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Implementation of Digital Games in Oral Expression

Case of L1 Students at the University of Abdelhamid Ibn Badis Mostaganem

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DEDICATION

I would like to dedicate this work to my father Djelloul and

My mother Djamila

I can not forget my beloved brothers Akil, Youcef, Ilyes

My closest friend Marwa

My fiancé Khaled and all those who have motivated and encouraged me till the end of this work.

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ABSTRACT

The current dissertation is to study the effectiveness of using digital games to improve oral skill in students' English academic performance . The research aims to examine the impact of digital games on oral skill among university students. It investigated the situation of L1 students and teachers at Abdelhamid Ibn Badis University during the academic year 2023-2024. In order to evaluate my theory, a triangulation has been used, an observation with L1 students from the department of French, a questionnaire addressed to EFL learners and an interview with EFL teachers. Data collected from the three tools was acquired using quantitative and qualitative methods. The observation was used to see whether the digital games affect the students' speaking skill. The questionnaire sought students' feedback on the implementation of digital games in the classroom and their benefits. The interview focused on the teachers' perceptions and perspectives of using these games as a new method of teaching to increase their students' level of speaking proficiency. In addition to this, we aimed to determine whether digital games had a significant role in inspiring students and allowing them to overcome their fears. The results demonstrated that digital games have a good impact on students' speaking skill.They also give motivation, engagement, and linguistic enhancement, and they help teachers instruct in a funny manner if they know how to use them.

Keywords : Digital games, oral skill, L1 students, Mostaganem University.

List of Figures

<i>Figure 3.1:</i> Students' enjoyment of playing games in class.....	35
<i>Figure 3.2:</i> Students' learning better by playing digital games.....	36
<i>Figure 3.3:</i> Students' interest in using digital games in oral expression sessions.....	36
<i>Figure 3.4:</i> Students' improvement of speaking skills through digital games.....	37
<i>Figure 3.5:</i> Students' comfort and avoiding stress by digital games.....	37
<i>Figure 3.6:</i> Types of digital games in oral expression sessions.....	38
<i>Figure 3.7:</i> Extent of students' desire to play digital games in class.....	39
<i>Figure 3.8:</i> The integration of digital games in oral expression classes.....	39

List of Tables

Table 3.1: Students' body language in traditional method.....	30
Table 3.2: Students' body language in the new method of teaching.....	31
Table 3.3: Students classroom concentration in the traditional way.....	31
Table 3.4: Students' concentration when using digital games.....	32
Table 3.5: Students' oral expression participation in the old method.....	32
Table 3.6: Students' participation when using digital games.....	33
Table 3.7: Students' reactions on playing digital games in class.....	34
Table 3.8: Students' psychological status in playing digital games in class.....	34

Table of content

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of figures.....	IV
List of Tables.....	V
Table of content.....	VI
General introduction.....	1

Chapter one : Implementing Digital Games in Oral classrooms

1_1_ Introduction.....	4
1_2_ Digital games As a Learning Tool.....	4
1_2_1_ Usefulness of Digital Games in EFL Oral Expression Classrooms.....	5
1_2_1_1_ Game of Words.....	5
1_2_1_2_ Who's Telling the Truth.....	5
1_2_1_3_ Quizlet.....	6
1_2_1_4_ Kahoot.....	6
1_2_1_5_ ESL Games Plus.....	7
1_2_1_6_ ESL Games World.....	7
1_2_1_7_ The hot seat.....	8

1_2_2_ Digital Games as classroom management tool: Main Theories	8
1_2_3_ The barriers of using Digital Games in class.....	9
1_2_4_ The impact of implementing Digital Games in English learning.....	10
1_3_ Theories of Students' Engagement in EFL learning.....	10
1_3_1_ The History of Engagement.....	11
1_3_2_ The components of Engagement Theory of Learning.....	12
1_3_3_ Engagement in Digital Games.....	13
1_4_ Developing Problem-Solving Abilities in EFL Instructions.....	14
1_4_1_ Main Steps of Problem-Solving Development.....	14
1_4_2_ Problem-Solving Skills.....	15
1_4_3_ Promoting Problem-Solving Skills Through Digital Games.....	16
1_5_ Conclusion.....	16

Chapter two : Methodology and Data Collection

2_1_ Introduction.....	17
2_2_ Oral Expression as an Essential Subject in English Instructions.....	17
2_3_ Methodology.....	19
2_4_ Data Collection.....	20
2_5_ The Research Participants.....	21
2_6_ Data Collection Tools.....	22
2_6_1_ Classroom observation (Observing Digital Games).....	22
2_6_2_ The Students' Questionnaire.....	26
2_6_3_ Teachers' Interview.....	27

2_7_ Conclusion.....	28
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Chapter Three : Data Analysis and Discussion of The Findings

3_1_ Introduction.....	29
3_2_ Data Analysis.....	29
3_2_1_ Analysis of Classroom Observation	29
3_2_2_ Students' Questionnaire Analysis.....	35
3_2_3_ Teachers' Interview Analysis.....	40
3_3_ Discussion of the findings.....	43
3_4_ Recommendations and suggestions.....	45
3_4_1_ Recommendations for teachers.....	46
3_4_2_ Suggestions for future research.....	46
3_5_ Conclusion.....	47
General conclusion.....	48
References.....	50
Appendices.....	57
Appendix 1 : Classroom Observation.....	57
Appendix 2 : The Students' Questionnaire.....	61
Appendix 3 : Teachers' Interview.....	63

General Introduction

General Introduction

Oral expression is one of the fundamental components that allows the learner to establish pronunciation, fluency of the tongue, organize, and connect concepts. It also helps him gain self-confidence towards his colleagues. The concept of digital games implies that they are a type of learning based on a group of games that are distinguished by their own rules in order to attain a certain educational aim in a given sector while still being competitive and pleasant.

It is claimed that digital games are one of the most recent methods of boosting students' speaking skill. They give them the ability to talk and express themselves clearly, increase their self-esteem, and eliminate their worries. These games success is due to the practice of play, motivation, and oral expression. Gaming is a powerful motivator for students to build a sense of competition and interact with one another spontaneously, allowing them to improve their language skills and learn new terms. Digital games foster an enjoyable and relaxing atmosphere while also assisting students in identifying areas where they would like to develop their oral communication abilities. They also offer them a supportive and appropriate setting devoid of stress, such as quizlet games, games of words, Kahoot, and others. They allow students to improve their concentration, which contributes to the effectiveness of teaching.

The purpose of this study is to shine a light on increasing oral expression through digital games for first-year English as a foreign language students at Abdelhamid Ibn Badis, Mostagenem University. This study aims to determine whether this new teaching style with games helps learners enhance their speech capacities and whether it motivates them to speak effectively.

It has been observed that in oral expression classes, students experience confusion and a lack of linguistic balance, which impedes their ability to participate in an oral expression activity, causing them to remain silent and unable to focus and pay attention to this session because they lack confidence in their ability to speak well. In this case, EFL teachers struggle to practice the language; therefore, they develop solutions and strategies to help them teach and improve their students' language skills.

Thus, this study advocated the use of digital games in oral sessions as an extremely significant teaching tool in inspiring learners to learn new vocabulary and to engage in class with confidence in a fun and challenging environment.

This investigation seeks to determine ways to enhance the oral expression of first-year students in the oral classroom by using digital games to facilitate conversation and increase the students' speaking skills. To accomplish this, the study posed several questions, including: How can digital games increase oral expression among English language learners? How might these games encourage and motivate students to participate in debates without hesitation?

It was hypothesized that digital games may greatly enhance communication skill among English language learners by providing an exciting and interactive environment in which students feel more comfortable when they speak. They minimize students' anxiety about making errors, allowing them to use the language freely and confidently. Furthermore, the competitive and cooperative features of these games can encourage students to actively participate in debates and conversations, instilling a feeling of success and increasing their confidence in utilizing English in real-world situations.

This research relied on choosing an observation that was set up with twelve first-year students, a questionnaire distributed to twenty of them, and an interview with four EFL teachers as methodological tools for data collection, employing quantitative and qualitative methodologies. The observation was established to see students' reactions when playing games in class and whether they motivated them. The questionnaire was designed to find out the extent of students' desire and attraction to learn through play in the section, as well as if the learning environment meets their preferences. The interview attempted to learn teacher perspectives on using these games as a new method of teaching in their classes, as well as whether it was a concept that could be embodied and accepted. Observation, questionnaire, and interview were completed at AbdIhamid Ibn Badis Ita Mostaganem University to meet the project's study issue.

This dissertation is divided into three chapters. The first chapter focuses on the significant role of using digital games in oral classrooms. It emphasizes their importance in motivating students and boosting their capacity to solve problems.

The second chapter tackles the study approach part, which features research questions and important hypotheses to illustrate students and teachers' willingness to adopt this innovative teaching method. It also explains our purpose as well as the research methodologies employed to conduct this study. An interview was held with EFL teachers, and an observation was conducted with L1 students at Abdelhamid Ibn Badis University of Mostaganem to perform this research.

The third chapter covers the teachers' perspectives and the students' viewpoints about utilizing digital games in oral expression sessions. It determines the findings of the three tools on the usefulness of digital games in developing speaking skills at the university level. It also offers recommendations for teachers in using these games as a new teaching technique and suggestions for future researchers to depth more in this study.

Chapter One

Implementing Digital Games in Oral Classrooms

1.1. Introduction

Technology has become a very important part of any individual's life, as it is an element that is relevant to all fields, including universities, which have developed tremendously compared to the past and present, which in turn include digital games. This chapter defines digital games and describes their strategies that help students in the classroom or in different life situations. Then, it includes certain theories that support digital games as a new technique of learning. Moreover, it digs into more details about the impact of implementing this method in the oral classroom. Additionally, it highlights the importance of these games in engaging students and improving their problem-solving skills with certain explanations.

1.2. Digital games As a Learning Tool

A digital game is an interactive experience created for one or more players with the primary goal of entertaining them; however, it can also be used for training or instruction. These games can be played individually, online, collaboratively, or competitively. They can be found on computers, game consoles, TVs, or mobile devices (Miller et al., 2021).

According to Powell (2013), digital games provide a number of benefits, such as the ability to immerse oneself in virtual worlds without being constrained by actual locations or a lack of resources. They may promote creativity, problem solving, engagement, and teamwork, which makes them useful resources for education and skill development. Furthermore, she has also noted that digital games can accommodate the tastes of contemporary learners and offer immediate feedback, which increases their allure in educational environments.

According to Hilmon et al., (2020), playing digital games helps students learn English as a foreign language (EFL) in a number of ways, such as by increasing their motivation, metacognition, and strategic action. These educational games have the power to excite and involve students, offer real-world experience, and promote teamwork. Digital games can provide interactive and autonomous learning experiences, in contrast to traditional teaching approaches. Digital games have certain strategies, which include:

- Playing games while employing vocabulary-learning techniques to speed up language learning. (Hilmon et al., 2020).

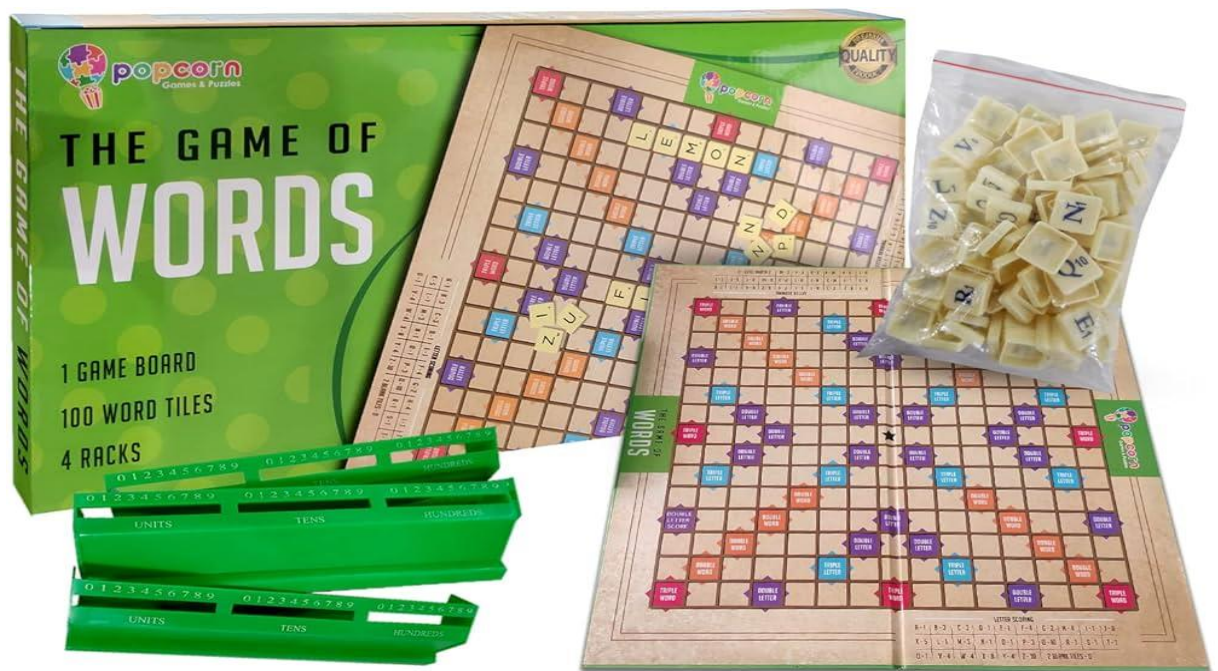
- Using cooperative games to stimulate students learning through peer interaction and exposure to the language of interest. (Schlasberg, 2020).
- Incorporating game-based informal learning techniques into formal educational settings for efficient vocabulary acquisition. (Schlasberg, 2020).

Reinders (2017) revealed that playing computer games can improve motivation, communication openness, language socialization, and other aspects of language acquisition.

1.2.1. Usefulness of Digital Games in EFL Oral Expression Classrooms

There are some digital games that can be useful in the EFL classroom and enhance oral expression.

1.2.1.1. Game of words: It is called playing guessing games to hone strategic competency. This game focuses on speech output and understanding through asynchronous interaction. (Loiseau et al., 2016).



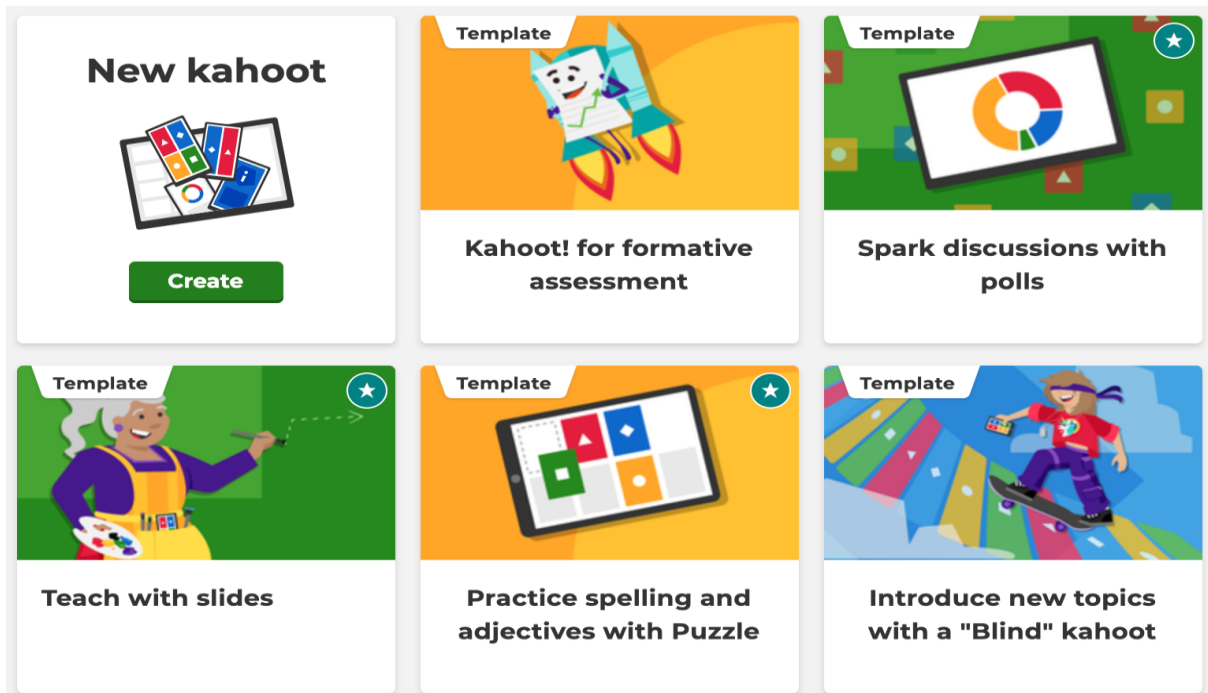
1.2.1.2. Who's Telling the Truth: This game encourages students to ask questions and speak out by having them put down three truths about themselves. The class has to decide which of the facts is true. (Gantenhammer, 2015).

TELL THE TRUTH				TELL A LIE		
START	my best holiday	my father	my sister	my bike	food I like	my favourite film
a habit of mine	a song I hate	my hobby	my favourite place	my pet	television	weather
my favourite teacher	something I am excellent at	my favourite thing	morning routines	my favourite dish	my favourite country	my house
my favourite book	my mother	my grannies	my favourite athlete	my school bag	my favourite snack	disease
my favourite shoes	my favourite chore	my bedroom	my best friend	my worst excuse	favourite pastime	END

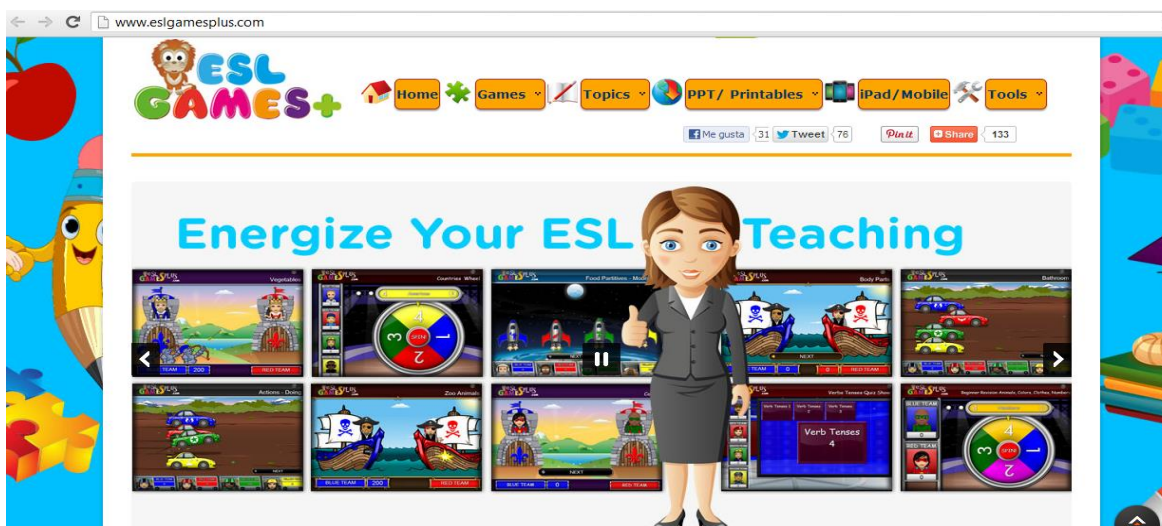
1.2.1.3. Quizlet: An adaptable tool for making interactive games, flash cards, practice tests, and evaluations to enhance language and vocabulary (Cox, 2023).



1.2.1.4. Kahoot: It is a popular game-based platform that allows teachers to make interactive tests that encourage students to participate actively and competitively while also encouraging oral expression (Cox, 2023).



1.2.1.5. *EsL Games Plus:* This platform provides engaging online games designed to assist in teaching English as a second language. It consists of activities include Word recognition games and Crocodile games. These games may be used to help students improve their speaking, grammar, and vocabulary.



1.2.1.6. *EsL Games World:* This online game helps to improve vocabulary, grammar, and communication skills. Instructors and students may enjoy a variety of interactive exercises and games, such as Wheel of Fortune, Hangman, Memory Games, spelling, and more.



1.2.1.7. The hot seat: This game shown on the screen is a guessing game in which the person in the hot seat must guess the secret image behind them before time runs out. The game challenges participants to use just English or motions to describe the image without explicitly expressing the name.



1.2.2. Digital Games as a Classroom Management Tool : Main Theories

The use of video games in the classroom is supported by a number of learning theories. These ideas highlight how well digital games engage students and improve the learning objectives.

The philosophy of experimental learning, places a strong emphasis on learning via experience and introspection. It implies that interactive and hands-on learning environments are offered by digital games, enabling students to learn by doing and thinking back on their experiences. (Din, 2021).

The theory of social cognition: (SCT) The relationships between individual characteristics, external stimuli, and behavior are the main emphasis of SCT, which scholars have integrated to examine the impact of SCT on learning motivation and performance. Their findings underscore the significance of behavioral and personal aspects in the learning process. (Chen and Hsing-yingtu, 2021).

Foundations in Cognitive, Motivational, Affective and Sociocultural Domains: This viewpoint highlights the ways in which digital game design features support cognitive, motivational, affective, and sociocultural engagement with the material. According to Plass et al. (2015), playing digital games with students engages them on several levels and improves the learning process.

1.2.3. The Barriers of Using Digital Games in Class

The search result revealed various obstacles to adopting digital games in oral expression sessions, including

- 1. Absence of actual data:** It is required to give conclusive proof on the efficacy of digital games in language acquisition, as the field of study on their use in improving speech competence is still in its infancy. (Alexander, 2018).
- 2. Lack of understanding on the part of instructors:** According to Kluge, Bjanmark (2012), and Teaching and Teacher Education (2023), secondary teachers may find it difficult to use digital games in the classroom since they are unfamiliar with the titles and do not know how to properly scaffold them.
- 3. Technical obstacles:** Digital games may occasionally lead to a competitive atmosphere among students, which may not be the best thing for promoting social skills and teamwork. (Teaching and Teacher Education, 2023).
- 4. Motivation:** Reinders (2011) mentioned that playing digital games may be a source of motivation for students. It's crucial to make sure they stay interested and driven through the whole learning process.
- 5. Communicative competency:** Since some critics claim that digital games can have no educational value, it is important to take into account whether or not digital games can help language learners develop communicative competence. (Kluge and Bjanmark, 2012).

Unlike these obstacles, digital games have the potential to improve oral proficiency and have to be investigated and used more in educational contexts. But it's imperative to deal with the issues raised above and make sure that using digital games in oral expression classes is done in a way that's suitable and efficient. (Nilsson, 2018).

1.2.4. The Impact of Implementing Digital games in English Learning

Education study has shown interest in the usage of digital games in the EFL classroom. The effects of digital games on language learning motivation and engagement have been the subject of several studies. Ebrahimzadeh and Alavi (2017) found that playing digital games can increase high school students' enthusiasm to learn a language. Similarly, research by Nadeem et al. (2023) looked at how digital games in learning affected student motivation and engagement and found that game-based activities had a favorable influence on motivation.

Furhter, a thesis on the attitudes and behaviors of game instructors and students in lower secondary schools in Norway discovered that, generally speaking, people had good attitudes about using digital games as an EFL teaching method. Teachers and students agree that using games in the classroom can be advantageous. These results imply that the use of digital games can enhance the motivation and involvement of EFL students in language learning by offering a more stimulating and varied learning environment. It is advised that further study be done to determine the long-term effects of digital games on language learning.

1.3. Theories of Students' Engagement in EFL learning

Engagement in EFL learning refers to students' emotional, cognitive, and participatory dedication to their studies. It encompasses the psychological effort put forth by students to understand and master concepts, including metacognitive methods, a desire for difficulties, the ability to self-regulate, and the delight or happiness that comes with learning. (Suharti et al., 2021 ; Asian-Pacific Journal of Second and Foreign Language Education 2022). Academic success depends heavily, on engagement, particularly in the context of online learning. (Abbasi et al., 2023). According to them (2023), the learner engagement is a reliable indicator of academic achievement; thus order to attain the intended learning outcomes, teaching practitioners must monitor and improve it.

Tamovic (2021) revealed that a variety of frameworks that highlight the significance of student participation and interaction with the learning process are included in theories of

engagement in learning. The engagement theory, a well-known framework for technology-based teaching and learning procedures, is one such theory. It contends that meaningful work and interaction with others help students connect with learning activities, which improves learning. An alternative viewpoint centers on motivation, positing that students are more likely to be engaged when they perceive the lesson to be important and exhibit a high degree of interest in the assigned assignments. (Tatomir, 2023).

Moreover, this idea of engagement is not limited to technology-based teaching activities but is also considered as student involvement and interaction with the learning content, activities, and the learning community. (EduTech Wiki, 2017). These beliefs emphasize the value of meaningful tasks, student participation, and interaction in the learning process.

According to Lev Vygotsky's social constructivism theory, students actively contribute to the formation of their own knowledge and perception of the world. (Davis and Jasper, 2017). Worst (2007) suggested that the area of education has greatly benefited from this theory, especially in the United States, where Vygotsky's theories shaped the creation of social learning theory.

Teaching and Teacher Education (2020) stated that students (teachers) participate in activities that build their conceptions of education, and the social environment in which these experiences take place as well as their relationships with others have an impact on how they reflect on these experiences. Theiner (2017), found that the social constructivism theory of Vygotsky places a strong emphasis on the role that social interaction and teamwork play in the formation of knowledge and comprehension.

The cross-disciplinary framework of Material Engagement Theory (MET), which encompasses disciplines including education, anthropology, and archeology, reflects this viewpoint. MET draws attention to the influence that material items have on people's perceptions of the world and their life experiences.

1.3.1. The History of Engagement Theory of Learning

A paradigm for technology-based teaching and learning places a strong emphasis on students' meaningful participation in class activities. In 1999, Kearsley and Shneiderman created and debuted it. (Malik, 2021). This approach highlights the significance of

behavioral, social, and cognitive involvement in the learning process. (Tamovic, 2021). Daway et al. (2014), have been found that the hypothesis is predicated on the notion that when students find lessons relevant and are highly engaged in assignments, they learn more efficiently, remember the material better, and can apply it to different situations.

The fundamental tenet of engagement theory is that students need to connect with others in order to be meaningfully engaged in learning activities, according to Shneiderman and Greg (2023). The idea of cognitive engagement in the classroom was first introduced by Meece et al. (1988). Applying engagement theory emphasizes teamwork, project-based learning, and utilizing technology to support innovative and real-world learning opportunities. (Tamovic, 2021). It emphasizes how important technology-enabled student participation, interaction, and information availability are to raising engagement with the learning process. All things considered, engagement theory has evolved into a basic framework for comprehending the engagement of students with educational activities through purposeful interactions and participation with learning resources and systems of technology.

1.3.2. The Components of Engagement

According to Kelders et al., 2020, being engaged or preoccupied with an action or item, which often has a favorable consequence, is the multifaceted concept of engagement theory. It is seen as a condition in which one engages in meaningful learning activities with other people. A comprehensive scoping assessment of the literature reveals that engagement is primarily understood as a multidimensional construct with three components that are common across domains: behavioral, cognitive, and affective. Malik et al. (2021) demonstrated that the fundamental tenet of engagement theory is that students must connect with others in order to be meaningfully engaged in learning activities. Tatomir (2023), defined the following elements of engagement theory, which include:

- **Behavioral engagement:** It refers to the strategies and routines that help students become lifelong learners, such as consistent assignment submission, frequent attendance in class, and strong study habits.

- **Cognitive activity:** It includes peer-to-peer learning, field excursions, and other activities that demand students interact meaningfully with the content are examples of active learning that takes place both within and outside of the classroom.
- **Engagement in society:** It refers to the social and emotional components of education, such as the requirement that students have a sense of belonging and support from their teachers and peers. According to Tatomir (2023), these elements work together to provide a stimulating learning environment that encourages students' motivation, interest, and success in their academic endeavors.

1.3.3. Engagement in Digital Games

Learner engagement has been found to be generally positively impacted by the use of digital games in EFL instruction. (Ruofai et al., 2023). According Nadeem et al. (2023), there is a strong correlation between student involvement and digital games in the classroom. In comparison with traditional activities, digital game-based learning has a more favorable effect on students' motivation and engagement. Additionally, research has demonstrated that digital games can improve motivation, engagement, and learning results by fostering dynamic learning settings that promote involvement in "affinity groups". (Lacovides et al., 2011).

Sharma (2023) noted that the benefits of digital games in learning include increased retention, tailored learning experiences, and explosive engagement. He demonstrated that through the use of interactive modules and engrossing storytelling, it transforms engagement and increases motivation for learning. Additionally, he suggested that by encouraging active engagement and the formation of brain connections that enhance conceptual comprehension and memory recall, game-based learning improves information retention.

However, teachers incorporate digital games into their EFL lessons, they should take into account the different levels of gaming experience among their students. (Lone and Nicolas, 2019). According to them, even if the results point to a generally favorable opinion of the usage of digital games in EFL classes, more research is advised to determine the long-term effects of these games on language learning. Because game-based learning is

individualized, Sharma (2023) has found that it can be customized to meet each learners' unique needs, which enhances the effectiveness and engagement of the learning process.

1.4. Developing Problem-Solving Abilities in EFL instructions

Kok and Duman (2023) suggested that problem-solving development in English as a foreign language is emphasized as a successful strategy for fostering problem-solving abilities. Their studies underscore the significance of including problem-solving exercises in English as a foreign language instruction to promote proactive engagement and apply acquired knowledge to authentic situations.

1.4.1. Main Steps of problem-Solving Development

There are certain steps in problem-solving development, which include:

- **Describing the issue:** Clearly stating the problem, comprehending its underlying causes, deciding on the intended solutions, and compiling pertinent data. (Problem Solving : Steps, Methods, and Tools for Effective Solutions, 2023).
- **Examining the circumstances:** To get better knowledge, carefully analyse the issue, dissect it into smaller parts, search for patterns or trends and take into account any restrictions or limits. (Problem Solving: Steps, Methods, and Tools for Effective Solutions, 2023).
- **Making a list of potential solutions:** Using imagination, come up with a list of possible fixes for the issue. (Problem Solving: Steps, Methods, and Tools for Effective Solutions, 2023).
- **Assessing and choosing a substitute:** evaluating the available options, weighing their viability, and selecting the best one. (American Society for Quality, 2024).
- **Putting the solution into practice:** creating a strategy and implementing the selected course of action. (Problem Solving: Steps, Methods, and Tools for Effective Solutions, 2023).
- **Investigating the solution:** keeping an eye on the implemented solution to make sure it's working and tweaking as needed. By following these guidelines, students may address problems in a methodical and efficient way. (University Human Resources, 2024).

1.4.2. Problem-Solving Skills

To improve problem-solving skills, there are certain strategies to follow:

- **Appreciating the issue:** It is based on stating the problem clearly and collecting data. (Hays, 2024).
- **Investigating and Evaluating :** It refers to the examination of the issue in detail, dissecting it into smaller parts, and taking into account the underlying causes (Hays, 2024).
- **Investigating and analyzing :** It is to looking closely at the issue, dissecting it into manageable parts and highlighting causes. (Center for Management & Organization Effectiveness, 2023).
- **Developing the ability to make decisions and being creative** is one of the important points in improving problem-solving skills by boosting capacity for reasoned decision-making and creative problem-solving. (Center for Management & Organization Effectiveness, 2023).
- **Controlling emotions :** Using emotional intelligence to enhance the capacity for both independent and group thought that is logical and clear. (Center for Management & Organization Effectiveness, 2023).
- **Concentrating on the fix :** drawing attention to the circumstances that led to the issue to come up with workable remedies. (MasterClass, 2021).

It is crucial for students to develop their problem-solving abilities for a number of reasons. Studies reveal that students who solve problems are more resilient, self-reliant and persistent all of which are critical skills for overcoming obstacles in a variety of subject areas. (Skills Builder Partnership, 2023). Furthermore, students and preteens who develop a problem-solving skills have better cognitive capacities, better emotional regulation, and growth mentality. (Ashley and Cullins, 2022). Moreover, the ability to solve problems is an essential 21st-century talent that has a big impact on one's ability to grow personally and contribute to society as a whole. (Ahuja, 2021). By imparting problem-solving techniques, teachers may enable their students to make wise decisions and contribute significantly to society. (UNIVERSITY OF WATERLOO, 2024).

1.4.3. Promoting Problem-solving Skills Through Digital Games

Digital games and problem-solving development have a significant and beneficial influence on the development of problem-solving skills in learners. Extensive gaming experience lasting seven or more years has been linked to increase problem-solving abilities, according to Chuen et al. (2022). Ya Ting (2012) revealed that digital game-based learning has been associated with improved academic performance, learning motivation, and problem-solving abilities. Further study has shown whether playing digital games affects lower-level information processes, such as visual selective attention, which helps with problem-solving abilities. (Breuer, 2011).

Moreover, the correlation among motivation, engagement, and intricate problem-solving in game-based learning highlights the significance of substantial interactions and game quality in promoting problem-solving skills (Carlo and Andrea, 2022). Furthermore, it has been discovered that playing video games, especially hard ones like strategy games, gradually improves players' communication and problem-solving capabilities. (Chen, 2019). This shows that, in addition to keeping students interested, digital games also actively support the growth of important problem-solving abilities that are necessary for academic achievement.

1.5. Conclusion

To conclude, this chapter was an introduction to digital games, which have shown that they have a significant role in the learning process. And it also revealed that digital games are a new touch of motivation, engagement, solving problems, and self-confidence, but they are still difficult to use in oral expression due to some obstacles. However, this can not obscure their effectiveness in an educational environment.

Chapter Two

Methodology and Data collection

2.1. Introduction

Digital games play a significant role in assisting learners to enhance their oral skills by communicating with other people from different countries who speak English fluently and creating a fun atmosphere that encourages them to practice their speaking capabilities. This chapter defines deeply the meaning of oral expression and describes its components which include phonology, grammar, morphology, semantic vocabulary, and pragmatics, with certain explanations. Moreover, it highlights the role of oral expression in learning. It focuses on the benefits of digital games for oral expression skills.

The current study also intends to determine the usefulness of digital games in helping students improve their speaking abilities. This chapter focused on the research methodology portion, which included research questions and essential hypotheses to demonstrate students and teachers interest in this new educational method. Additionally, it also discusses the current study's aims, the community with whom we collaborated, and the research methods used to complete the study.

2.2. Oral Expression as an Essential Subject in English Instructions

According to O'Malley and Ph.D. (2015), oral expression is the capacity to use suitable syntactic, semantic, pragmatic, and phonological language structures to meaningfully convey one's desires, thoughts, and ideas. Because it serves as the basis for the development of literacy, spoken language is vital for academic performance across all subject areas and for students' general school success. Speaking, singing, screaming, yelling, and using general norms based on human voices are all part of it. (International Encyclopedia of the Social & Behavioral Sciences, 2015). According to White Oak School (2018), different levels of instruction are used to address oral expression, with an emphasis on proxemic awareness, abstract language usage, social language usage, vocabulary growth, auditory discrimination, language processing, speech preparation and delivery, and conversation skills. These levels are designed to provide students with the tools they require to interact and communicate effectively in a variety of settings, including the workplace and education.

Oral expression, often known as an oral language, is composed of essential elements. According to Lexia (2018) ; Mometrix Academy ; (2023); and Hayes (2023), oral expression is based on the following domains, which are :

- **Phonology:** The arrangement and structure of sounds in a language, encompassing rhyme, alliteration, blending, and phonological awareness.
- **Grammar:** also known as syntax. It is the body of structural rules that control the placement of words and phrases that are put together to create meaningful sentences and to form paragraphs.
- **Morphology:** is the study of the smallest meaning units found in words, such as word components and their meanings.
- **Semantic vocabulary:** is the comprehension of word meanings, encompassing both receptive and expressive vocabulary.
- **Pragmatics:** refers to the social use of language, including accepted social standards for personal space, turning in conversations, acting appropriately among peers, and authoritative figures in a range of everyday social contexts.

Since oral expression is essential to many factors of academic performance, it plays a key role in learning ; poor oral language proficiency can have a major negative influence on learning across the board and hinder academic progress. (Bardell, 2020). Britton (1970) has demonstrated that speaking and listening abilities, such as comprehending spoken words and phrase meaning and effectively communicating ideas, are all included in oral language.

According to Bardell (2020), oral communication abilities have a significant influence on learning. For example, because of their language challenges, students with developmental language disorder (DLD) are more likely to do poorly in university and in social situations. Bardell (2020), argued that teachers are essential in helping students with language impairments because they may support these students more effectively by making minor modifications to their teaching methods. Meléndez (2013) suggested that by fostering a more dynamic and engaging environment in the classroom, the use of task-based learning and dynamic evaluation techniques may greatly enhance oral expression in EFL classes. To sum up, oral expression has a big impact on learning results on a lot of different topics. Teachers must comprehend oral skills and provide appropriate support to students in order to help them succeed academically.

Digital games, especially in language learning situations, have demonstrated potential for improving oral expression abilities. Studies show that playing digital games can help improve oral skills in a number of ways, such as:

- **Motivation and engagement:** Reinders (2017), mentioned that playing digital games can boost enthusiasm and involvement in language learning, encouraging more active participation and speaking skill practice.
- **Language socialization:** Reinders (2017), revealed that playing games gives players the chance to engage and converse in the target language, which helps them become more proficient in oral expression.
- **Communicative competence:** According to Kluge and Bjanmark (2012), students' capacity to use acceptable language in a variety of circumstances may be improved by playing digital games.
- **Transfer of skills:** Engaging in digital game play enables learners to apply their knowledge and abilities to solve issues, assess current procedures, and improve their language abilities. (Reinders, 2017).

Reinders (2017) stated that digital games can be utilized to encourage language socialization and enhance the learning process for languages inside as well as outside of the classroom. However, Maha Abdulkarim demonstrated that the topic of increasing oral proficiency through digital games is currently in its infancy, and there are significant holes in the available research.

2.3. Methodology

Methodology is a set of procedures and concepts used to accomplish a given objective or carry out a specific activity, such as teaching, investigating, or solving issues. It entails the theoretical analysis of the techniques utilized in a subject of study, including the concepts, norms, and suggestions used by a discipline. According to Firdaus (2021), it differs from method in that it offers the theoretical foundation for determining which technique or collection of methods to employ in a specific context. Methodology deals with certain types of methods, such as qualitative, quantitative, mixed, or creative. In this study, both qualitative and quantitative methods are used to collect the necessary data and validate or disprove the hypothesis. This research uses the speculative technique to examine whether digital games affect students' motivation and engagement in the English classroom.

Quantitative methods involve the use of numbers, statistical techniques in collecting data in order to test hypotheses and answer several questions, such as what, where, when,

who, how many, how much, and how many. According to Susan (2010), quantitative research focuses on reliable measurements and statistical examination of data obtained via inquiries, surveys, and polls, as well as the manipulation of existing statistical information using determining methods. It emphasizes questions with clear, quantified answer alternatives, making it easy to evaluate with a survey framework.

Quantitative study seeks to measure data and extend conclusions from an experiment to a general population of relevance. It examines the occurrence of diverse ideas and viewpoints in a specified sample.

Qualitative research includes open-ended input that cannot be scientifically examined. It is used to get a sense of fundamental reasons, views, and motivations, offer insights into the situation, or assist in developing concepts or theories for possible empirical inquiry (Susan, 2010).

Qualitative studies are generally exploratory in nature, with the goal of acquiring a comprehension of underlying causes and objectives, providing perspectives on the context of an issue, and generating suggestions or hypotheses for subsequent quantitative studies. It is used to reveal popular tendencies in thinking and opinions; nevertheless, conclusions, are not definitive and cannot be used to establish assumptions regarding the population of interest (Susan, 2010).

2.4. Data Collection

Three study techniques evaluated the impact of digital games on students' motivation and engagement in EFL oral expression classes. The instrument data are utilized to validate the study hypothesis. The methods employed in this investigation include classroom observation, questionnaires, and interviews.

Observation, questionnaires, and interviews constitute the most prevalent methods for collecting and acquiring data. In the present investigation, an observation, a questionnaire and an interview were used to collect the data required to evaluate hypotheses.

According to Kraus (2023), observation may be used to detect crucial elements across time periods, such as the observer's personal dispositions and the qualitative and quantitative quality of assessments, which are critical for educational application in the classroom. The ability to observe improves cognitive learning and comprehension. They

enable learners and teachers to obtain a deeper understanding of subjects and modify their teaching approach accordingly (Borkala, 2022).

A questionnaire's design is vital in ensuring that it properly captures the essential data while also being simple for respondents to comprehend. Designing a questionnaire entails multiple phases, including formulating the research topic, determining the target group, selecting the type of questionnaire, and evaluating the survey for clarity and accuracy. How a questionnaire is created, utilized, and verified determines the quality and accuracy of the data obtained by it (Taherdoost, 2022; Priya and Carlo, 2023).

The questionnaire was selected for this study since it can be given to numerous people in a short period of time and allows for easy comparison and description of material. Additionally, using this research instrument saves the researcher time and effort.

An interview is a form of communication that involves asking questions and responding with replies. Interviews are useful for learning to speak since they teach the mind to think. During the interview, the interviewer reveals the question, and the interviewee listens before responding to it (Hasriani, 2019). In this study, an interview was chosen as it is helpful in gathering extensive information about personal feelings, perceptions, and ideas. And this allows interviewees to express their own real perspectives. This research aims to investigate the effectiveness of digital games in enhancing oral expression in the Department of Foreign Languages at Abdelhamid Ibn Badis, Mostaganem University, for the academic year 2023-2024.

2.5. The Research Participants

This study tested assumptions with a group of first-year English language students at Abdelhamid Ibn Badis University for the academic year 2023-2024. A total of twenty (20) students volunteered to participate in this investigation. The sample was mixed gender with seventeen (17) females and three (3) males, and their ages ranged from eighteen (18) to nineteen (19) years old.

The second population of this study was EFL teachers of oral expression at the University of Abdelhamid Ibn Badis, Mostaganem University. We worked with four (4) teachers, they were selected from time tables.

2.6. Data Collection Tools

Observation provides valuable insights into the way students react and behave when playing instructional games in an oral expression session. The questionnaire is a method for acquiring information in any research study. In this investigation, we employed an observation, questionnaire, and an interview as methodology tools to evaluate our hypothesis. The observation and the questionnaire were distributed to L1 students, and the interview was conducted with EFL teachers.

2.6.1. Classroom Observation (Observing Digital Games)

Observation in the classroom is the act of monitoring a teacher's performance in the classroom in order to offer feedback and enhance educational procedures. It can be carried out by school administrators as part of official assessments or by peers, instructional experts, or coaches to provide meaningful feedback to instructors based on their interactions with students (Torsh, 2019; Ritchie, 2021).

Classroom observation is primarily used to enhance student outcomes by increasing teaching quality, investigate potential disparities in instruction, and providing insights into present educational practices (Torsh, 2019; Shanjida et al., 2018).

This research used observation as a data collection strategy to examine the impact of digital games on student's motivation and enhancement in oral expression lessons, as well as gain insight into classroom dynamics. It is a valuable research tool that provides researchers with an insider's perspective and a comprehensive grasp of the issue.

Classroom observation involves observing the teacher's performance in the classroom and noticing particular actions, interactions, and teaching strategies. This stage includes gathering data and looking at the teacher's interactions with students (Beabout, 2022).

In order to evaluate the effectiveness of digital games to enhance oral expression and motivate students, i have contacted twenty (20) students from different departments at the university of Mostaganem. Twelve students (12) accepted to participate in the gaming experience and were curious to see if these games helped motivate them and strengthen their language skills. Whereas, eight of them (8) refused, given that they were not interested

in this experience. I decided to conduct this study with students from the department of French in their English sessions because of the lack of internet connection at the level of our faculty.

In the second and third sessions, the twelve (12) students were divided into three (3) groups; each group consisted of four (4) students to play in forty-five (45) minutes. They were asked to follow the steps of each game to make it successful and to be able to improve their oral skills in an engaging way.

- **Quizlet Game**

To play this online game, the students were asked to follow some steps :

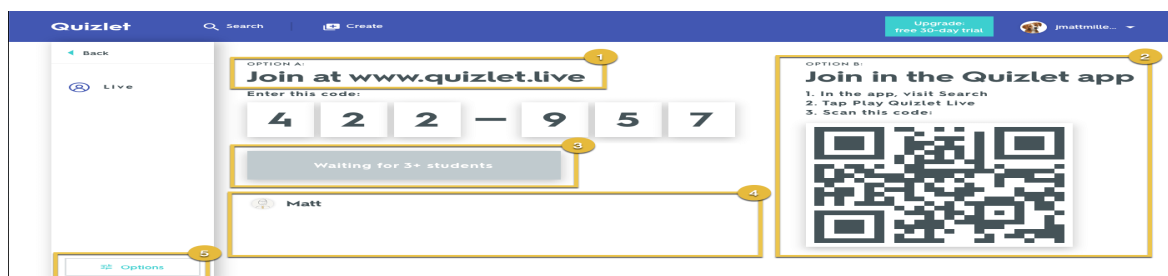
First step: We made a quizlet that incorporated terms or ideas that students were asked to practice speaking about. By using pictures or audio recordings to aid with pronunciation.

Second step: We determined whether students would participate in teams. Within the quizlet live game, teams can be allocated ahead of time or picked at random.

How to play it?

First step: We opened the settings and selected the «Live» option. The game would indicate a code that students might use to join.

Second step: Students could participate in the game on their mobile devices by entering the code we gave. They could use computers, smartphones, or tablets.



Third step: Quizlet Live displays a phrase or definition on the screen. However, just one student from each group would see the matched answer. Students were required to speak with one another to get the right answer and debate their options. This encouraged them to discuss their mental processes.



Fourth step: We encouraged teams to use gestures while expressing their responses to boost communication and make it more engaging.

Fifth step: We gave extra points for detailed explanations or speaking full phrases to describe their replies. Following the game, we had a brief conversation about the words or expressions that popped up. This enhances learning. We provided positive comments on the students' spoken creativity during the game.

For the purpose of the investigation, we utilized two laptops, students' mobiles, a whiteboard, a projector, quizlet accounts, the screen, and markers.

- ***The Hot Seat Game***

To play this engaging online Hot Seat game, students have to follow several steps :

First step: We have explained the idea behind the Hot Seat and how students would utilise hints to predict the subject.

Second step: We divided our class into three separate areas for students.

Third step: We assigned one student as the hot seat participant and the rest as investigators.

Fourth step: We used a shared screen to show the image or documents containing the clues.



Fifth step: We maintained control over the screen, giving hints once a time according to student participation. This motivated learners to employ the specific vocabulary or syntax that we focused on in class.

Sixth step: The Hot Seat participant could only react with (yes or no) depending on the clues presented.

Seventh step: Assuming the investigators believed they had gathered sufficient details, they could jointly estimate the topic.

Last step: After each round, we talked about the clues utilized and the reasoning process of the question. By switching positions, everyone has the opportunity to be the player in the Hot seat.

The Hot Seat game encourages critical thinking, debating capabilities, and vocabulary for use in an enjoyable and exciting manner for oral speaking lessons. For the purpose of the investigation, we employed one laptop, a datashow, the screen, chairs, and a virtual whiteboard.

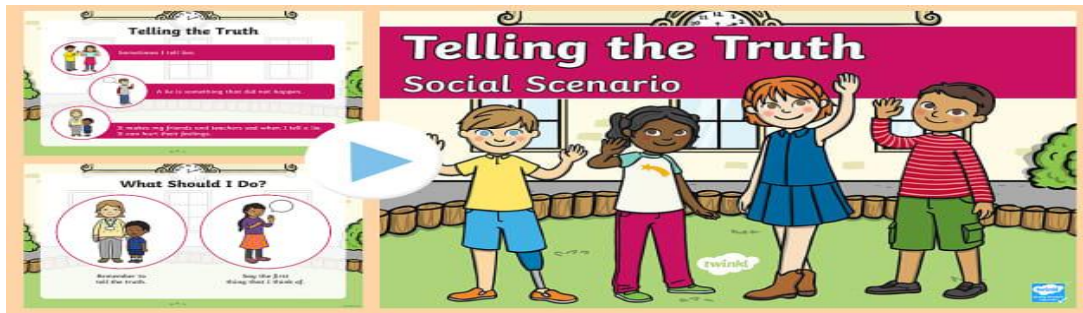
- **Who's Telling The Truth Game**

In this game, we have selected Microsoft Teams to enable screen sharing. We have prepared a scenario linked to our learning aim in which one student tells the truth while three other students lie. We briefly described the situation to them secretly and assigned them the role of truth teller or liar. This game is played in steps:

Step one: Students used questions to determine who was telling the truth.

Step two: We presented the situation to the students.

Step three: Players identified themselves and made a quick statement, whether it was a true or creative lie.



Step four: Students submitted questions to the players using target vocabulary and grammar.

Step five: Players responded honestly, depending on their chosen role.

Step six: Students gathered in small groups to discuss clues and opinions.

Step seven: Students voted on who they believe is telling the real story.

Step six: We identified who told the truth and explained why the other assertions were incorrect. In this game, students kept track of hints by taking notes on a digital notepad and paper throughout the questioning process. We used a video platform to make students able to vote on who they believe is speaking the truth.

2.6.2. The Students' Questionnaire

This study considers collecting data and obtaining feedback about students' perceptions. In order to explore the topic being discussed, a questionnaire was given to students to investigate the subject matter at the University of Abdelhamid Ibn Badis, Mostaganem, in the department of Foreign Languages. The questionnaire aims to examine students' views about the implementation of digital games to enhance their oral skills in oral expression sessions in order to communicate freely.

After the whole study and the data collection, the questionnaire was presented to twenty students of English from L1 level in the department of Foreign Languages at the University of Abdelhamid Ibn Badis, Mostaganem. This survey includes a diverse group of students who support and approve of the use of digital games in class, specifically in oral

expression sessions to improve their oral skills. This questionnaire contains certain questions, which reach a result that shows the validity of the implementation of this type of game in the EFL classroom and whether it has an effective role in students' engagement and motivation.

The questionnaire handed out to students was made up of five closed questions (Yes / No questions), three multiple-choice questions, and one open question. It aims to assist students in evaluating their experiences with using digital games and their effectiveness in oral expression sessions. It checks their opinions through this type of game in the EFL classroom. It is divided into three sections. The first section focuses on playing games and students perspectives on achieving speaking proficiency with the implementation of digital games in education and their effectiveness in avoiding stress and motivating them to practice the language effectively. The second section seeks to determine the interest of students in using these games and the type of game that they prefer to play during this session. The last one is concerning their way of thinking about integrating and introducing these digital games as a basic element in the classroom and analyzing the extent of their interest in the field of EFL learning.

2.6.3. Teachers' Interview

The interview was done with the goal of gathering information regarding digital games and determining their influence on oral expression. Some questions were posed to teachers with extensive experience and skills in the subject of education, which helped to generate a credible outcome.

This interview consisted of filling up the background information for the teachers. It contained five different questions that drew up viewpoints, challenges, types of games that have the ability to solve issues, and the downsides and upsides of utilizing them in the classroom. It was aimed at gaining information about teachers' grade level and their teaching years of experience.

The interview consisted of five different questions that aimed to explore teachers' points of view about the previous method of teaching oral expression activities and the problems that they faced during teaching this module. Additionally, It had the purpose of knowing the specific games that they use in their classes in order to motivate and engage

their students to improve their oral skills. Moreover, it aimed to gather information about the advantages and disadvantages of digital games. At last, the goal of this interaction was to offer perspectives on the significance of digital games in facilitating the growth and improvement of students' spoken communication abilities and how can benefit from them as a new tool of teaching.

2.7. Conclusion

At the end, this chapter started by showing an interest in oral expression, which comes up with certain components that are crucial for clear communication. It has a positive effect on learning, especially when it is related to digital games. The observation in this chapter consisted of students' reactions and behaviors toward using digital games in class. It showed the influence of implementing games on students' motivation and engagement. It explains how students play these games and participate in and interact with them by following certain stages.

The questionnaire provided an overview of the students' experiences and thoughts regarding playing digital games in oral expression classes to improve their oral skills in the course. As well as if it benefited them and relieved tension. Furthermore, it attempted to uncover the types of games students prefer to play and their attitudes towards adopting these games into EFL classes.

The interview supplied a description of what it aims to achieve by gathering information from EFL teachers and asking for their feedback on implementing digital games as a new way of teaching to improve oral expression and encourage their students to participate in the activities of this class in a more stimulating way than the old method.

Chapter Three

Data analysis and Discussion of the findings

3.1. Introduction

The chapter covers the perspectives and attitudes of students and teachers regarding the usefulness of implementing digital games in oral expression classes and whether they have a role in academic achievement. This chapter also includes the practical part, which was dedicated for addressing the research issue and establishing our hypothesis. For our inquiry, we interviewed EFL teachers and distributed an observation and a questionnaire to first-year students at Abdelhamid Ibn Badis University, Mostaganem, to gather information about their reactions, and viewpoints. The ideas and feedback of residents and volunteers are crucial to complete this study.

3.2. Data analysis

The purpose of this study was to determine whether using digital games in the oral classroom is beneficial. To achieve this, we triangulated data from classroom observation, students' questionnaires, and teachers' interviews.

3.2.1. Analysis of Classroom Observation

This research relies on classroom observation to get insight into the impact of implementing digital games in the classroom. This approach is highly effective in determining the true impacts of these games on motivation and engagement among students. This method enables investigators to obtain data in real-world scenarios and contexts.

In this research, we collected the necessary information by applying these games in three sessions lasting four weeks. Our aim was to gain knowledge about English students' reactions, participation, engagement, body language, and interactions in playing games during the oral expression session at the University of Abdelhamid Ibn Badis. Twelve students (12) joined us for three sessions, and we gave them a list of digital games. They were divided into three groups (3) to play in a teamwork; each group consisted of four (4) students. Due to the lack of materials and the internet's limitations, three games were picked from among those suggested games, which are Who's Telling the Truth, Quizlet Games, and Hot Seat.

The first session was typical, with no games, and it was conducted in a traditional manner. The other two sessions included digital games. This is a way to combine classic and innovative teaching methods. This study also looked into whether these games can motivate students to improve their speaking skills and encourage them to participate in oral expression activities with their colleagues confidently and without hesitation. In the three sessions, we have noticed differences in students' body language, concentration, listening, participation, and interaction with games in the classroom.

- ***Students' Body Language in traditional and new method of teaching***

The following tables highlight the body language of twelve (12) first-year English students in the traditional and new method of teaching.

Pourcentage	0%-33%	33%-66%	66%-100%
Speech and sounds	01	01	00
Movement and postures	02	01	00
Facial expressions	02	02	01
Eye contact	03	00	00
Gestures as Crossed arms and shaking with legs	01	03	04

Table 3.1: Students' body language in traditional method

The table illustrates that the body language of students in oral expression class is negative. It is also evident from the observation that their movements and postures are almost non-existent, and we noticed that a small group of them interact and speak with the teacher due to their lack of vocabulary and interest. But they watch him and each other in a state of boredom and anxiety. In addition, we observed that the majority of them crossed their arms and shook their legs without sitting comfortably, and they showed frowning and tense facial expressions during the session.

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Speech and sounds	00	02	04
Movements and postures	01	03	03
Facial expressions as smiles	00	02	04
Eye contact	02	03	04
Open hands and sitting upright	00	02	03

Table 3.2: Students' body language in the new method of teaching

This table is the inverse of the first table, demonstrating that students interact positively while playing digital games. Visual communication among students, teachers, and peers is more advantageous than in typical tasks. Their facial expressions, the way they fixate their eyes on the screen, look intently, and sit firmly and upright, and their active gestures when playing with each other, all reflect their level of interest and immersion in the gaming environment.

- **Students' concentration on the topic**

The following tables present our observations of students' concentration in the classroom while studying typically and playing digital games.

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Exchanging ideas and communicating	02	01	00
Concentrating on explanation	03	00	00
Staying out of the topic	02	04	00
Keeping their brains in another dimension	02	01	04

Table 3.3: Students' classroom concentration in the traditional way

Pourcentage	0%- 33.33%	33.33%- 66.66%	66.66%-100%
Exchanging ideas and communicating	00	00	04
Focusing on the games	00	03	02
Staying out of the topic	01	00	00
Keeping their minds in another dimensions	02	00	00

Table 3.4: Students' classroom concentration when using digital games

The following tables demonstrate that most students focus on the games, and they communicate with their teacher and with each other in order to play correctly and collaboratively. They concentrate on the teacher's explanation to keep in touch with the basic rules and steps of each game. However, without playing games, they lose their focus and their desire to communicate during the session.

- **Students' Participation in the Classroom**

The subsequent table illustrates our observations of students' participation during the session in the old style and the latest approach, which involves gaming.

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Responding on teacher's questions	02	03	00
Creating debates	02	01	00
Asking Questions	02	00	00
Participating in oral activities	03	01	01
Remaining silence and quiet	01	03	04

Table 3.5: Students' oral expression participation in the old method

Pourcentage	0%-33.33%	33.33%- 66.66%	66.66%-100%
Responding on teacher's questions	01	03	03
Creating debates	00	03	02
Asking Questions	00	01	03
Doing Activities in a fun and competitive atmosphere	00	03	04
Remaining silence and quiet	02	00	00

Table 3.6: Students' oral expression participation when using digital games

Considering these two tables, we see a huge increase in the classrooms' involvement rate when adopting digital games. This demonstrated that the majority of students feel more motivated and engaged when they play these games, unlike the old way. The first table did not contain a high percentage, through which we conclude that the usual method of education is less effective in motivating students and teaching them in a competitive and appropriate atmosphere. Rather, it is as if they are forced to study this session. While the second table illustrates that most students prefer to learn, express themselves, and improve their speaking skills in a competitive and enjoyable atmosphere by playing digital games.

- **Students' Reactions on Playing Digital Games in Oral Expression Session**

The table below highlights the students' reactions when they play digital games in the oral classroom and whether they interact positively or negatively with them.

Digital Games	Positive reactions	Negative reactions
Who's Telling the truth Game	75%	25%
Quizlet Games	65%	35%
The hot seat Game	90%	10%

Table 3.7: Students' reactions on playing digital games in class

This table showed that we, as teachers, gained a great percentage of positive reactions from L1 students. This helps to discover the importance of digital games in encouraging students and developing their oral skills. We observed that students did not interact with the quizlet game much compared to who's telling the truth and the hot seat games, despite its importance, because it was interrupted several times due to poor internet connection.

- **Students' Psychological Status in Using Games**

The following table indicates the psychological status of students and their interactions with games in the classroom.

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Showing their capacities in playing the game	01	03	04
Curiosity to understand the rules of the game	02	04	03
Feeling relax and comfortable	00	03	04
Facing challenges without fears	01	02	03

Enjoyment and confidence	00	03	04
Expressing their energies	02	02	01
Sharing their emotions and feelings	00	01	03

Table 3.8: Students’ psychological status in playing digital games in class

The table above states that the majority of students enjoy playing digital games in oral expression class. It demonstrated their emotions and their ability to face challenges without being afraid of making mistakes. They played with high energy and showed their capabilities to express themselves to each other. This observation confirms that digital games work to enhance the psychology of students, such as self-confidence, and instill a spirit of challenge and confrontation.

3.2.2. Students’ Questionnaire Analysis

3.2.2.1. Section one : Playing games and Students’perspectives

This section contains five closed questions, as it was mentioned before. It aims to gain knowledge about L1 students from their experiences through using digital games. And aspires to reach a result, whether it is beneficial in avoiding stress and improving their speaking skills.

Question one : Do you enjoy playing games in class ?

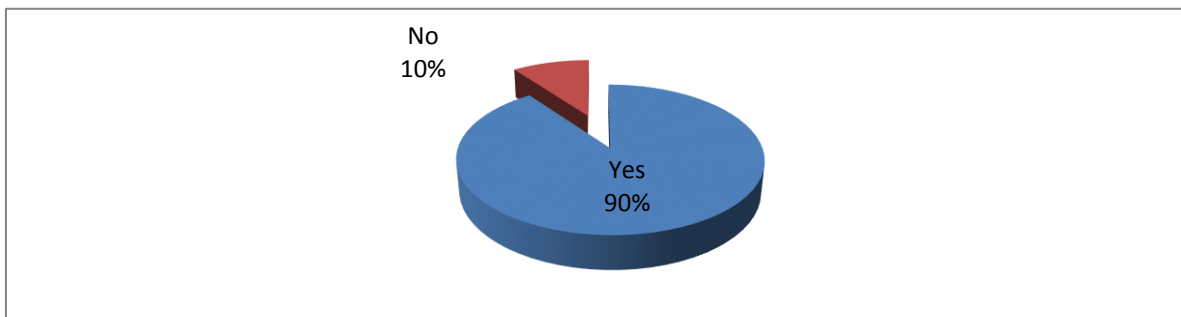


Figure 3.1: Students’ enjoyment of playing games in class.

The percentage shown here clarifies that 90% of students enjoy playing digital games in class, while 10% of them respond with “no”. Through this percentage, the study found that the majority of L1 students prefer to have fun by playing games in class.

Question two: Do you think playing digital games based pedagogy help you to learn better ?

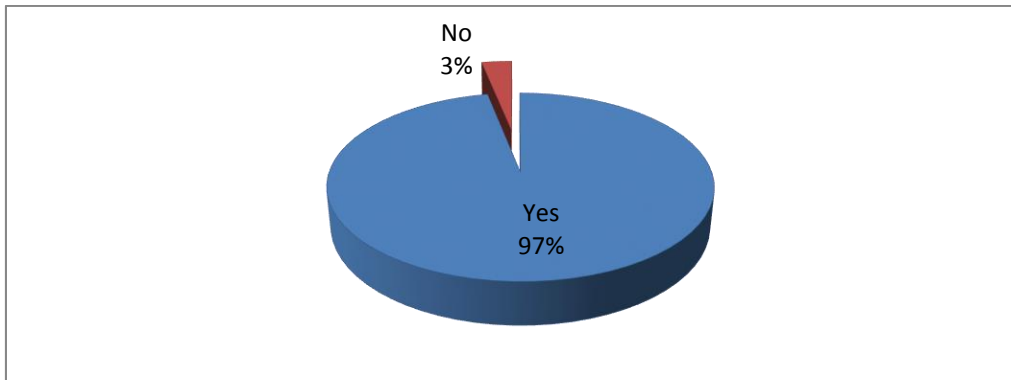


Figure 3.2: Students’ learning better by playing digital games.

Based on the percentage of digital game-based pedagogy, 97% of students think that it is helpful in their EFL learning ; however, 3% of them have chosen “ no”. This shows that the use of these games has a big impact on motivating students to learn better.

Question three: Would you be interested in playing digital games during your oral expression session ?

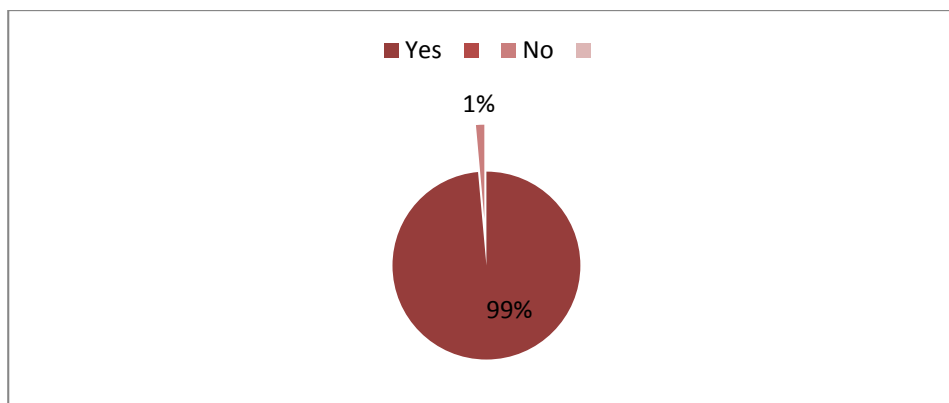


Figure 3.3: Students’ interest in using digital games in oral expression sessions.

The findings stated that 99% of the students are curious and excited to use digital games in the classroom. Among them, 1% replied with “no” and this percentage indicates that they are interested in the traditional method of learning. It is noteworthy that all of the

L1 students except one find that playing digital games is advantageous in oral expression sessions based on their personal opinions.

Question four: Do you think playing digital games help to improve your speaking skills ?

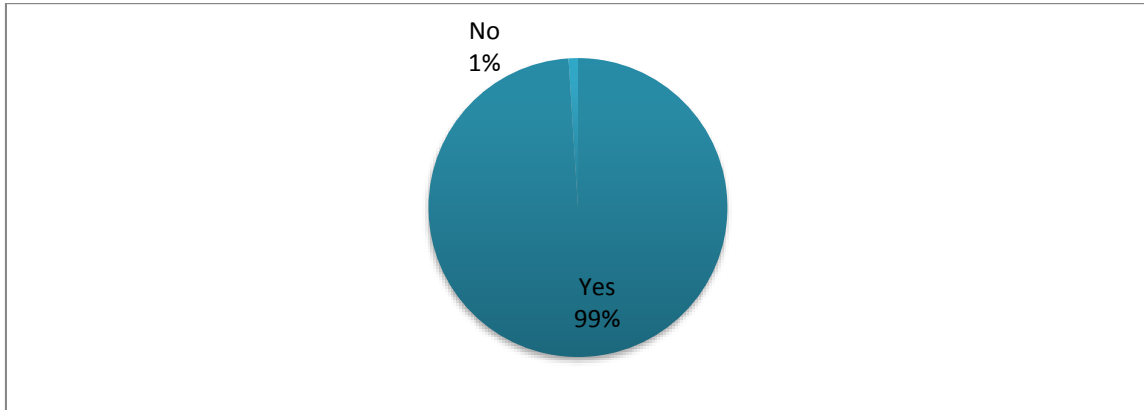


Figure3.4: Students' improvement of their speaking skills through digital games.

The responses received demonstrated that 99% of L1 students find that the implementation of digital games helps them improve their oral skills and their language easily and effectively, so they answered with "yes". While 1% of them responded with "no" due to their propensity to learn in the traditional manner.

Question five: Do you think playing digital games make you avoid stress and feel comfortable in speaking in front of your classmates ?

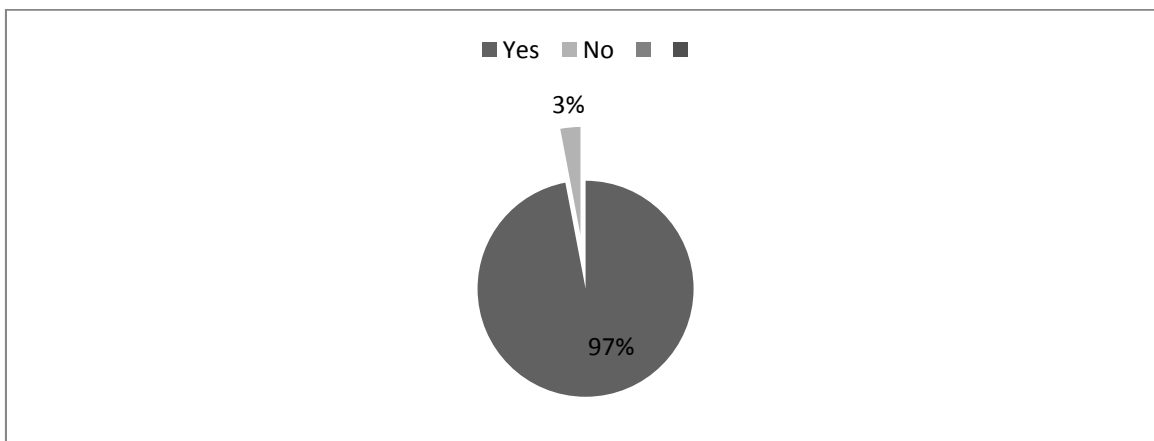


Figure 3.5: Students' comfort and avoiding stress through digital games.

According to this figure, 97% of students feel relaxed and comfortable when they use digital games in class, which makes them motivated and engaged to speak in front of their

teacher and classmates. Whereas, 3% of them do not feel and think the same way. It has been shown that the majority of students find this method of learning helpful to avoid stress, enhance self-confidence, and provide comfort for them.

3.2.2.2. Section two: Digital games in Oral Expression

This section includes two multiple choice questions that deal with students' interests and their preferred types of digital games in oral expression sessions.

Question six: Which types of digital games do you feel it more interested in oral expression session ?

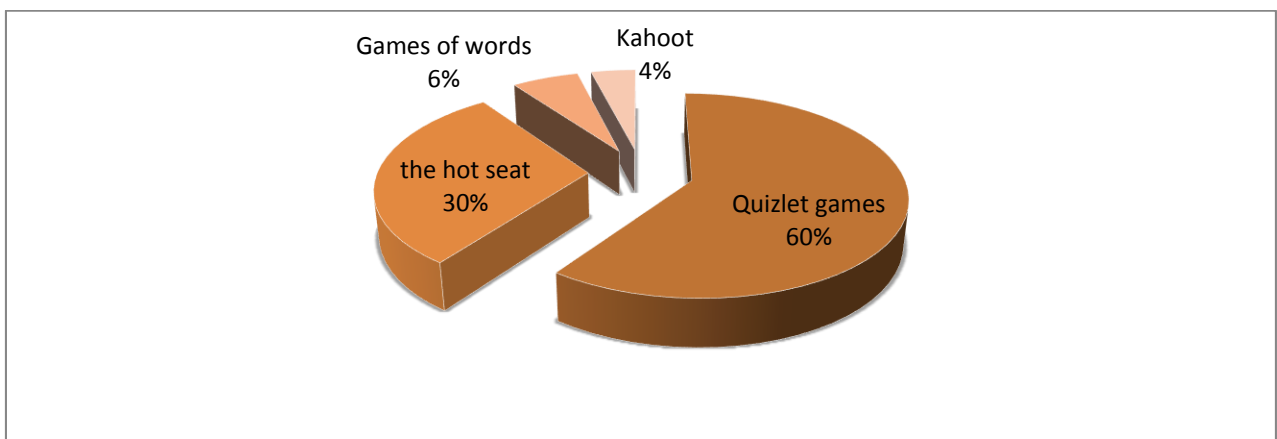


Figure 3.6: Types of digital games in oral expression sessions.

The results highlighted that 60% of students prefer Quizlet games. Among them, 30% have chosen the Hot Seat game. While 6% opt for Games of words and 3% like to play Kahoot. It is important for teachers to be in touch with these games during their oral expression sessions in order to create a space of motivation and encouragement for their students, especially if they are tackling story-telling games and Quizlet games, which were chosen by a large percentage of students for the purpose of improving their speaking skills and self-confidence.

Question seven: How often would you like to play digital games in class ?

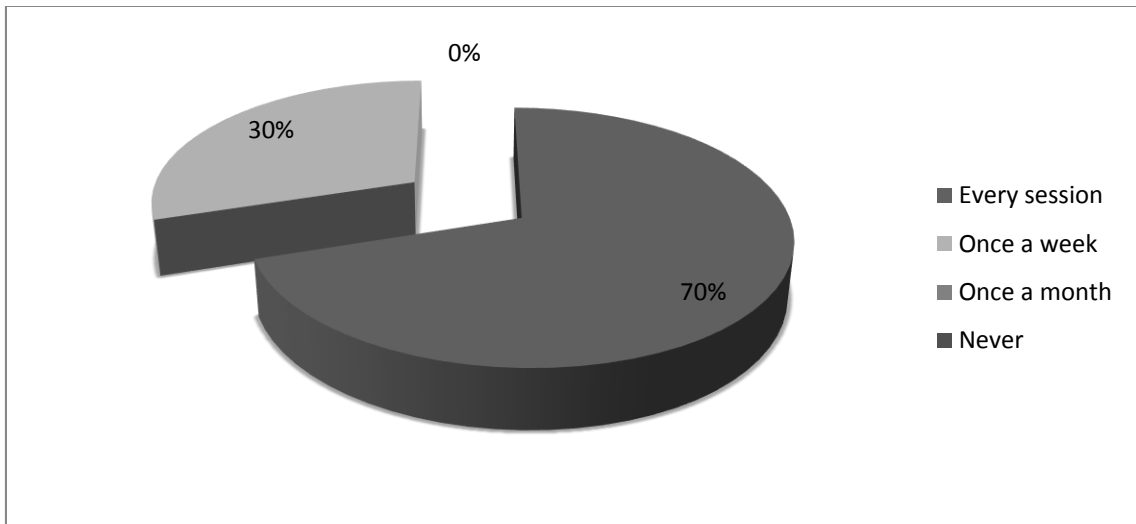


Figure 3.7: Extent of students’ desire to play digital games in class.

It can be recognized that the majority of students have a big desire to play games in class, and this result shows that 70% of them need to tackle digital games every session and 30% need to use it “once a week “. This implies that they find themselves more confident and engaged when they play digital games.

3.2.2.3. Section three: Students’ interest in integrating digital games in class

This section treats students’ interest when they introduce digital games in the classroom, and gains information about their ideas and their way of thinking about this side. It analyzes the degree to which students find this experience important in EFL classroom.

Question eight: How should digital games been integrated in oral expression classes ?

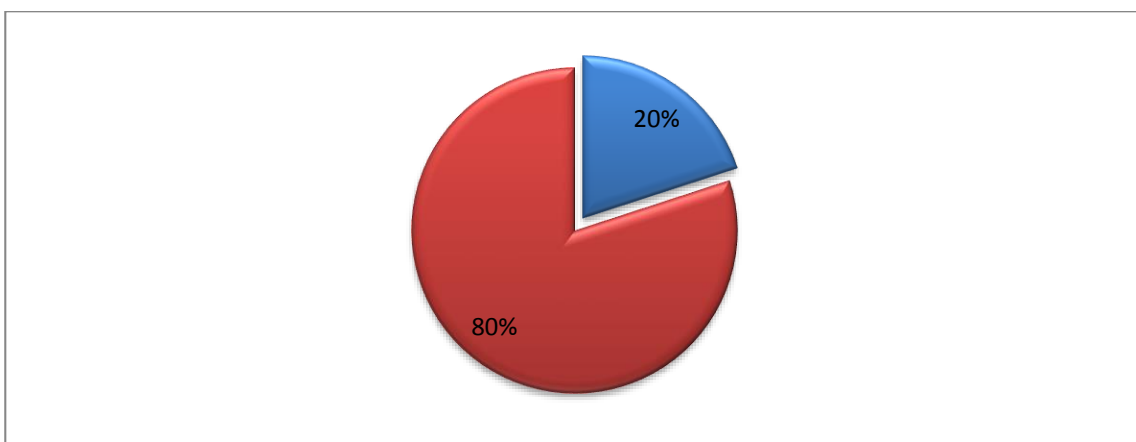


Figure 3.8: The integration of digital games in oral expression classes.

It can be observed that the majority of students, 80%, did not answer the question and left it empty. While 20% of them responded with answers that were outside the topic. This indicated that they didn't get the point and understand it, as the idea of these games was new to them.

3.2.3. Teachers' Interview Analysis

- **Academic Level**

The aim from this point was to gain knowledge about the grade level of English teachers in this domain of teaching, especially oral expression. Among the four teachers i have interviewed, three (3) have a doctoral degree, and one (1) has a master degree. In which it demonstrated that the majority of teachers have a greater degree of education. It is important to know that the level of teachers may contribute to reaching conclusive results and broad concepts on this topic, as it provides sophisticated answers about digital games in improving oral skills.

While it is essential to realize that teachers are all distinguished and competent, so digital games can affect the teaching methods of each one of them as a result of the different ways they use them. Broadly, the level of teachers plays an important role in informing the analysis of their perceptions on the topic.

- **Years of Experience**

Considering the answers given by the four teachers who were interviewed, one of them has been teaching English for 20 years of experience. Another two teachers have had the experience of 15 years. The last teacher had five years of experience. This revealed that teachers have varying degrees of expertise. It is important to notice that their years of training may affect their methods and perspectives on the performance of digital games in education.

This analysis aimed to determine, through the extensive experiences of teachers, whether digital games have an effective role in developing oral skills and whether they have many repercussions on the way they teach and adopt these educational games in their classes.

Q1 : What are some of the challenges you face ?

This question was posed to highlight the problems that teachers faced when they were teaching oral expression using the traditional method. And gather information about their opinions on this topic. From the responses, it can be seen that three teachers were suffering from many troubles during their sessions. While one of them said the contrast.

Teacher 1 mentioned that she had difficulty with the lack of visual aid and that her students didn't concentrate with her when she was explaining new vocabulary items. And she planned to change her way of teaching this module by using digital games. Teacher 2 began outlining the circumstances in her class by accusing students of not wanting to participate in their oral expression sessions and not caring to speak the language. Teacher 3 made the observation that, owing to his students' lack of vocabulary and their fears of making spelling mistakes, he found himself the only one speaking from the beginning of the session until the end. The last teacher stated that she had no problem teaching this section, given that she inspired her students by motivating them and allowed them a lot of time to prepare their presentations a week in advance. This showed that the majority of teachers have faced some challenges, while one of them announced that she had dealt with the situation successfully.

Q2 : How do you believe digital games can solve issues ?

The purpose of this analysis was to gather information about how teachers felt about using digital games to solve problems. Based on the four teachers' responses, it was discovered that two teachers thought that playing digital games may help students study while having fun and relieve stress and other issues. They could make learning English easier for students and inspire them. Even though two of them would ruin the learning environment. Overall, half of teachers concurred that using digital games in the classroom provides them with a way to handle challenges in a stimulating and competitive atmosphere.

Q3 : Are there any specific games you believe might be beneficial ?

The purpose behind this inquiry was to figure out which types of games teachers believed were the best for enhancing their students' speaking skills. One believed that Quizlet games were more effective. One has thought that Kahoot games are the best for teaching and learning. And one has chosen Who's telling the truth as an appropriate

educational game .While one of them stated that he did not believe in the benefits of these games. From these answers, it can be observed that Kahoot games and Quizlet games are the most commonly preferred games in the EFL classroom. Generally, the majority of teachers supported the use of games in oral expression due to their importance.

Q4 : What are the possible downsides of utilising digital games ?

This inquiry sought to investigate the drawbacks of employing digital games as a new method of teaching by obtaining feedback from various teachers. Among the four teachers, three of them responded that digital games were distracting students' attention. They said that they take time and, energy and they demonstrated that it was hard to implement them in the classroom because of the lack of materials. However, one teacher mentioned that he didn't see that they were negatively affecting their way of teaching and motivating students if they knew how to utilize them. All things considered, the majority of teachers --90%-- shared their viewpoints about the downsides of digital games, whereas one of them answered that they are a source of motivation.

Q5 : Do you believe the advantages outweigh the drawbacks ?

The goal of the investigation was to identify, based on the insights of teachers, whether playing digital games aids with speaking development. Three teachers replied yes. They reported that students can benefit from playing digital games by being more relaxed, self-assured, and able to speak freely with their peers. They believed that digital games can provide a fun atmosphere for learners and support introverted students in breaking their fears and finding their voice among their classmates. They said that these games also enhance students learning outcomes and provide them with a sense of satisfaction with their appreciation of learning. They highlighted that digital games can help students reach their vocabularies when they play with native speakers and improve their speaking skills. They also indicated that they can help strengthen concentration and understanding. However, one of them said that they are interesting in motivation, but they still waste time like the other games. Ultimately, the results showed that approximately 95% of teachers agreed that digital games are effective in motivating students to learn better.

3.3. Discussion of the Findings

As a result of current research and the information we gathered and concluded from observations, questionnaires, and interviews, we arrived at a persuasive and logical response to the research questions, which were: How can digital games increase oral expression among English language learners? How might these games encourage and motivate students to participate in debates in oral expression without hesitation?

We made observations by seeing three sessions and describing the variations between the traditional method and the new method of teaching based on digital games. The first session focused on observing students' emotions, interactions, and participation throughout oral expression activities. The outcome was unfavorable since they were unable to fully engage themselves in the lesson and concentrate adequately. It also described their disturbances.

In the second and third sessions, we relied on the application of digital games to observe whether they played a role in motivating and engaging students and improving their oral skills. Despite the difficulties we faced due to the lack of materials and the weakness of the internet, which restricted our ability to implement only three of the games mentioned in the first chapter of this research, the results were largely positive, allowing us to confirm the validity of the research hypotheses.

After the results that were obtained from the questionnaire, the collected and analyzed data investigated the important role of implementing digital games in oral expression sessions. They assist students to improve their oral skills and make them engaged in speaking the language, whether they motivate them or not, in EFL learning at the University of Abdelhamid Ibn Badis, Mostaganem. The majority of the responses were positive, and the research expectations were trustworthy.

The results indicated that most students think to play digital games in class, in order to learn English better, and they were interested in utilizing these games during their oral expression session. According to the survey, digital games help to improve students' speaking skill. They make them avoid stress and feel comfortable speaking in front of their

classmates. So the majority of students agreed with that. They push them to create a space of positivity and creativity.

Moreover, digital games enhance communication and collaboration between learners. It was mentioned that Quizlet and the Hot Seat are the most popular games, which got a high percentage of votes due to their great impact on students' psychology. The offered conclusions were based on extensive and honest inquiry. The objective was to encourage students to speak freely and enjoy, at the same time within these digital games in class.

A diversity of perspectives emerged as a result of data analysis and the study of the outcomes of the interview. The questions were designed to elicit teachers' viewpoints on the integration of digital games in their EFL classes. The feedback was positive in accordance with the research criteria.

The purpose of the interview was to learn about teachers' grade levels, years of experience, and the impact of implementing digital games in teaching oral expression. To ensure that this study had an exceptionally vital inquiry.

Based on the results of the first part, it can be noticed that most teachers had a high level of education, and one of them had a master's degree. And their years of teaching English with an oral expression module have given them a wealth of experience. This part focused on their academic degree and their teaching expertise in order to obtain great information.

Considering the difficulties faced while employing the conventional method for oral expression exercises, most teachers agreed that this traditional technique ought to be updated through the use of digital games to improve speech expression. They reinforced this by noting the obstacles they experienced during the session. However, one of them said the opposite.

When asked about the prospect of using digital games to solve problems, half of the teachers believed in the effectiveness of these games in the classroom and how they motivated students to learn in a fun and interactive way. While the second half of them believed that digital games could solve problems, on the contrary, they disrupted the learning equilibrium.

Regarding the types of games, most teachers advocated using games to promote oral expression. The most popular games were Quizlet and Kahoot, although other teachers believed in the Who's telling the truth game. One of them wasn't sure about the benefits of digital games.

When asked about the downsides of digital games, the majority of teachers mentioned the negativity of these games and how they can affect on students' attention and waste time. They also highlighted the difficulty of applying them as a result of limited resources. However, one teacher said that they are a source of encouragement that does not cause harm when used rationally.

Examining the upsides of digital games, most teachers expressed an interest in using these games in the classroom, indicating that they mentioned many of their advantages, as well as the fact that they are an effective tool for attracting students, boosting their self-confidence, and providing them with comfort and enjoyment. They also emphasized the necessity of improving concentration and language abilities, as well as overcoming anxiety and stress. However, one of them was still unsure about their upsides.

This comprehensive investigation and analysis, which included student observation, a questionnaire, and an interview with professors, generated satisfactory and optimistic results. The debate was organized around the research question and its relationship to the literature review. The findings of this study revealed that teachers and students at Abdelhamid Ibn Badis, Mostaganem University, desire to set up these games and promote their utilization in the field of education. This method aims to improve efficiency and build high-degree results in EFL teaching and learning at the university level through an innovative approach.

3.4. Recommendations and Suggestions

One of the study's objectives was to assist teachers by incorporating digital games as a key component of teaching. This research is confined to provide some guidelines and recommendations as to which they are useful in EFL learning. It offers suggestions that may help researchers in their studies if they would like to delve into this research further.

3.4.1. Recommendations for teachers

Teachers are asked to consider digital games and use them in one or two oral expression sessions every week by choosing games that are consistent with the learning objective of the session and looking for games that improve communication, problem-solving skills, and critical thinking.

Teachers are encouraged to employ a range of digital games that take into account students' interests and skill levels by providing clear directions for playing the activities and providing feedback to them on how they use language during the session. This increases language competence.

Teachers are recommended to implement these games in each session to avoid student pressure by choosing games as Quizlet, Who's telling the truth and Kahoot that permit students to collaborate and work together. This can enhance communication and speaking skill. They should make sure that these games reinforce grammar, and vocabulary. This can provide a dynamic and interactive learning environment.

Teachers ought to provide accurate directions by clarifying the rules of the game and how they connect with the learning outcomes. This clarification encourages fairness and consistency throughout the learning, where students are better able to grasp the purpose of the activity, which enhances their engagement and learning outcomes.

Students should concentrate on their objectives of improving their language skills by mastering how to use these games and understanding their contents, without making them only for fun.

Teachers are delegated to complement their teaching by integrating these games into their lessons and using them as an exercise or reinforcement after the lesson. They are anticipated to allow their students adequate time to play various games to improve their oral skills and their speaking proficiency.

3.4.2. Suggestions for future research

Researchers should focus on their studies on the effectiveness of digital games in EFL classes. And riching them with strong evidence that proves their importance in the learning

process. They may assist teachers in making rational decisions about incorporating these technologies into their teaching methods by researching numerous areas such as student engagement, language acquisition, and academic achievement to illustrate the influence of digital games on the learning process.

Researchers should delve more deeply into how to best use these games, such as Quizlet games, ESL games, and Games of words to develop speaking skills. Should focus on teachers' and students' desire to use these games as a tool for engagement and enhancement, as well as the aspects of this new method that tackle their interests.

Future research on this topic ought to extend beyond the typical language learning styles. It is important to examine the impact of different categories of games on certain speech abilities, such as fluency and pronunciation. Furthermore, research on how game design aspects affect students' motivation, engagement, and learning results might be beneficial for educators seeking to effectively incorporate digital games.

In addition, future research should focus on establishing tools to measure the ability to speak acquired by digital gaming, and investigating ways to customize gaming experiences for individual students' requirements.

3.5. Conclusion

To sum up, the findings from students' observation, questionnaires, and teachers' interviews were helpful in determining whether digital games serve a purpose in improving oral expression in English as a foreign language at the university level. The findings validate the notion that teachers as well as students have a positive experience of utilizing digital games since they can increase their speaking proficiency, promote them to pick up improved English, and alleviate their worries by offering pleasure in a good atmosphere. As a result, the study confirmed that incorporating digital games into the teaching procedure has a great impact on enhancing university students' speaking levels.

General Conclusion

General Conclusion

The current research provides insight into the potential benefits of implementing digital games as an enhancement tool for oral expression. Based on the notion of improving students' speaking skills through these games as well as comprehending how to apply them in the relevant areas while designing lessons. Our primary goal is to determine whether these digital games help students improve their language and speaking abilities while also relieving stress and anxiety, and if they have a beneficial or negative impact on their talent and academic accomplishment.

It also attempts to assist teachers in finding solutions to the issues and problems that their students face in the learning process through teaching in a current, innovative, and effective manner that encourages students to use the language. While also motivating them to participate in the classroom. This study was executed to emphasize the significance of using digital games to increase oral expression by creating a supportive environment in which students feel fun, optimistic, and productive.

This investigation generated satisfactory results that support the implementation of digital games. As evidenced by the observation done in French department with L1 students, digital games have a significant impact on their motivation and engagement when playing them in English class, and they also provide a positive and enjoyable environment where students can participate actively and interact with activities without fear. The questionnaire administered to EFL students confirmed their interest in and desire to play these games in oral expression sessions. The interview also sought the teachers' opinions on changing their teaching methods for this session by incorporating digital games that they facilitated as a way to help them give their students confidence to express themselves and improve their level of communication in a competitive and stimulating setting.

This research found that both teachers and students have a good attitude towards the use of digital games in the class. Those who found it helpful for developing and growing their oral and language abilities, as well as their speaking skills, expressed delight and satisfaction.

Finally, this investigation offered recommendations to teachers on how to implement digital games as an innovative method of instruction in oral expression sessions in order to help students improve their language abilities and become more fluent in English.

This research also proposed several suggestions for future researchers, including how to deepen the discussion of this subject, examine its significance from an educational standpoint, and use more samples to reach impressive results. This study was successful in achieving its objectives. However, this work is still available for additional research and is awaiting application at the university level.

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Appendices

Appendices

Appendix 1

Classroom Observation (Use of applications)

Implementation of Digital Games in Oral Expression

Case of L1 Students at the University of Abdelhamid Ibn Badis Mostaganem

Observer : Rached Yamna Yasmine

Speciality : Didactics of Foreign Languages

Observation in Oral Expression Classroom Checklist

- *Students' body language in traditional and new method of teaching*

Pourcentage	0%-33%	33%-66%	66%-100%
Speech and sounds			
Movement and postures			
Facial expressions			
Eye contact			
Gestures as Crossed arms and shaking with legs			

Table 3.1 : Students' body language in traditional method

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Speech and sounds			
Movements and postures			
Facial expressions as smiles			
Eye contact			
Open hands and sitting upright			

Appendices

Table 3.2 : Students' body language in new method of teaching

- **Students' concentration on the topic**

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Exchanging ideas and communicating			
Concentrating on explanation			
Staying out of the topic Keeping their brains in another dimension			

Table 3.3 : Students' classroom concentration in the traditional way

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Exchanging ideas and communicating			
Focusing on the games			
Staying out of the topic Keeping their minds in another dimensions			

Table 3.4 : Students' classroom concentration when using digital games

- **Students' participation in the classroom**

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
Responding on teacher's questions			
Creating debates			
Asking Questions			
Participating in oral activities Remaining silence			

Appendices

<i>and quiet</i>			
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Table 3.5 : Students' oral expression participation in the old method

Pourcentage	0%-33.33%	33.33%- 66.66%	66.66%-100%
<i>Responding on teacher's questions</i>			
<i>Creating debates</i>			
<i>Asking Questions</i>			
<i>Doing Activities in a fun and competitive atmosphere</i> <i>Remaining silence and quiet</i>			

Table 3.6 : Students' oral expression participation when using digital games

- **Students' reactions on playing Digital Games in Oral Expression Session**

Digital Games	Positive reactions	Negative reactions
<i>Who's Telling the truth Game</i>		
<i>Quizlet Games</i>		
<i>The hot seat Game</i>		

Table 3.7 : Students' reactions on playing digital games in class

- **Students' psychological status in using games in class**

Pourcentage	0%-33.33%	33.33%-66.66%	66.66%-100%
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Appendices

Showing their capacities in playing the game			
Curiosity to understand the rules of the game			
Feeling relax and comfortable			
Facing challenges without fears			
Enjoyment and confidence			
Expressing their energies			
Sharing their emotions and feelings			

Table 3.8 : Students' psychological status in playing digital games in class

Observations :

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Appendix 02

The Students' Questionnaire

Questionnaire on Digital Games in Oral expression session : The case of L1 students

Instruction : Please answer the following questions honestly and to the best of your ability. Your answers will assist to understand your experiences with using digital games in oral expression sessions . And how can it be effective in these sessions.

1_ Do you enjoy playing games in class ?

- Yes
- No

2_ Do you think playing digital games based pedagogy help you to learn better ?

- Yes
- No

3_ Would you be interested in playing digital games during your oral expression session ?

- Yes
- No

4_ Do you think digital games help you to improve your speaking skills ?

- Yes
- No

5_ Do you think playing digital games make you avoid stress and feel comfortable in speaking in front of your classmates ?

- Yes
- No

6_ Which type of digital games do you feel it more interested in oral expression session ?

- Quizlet games

Appendices

- Games of words
- Kahoot
- The hot seat
- Others (please specify)

7_ How often would you like to play digital games in class ?

- Every session
- Once a week
- Once a month
- Never

8_ How should digital games have been integrated into oral expression classes ?

.....

Thank you

Appendices

Appendix 3

Teachers' Interview

Interviewer : Today we are talking about the possibilities of utilising digital games to improve oral expression skills in the classroom. Im joined by..... (Teacher), a (Teacher grade level) grade teacher with years of experience.

Welcome !

Teacher :

Interviewer : Let us begin with your opinions about the traditional oral expression exercices. What are some of the challenges you face ?

Teacher :
.....
.....

Interviewer : intresting. How do you believe digital games can solve these issues ?

Teacher :
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.....

Interviewer : That is terrific point. Are there any specific games you believe might be beneficial?

Teacher :
.....
.....

Interviewer : What are the possible downsides of utilising digital games?

Appendices

Teacher :

.....
.....

Interviewer : These are valid points. Do you believe the advantages outweigh the drawbacks?

Teacher :

.....
.....

Interviewer : Thank you both for your insights. This has been a simulating conversation.

Teacher :

.....
.....

Business Model Canvas (BMC)

Business Model Canvas (BMC)

Game designers	Content creation	Digital games for English teaching	Trainings by digital games	Students
	Game development	Fun and engaging learning for individuals	Self-service	
Ministry of education	Platforms	Effective learning tool for school	Applications&Platforms	Kids
	Marketing	Students' engagement	Community features	
Certified accountant	Curricula and syllabus	Enhancing class performance	Community engagement	English learners
	Training and planning	Educational games		
Technology providers	Customer supports		Appstores	
	Web conception		Playstores	
	<i>Human resources</i>		Educational technology platforms	
	<i>Intellectual resources</i>		Social networks	
	<i>Technical resources</i>		Emails and calls	
	<i>Financial resources</i>		Advertising	
Operational costs			Subscription fees	
Game development & Content creation costs			Partnerships and sponsorships	
Marketing			Marchandise	
Platform maintenance & Hosting			Registration fees	
Customer support			Advertising on websites	

1. Value proposition

- 1.1. Digital games for English teaching:** This is the primary service, which involves employing digital games particularly developed to assist students, kids, learners acquire and learn English.
- 1.2. Fun and engaging learning for individuals:** Private school may be made more interesting and participatory by using digital games, pushing students to study on their own.
- 1.3. Effective learning tool for school:** Games may augment traditional teaching techniques by providing a pleasant and effective approach to learn grammar, vocabulary and other English skills in the classroom.
- 1.4. Students' engagement:** Games have the potential to attract learners' attention and keep them engaged in the educational process, resulting in higher knowledge retention.
- 1.5. Enhancing class performance:** Games can help students do better in English class by making learning more enjoyable and interesting.
- 1.6. Educational games:** Games are not only for amusements, but are also intended to be instructional instruments for learning English.





2. Customer Segments

2.1. Students : (ages 10 to 18)

Needs : Include engaging gaming, a variety of tasks, curriculum alignment, progress monitoring, and incentives and recognition.

Preferences : Games with fun and participatory themes that are relevant to their hobbies (sports, music...). Games that are relevant to their studies and help them prepare for examinations.



2.2. Kids (5-10 years old)

Requirements: Highly interactive and visually engaging games, emphasis on fundamental vocabulary and grammar, repetition for memorization, and positive reinforcement.

Preferences: Include games with cartoon characters, vivid colors, and easy physics. Educational games that seem like play, complete with songs, stories or plots, and distinctions.



2.3. English learners (General)

Needs: Include a variety of learning modes (visual, aural, and kinesthetic), variable difficulty levels, explicit explanations of grammatical principles, and opportunities to enhance speaking and listening abilities.

Preferences: Games tailored to their individual learning objectives and hobbies, such as travel the English language, conversational skills, or test preparation. Games that allow

learners to study at their own speed while tracking their progress.



3. Channels

3.1. Appstores and Playstores

- Using relevant keywords in game names and descriptions to attract English Language Learners of all ages and ability levels.
- Screenshots and videos that highlight the game's learning features and enjoyable characteristics.
- Encouraging players to offer good feedback to boost exposure and attract new users.

3.2. Educational Technology Platforms

- Working with educational technology platforms to promote our game and reach a larger number of schools and instructors.
- Creating teacher guides and lesson plans to incorporate the game into current curricula
- Organizing seminars or training sessions for learners to illustrate the game's success.
- Creating competitions and giveaways by hosting them around the game.
- Creating a website or landing page that contains thorough information about the game, its educational advantages, and feedback from customers.
- Writing a blog entries emphasizing the value of game-based learning and highlighting our game's distinct features.
- Using press releases to announce new game updates, features, and awards.

3.3. Social Networks

- Creating compelling content by sharing gaming videos, advice, vocabulary tests, and accessing stories on social networking sites such as Facebook, Instagram, and Youtube.

- Using social media advertising techniques to target certain groups such as ELL students, instructors, and parents.

3.4. *Emails and calls*

- Informing instructors, parents, and existing users about upgrades, new features, and promotions.
- Collaborating with schools to deliver publications or emails to parents and teachers advertising the game.

3.5. *Advertising*

- We consider approaching schools and educational institutions directly to pitch our game and its benefits.
- We participate at educational meetings or trade events to promote the game and network with educators.
- We use online advertising channels to reach a larger audience interested in English language learning materials.

4. *Customer Relationship*

4.1. *Trainings by digital games*

- We create short, engaging games that expose learners to the platform, game control, and basic English language.
- We incorporate brief, focused lessons within games that are appropriate for the student's current level and cover specific grammar or vocabulary topics.
- We promote practice and engagement, host live in-game events or challenges that include English-related objectives.
- We focus on interesting and interactive activities that appeal to many learning types (visual, aural, kinesthetic).
- We use a range of gaming systems, including as badges, achievements, leaderboards, and stories, to inspire people.
- We integrate adaptable levels of complexity that change based on student achievement to provide an effortless learning path.

4.2. *Self-service*

- We create a detailed Frequently Asked Questions page (FAQ) that answers typical questions regarding the games, platform, and subscriptions.

- We provide in app-lessons and guidelines to help students explore the system and game elements independently.

4.3. Applications

- We make the game available on mobile devices for convenient learning and improved greater adaptability.
- We consider creating a web-based application that is accessible from any gadget with web connection.
- We pick a platform that is easy to use and meets the unique goals of school. For example : classroom integration and student success monitoring.
- We investigate the possibility of integrating management system to improve student access and performance inside the current educational system.

4.4. Community Features

- We implement scores and competitive games to promote healthy study interaction.
- We consider using on-screen conversation or websites with supervision to promote safe and effective conversation.
- We investigate collaborative game aspects in which learners may work together to accomplish goals and develop communication.

4.5. Customer Support

- We supply a dedicated service network as e-mails, and live chats for learners and instructors to resolve any concerns they may experience.
- We create a knowledge base that includes informative articles and troubleshooting (assistance) information.

4.6. Community Engagement

- We create either online or offline opportunities for students and instructors to interact, exchange experiences, and enjoy their achievements.
- We organize contests or challenges to motivate learners to demonstrate their English abilities and interact with the community.
- We develop collaboration with partners and other instructions to exchange ideas about utilising digital games for language learning.

5. Revenue Stream

5.1. Subscription fees

They are a recurring business strategy where learners pay either monthly or yearly to use the learning platform and digital games. This concept generates a consistent cash stream while encouraging long-term student participation.

5.2. Partnerships and sponsorships

- We collaborate with academic organizations or business that serve the English learning business.
- This might include collaborating on games, promoting each other's services, or including our game within an educational program sponsored by the partner.

5.3. Merchandise

- We create material objects inspired by our game's characters or themes, such as customized notebooks, stickers, or plushies (toys). This increases brand recognition and generates money outside the game itself.

5.4. Registration Fees

- Students or schools can register and utilize our gaming platform for a one time cost. This can be paired with freemium model, in which registration unlocks restricted services while premium ones need a subscription.

5.5. Advertising on Websites

- We integrate customized adverts for educational items or services into our game or website. This generates revenues through engagements or clicks while ensuring that the ads do not interfere with the learning experience.

5.6. Choosing the Right Model

- The most effective income stream is determined by our target demographic, development expenses, and desired degree for user involvement which consider
 1. The target Audience : Individuals may prefer subscription costs, but schools may benefit from licensing.
 2. Subscription Fees : Sales may assist to repay development expenditures more quickly.

3. Engagement : Freemium models can increase engagement, whereas subscription models give a consistent revenue source.

6. Key Resources

6.1. Human Resources

Include : Trainers, designers, programmers, client service, and teams of marketing, media specialists.

6.2. Technical Resources

- Hardware : Includes computers, tablets, whiteboards, projectors other devices. The school must guarantee that there are enough devices and that they fulfill the game's system requirements.



- Software : This consists of digital games themselves, any supplementary software required to access them (payments, platforms).
- Internet access : Many instructional games demand a consistent internet connection. The school internet connection must be capable to support this.

6.3. Intellectual Resources

- Learning objectives : Before introducing games, teachers must establish explicit learning objectives. It means the specific skill or information they need students to know and acquire.
- There are several digital games accessible. Teachers must study and pick games that are suitable for their ages interesting, and relevant to the learning objective.

- Teachers evaluate student’s learning after playing the game. This might include debates, quizzes, or creative projects based on game material.

6.4. Financial Resources : Chairs, rent, tables, electricity, device maintenance, teacher training, administrator, computer scientist.

7. Key Activities

7.1. Content Creation

- Interpretation and drafting scripts : This entails creating interesting stories for our games, involving dialogue, growth of characters, and plotlines that are relevant to our learning objectives.
- Developing visual appealing pictures, characters, and animations to make learning more enjoyable and exciting.
- Creating sound effects, musical accompaniment, and spoken words to improve the learning experience.

7.2. Game Development

- Creating the game generator, graphical user interface, and gaming mechanism, that will bring our material to life.
- Game design include developing the basic gaming cycle, obstacles, benefits, and total player experience.
- Ensuring that the applications are free of errors, equal, work correctly across devices.

7.3. Platforms

- Developing mobile apps enabling students to access games on smartphones and tablets.
- Creating games that can be downloaded and played directly in a web browser.
- Exploring immersive technology to improve the learning process.

7.4. Marketing

- Creating campaigns to raise awareness of our games among potential learners and instructors.
- Using social media channels to communicate with those who matter and promote our games.

- Developing relationships with schools in order to increase awareness of our creative approach.

7.5. Curriculum and Syllabus

- Aligning games with educational goals which entails matching the subject matter and features of game to particular English language learning objectives defined in our curriculum.
- Creating ways for tracking students progress and determining the success of our games in accomplishing learning objectives.

7.6. Training and Planning

- Teacher training is providing educators with the essential skills and knowledge to properly incorporate our game into their classes.
- Project management is planning and overseeing the creation procedure of the game, ensuring that everything runs on time and within budget.

7.7. Customer Support

- Assisting teachers and learners with any technical problems that may arise while playing the game.
- Implementing tools for collecting user input and continually improving the game.

7.8. Web Conception

- Creating a website which involves showcasing our games, providing information to potential consumers, and providing customer service.
- Creating a web page that is simple to use and offers a pleasant user experience.

8. Key Partners

8.1. Game designers: They will create an interesting gaming loops that keep kids engaged and make studying pleasurable. Programmers, illustrators, animators, and sound designers. They will manage the technical issues, design visually attractive visuals, and produce immersive sound effects.

8.2. Ministry of Education: They can provide curriculum alignment recommendations, access to educational materials, and approve the games for widespread use in schools.

8.3. Certified accountant: He may assist the school in efficiently managing the budget, ensuring that money are appropriately allocated for equipment,

software, workers and other necessities. He ensures that the school follows all tax requirements and avoid costly penalties. He creates comprehensive financial reports which monitor school's financial health.

8.4. Technology providers : Platforms, gaming engines, learning management system that can be integrated with current educational software. They supply the facility and tools required to create, host, and deliver game.

9. Structor Costs

9.1. Operational costs

Include : office space, utilities, equipment, electronic devices, and internet access.

9.2. Game development & Content creation costs

- The expense of designing the game's mechanics, plot, and user experience in general.
- Paying programmers to create the gaming motor, characteristics, and operation.
- The production of images, characters, animations, and interface elements.
- The creation of instructional materials such as vocabulary list, grammatical explanations, and conversation scripts.
- The expense of hearing voice speakers, developing sound designs throughout the game.

9.3. Marketing costs

- Creating a website content, social networking actions, and promotional materials.
- Advertising by the expense of placing advertisements on social media channels, search engines, and other websites.
 - Relations with the media by increasing positive news awareness for the game.

9.4. Platform maintenance and hosting

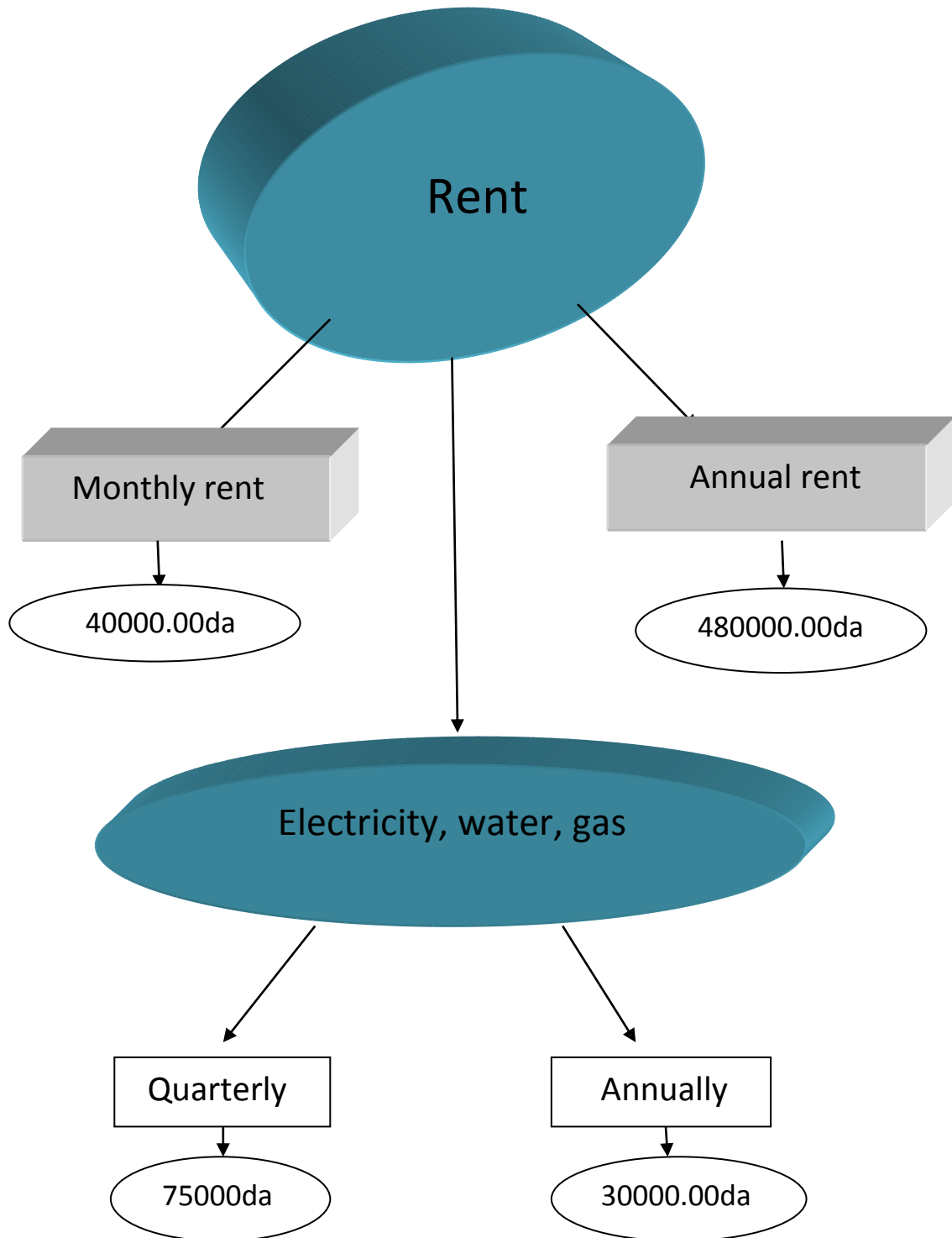
- Network costs which are the costs of acquiring or operating machines for hosting the game online.
- Game updates and Maintenance which covers the expense of correcting bugs, introducing new fresh functions, and maintaining the game operating properly.

9.5. Customer support

- Assistance desktop which comprises the expense of implementing a system to react to user inquires and technical concerns.
- Social interaction managementy that includes the expense of interacting with people via discussions, and social media platforms.

Business Plan

Diagram of rent



<i>Equipments</i>	<i>Prices</i>
tables and chairs (10)	100000 da
Computers hp (10)	945000 da
Printer (1)	33500 da
Datashow acer (1)	80000 da
Tablets 4/64 GB (5)	175000 da
Whiteboard (1)	40000 da
Office table and chair	15000 da
Total	<i>1388500 da</i>

<i>Office supplies</i>	<i>Prices</i>
Paper clips (3)	600 da
Stapler (1)	360 da
Plastic pen holder (1)	150 da
Tape dispenser (1)	250 da
Staples 24/61 (5)	250 da
Office scissor (1)	250 da
Diploma holder (1)	300 da
Register (1)	350 da
Pens (10)	300 da
Ream of papers (5)	4000 da

Correction pens (3)	180 da
Highlighter (3)	180 da
Total	7170 da
Other charges	1000000 da

Employees	Monthly Salary	Annual salary
Computer scientist (1)	70000 da	840000 da
Teachers (2)	80000 da (2)	960000 da
Secretary (1)	25000 da	300000 da
Certified accountant (1)	/	15000 da
Total	175000 da	2115000 da

Charges	Bimestrial payment	Annual payment
High-speed internet	5200 da + 600da	34800 da

Charges	Semestrial payment	Annual payment
Advertising (social networks)	6000 da	12000 da

General Total : 4167470 da

Revenue stream

Groups	Monthly payment for per person	Anually payment for per person	Anually payment for the six groups
Group one (10 kids)	8000 da	88000 da	880000 da
Group two (10 students)	8000 da	88000 da	880000 da
Group three (10 english learners)	8000 da	88000 da	880000 da
Group four (10 kids)	8000 da	88000 da	880000 da
Group five (10 students)	8000 da	88000 da	880000 da
Group six (10 english learners)	8000 da	88000 da	880000 da

Total : 5280000 da

+

Application sales to schools and institutions