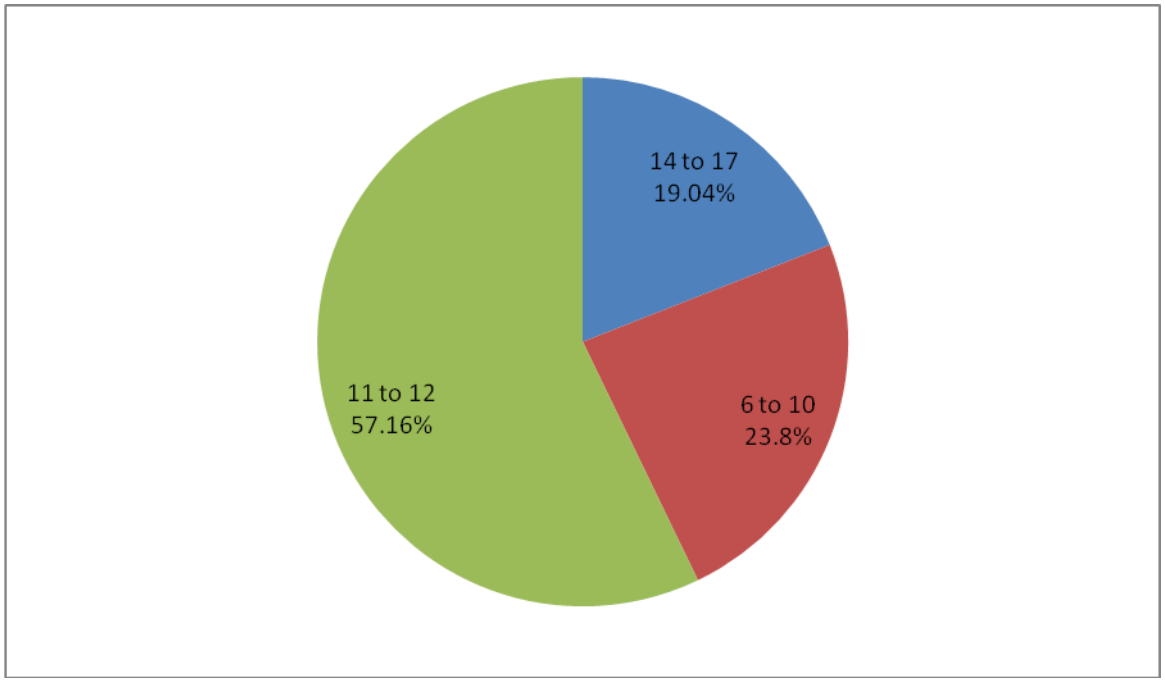
Pie Chart 04 : Students' Mother Tongue

From the table 03 and pie chart 04 above the researchers notice that all the 21 students' mother tongue is Arabic (100%).

Question 05: How old were you when you started learning English?

Age	N° of Students	percentage
Between 14 to 17	4	19.04%
Between 6 to 10	5	23.8%
Between 11 to 12	12	57.16%

Table 05: Students' Age of Learning English



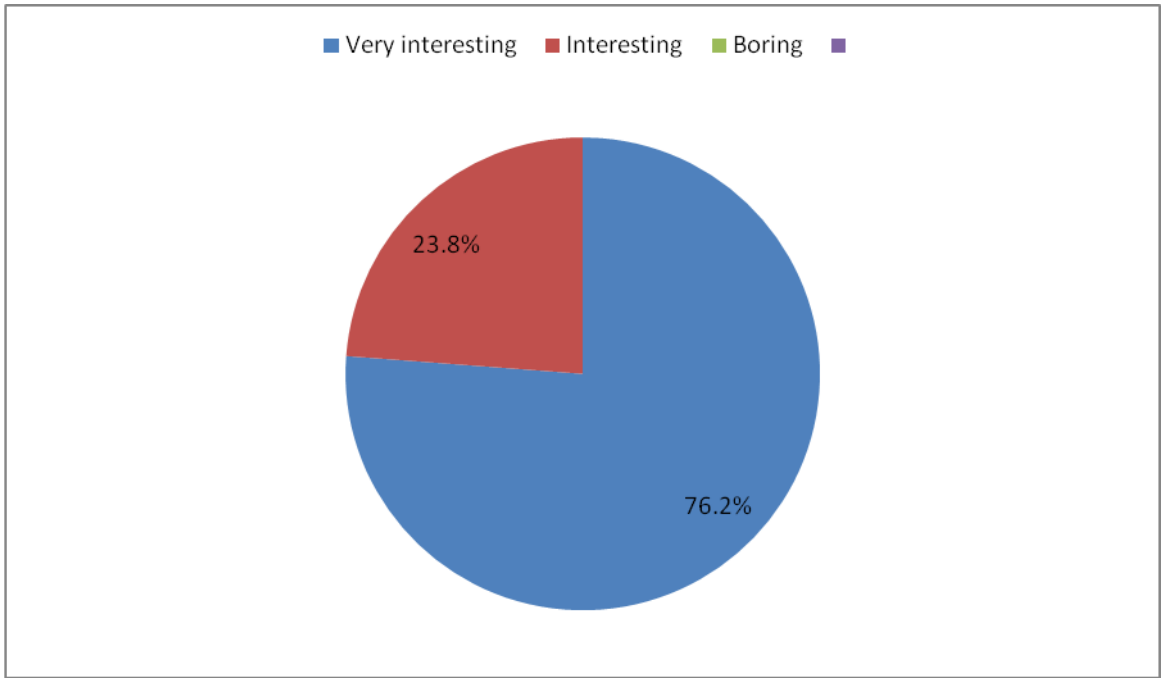
Pie Chart 05 : Students' Age of Learning English

The reason behind this question is to gather information about students' age of learning English. Nearly (57.16%) are aged between eleven and twelve years old, whereas (23.8%) of students are aged between 6 to 10 years old. (19.04%) are aged between 14 to 17 years old.

Question 06: How do you find English studies? Why?

Options	N°of Students	Percentage%
Very interesting	16	76.2%
Interesting	05	23.8%
Boring	00	00

Table 06: Students' Opinion of English Studies



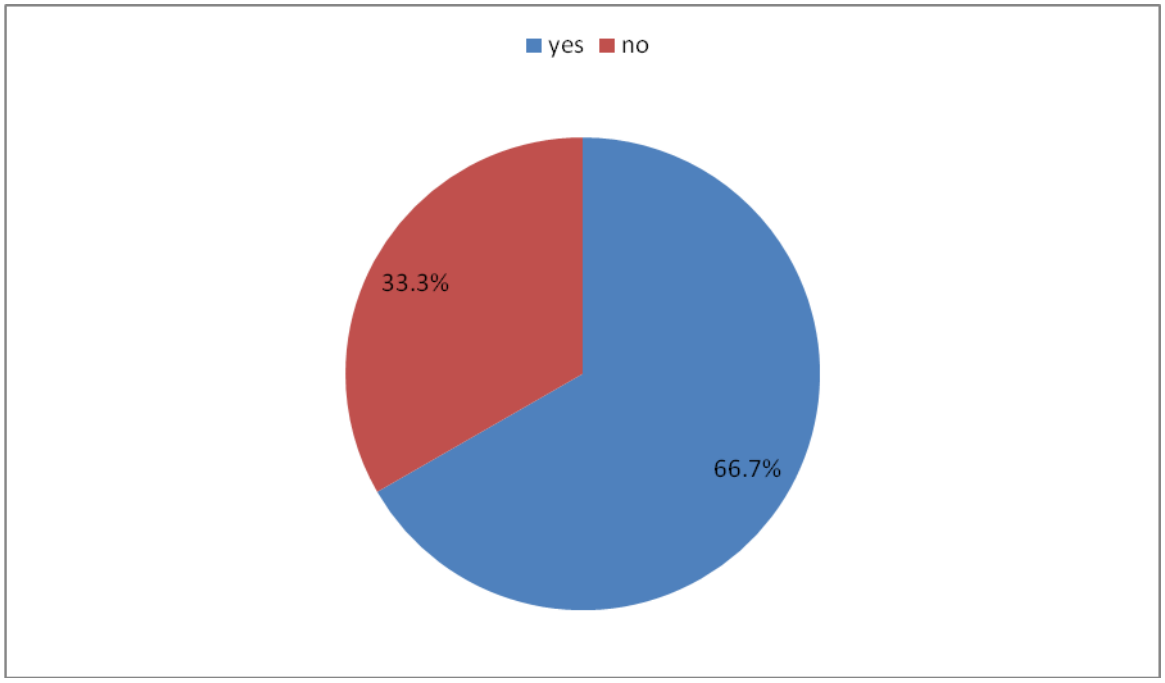
Pie Chart 06 : Students' Opinion of English Studies

From the table 06 and pie chart 06 above, the researchers notice that the majority of students (76.2%) state that English studies are very interesting. Whereas, (23.8%) of participants say that English studies are interesting. However, no one said that English studies are boring. The reason behind the students' options is because they see English language as a global language that connect people from all over the world. Also, they stated that they find it beautiful because it has so many words and such a big vocabulary, and that they can feel free when expressing themselves.

Question 07: Does the atmosphere in the class help you acquire language skills?

Options	N° of Students	Percentage %
Yes	14	66.7%
No	7	33.3%

Table 07: The Acquisition of Language skills in the Class



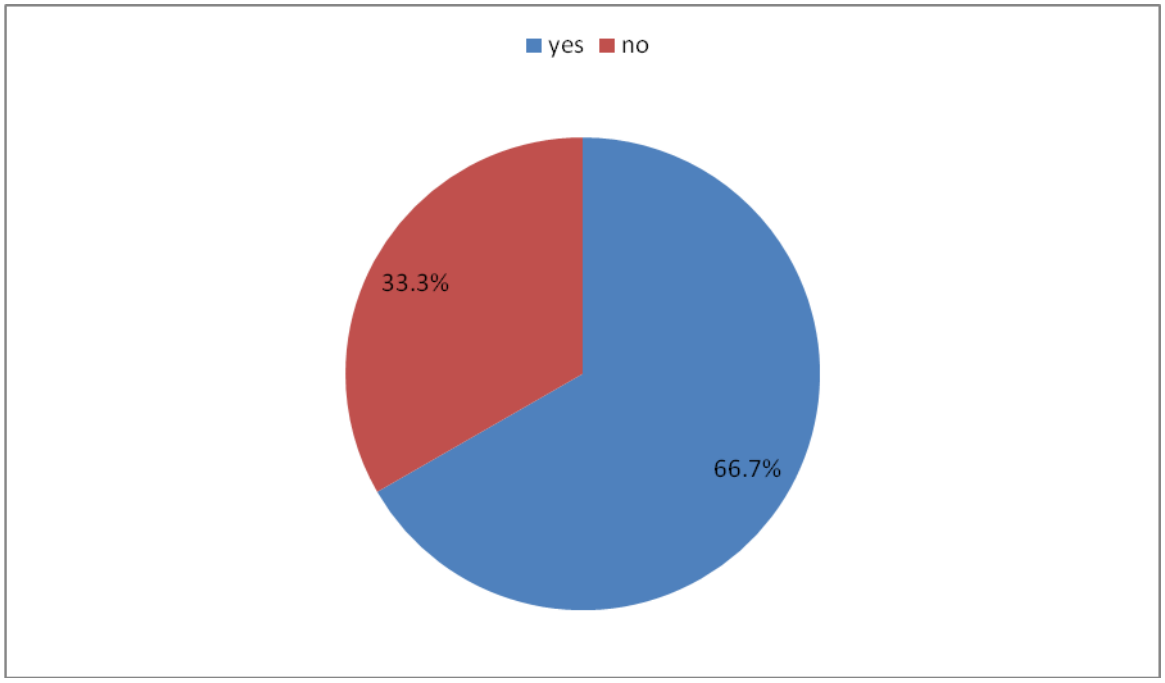
Pie Chart 07: The Acquisition of Language skills in the Class

The results reveal that 14 students (66.7%) assert that the atmosphere in the class help them to acquire language skills. On the other hand, 7 students (33.3%) assert that the class' atmosphere does not help them acquire language skills.

Question 08: Are Educational Games used in Algerian EFL classrooms?

Options	N° of Students	Percentage %
Yes	14	66.7%
No	7	33.3%

Table 08: The Use of Educational Games in Algerian Classrooms



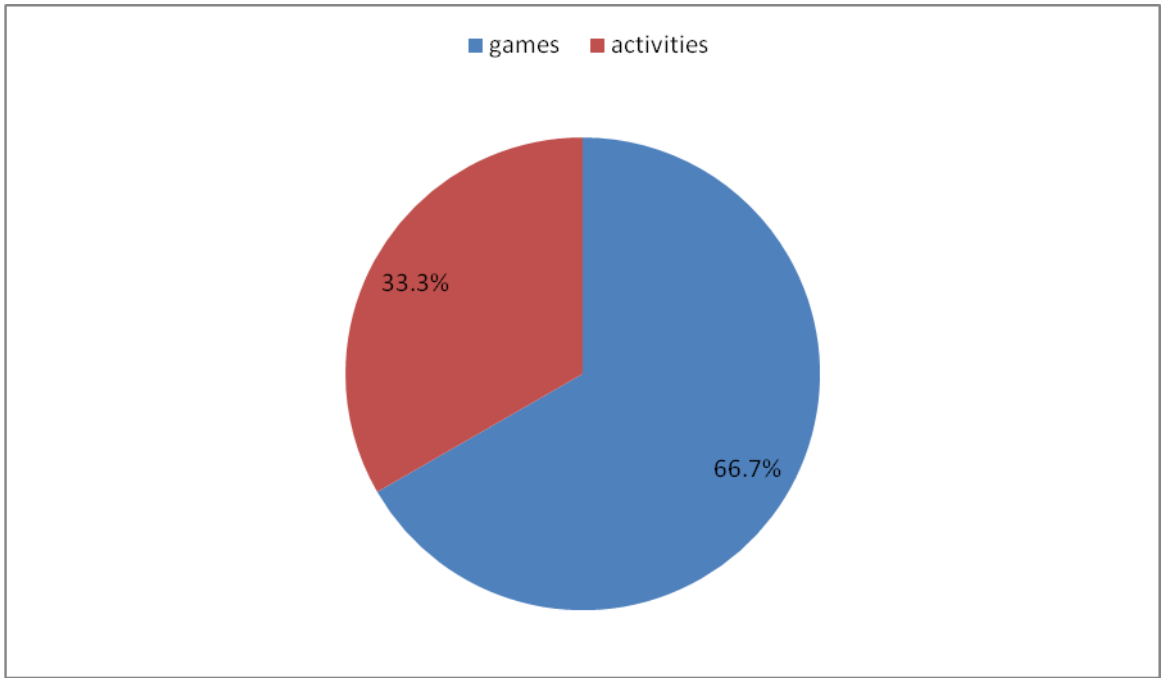
Pie Chart 08 : the Use of Educational Games in Algerian Classrooms

The results reveal that 14 students (66.7%) assert that the educational games are used in the Algerian classrooms. On the other hand, 7 students (33.3%) assert that educational games are not used in Algerian classrooms.

Question 09: Do you prefer playing games while learning English, or it is better for you to practice English through activities?

Options	N° of Students	Percentage %
Games	14	66.7%
Activities	7	33.3%

Table 09: Students' Opinions on Learning Through Games or Activities



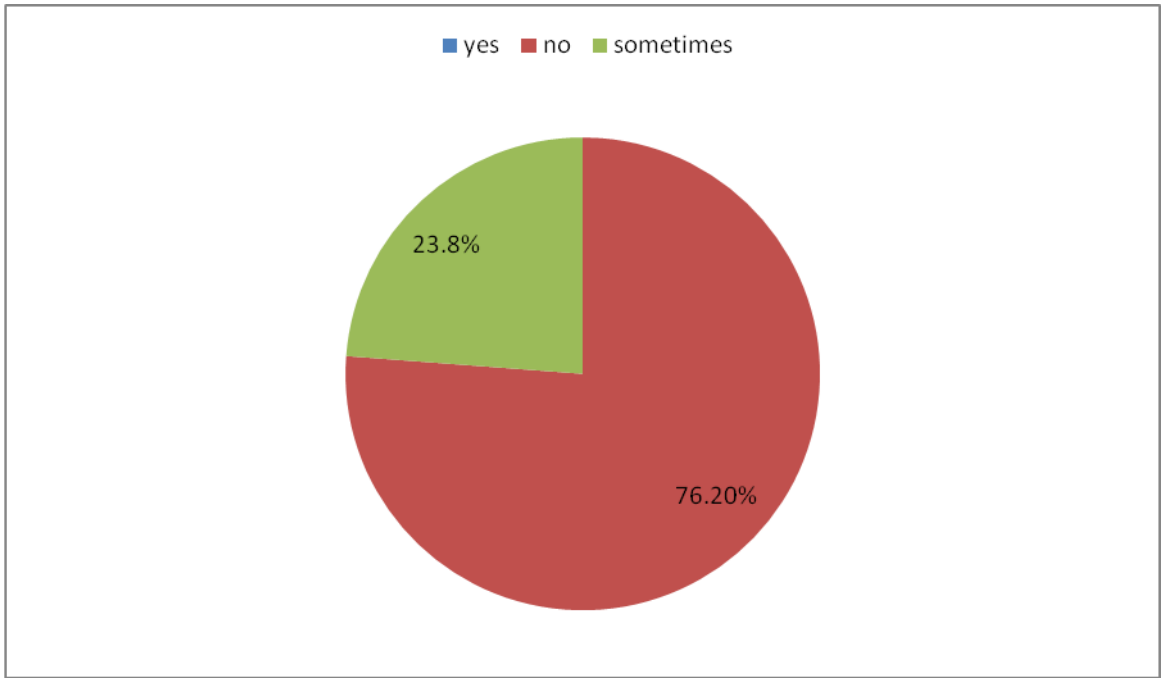
Pie Chart 09: Students' Opinions on Learning Through Games or Activities

The figures display those 14 students (66.7%) think that learning through games is more beneficial than learning through activities. In contrast, 7 students (33.3%) believe that learning through activities is much better than learning through games.

Question 10: Do you face any difficulties while learning via Educational Games?

Options	N° of Students	Percentage %
Yes	00	00%
No	16	76.20%
Sometimes	05	23.8%

Table 10: Students' Opinion about Educational Games Difficulties



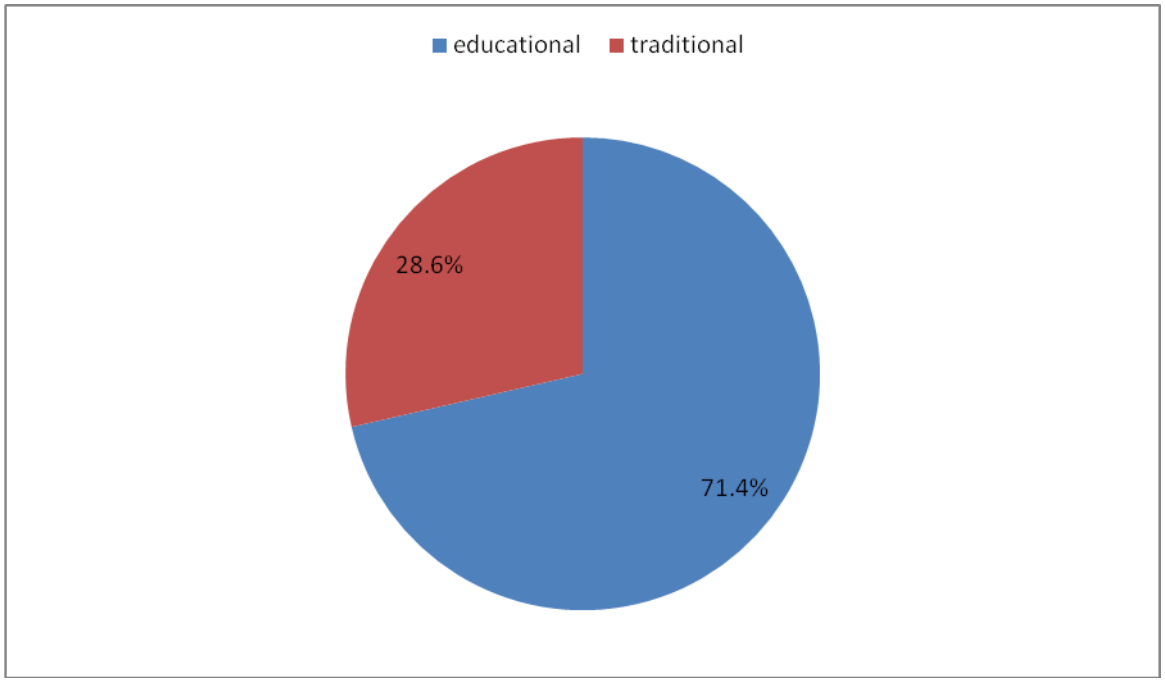
Pie Chart 10: Students' Opinion about Educational Games Difficulties

The results demonstrate that 16 students (76.20%) declare that they do not face any difficulties when learning through educational games. On contrary 5 students (23.8%) are sometimes facing some difficulties while learning via educational games and that's because they are suffering from losing the right words to express their opinion.

Question 11: Do you feel more focused when learning through the traditional method, or through Educational Games?

Options	N° of Students	Percentage %
Educational games	15	71.4%
Traditional method	6	28.6%

Table 11: The Preferable Method of Learning



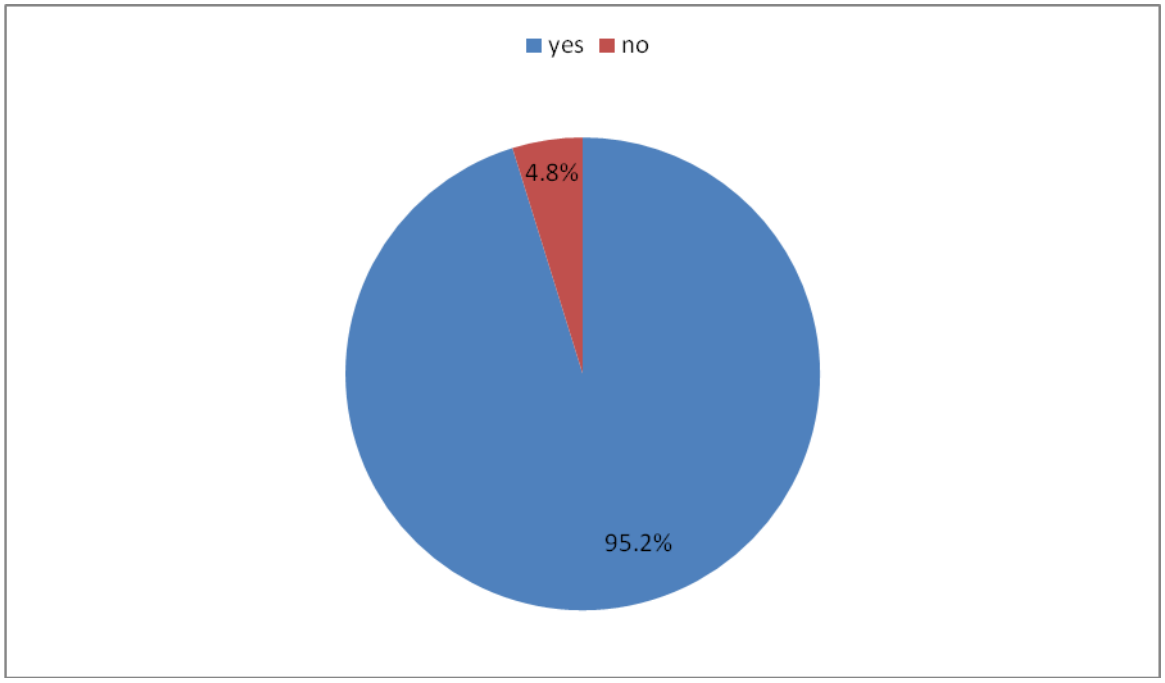
Pie Chart 11: The Preferable Method of Learning

According to the results shown in the figures above, fifteen students (71.4%) mention that their preferable method of learning is through using educational games while six student (28.6%) indicates that they prefer to learn via the traditional methods (without using educational games). Simply put, most students prefer to learn through educational games because these games create a relaxed atmosphere and help learners to concentrate and get clear understanding.

Question 12: Do educational games spark your attention in the classroom?

Options	N° of Students	Percentage %
Yes	20	95.2%
No	1	4.8%

Table 12: Students Viewpoint toward sparking Attention Through Educational Games



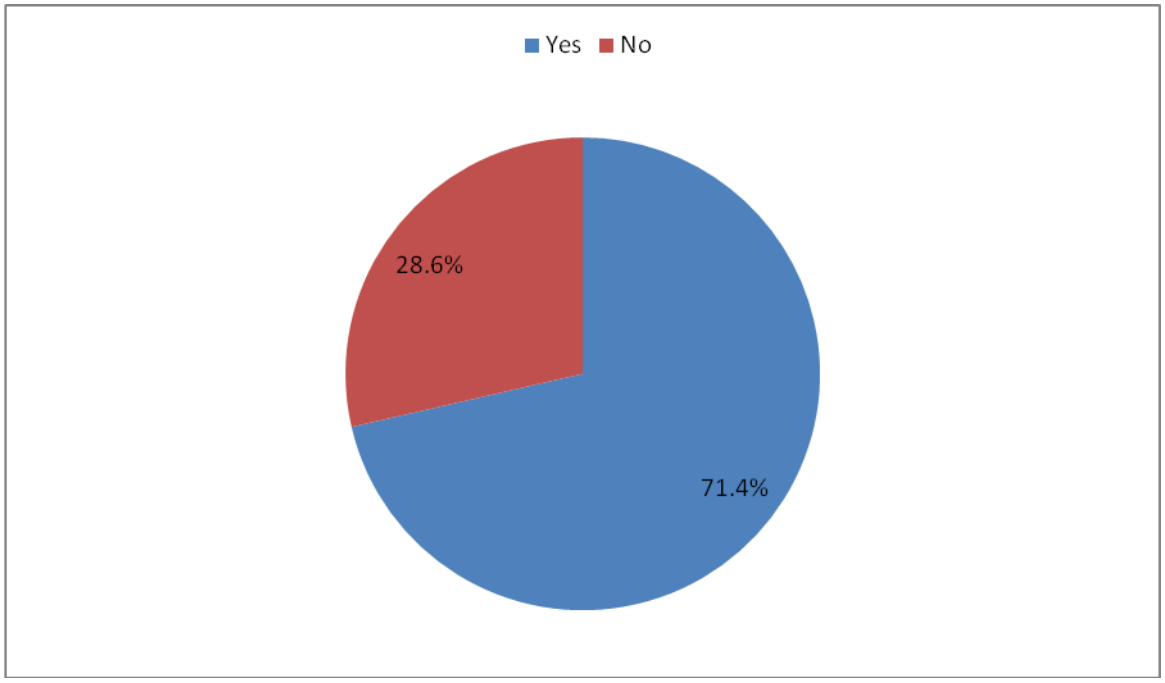
Pie Chart 12: Students Viewpoint toward sparking Attention Through Educational Games

The result reveal that 20 students (95,2%) say that educational game are the most adequate tools to spark learners' attention, this is because these games facilitate the process of getting attention. On the contrary 1 student (4.8%) indicates that educational game does not helps student to spark attention.

Question 13: Are Educational Games used in Algerian EFL classrooms?

Options	N° of Students	Percentage %
Yes	15	71.4%
No	6	28.6%

Table 13: The Use of Educational Games in Algerian EFL Classrooms



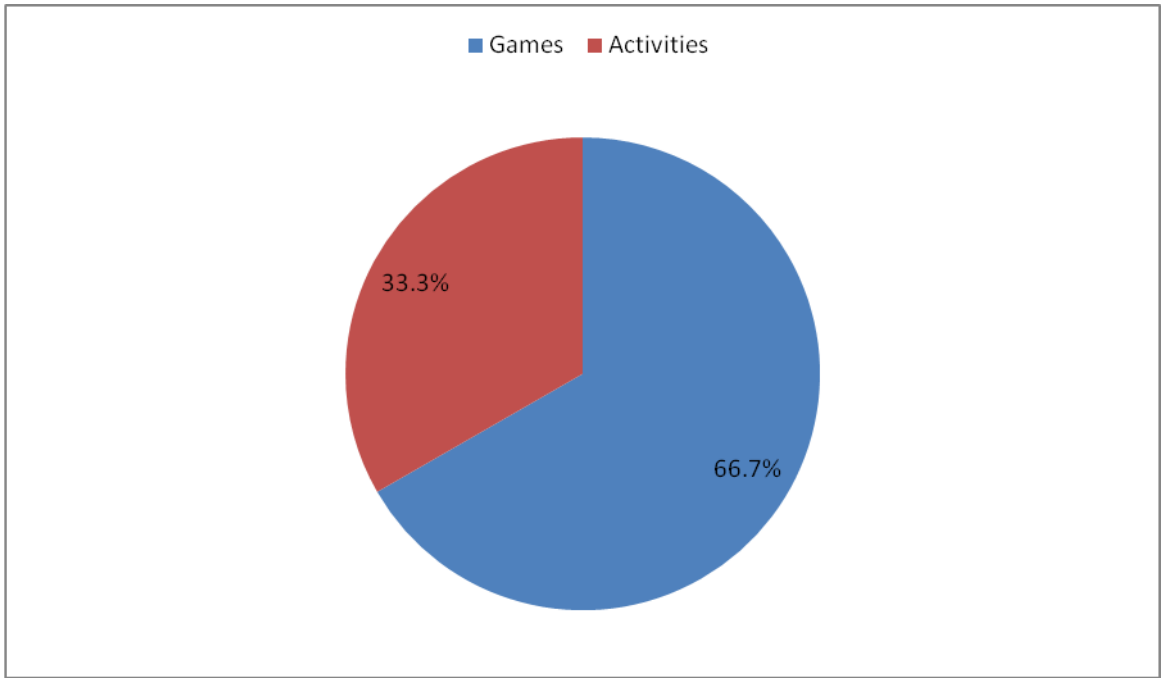
Pie Chart 13: The Use of Educational Games in Algerian EFL Classrooms

From the table 13 and pie chart 13 above, the researchers notice that the majority of students (71.4%) state that educational games are used in Algerian EFL classrooms. Whereas, (28.6%) of participants say that educational games are not used in Algerian EFL classrooms.

Question 14: Do you feel that you can learn more by playing Educational Games than by doing simple activities and exercises?

Options	N° of Students	Percentage %
Games	14	66.7%
Activities	07	33.3%

Table 14: Students Ability to Learn Through Games or Simple Activities



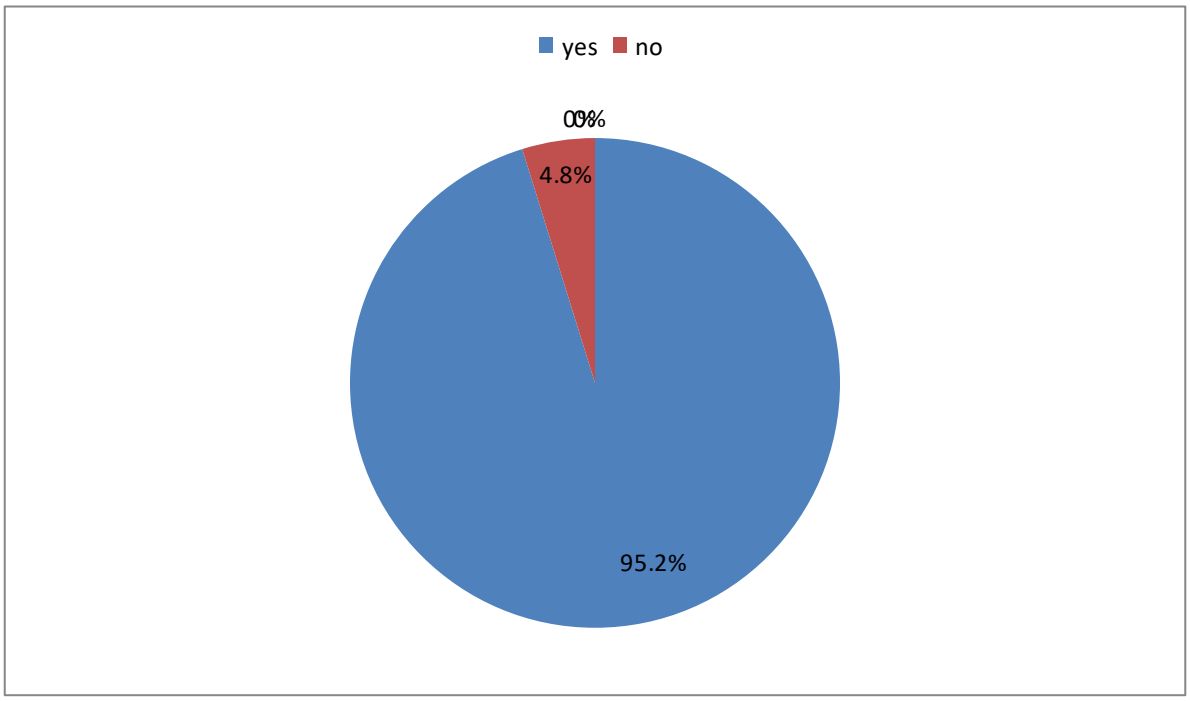
Pie Chart 14: Students Ability to Learn Through Games or Simple Activities

The table 14 and pie chart 14 above show that most participants about 14 students (66,7%) can learn by playing educational game. whereas only 7 students (33,3%) learn by doing simple activities and exercises. Undoubtly, educational games attract learners' sight and help them to stay focused.

Question 15: Do you think that the use of Educational Games facilitate the learning process?

Options	N° of Students	Percentage %
Yes	20	95.2%
No	1	4.8%

Table 15: Students' Opinion about Facilitating the Learning Process Through Educational Games



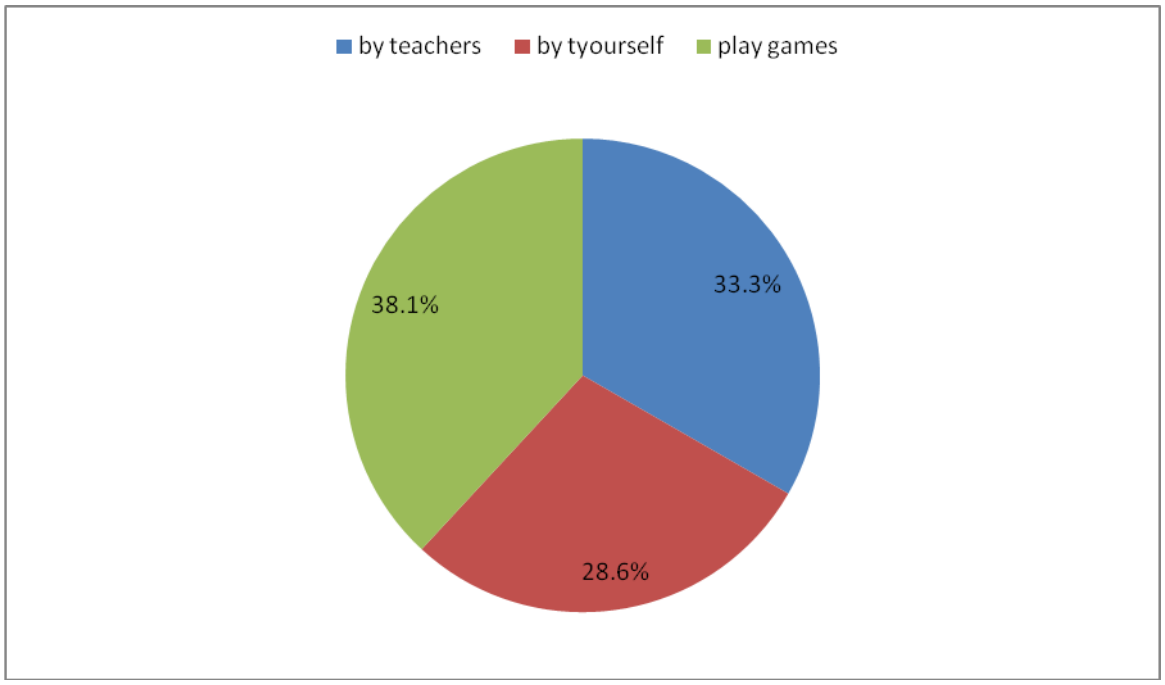
Pie Chart 15: Students' Opinion about Facilitating the Learning Process Through Educational Games

The table 15 and pie chart 15 above indicate that twenty students (95.2%) say that educational games facilitate the learning process. It means that games in class have positive effects on them since they make their lessons more enjoyable and comprehensible. In contrast, one student (4.8%) answered "no", perhaps EG distract their attention and thereafter they cannot concentrate.

Question 16: In learning English, you prefer**?**

Options	N° of Students	Percentage %
To be given the rules and contents directly by the teacher	7	33.3%
To find the rules and information by yourself	6	28.6%
To play educational games	8	38.1%

Table 16: Students' Preferable Learning Process



Pie Chart 16: Students' Preferable Learning Process

The results which are illustrated in the figures reveal that eight students (38.1%) prefer to play educational games and agreed that it is the most preferable learning process. Besides, seven participants (33.3%) prefer to be given the rules and contents directly by the teacher, whereas six students report that they prefer to find the rules and information by themselves.

Question 17: In your opinion, what are the main advantages and disadvantages of using educational games in the classroom.

This question aims to figure out the advantages and disadvantages of using educational games in the classroom. Nearly all participants mentioned only the advantages of educational games. At this respect, their responses are summarized by the researchers as following:

- Educational games provide an active and positive learning experience and it upgrades education from being boring to being creative.
- Many informants asserted that educational games increase the basic language skills: listening, speaking, reading and writing.
- They claimed that the use of educational games makes the learning process quicker and easier

Eventually, the findings demonstrated that the majority of Algerian EFL students prefer to learn via educational games. Besides, the results affirmed that educational games contribute significantly in sparking Algerian EFL students' attention.

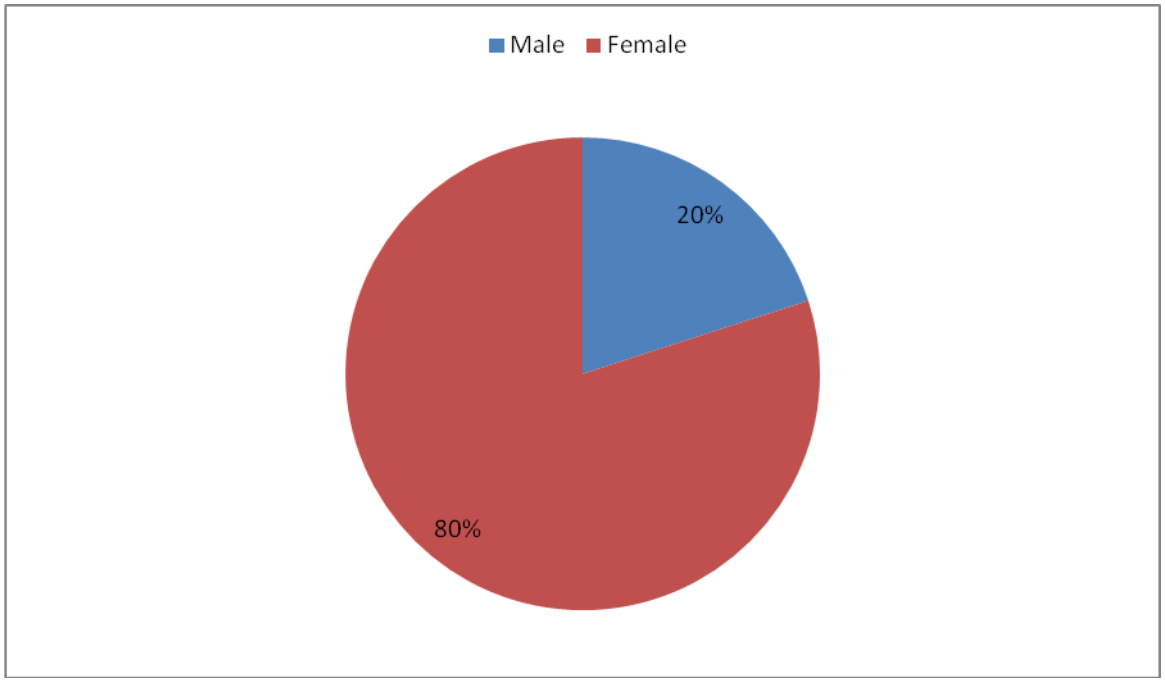
6.2. Teachers' Questionnaire Analysis:

This section focuses on analyzing teachers' questionnaire

Question 01: Gender

Options	N° of teachers	Percentage%
Male	02	20 %
Female	08	80 %
Total	10	100%

Table 17: Teachers' Gender

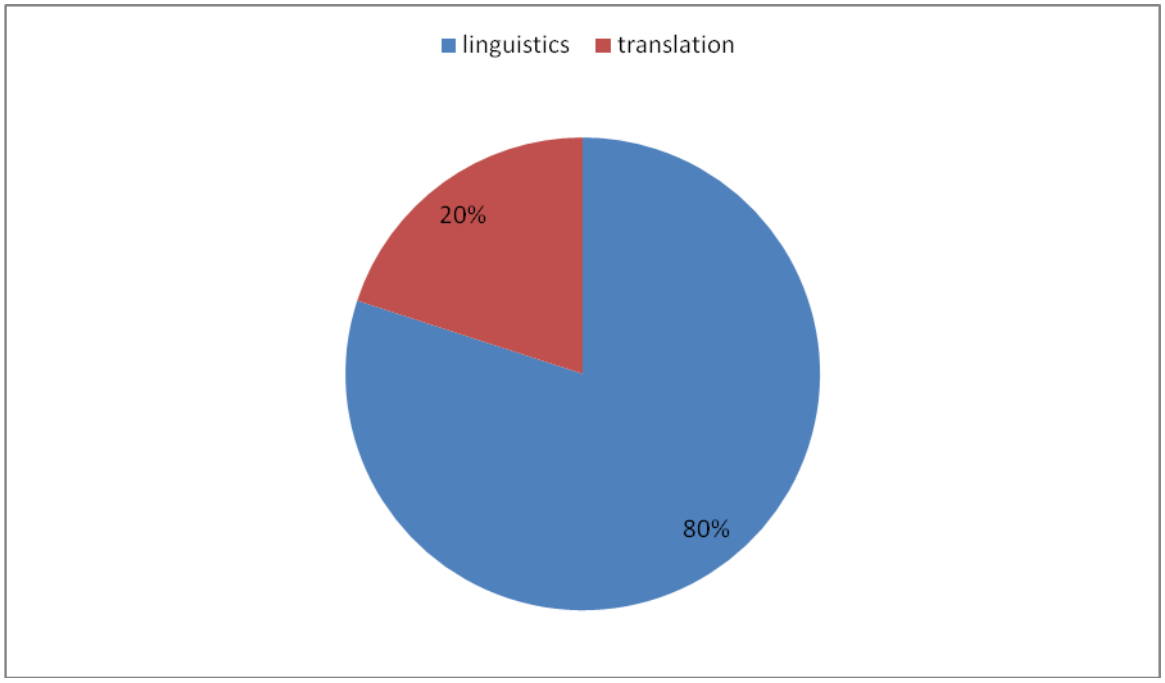


Pie Chart 17: Teachers' Gender

Question 02 : Teachers' specialty

Options	N° of teachers	Percentage%
Applied Linguistics	08	80%
Translation and Interpretation	02	20%

Table 18: Teachers' specialty

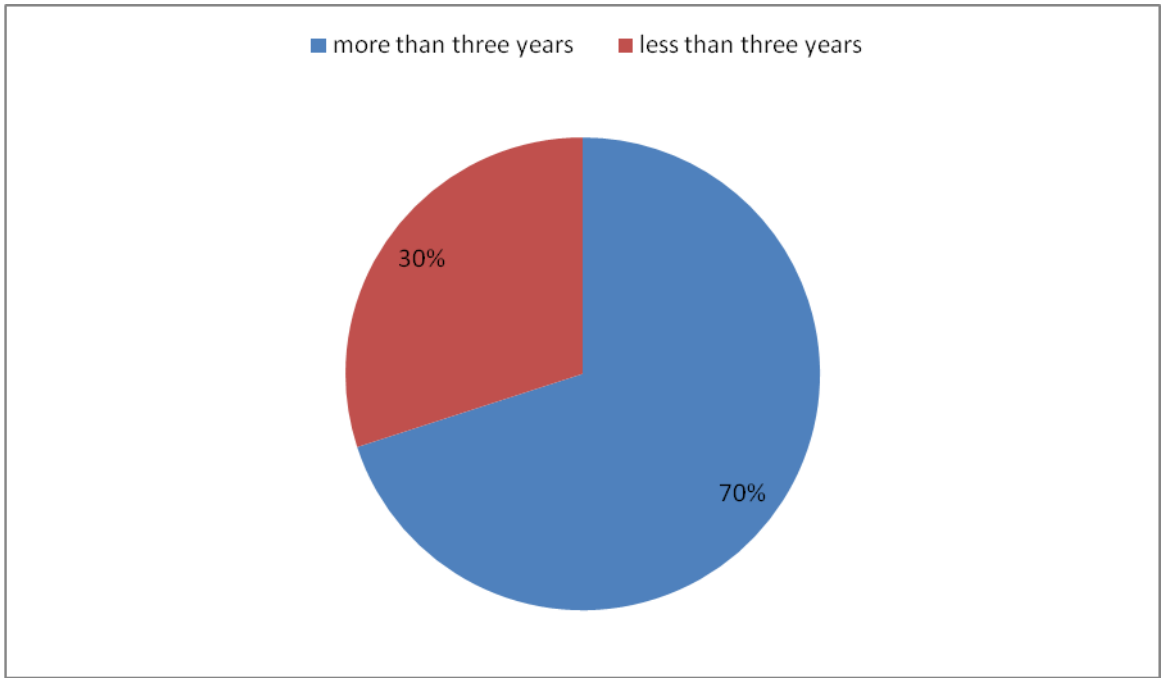


Pie Chart 18: Teachers' specialty

Question 03: How long have you been in higher education?

Options	N° of teachers	Percentage%
More than three years	7	70%
less than three years	3	30%

Table 19: Teachers' Experience in Higher Education



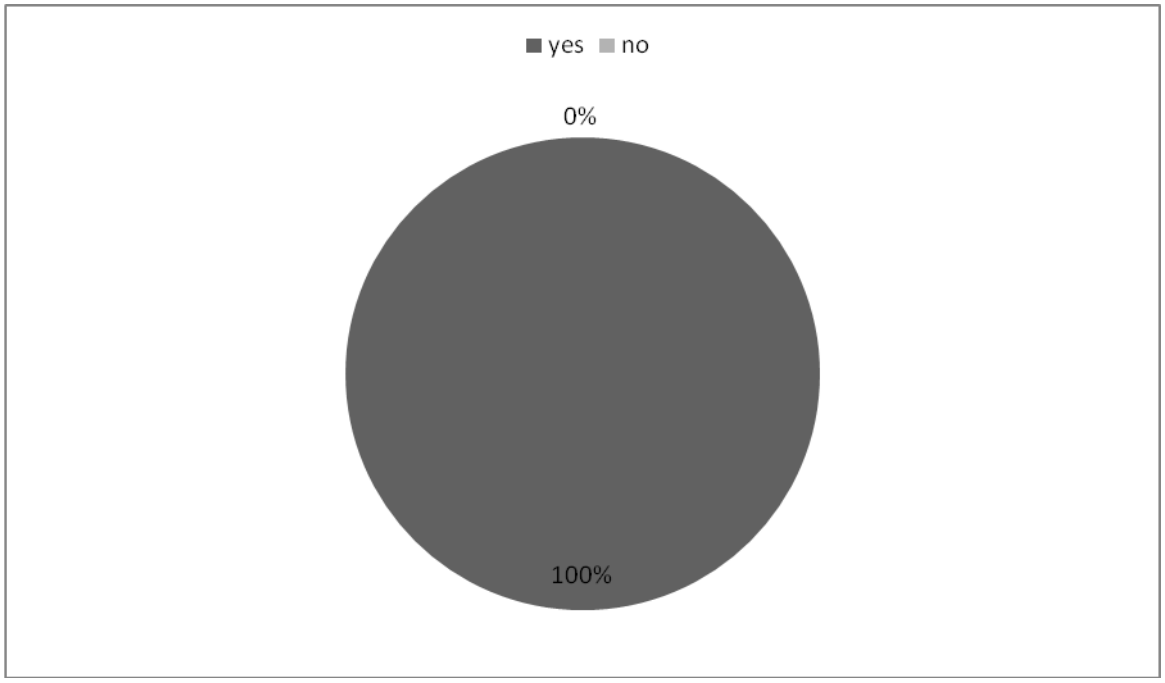
Pie Chart 19: Teachers' Experience in Higher Education

The table and pie chart above shows that most of respondents 70% answered that they have been teaching English for more than three years. this means that all participants are experienced teachers who are acquainted with the different teaching methods and techniques. Therefore, the gathered information about the use of educational games in EFL classrooms is reliable.

Question 04: Do you use educational games in your teaching?

Options	N° of teachers	Percentage%
Yes	10	100%
No	00	00%

Table 20: Teachers' Usage of Educational Games



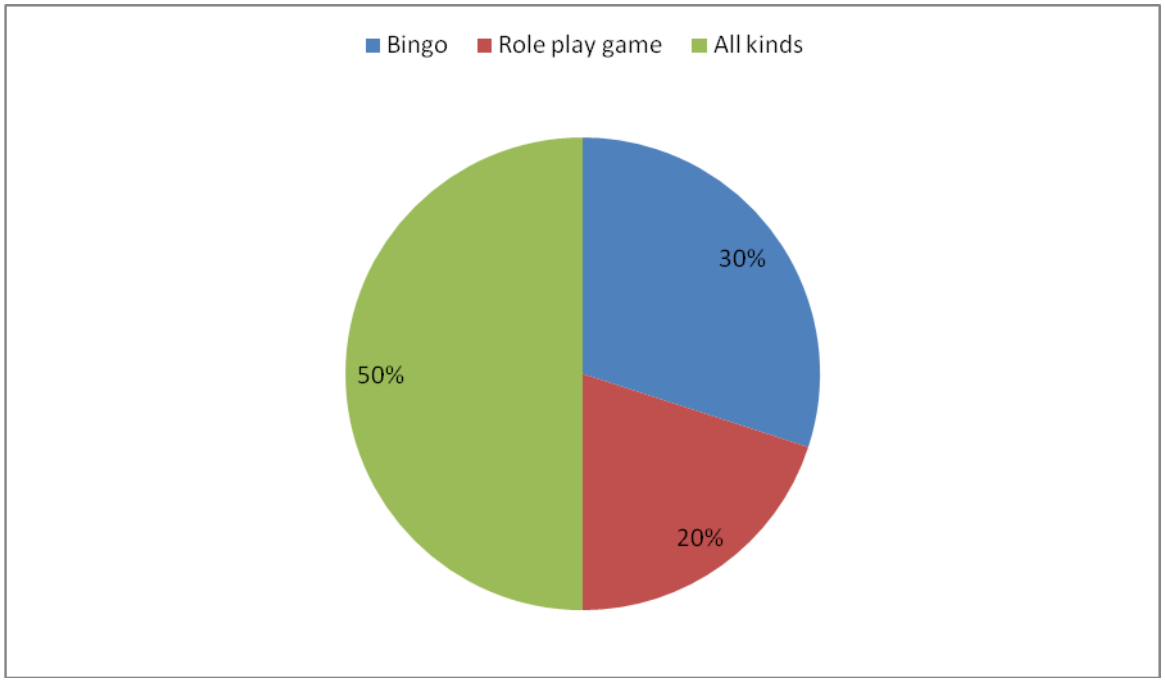
Pie Chart 20: Teachers' Usage of Educational Games

The fourth question attempts to know whether Algerian EFL teachers use games in their teaching or not. Ten participants (100%) answered with "yes". They do use educational games in their teaching.

Question 05: Do you prefer a specific kind of educational games?

Options	N° of teachers	Percentage%
Bingo	3	30%
Role playe game	2	20%
All kinds	5	50%

Table 21: Teachers' Preferable Educational Game



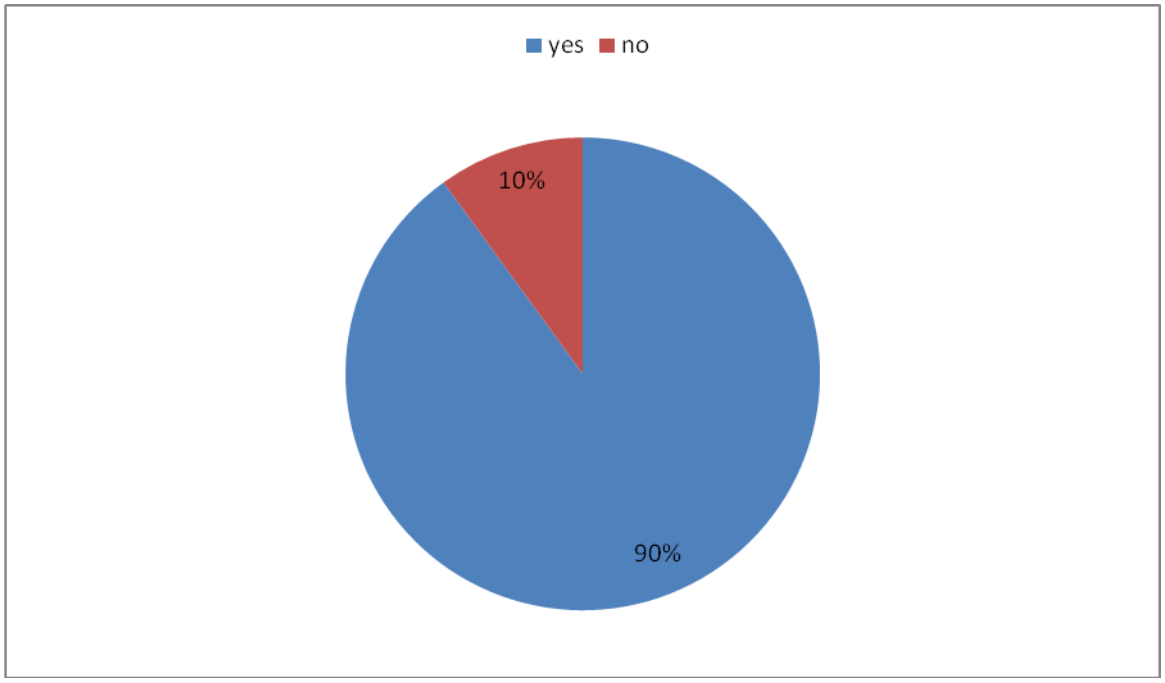
Pie Chart 21: Teachers' Preferable Educational Game

The fifth question is about the preferable game used by teachers. The results show that 30% of the respondents prefer to use bingo game, since many students show great attentiveness when they play this game. 30% of the participants prefer to use role play game in order to strengthen their speaking and critical thinking skills, The other informants (50%) claim that they use all kinds of games to attract students' attention.

Question 06: Does teaching through games have a positive or negative effect on students' achievements?

Options	N° of teachers	Percentage%
Yes	9	90%
No	1	10%

Table 22: Effect of EG on Students' Achievement



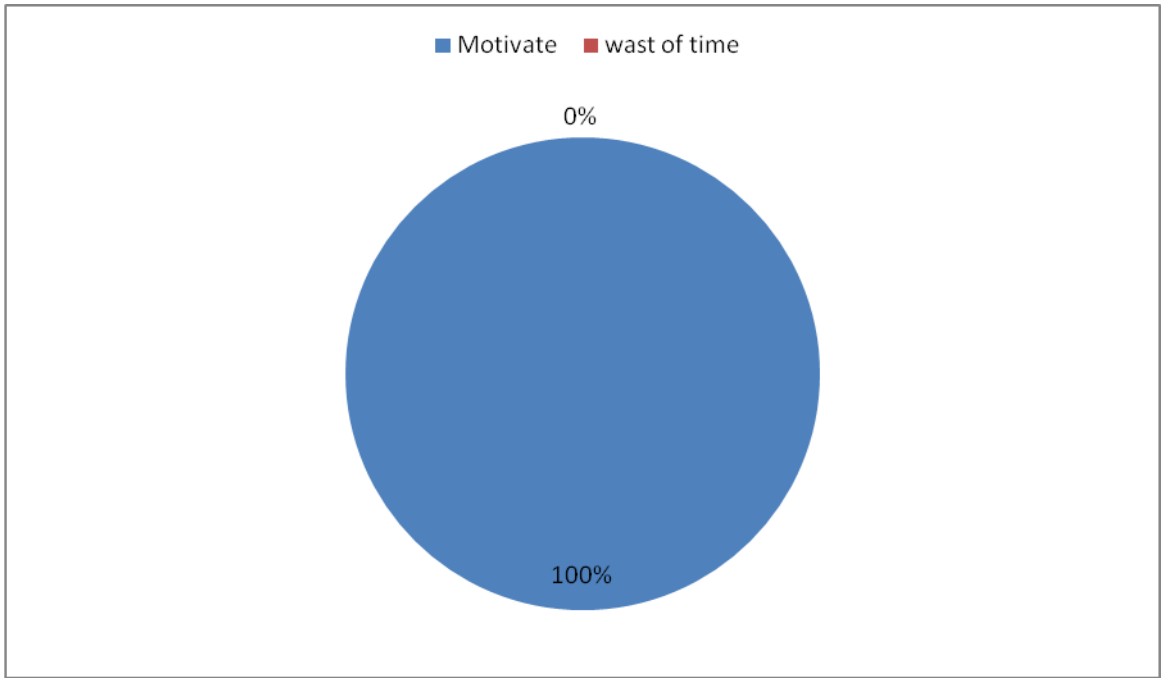
Pie Chart 22: Effect of EG on Students' Achievement

This question sheds light on the role of educational games in increasing students' achievement in the classroom. Apparently, most informants (90%) agreed that EG help students concentrate in the class since they raise students' curiosity and stimulate their interests in the subjects. On the other hand, one participant answered with "no"

Question 07: Do you think that making students interact, exchange ideas and move in the class can motivate them to study or is it just waste of time?

Options	N° of teachers	Percentage%
Motivate	10	100%
Waste of time	00	00%

Table 23: Teachers' Viewpoint on Student' Reaction Toward EG



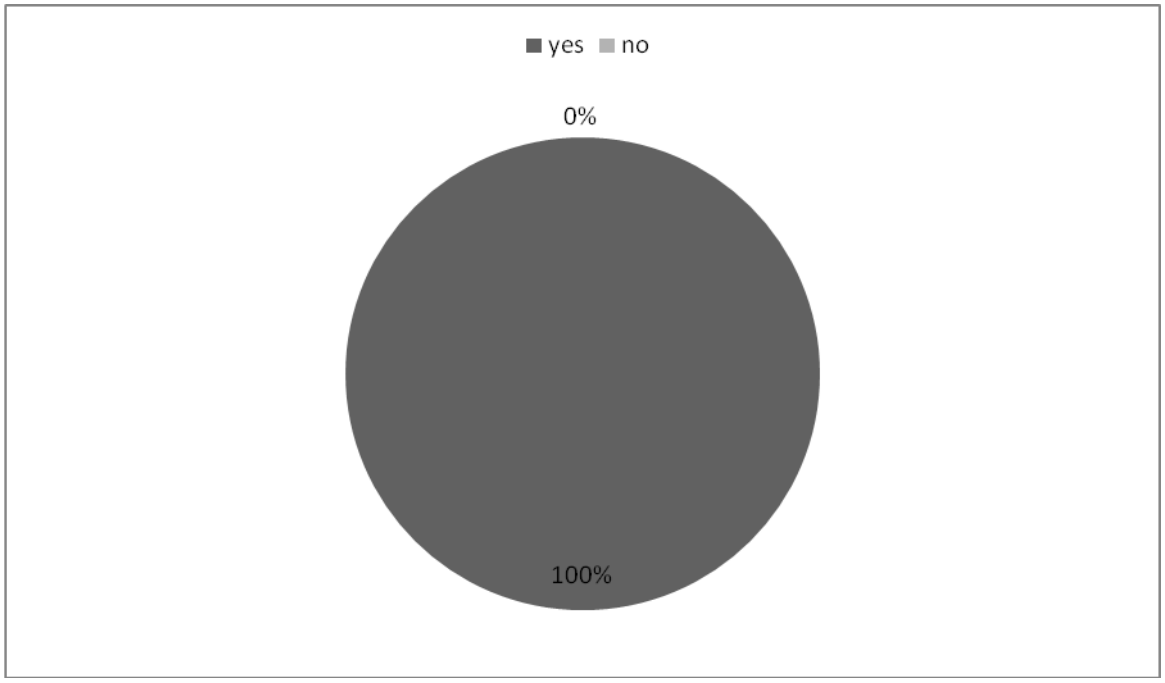
Pie Chart 23: Teachers' Viewpoint on Student' Reaction Toward EG

In this question, the researchers want to find out whether EG can serve as motivational tools for students to learn new vocabulary. All the teachers (100%) see that EG are always motivating learners and function as motivational tools for the students. No one says that educational games are a waste of time.

Question 08: Do you feel that students' English skills are improving when they learn through games? Explain why, please.

Options	N° of teachers	Percentage%
Yes	10	100%
No	00	00%

Table 24: Teachers' Viewpoint about the Effect of EG on Students' Skills



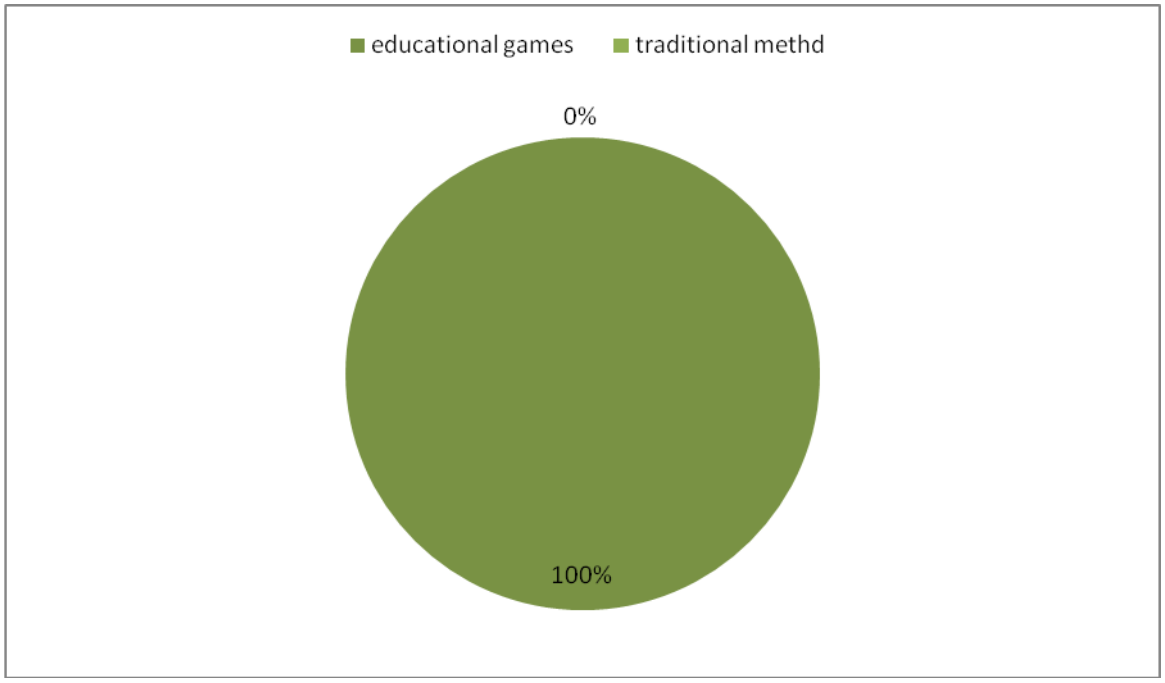
Pie Chart 24: Teachers' Viewpoint about the Effect of EG on Students' Skills

The table 24 and the pie chart 24 above demonstrate that all informants (100%) agreed that students' English skills are improving when they use educational games. They assume that educational games help students learn and stay focused during the session.

Question 09: Do you prefer to teach with the use of games or with the traditional method?

Options	N° of teachers	Percentage%
The use of games	10	100%
The traditional method	00	00%

Table 25: Teachers' Preferable Teaching Method



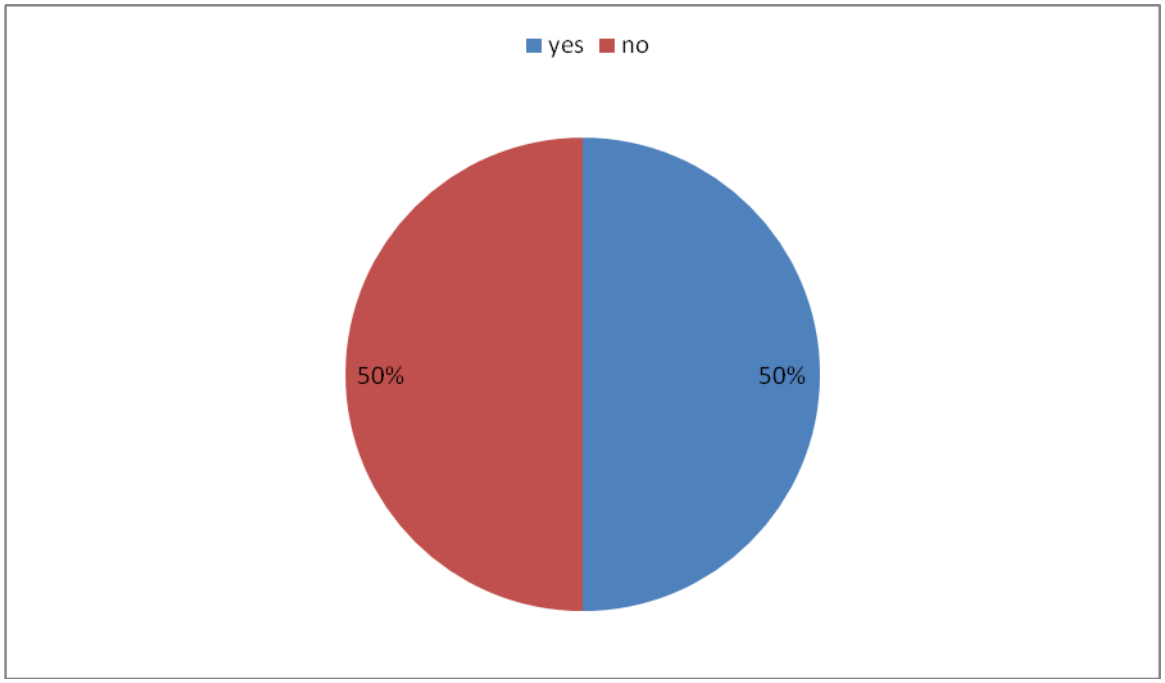
Pie Chart 25: Teachers' Preferable Teaching Method

This question tries to know the best method used by Algerian EFL teachers. All respondents (100%) opted for the use of educational games. This is because these games can strongly foster the learning process. They make learning easier, faster, and more enjoyable.

Question 10: Do you face any difficulties when you use games? If yes, what are they?

Options	N° of teachers	Percentage%
Yes	05	50%
No	05	50%

Table 26: Teachers' Difficulties with Games



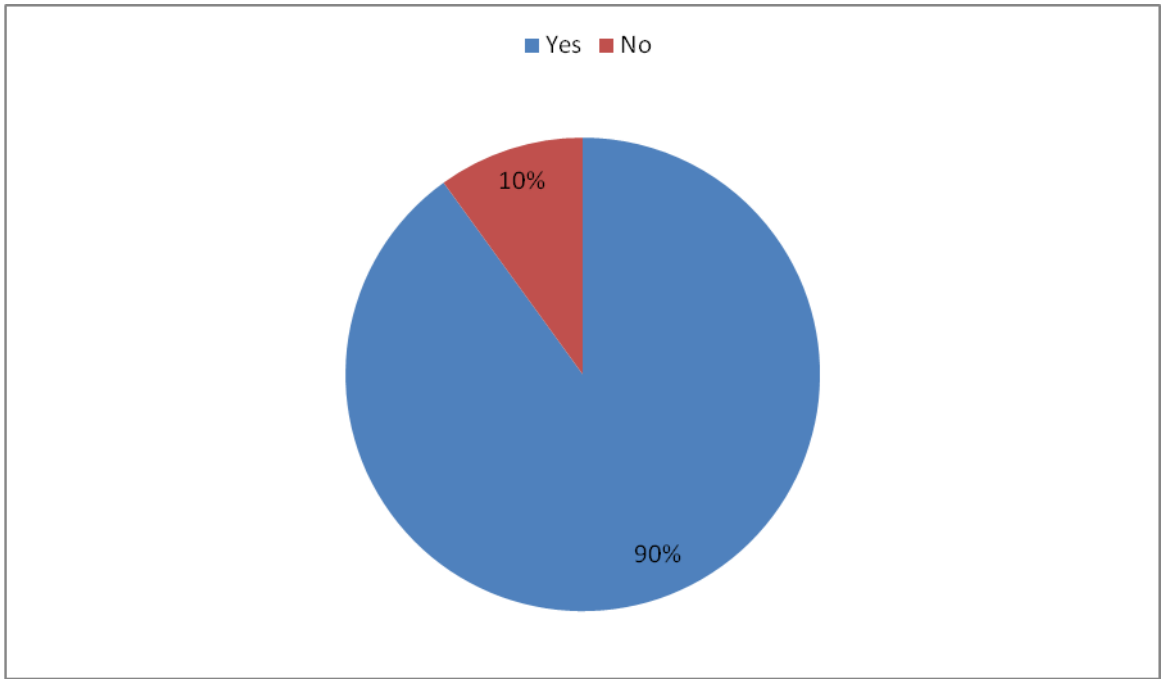
Pie Chart 26: Teachers' Difficulties with Games

This question aims at finding out the difficulties faced by teachers who use EG during the teaching process. On the one hand, five teachers (50 %) find using EG difficult. This is because students are shy, they feel intimidated by their mates due to the lack of confidence. On the other hand, five teachers (50%) find EG easy and they face no problem with using them.

Question 11: Does the use of Educational Games help students focus in class?

Options	N° of teachers	Percentage%
Yes	09	90%
No	01	10%

Table 27: The Role of Educational Games Toward Students' Attention



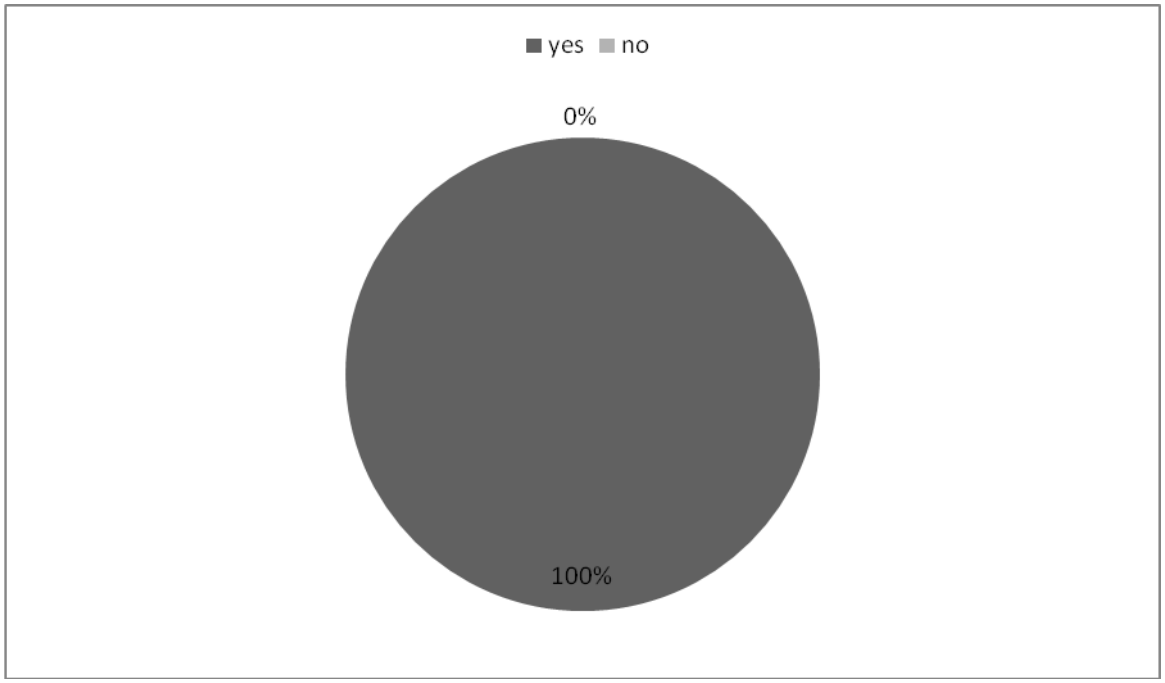
Pie Chart 27: The Role of Educational Games Toward Students' Attention

This question sheds light on the role of educational games in increasing students' concentration in the classroom. Apparently, most informants (90%) agreed that EG help students concentrate in the class since they raise students' curiosity and stimulate their interests in the subjects. On the other hand, one teacher does not agree.

Question 12: Do you think that using games inside the classroom help students get much attention? If yes, how?

Options	N° of teachers	Percentage%
Yes	10	100%
No	00	00%

Table 28: Teachers' Opinion about Students' Attention with the Use of EG



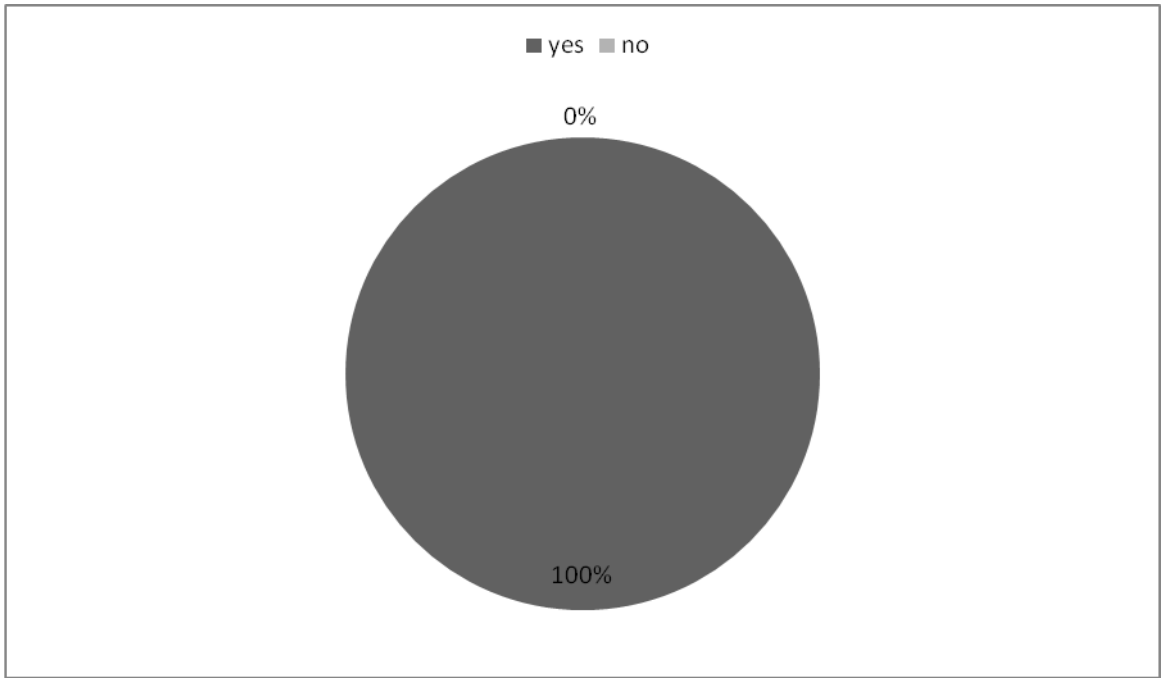
Pie Chart 28: Teachers' Opinion about Students' Attention with the Use of EG

This question aims at finding out the teachers' point of view about the use of EG to spark the students' attention. All teachers (100%) agreed that using educational games during the class make the student more interactive and focused.

Question 13: In your opinion, are games necessary in EFL classroom? If yes, why?

Options	N° of teachers	Percentage%
Yes	10	100%
No	00	00%

Table 29: Teachers' Opinion on the Necessity of EG in EFL Classrooms



Pie Chart 29: Teachers' Opinion on the Necessity of EG in EFL Classrooms

This question aims at discovering whether Algerian EFL teachers consider the use of EG necessary. The ten teachers (100%) agreed that educational games are necessary in class. This emphasizes the crucial role of educational games in facilitating the learning process and providing more opportunities for effective communication between teacher and students in learning.

7. Discussion of the Main Findings:

The current study's main findings emphasized the effectiveness of educational games in sparking EFL learners. They demonstrated Algerian EFL students and teachers' positive attitudes toward the use of educational games in EFL classrooms.

The collected data denoted that Algerian EFL students prefer to be taught by using educational games rather than the traditional methods of learning. Moreover, EFL learners think that game make the learning process easier since they provide a simplified view of complicated lessons. Most importantly, the findings showed that Algerian EFL students consider educational games as effective motivational tools for learning L2and sparking attention. Indeed, these

games are potent motivators to learning, they make learning “fun” for EFL students. Consequently, Algerian EFL learners stress the necessity of using these educational games by EFL teachers.

In the same vein, the gathered data indicated that EFL teachers also prefer the use of educational games over traditional methods of teaching. Though, they use different types of games in their classes, all of them agree on the necessity of using educational games. They claim that educational games improve students’ concentration in the classroom. In addition, they believe that these teaching games are the most adequate tools for teaching students and spark their attention. Surely, EG help EFL teachers clarify, establish, and correlate accuracy of many new concepts.

Concerning the difficulties of using educational games, the questionnaires data revealed that students are afraid of losing the right words to express their opinion and afraid of making mistakes in front of their mates, these are the two main obstacles that face first year English students and teachers.

8. Recommendations:

Researchers have suggested some recommendations related to the influence of using educational games to spark EFL students’ attention

Teachers should change their traditional method of teaching in order to spark students' attention.

Teachers should create a suitable environment that helps them to deliver their lessons in an effective way.

English language teachers should use educational games in their classes; these games assist learners to have efficient language learning.

English teachers should use multiple kinds of games, this will catch their attention, and make them good learners.

Teachers should know how to use educational games properly so that to gain time and present well-organized lessons.

9. Conclusion:

The current chapter described the methodology used in this research. It presented research objectives, design, and instruments. It analyzed and discussed the gathered data. The finding of this study proved that both Algerian EFL teachers and students agree that educational games are important in the learning process. In fact, educational games are effective tools that facilitate and motivate EFL students to learn and stay focused unlike the traditional verbal method which is dull and difficult. Moreover, EFL teachers agreed that integrating educational games in the classroom allow students to be more attentive during the session. Thus, this chapter confirmed the fact that educational games are necessary in Algerian EFL classrooms. Since, these games play an essential role in enhancing language skills in general and sparking the students' attention in particular.

General Conclusion

The present study tried to display the very important role of educational games in the development of Algerian EFL student's attention. It aroused two hypotheses. The first hypothesis is the effectiveness of using educational games to get the learners' attention, rather than the traditional method, because they provide them with the suitable environment of learning. The second hypothesis stated that using educational games increase the students' motivation to learn English language. This study was divided into two chapters to approve the validity of the previous hypotheses. The first chapter emphasized the importance of using educational games in Learning a second language and sparking EFL learners' attention. The second chapter, sheds light on the practical part of this research. As matter of fact, this part incorporated two questionnaires for both teachers and student, to gather the data needed for this research.

The research finding concluded that the majority of Algerian EFL teachers prefer to include educational games in their teaching process. Indeed, these games help the learners to be engaged in learning and devlop their language skills. Many EFL students face a lot of difficulties during the learning process, such as losing attention. In addition, educational games facilitate the learning process, because they present difficult data in realistic and enjoyable way.

The results also showed the great need to provide Algerian EFL classrooms with more educational games and supply both teachers and learners with professional training about correct way of using these games. In brief, the obtained results proved the previously mentioned hypotheses toward the use of educational games to spark the attention of first year English student. Correspondingly, the Algerian teachers should give educational games more importance because these games contribute in classroom management and make lessons interesting.

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Appendices

Appendix One: Students' Questionnaire

Yahia Fares University of Medea
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

STUDENTS' QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating " The Effectiveness of Using Educational Games to Spark EFL Learners' Attention: Case Study of First Year Students of English at Yahia Fares University of Medea".

We kindly ask you to provide us sincere and precise answers.

Thank you for your contribution.

Put [✔] in the suitable space.

1. Gender:

Male [ ] , Female [ ].

2. Level : .....

3. What secondary school branch did you graduate from?

- .....

4. Your mother tongue is :

- .....

5. How old were you when you started learning English ?

- .....

6. How long have you been learning English ?

- .....

7. How do you find English studies ?

- Very interesting [ ]
- Interesting [ ]
- Boring [ ]

- **Explain why ?**

- .....
- .....
- .....

8. Does the atmosphere in the class help you acquire language skills ?

- Yes [ ]
- No [ ]

9. Are Educational Games used in Algerian EFL classrooms?

- Yes [ ]
- No [ ]

10. Do you prefer playing games while learning English, or it is better for you to practice English through activities ?

- Games [ ]
- Activities [ ]

11. Do you face any difficulties while learning via Educational Games ?

- Yes [ ]
- No [ ]
- Sometimes [ ]

12. Do you feel more focused when learning through the traditional method, or through Educational Games ?

- Traditional Method. [ ]
- Educational Games. [ ]

13. Do educational games spark your attention in the classroom?

- Yes [ ]
- No [ ]

14. Are Eucational Games used in Algerian EFL classrooms?

- Yes [ ]
- No [ ]

15. Do you feel that you can learn more by playing Educational Games than by doing simple activities and exercises ?

- Games [ ]
- Activities [ ]

16. Do you think that the use of Eucational Games facilitate the learning process?

- Yes [ ]
- No [ ]

17. In learning English, you prefer :

a-To be given the rules or contents directly by your teacher. [ ]
b-To find the rules and information by yourself. [ ]
c-To play Educational Games [ ]

18. In your opinion, what are the main advantages and disadvantages of using educational games in the classroom?

- .....
- .....
- .....
- .....
- .....
- .....

Appendix Two: Teachers' Questionnaire

Yahia Fares University of Medea
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

TEACHERS' QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating " The Effectiveness of Using Educational Games to Spark EFL Learners' Attention: Case Study of First Year Students of English at Yahia Fares University of Medea"

We kindly ask you to provide us with answers on the following questions.
Thank you, in advance, for your contribution and help.

You are kindly asked to put [✔] in the suitable space, and provide explanations when necessary.

1. Name :

……..……...……..……..

2. Gender :

- Male [ ] , Female [ ].

3. Specialty:……

4. How long have you been in higher education?

-…..……...…….....

5. Do you use educational games in your teaching ?

- Yes [ ] , No [ ]

6. Do you prefer a specific kind of educational games ?

-……
- ……
- ……
- ……
- ……

7. Does teaching through games have a positive or negative effect on students' achievements ?

- Positive [ ]
- Negative [ ]

8. Do you think that making students interact , exchange ideas and move in the class can motivate them to study or is it just waste of time ?

- Motivates [ ]
- Waste of time [ ]

9. Do you feel that students' English skills are improving when they learn through games?

- Yes [ ] , No [ ]

Please, explain why ?

- ……
- ……
- ……
- ……
- ……

10. Do you prefer to teach with:

- Traditional method (without using games). [ ]

- The use of games. [ ]

11. Do you face any difficulties when you use games?

- Yes [ ]
- No [ ]

12. Does the use of Educational Games help students focus in class ?

- Yes [ ]
- No [ ]

13. Do you think that using games inside the classroom help students get much attention ?

- Yes [ ]
- No [ ]

- If yes, how?

- ……
- ……
- ……
- ……
- ……

14. In your opinion, are games necessary in EFL classroom?

- Yes [ ]
- No [ ]

- If yes, why ?

- ……
- ……
- ……
- ……
- ……

الملخص

تقوم الالعاب التعليمية بلعب دور مهم في تحقيق الأهداف التعليمية في موضوعات مختلفة، حيث تساعد الاستاذ على تقديم الدرس بطريقة فعالة و تسهل للطلاب الفهم و الانتباه لمدة اطول. في هذا الصدد، تهدف الدراسة الحالية إلى التحقيق في تأثير استخدام الألعاب التعليمية لإثارة انتباه الطلاب في الفصول الدراسية الجزائرية لتعليم اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك ، تهدف إلى معرفة آراء الطلاب والمعلمين تجاه استخدام هذه الألعاب في الفصول الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية. استنادا على هذه الفكرة، افترض الباحثون أن الألعاب التعليمية هي أكثر الأدوات فعالية في تحفيز الطلبة وتساعدهم على الاستمرار في التركيز في الفصل الدراسي. و للتحقق من صحة هذه الفرضية استخدم الباحثون طريقة البحث المندمج او مختلط الاساليب لجمع البيانات ووصفها حيث تم توجيه استبيانين إلى طلاب واساتذة اللغة الإنجليزية السنة الأولى في جامعة المدية. في الاخير أظهرت النتائج المتحصل عليها أن استخدام الألعاب التعليمية يمكن المتعلمين من الانتباه اكثر أثناء الحصة. إلى جانب ذلك ، أظهرت أن الاساتذة والطلاب يدعمون استخدام الألعاب التعليمية في فصول تعليم اللغة الإنجليزية كلغة أجنبية لأن هذه الالعاب تخلق جوًا مريحًا يساعد الطلبة على التركيز و الحصول على فهم واضح.

الكلمات المفتاحية: الالعاب التعليمية، الانتباه، تعلم اللغات الاجنبية.