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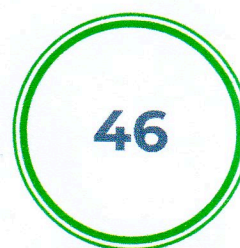- Date de soumission: 2025-06-05

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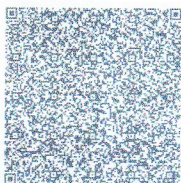
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عنوان

المذكرة: Investigating Primary School Teachers'
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اسم ولقب الأستاذ(ة) المشرف(ة)
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Investigating Primary School Teachers' Perceptions on Utilizing Educational Games to Manage Pupils' Hyperactivity

The Case of EFL Teachers at Primary Schools in Bouira

A Thesis Submitted to the Department of English Language and Literature - University of Bouira – in Partial Fulfillment for the Requirement of Master's Degree in

Didactics and Applied Languages

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2024/2025

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful,

First and foremost, I thank Allah Almighty for His boundless mercy. He has blessed me with strength, perseverance, and clarity of mind to complete this dissertation

I want to dedicate this modest work

To myself for having the strength, resilience, and determination to overcome every obstacle on the path to completing this thesis.

To my beloved parents for your endless support, encouragement, and unconditional love. You have taught me the true meaning of hard work and success. Your presence means the world to me. Thank you for everything

To my friend and my partner Riham, who has always been the companion of my soul. And I ask Allah Almighty that our friendship lasts forever.

To my dear siblings, Asma, Maryam, and Ali.

To my aunt Ilham, who has always been and continues to be my best friend and sister in every step of my life. her husband Omar and their children Adem, Lina.

To my only maternal aunt

To my grandparents , my aunts my uncle and all cousins

To my friend Dounia.

Wafaa

Dedication

In the name of Allah, The Most Gracious, The Most Merciful.

All praise is due to Allah, for nothing would be possible without His guidance and infinite mercy.

I dedicate this humble work, first and foremost, to myself for holding on through moments of doubt, for being patient, persistent, and never giving up.

To my precious parents and grandmother, whose prayers, love, and sacrifices shaped who I am.

To Wafaa, whose companionship made this journey easier and more meaningful.

To my dear siblings: Mouhamed, Abed El Rahman, Djawad, and Assil, your presence is my strength.

To all my aunts ,my uncles and cousins especially Meriem and Maria

And finally, as a prayer for the future to my future husband and children, may your love and presence be my peace and my greatest reward. This work is for you, too.

Riham

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Abstract

This study aimed to explore teachers' perceptions on using educational games to manage pupils' hyperactivity in EFL classrooms. To achieve this, a descriptive study was conducted among primary school English as a Foreign Language (EFL) teachers in Bouira. A mixed-method approach was used, including a teacher questionnaire, to collect data. The questionnaire was used to gather teachers' opinions on the effectiveness of using games as an educational strategy for managing leaners with Attention Deficiency Hyperactivity Disorder (ADHD) based on their experiences. The findings revealed that educational games have many benefits in managing hyperactive learners in EFL classrooms and support them to learn the language. Additionally, by choosing appropriate games for this type of learners, these games can engage their attention, increase concentration, and enhance their focus, helping them utilize their excess energy in the learning process.

Key words: Educational Games (ED), Attention Deficit Hyperactivity Disorder (ADHD), EFL primary school teacher, EFL classroom management.

الملخص

هدفت هذه الدراسة إلى استكشاف تصورات المعلمين حول استخدام الألعاب التعليمية لإدارة لدى التلاميذ الذين يعانون من فرط النشاط في أقسام اللغة الإنجليزية كلغة أجنبية (EFL). ولتحقيق هذا الهدف، أُجريت دراسة وصفية شملت معلمي اللغة الإنجليزية في المدارس الابتدائية بولاية البويرة. تم اعتماد منهجية مختلطة شملت استبيانًا للمعلمين من أجل جمع البيانات. وقد استُخدم الاستبيان لجمع آراء المعلمين حول فعالية استخدام الألعاب كإستراتيجية تعليمية في التعامل مع المتعلمين الذين يعانون من اضطراب فرط الحركة وتشتت الانتباه (ADHD)، من خلال مقارنة تجاربهم. كشفت النتائج أن للألعاب التعليمية فوائد عديدة في إدارة المتعلمين ذوي النشاط المفرط داخل أقسام اللغة الإنجليزية، كما تساهم في دعم تعلمهم للغة. بالإضافة إلى ذلك، فإن اختيار الألعاب المناسبة لهذا النوع من المتعلمين يمكن أن يساهم في جب انتباههم، وزيادة تركيزهم، وتعزيز قدرتهم على الانتباه، مما يساعدهم على توظيف طاقاتهم الزائدة في العملية التعليمية.

الكلمات المفتاحية: الألعاب التعليمية، اضطراب فرط الحركة وتشتت الانتباه (ADHD)، معلمو اللغة الإنجليزية في المرحلة الابتدائية، إدارة الأقسام في تعليم اللغة الإنجليزية كلغة أجنبية.

List of Abbreviations

ADHD: Attention Deficit Hyperactivity Disorder

EFL: English as a foreign language

TPR: Total Physical Response

ESL: Englis as Second Language

CT: Information and Communication Technology

LBG : Learning Based Game

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General Introduction

Introduction

Recently, one of the most common challenges that teachers are facing in primary schools is dealing with pupils' hyperactivity. This phenomenon has appeared critically among the new generations, what severely affected their attention, memory, concentration, and learning process as a whole. In EFL classrooms specifically, learners' hyperactivity started to affect classroom management and the lessons' flow. Hence, it became crucial, for both teachers and learners, to be aware of this phenomenon, its effects, and how to manage it in EFL classrooms.

Hyperactivity is known as Attention deficit hyperactivity disorder (ADHD). It is classified as mental syndrome affecting children. Its symptoms include inattention, impulsivity, and weak memory. Pupils with ADHD usually have difficulties in understanding as well as problems in comprehending and responding to commands and requests.

In primary school EFL (English as a Foreign Language) classrooms, these difficulties can make learning even harder for them. Traditional teaching methods may not work well for these learners because they often need more active and fun ways to stay focused. Educational games, for instance, combine entertainment and learning in an attractive and interactive way.

In fact, games are often used in language classrooms to make learning more enjoyable and effective. Many studies have shown that games can help learners improve their language skills, such as speaking, listening, vocabulary, and grammar. They also increase learners' motivation, reduce stress, and create a more active learning environment. Because of this, games are widely used in teaching English, especially to young learners. Therefore, these games ca be used as the best solution to control hyperactivity.

1 Statement of the problem

while many researchers focus on how games support language development, few have studied how games can also help manage the classroom, especially in classes where some learners show signs of hyperactivity. These learners may have trouble staying focused, following rules, or sitting still, which can disturb the class and slow down the learning process. In such situations, games could be a helpful tool not only for teaching but also for managing behavior.

However, some teachers may not feel confident using games to manage behavior because they lack proper training or support. Others may find it difficult to select suitable games for learners with special needs or to apply them in large and overcrowded classrooms. These challenges make it harder for teachers to use games in ways that support both learning and classroom control.

Therefore, this research aims to investigate Primary School Teachers' Perceptions on Utilizing Educational Games to Manage Pupils' Hyperactivity by identity the importance of games in language learning, types of games in EFL, benefits and challenges of using educational games. It also seeks to define what is hyperactivity, offers some psychological and educational theories about hyperactivity, and the relationship between teaching English as a foreign Language EFL in primary schools, classroom environment, teaching strategies, and managing hyperactive behaviours. Also, it presents benefits and challenges of managing Hyperactivity in EFL Classroom based on previous research on managing Hyperactivity with Games.

2 Research questions

The present study seeks to answer the following question and sub questions:

Main Research Question:

1. How do Algerian primary school EFL teachers perceive and use educational games to manage hyperactivity and enhance classroom engagement?

➢ **Sub-Questions:**

a) Do educational games influence learner engagement, concentration, and discipline in Algerian EFL primary school classrooms?

b) What types of educational games are commonly used by EFL primary school teachers to support hyperactive learners?

c) What challenges do Algerian EFL primary school teachers face when implementing educational games in primary school classrooms?

d) To what extent do educational games promote interaction and collaboration among learners in the EFL context?

3 Hypothesis of the Study

Based on the research questions, the following hypotheses were formulated:

➢ Primary school EFL teachers perceive educational games as effective tools for managing hyperactivity in learners.

➢ The use of educational games can significantly improve learner engagement, concentration, and discipline in Algerian primary EFL classrooms.

➢ Games can influence learners' engagement, concentration, and discipline in Algerian EFL primary school classrooms.

➢ Educational games significantly promote learner interaction and collaboration in Algerian primary EFL classrooms.

4 Objectives of the Study

The main objective of this study is to explore Algerian primary school EFL teachers' perceptions of using educational games as a strategy to manage pupils' hyperactivity. Specifically, the study aims to investigate how such games influence learner engagement, concentration, and discipline in the classroom. It also seeks to identify the types of educational games most commonly used by teachers to support hyperactive learners. Additionally, the study examines the main challenges teachers face when implementing educational games in EFL classrooms. Finally, it aims to assess the extent to which educational games foster interaction and collaboration among learners, contributing to a more dynamic and inclusive learning environment.

5 Methodology of the Research

The present study investigates primary school teachers' perceptions of using educational games to manage pupils' hyperactivity. To achieve this aim and answer the research questions, a descriptive approach was adopted, integrating a qualitative research method. The descriptive design is appropriate for studies that seek to explore and understand participants' attitudes, beliefs, and experiences without manipulating any variables.

This approach allows the researcher to gather detailed and meaningful insights into how Algerian primary school EFL teachers perceive and apply educational games in their classrooms

through the use of a questionnaire. It also helps in identifying patterns, challenges, and perceived impacts of these practices on learners with hyperactivity.

6   Research Instrument

To collect data for this study, a questionnaire was used as the main research instrument. The questionnaire was designed to explore Algerian EFL primary school teachers' perceptions of using educational games to manage pupils' hyperactivity.

The questionnaire consisted of different types of questions, including open-ended questions, which allowed respondents to express their opinions, experiences, and attitudes in detail. These questions aimed to uncover whether teachers are using educational games, the types of games they implement, the perceived effects on hyperactive learners, and the challenges they encounter in the classroom.

7   Significance of the study

This study is important for several factors. First, the results of this research provide a deeper understanding of how primary school teachers perceive the use of educational games as a means of managing hyperactivity in learners.

The broader impact of this study may serve as an eye-opener for the importance of promoting game-based learning as a systematic and engaging strategy to support learners with hyperactivity, as well as to improve interaction and collaboration in EFL classrooms exactly in primary schools.

Besides, through the exploration of Algerian EFL teachers' experiences, this study fills a gap in the literature on the impact of game-based strategies on improving classroom engagement, concentration, and discipline. It also provides a deeper understanding of the challenges associated with the use of educational games in primary school.

Chapter One

The Use of Games to Manage Hyperactivity in EFL classrooms

Section One: Hyperactivity in EFL Classroom

1.1 What is the Hyperactivity

Attention deficit hyperactivity disorder (ADHD) is a common neurodevelopmental disorder in children, and its effects can persist into adulthood. This disorder is characterized by persistent and abnormal behavior patterns characterized by difficulty concentrating, hyperactivity, and impulsive behavior. These children may experience significant behavioral difficulties, such as low self-esteem, learning problems, and delayed academic performance, as well as difficulties building stable social relationships with peers, classmates, and family members (National Institute of Mental Health, 2025).

Scholars have offered various definitions to capture the nature and characteristics of hyperactivity. Among the definitions proposed by prominent researchers and institutions. According to Sroufe and Rutter (1984) hyperactivity is "a syndrome in which the child shows a persistent pattern of overactivity, distractibility, and impulsiveness that is inconsistent with the child's developmental level" (p.22)

Another definition was provided by Barkley (1997) were he presented hyperactivity as:

"A condition characterized by excessive motor activity, such as fidgeting, inability to stay seated, running or climbing in inappropriate situations, and talking excessively, often seen as a core feature of Attention-Deficit/Hyperactivity Disorder (ADHD)" (p. 65).

Similarly, Sousa (2001) claimed that this disorder is a serious situation that interrupts the learners' capability to focus their attention (inattention), control their activity levels (hyperactivity), and control their actions (impulsivity). "It ranks among the most common learning disorders affecting children and adolescents, impacting approximately 4.1 percent of youths aged 9 to 17 for at least six months" (Sousa, 2001, p. 47).

Moreover, ADHD is also defined as being excessively distracted, and this is usually accompanied by impulsivity and hyperactivity. It is present by the age of seven years old, and it should be apparent in more than one setting, for instance at home and in the classroom (Hanne, 2003).

1.2 Characteristics and Indicators of Hyperactivity

The main features of Attention Deficit/Hyperactivity Disorder (ADHD) are impulsivity, hyperactivity, inattention, and distractibility.

Impulsivity occurs when an individual performs without thinking or considering the consequences, interrupts others, or has difficulty in waiting. In this regard. Douglas indicated that (2005, p.46): Learners who perform and react impulsively are suffering from hyperactivity and struggle to concentrate. "They might grasp the expectations placed upon them but find it challenging to execute tasks due to difficulties in staying still, maintaining attention, or focusing on details"

Hyperactivity, on the other hand, is characterized by constant fidgeting, an inability to remain seated, and engaging in activities that are noisy or inappropriate for the situation. In addition to that, poor attention is often associated with distractibility, making it difficult to concentrate, organize, and complete tasks, along with being easily distracted by unimportant external stimuli. (Coghill, 2004).

These effects of hyperactivity can significantly influence the learners' educational, professional, and social life. Accordingly, special care and treatment should be provided to these type of learners (Villalobos, 2011).

Besides, there are several signs that can indicate whether a learner is hyperactive or not. These signs are often reflected in their classroom behavior and interaction with others. Douglas (2005), in his study on ADHD learners in EFL classroom, displays several behaviors of this syndrome that may occurs in class, including:

- standing up without a clear reason,
- struggling to interact quietly,
- maintaining a disorganized backpack and desk,
- frequently distracting himself,
- demonstrating weak planning skills,
- repeatedly interrupting both students and the teacher,
- shifting seats,
- failing to complete tasks on schedule,
- speaking out loud,

- neglecting the teacher's instructions,

- occasionally acting out for attention, and sometimes exhibiting mild fidgeting.

Similarly, Villalobos (2011) provided a list of indicators of ADHD in the following table. It presents a list of common behaviours that may suggest symptoms of hyperactivity, as mentioned in relevant literature and educational observations. If the learners suffer from at least six behaviors, they can be identified as hyperactive.

Behaviour	Yes	No
Interrupts or intrudes the teacher and other students.		
Blurts out answers and opinions.		
Has difficulty waiting for his turn.		
Constantly stands up for no apparent reason.		
Is very talkative.		
Might dash around or climb.		
Fidgets excessively with hands or feet.		
Is easily distracted by extraneous stimuli.		
Is very forgetful.		
Cannot sit still for short periods of time.		
Does not pay attention to details.		
Shows difficulty sustaining attention.		
Does not finish on time the assigned tasks.		
Loses personal belongings.		
Rarely finishes tasks and assignments.		
Impulsively calls out answers.		
Has a short-term memory.		
Has a messy desk.		

Table 1. Indicators of ADHD (Villalobos, 2011, p.27)

1.3 The Effects of hyperactivity in EFL classrooms

Hyperactivity or the ADHD is one of the most prevalent disorders found in classrooms (Sousa, 2001). It is a neurodevelopmental Condition and a common childhood mental health disorder, it is characterized by several key symptoms that appear in early ages including:

inattention, distractibility, excessive movement and impulsivity. It is mainly common among boys than girls. The average age at diagnosis is 6 years (Hanne, 2003).

This phenomenon can have undesirable effects on the learning process of the hyperactive child and the whole classroom management. In EFL classrooms specifically, Hanne (2003) asserts that the negative effects of hyperactivity, including distraction and excessive movements, and limited short-term memory, lead to learning challenges and underperformance relative to the child's true potential. Furthermore, it can create obstacles to effective learning and classroom engagement.

1.3.1   Attention and Concentration

Attention and concentration problems are key features of Attention Deficit Hyperactivity Disorder (ADHD). Hence, children with ADHD mainly show less ability to concentrate compared to their classmates, what makes it difficult for them to follow the activities or complete classroom tasks (Kamel, 2021).

1.3.2   Task Completion and Following Through

Children with ADHD have difficulty completing tasks due to concentration problems. They often start an activity and then stop doing it before completion then move on to something else. Doing that in almost all the task with no completion, these hyperactive learners will certainly face challenges and difficulties the next tasks in sequential order. They will also suffer with organization and following the teacher. They also have difficulty ordering information according to their importance that impacts their ability think critically or do tasks. (Sousa, 2001).

1.3.3   Impulsivity and Self-Control

Impulsivity is a prominent feature of ADHD in children. In the classroom, this may appear as interrupting conversations, speaking without permission, or difficulty sitting for a continuous period of time. Therefore, dealing with learners with this disorder presents a challenge for teachers. However, many teachers have gained experience adopting supportive strategies for these children in the classroom (Barkley, 1997).

Impulsive behaviors are also reflected in their relationships with peers. They may have difficulty adhering to social rules, sometimes leading to rough play, loud talking, and interrupting others. This can cause conflict and leave them feeling excluded (Villalobos, O. B. 2011).

1.3.4 Academic Achievement

As it has been mentioned before, children with ADHD face difficulties that negatively impact their academic performance. They are more likely to have lower grades in reading and math than their peers. This disorder may also impact their overall grades. As a result of these challenges, some students may be required to repeat grades or enroll in special education classes to meet their educational needs. These difficulties are not limited to the academic stage; they may also affect a child's self-confidence and self-image later on, potentially exacerbating learning problems and diminishing motivation to learn (Kamel, 2021).

1.4 The impact of hyperactivity on individual and group learning

1.4.1 Individual Impact

At the individual level, students who exhibit hyperactive behaviors often experience significant difficulties in maintaining sustained concentration, which hinders their comprehension of educational content and negatively impacts their ability to complete academic tasks within the specified timeframes. Poor adherence to instructions and difficulty following through on structured academic activities also significantly deteriorate their academic performance, negatively impacting their achievement levels compared to their peers with typical behaviors (Villalobos, 2011).

1.4.2 Group learning

In the context of group learning, hyperactive behaviors can hinder collaborative tasks, contributing to weakening group cohesion and reducing overall productivity. This is due to the difficulty these behaviors make it difficult for other individuals to maintain focus and collaborate effectively. On an individual level, students with hyperactivity often face significant challenges in sustaining focus, completing required academic tasks, and engaging in structured activities. This negatively impacts their academic achievement and limits their academic performance compared to their peers (DuPaul & Stoner, 2014)

Section 2: The Use of Games to Manage Hyperactivity

2.1 Games in EFL classrooms

In today's active learning classrooms, teachers are continuously searching for new ways to engage students and help them to acquire the language effectively. Among the approaches they are adopting recently is the use of games to teach foreign languages.

Games interactive tools that combine learning with play. These games are not just for entertainment; they are strategically designed to promote critical thinking, collaboration, and motivation. By incorporating challenges, teamwork, and cooperative learning into classroom activities, educational games assist students in achieving academic goals in a fun and meaningful way.

Hadfield (1990; as cited in Desry, 2002, p. 23) asserts that games as "an activity with rules, a purpose, and an element of enjoyment…". In other words, games serve as learning tasks that require rules to be understood and to achieve their objectives. This can boost learners to be more eager to learn and active, helping them understand the game better and motivating them to do their best.

This concept is also known as game-based learning or gamification, which is based on structured educational plans for communication. Educational games involve the teacher presenting a structured activity in the form of a game, in which learners active participants in the learning process. Games and play are linked to children's cognitive development and help develop skills across the educational system.

Hadfield (2002) defined games as activities that have rules, a purpose, and an element of enjoyment. This indicates that games are not just about fun, but rather practices and experiences with deeper goals. Rules are the secret to managing a game in an organized manner. The purpose is the essential component of the game, as it motivates learners to interact, explore, and focus on achieving a specific outcome. Enjoyment is the key that breaks the boredom element, attracts learners' attention, and motivates them to learn.

The game's flexibility allows teachers to adapt them to various classroom contexts and learner needs. This adaptability is reflected in the wide range of formats they can take, each offering unique benefits for language acquisition.

2.2   The use of games to support EFL teaching and learning

Several studies have presented that integrating games into EFL classrooms not only helps to promote students' levels but also increases their love for learning, fuels their enthusiasm, and attracts their attention. The outcomes of classroom games can even be beneficial in children's daily life since it develops their participation, cooperation, and teamwork. Additionally, purposeful games can help build the children's characters and help them acquire social skills such as respecting time, rules, and the others.

Unlike traditional methods that rely on memorization and repetition, with playing educational games children can apply what they learn and use their critical thinking and problem solving abilities. Rustamova and A'zamova (2024) explored the role of didactic games in fostering critical thinking skills among children. Their work emphasizes that such games not only contribute to intellectual development but also support social skills and emotional maturity. Thei findings revealed how didactic games encourage creativity, decision-making, and problem-solving, fostering independence and enhancing logical reasoning abilities (Rustamova & A'zamova, 2024).

Using games in the classroom offers teachers more than just a tool for transferring knowledge to their learners, it also provides valuable ideas into their students' personalities and learning styles. Through students' reactions to winning or losing, teachers can observe traits such as flexibility, teamwork, management, responsiveness, and emotional control. These reactions can help teachers identify among their learners who are hyperactive, confident, competitive, anxious, cooperative, or reserved. Such insights allow teachers to tailor their teaching strategies more effectively, creating a more effective and flexible learning environment. In this way, games become a tool to bridge the gap between learners' emotional and social development and their learning process, by this means enhancing the learning process. For instance, Denden et al. (2018) presented a framework for indirectly modelling learners' personalities based on their behaviours in classroom gaming. Their study confirmed that examining students' actions within a game-based learning environment could accurately predict personalities such as extraversion and openness (Dendenet al., 2018).

Games play a key role in motivating young learners to acquire new languages. Not only that, but they create an ideal and supportive environment for them, especially in foreign language classrooms. They also assist teachers in increasing learners' receptiveness, interest, and help in making the learning process more enjoyable. In this regard, Kamra (2010), indicated that games are an effective and successful way to motivate students to learn English. Further, Constantinescu (2012) claims that games are an approach to developing all skills that contribute to language learning (speaking, writing, reading, and listening), and that games are an excellent means of effectively practicing language through effective communication.

Moreover, young learners can also feel more comfortable and relaxed speaking and participating while playing games because of the less stressful atmosphere, unlike the traditional classroom setting, which often leads them to feelings of stress and tiredness. Therefore, teachers can use educational games as the best solution to attain the learning objectives and for achieving

good results with young learners (Gunawan & Effendi, 2023). This was confirmed by Constantinescu (2012) stating that game-based learning improves student engagement and lowers anxiety. His study confirms that games are a productive method to help young learners achieve learning goals in EFL classrooms.

Besides, integrating learning with games is an engaging and fun method for learners with young ages such as in primary schools. It provides an interactive space that allows students to feel comfortable making mistakes and communicating openly in the target language, enhancing their grammatical accuracy, vocabulary retention, and cooperation in peers and groups. Pertaining to this, Saha & Singh (2016) revealed throughout their study how language games in ESL classrooms can lower students' anxiety levels and encourage participation, especially among shy learners. These games not only helped in developing language skills but also foster collaboration skills like active listening and positive social interaction, creating an interactive and supportive learning environment.

2.3   The Use of Games to Manage Pupils' Hyperactivity in EFL classrooms

Games are not just a way to entertain the learners, they can also be a useful strategy for teaching English as a foreign language (EFL). In fact, games can be especially helpful in controlling hyperactive learners by keeping them engaged and focused through movement, interaction, and fun tasks. Several previous studies have confirmed the positive impact of educational games on learners' behaviour and classroom management.

2.3.1 Previous Studies

As it has been mentioned and discussed earlier, several studies and research topics have been conducted to explore the use of games in EFL classrooms. These studies have shown that games can play an important role in helping learners develop their language skills. Whether used to improve vocabulary, grammar, speaking, or listening, games make learning more enjoyable, interactive, and meaningful. However, only a few studies have focused on how games can be used as tools for classroom management, especially in classes of young learners who suffer from hyperactivity.

Among the previous research, a study was conducted to explore teaching English to hyperactive learners in Estonia. This study presented a general idea about the ADHD, its common symptoms, learners differences in behaviour and activity at class as well as teaching EFL to learners with ADHD disorder. Additionally, this study provided some ideas about strategies used

by teachers for productive teaching practices and methods for management including the use of games, and effective teaching resources. Finding of this study revealed that teachers of English in classes that includes ADHD learners may face significant challenges for students when learning English and other subjects because of their unawareness. It also concluded that ADHD can influence the learning process and experiences of English Language. Accordingly, the researcher stated that:

> "Teachers' lack of knowledge in the subject may often impede the progress of ADHD students at school. Different symptoms of ADHD may cause these students to experience difficulties in learning English, and these obstacles also hinder progress in other subjects as well. In order to successfully teach English to students with the characteristics of ADHD, several aspects need to be considered" (Ivask, 2015. p.15).

The findings also highlighted the significance of using productive teaching strategies and methods specifically designed for ADHD students such as educational games. Effective strategies include interactive activities, visual aids, and structured lessons that cater to the unique needs of these learners. Additionally, Techniques such as positive reinforcement, clear expectations, and consistent routines were found to be effective in managing ADHD students' behavior during English lessons. Moreover, the findings emphasised also on the need for teachers of English to be aware of this disorder of the ADHD and to own a holistic understanding about it. This awareness is crucial for selecting the appropriate and effective teaching methods that will not only improve English language learning but also support the learners of the ADHD. In conclusion, the study provides valuable insights into the teaching of English to ADHD students, highlighting the need for personalised strategies, operative behavior management, and the selection of appropriate resources to facilitate their learning (Ivask, 2015).

Another study investigated Special Education teachers' perceptions regarding the efficacy of game-based learning strategies in the instruction of English as a Foreign Language, with a particular focus on addressing behavioral disorders in students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). This study highlighted the teachers' understanding of incorporating games into EFL classrooms for hyperactive students to enhance attention, concentration, communication skills, and self-confidence. Moreover, the study also underscored the obstacles teachers encounter when using games.

The findings demonstrated that teachers viewed game-based learning as a practical and effective strategy to engage hyperactive students, capture their interest, and improve concentration. Furthermore, it indicated that games foster a suitable and motivating environment. However, the researcher outlined the difficulties teachers face in selecting appropriate games to cater to all students' needs. Finally, it concluded that game-based learning can be a valuable approach for teachers and researchers when working with hyperactive learners, especially for managing the behaviors of ADHD learners and fostering positive behavioral changes (Mohamed et al., 2024)

2.3.2 Types of Games in EFL Classrooms to Control Hyperactivity

Managing hyperactivity among young learners can present challenges within classroom environments. Children often struggle to pay attention, jump into activities too quickly, or can get easily distracted, which makes it harder for them to learn the language. Therefore, one of the most popular and effective methods is the use of educational games. Almost all types of educational games play a big role in keeping hyperactive pupils focused and engaged, making the whole language learning process easier and more enjoyable for hyperactive learners.

Role Play

According to Collins online dictionary Role-play is the act of imitating the character and behavior of someone who is different from yourself, for example as a training exercise.

Integrating role-playing games into the EFL classrooms is a new way to encourage the minds of young learners to acquire the language in a modern way unlike traditional methods. The classroom becomes a creative platform where students reveal their talents as they transform into real or fictional characters to solve problems and develop their creative skills through learners' direct experience in terms of interaction and applying language more comfortable.

Board games

According to Collins online dictionary: "A board game is a game such as chess or backgammon that involves the movement of counters or other objects round a board".

The concept of board games is very ancient, however, these types of games are still widely used for educational purposes. As an educational tool, they are not only used for the learners' fun and enjoyment, but also for their dynamic and interactive role in the classroom. Accordingly, teachers use them to motivate students to speak, to think critically, and to develop their expressive and spelling skills (Barrull et al., 2024).

Additionally, board games help to create an atmosphere of trust and cooperation between the learners. What is most important is that it has been proven that board games improve students' concentration, and teach them to respect their roles, and can control their attention for a descent period of time. Scrabble, for instance, is one of the board games that can help in learning English (Wright et al., 2006).

Pictionary

It is an educational guessing game invented by Robert Angel and graphic designer Gary Everson, in which students try to identify words through pictures drawn by other students based on English vocabulary (Wijianto, 2021). According to Hinebaugh, this game develops communication skills, especially for students who rely on visual learning, as it helps them acquire new vocabulary. It also stimulates creative thinking and the ability to connect different ideas, meaning that the game is not just for entertainment but serves as an interactive educational tool.

Spelling Bee

It is a competition based on spelling a set of words until a student makes a mistake in one of them. It is an effective and beneficial game, especially in primary schools, as it tests students' spelling skills. Usually, students are asked to spell words out loud, and the teacher acts as a neutral judge. It can be practiced individually or in groups to increase excitement and engagement.

2.3.3 Strategies of using games to manage hyperactivity in EFL Classrooms

One helpful way to manage hyperactivity in young EFL learners is by adding movement to classroom activities. Many hyperactive pupils find it difficult to keep sitting for long periods, which often affects their focus and participation. Hence, when teachers include physical movement in their lessons, it gives learners a chance to discharge some of that energy while still learning. For instance, using games with movement where learners act out words or instructions can make lessons more interactive and memorable. Simple games like "role play" or vocabulary races also keep learners active and engaged without losing sight of the lesson's goals (Cedillo & Argudo, 2024). Movement games also like jumping to the correct answer help children release energy and keeps the classroom more peaceful and focused (Springer, 2022).

Further, engaging multiple senses—sight, sound, and touch—keeps hyperactive students focused. Using visual aids, songs, and hands-on activities caters to different learning styles and maintains interest (Amr et al., 2024).

Moreover, structured group activities allow hyperactive students to interact socially and learn collaboratively, managing their energy positively. Tasks like role-plays or group projects promote communication skills and responsibility (Benyahia, 2021).

Besides, giving rewards and praise plays a very important role when using games in the classroom. When teachers give stars, points, or small prizes to students who follow the rules or answer questions correctly, it encourages them to keep trying their best. This kind of positive attention helps students feel proud and motivated. For hyperactive children, these rewards help them stay focused on the activity and behave better, making the classroom a calmer and more fun place to learn (Frontiers in Psychology, 2022).

Additionally, Games like matching cards or remembering pairs of words help children use their memory. These games make thinking skills stronger and help students pay attention better. They also teach children to control their impulses and stay calm. Because of this, kids can focus more during lessons and behave well (Yahya, 2018).

2.3.4 Challenges of Using Games to Manage Hyperactivity in EFL Classrooms

Using games in EFL classrooms can help in controlling learners' hyperactivity, but there are some challenges that teachers face in applying these games among these challenges according to previous studies:

➢ **Over excitement and Loss of Control**: because games can sometimes make hyperactive students very excited. This can lead to shouting or excessive movement, which makes classroom management harder (Méndez & Slisko, 2013).

➢ **Difficulty Focusing on Language Goals:** Students may focus more on playing and winning the game than on learning English. This can reduce the effectiveness of the lesson, especially for hyperactive learners who have short attention spans (Wright, Betteridge, & Buckby, 2006).

➢ **Time Constraint:** Games take time to explain, play, and then return to the lesson to do other activities. Hyperactive students may need extra time to calm down, which can interrupt the lesson schedule (Mastropieri & Scruggs, 2018).

➢ **Lack of Space and Resources:** Many games require large space or materials. In overcrowded or poorly equipped classrooms, it can be difficult to play games safely and effectively (Nixon & Helgeson, 2017).

➢ **Teacher Preparedness and Training:** Teachers especially the novice ones need proper training to use games effectively. Without this, games may cause more disruption instead of helping manage hyperactivity (Sali, 2008).

Conclusion

All in all, Attention Deficit Hyperactivity Disorder (ADHD) is a disorder characterized by difficulty concentrating and impulsive behavior that hinders learning. It also significantly impacts learners' academic, professional, and social lives. These students face numerous challenges in concentrating on following instructions, negatively impacting their academic achievement. However, it can be controlled through careful understanding and study, and by harnessing excess energy in a positive way that engages the child's full attention and focus.

One of the effective ways to control this problem among young learners is the use of educational games. It can be used as a strategic and effective solution for managing hyperactive students by integrating them into English as a Foreign Language classes. They are not only a means of entertainment but also a means of education, especially when choosing appropriate games that increase the enthusiasm of this group and encourage them to complete the game and concentrate on it if it meets their desires.

The next chapter tends to explore primary school teachers' perceptions towards the use of these educational games as a strategy to manage learners' hyperactivity in EFL classrooms.

Chapter Two

Research Methodology

Introduction

This chapter outlines the methodological framework utilized for the current study. It describes the research design, clarifies the reasoning behind the selected methods, and details the procedures implemented for data collection. The main objective of this chapter is to present a clear and systematic overview of the research process to guarantee its validity, reliability, and relevance.

The chapter begins by introducing the overall research approach and design, followed by a description of the research setting and the participants involved. Additionally, it discusses the tool used for data collection, as well as the procedures employed for data analysis. Further, this chapter presents the study's findings and results, followed by a discussion of these results. Additionally, it includes the conclusions drawn from the analysis, as well as the limitations encountered during the research. Additionally, the chapter provides some pedagogical implications of the findings. Finally, this chapter ends with a general conclusion that summarizes the overall outcomes of the study.

2.1 Research Design and Approach

The present study is conducted within the framework of a descriptive research approach, which is commonly used in educational research to describe phenomena as they naturally occur, without interference or manipulation. This approach was selected because it suits the nature and objectives of the study, which aims to investigate teachers' beliefs concerning the use of games as a strategy to manage hyperactivity in EFL classrooms.

Descriptive research enables the researcher to gather detailed information about existing practices, attitudes, and perceptions. In this context, it helps to explore how teachers in Algerian primary schools in the Bouira region perceive and implement game-based strategies to address classroom management issues related to hyperactive learners. The aim is not to test hypotheses or establish causal relationships, but rather to provide an accurate picture of the current situation based on the participants' responses.

To this end, an online questionnaire was designed and distributed to a selected sample of primary school EFL teachers. The instrument was chosen for its ability to gather rich, qualitative data from a larger sample while ensuring consistency in the information collected. The questionnaire was distributed in person and online to maximize accessibility and encourage participation.

2.2 Research Setting and Participants

The present study was conducted within the educational context of Algerian primary schools, targeting teachers of English as a Foreign Language (EFL) from various regions across the country. The decision to adopt a national scope was motivated by the need to gather a broader and more representative understanding of Algerian teachers' beliefs regarding the use of games to manage hyperactivity in the EFL classroom.

The participants in this study were primary school EFL teachers working in different public schools throughout Algeria. They were selected because they deal directly with young learners and are often faced with behavioral challenges, such as hyperactivity, that may affect the teaching and learning process. Their experiences and beliefs were considered essential to address the research questions and to explore the perceived role of educational games as a classroom management strategy.

To reach a wide and diverse group of participants, The questionnaire was distributed by using online method. This allowed for the inclusion of teachers from different provinces and school environments, including urban, semi-urban, and rural areas. The teachers varied in terms of training in classroom management, which contributed to a richer and more comprehensive data set.

Participation in the study was voluntary. All participants were informed about the aims of the research, and their responses were treated with strict confidentiality to ensure anonymity and ethical compliance.

2.3 Data Collection Methods

To collect the necessary data for this study, the researcher relied on a questionnaire as the main research instrument. The questionnaire was designed to gather information about Algerian primary school EFL teachers' beliefs regarding the use of games as a strategy to manage hyperactivity in the classroom. This tool was chosen for its practicality, efficiency, and ability to reach a relatively large number of participants across different regions.

The questionnaire consisted of a series of closed-ended and Likert-scale questions, which aimed to elicit the participants' attitudes, perceptions, and reported practices. The questions were carefully structured to cover key aspects of the research topic, including teachers' understanding

of hyperactivity, their experiences with hyperactive learners, and their opinions on the effectiveness and applicability of game-based classroom management strategies.

In order to maximize participation and ensure broader geographic coverage, the questionnaire was distributed online. The online version was created using a digital survey platform and shared through social media and professional teaching groups, This method of distribution helped overcome limitations related to internet access and allowed for the inclusion of a wider and more diverse sample.

2.4 Description of the Questionnaire

The primary tool used for data collection in this study was a self-administered questionnaire titled *"Using Games in Teaching and Learning EFL to Control Pupils' Hyperactivity"*. This questionnaire was carefully designed to collect both factual information and subjective opinions from Algerian primary school EFL teachers regarding the use of educational games as a classroom management strategy for hyperactive pupils.

The questionnaire consists of four sections, each targeting a specific aspect of the research:

- **Section A: Perceptions About Hyperactivity in EFL Classes**

    This part explores teachers' views on the prevalence and forms of hyperactivity observed among their pupils. It also investigates the frequency of such behaviors and their perceived impact on various classroom aspects such as time management and pupil participation.

- **Section B: Impact on Language Learning and Acquisition**

    This section examines the extent to which teachers use games in their classrooms, the types of games used, and the reasons behind incorporating them into teaching practices (e.g., motivation, focus, behavior management).

- **Section C:**

    This part focuses on how hyperactivity affects language acquisition and learning outcomes. It also identifies which language skills are most impacted and explores teachers' opinions on the connection between hyperactivity and language learning challenges.

- **Section D : Effectiveness of Games for Controlling Hyperactivity**

The final section assesses teachers' beliefs about the effectiveness of games in managing hyperactivity. It includes questions on their training in game-based learning, the types of games they find most effective, challenges faced in using games, and suggestions for future improvement.

The questionnaire includes a combination of closed-ended questions**,** Likert-scale items, and open-ended questions. This mix was intended to allow for both quantitative interpretation and qualitative insights. Prior to distribution, the questionnaire was **corrected by** to ensure clarity, relevance, and appropriateness of the items.

It was administered using online method, which allowed for broader participation from teachers in Bouira , ensuring a more diverse and representative sample.

Before its official distribution, the questionnaire was reviewed and validated by two experienced EFL teachers to ensure clarity, relevance, and appropriateness. Their feedback led to minor adjustments that improved the overall quality and reliability of the instrument.

2.5 Rational Behind the Questionnaire

This present study opted for a questionnaire as the primary data collection instrument because it was the best method to collect a large number of responses from multiple teachers in an efficient and structured way. Additionally, this tool seemed to be suitable because it guarantees anonymous responses. Accordingly, it encourages more honest and open responses. Also, It provides standardized data because of its structured questions, making it easier to compare responses across multiple participants. Further, it is time-efficient, for both the researchers who faces limited time to conduct the study as well as the participants who may not have time for interviews. Moreover, it includes both closed-ended questions that helped to measure general perceptions, and open-ended questions to capture more detailed opinions and experiences.

2.6 Types of Analysis Used

To analyze the data obtained from the questionnaire, a mixed-methods analysis was employed, combining both quantitative and qualitative approaches. First, the quantitative approach was opted for the closed-ended questions by using descriptive statistics, such as frequencies and percentages. Second, the qualitative approach of analysis was selected to

Interpret and analyse the open-ended responses through the use of thematic analysis. This method helped to organize participants' responses in general themes what makes it easier for the researchers to analyse and compare the responses as well as to discuss the results

2.7 Data Interpretation and Analysis

Section A: Perceptions About Hyperactivity in EFL Classes

- **Question1: what percentage of your pupils signs of hyperactivity?**

Options	Number of participants	Percentage
A) Less than 10%	11	21.15%
B) 10-30%	33	63.46%
C) 30-50%	7	13.46%
D) More than 50%	1	1.92%
Total	**52**	**100%**

Table 2. Percentage of Pupils Showing Signs of Hyperactivity

The data in the table shows the percentage of hyperactive pupils in the classroom according to various teacher perspectives. Most of the teachers' answers were between indicated that hyperactivity is a common widespread phenomen in most primary schools classrooms. According to them, in each classroom 10% to 30% of pupils are suffering from hyperactivity. Yet, 11 teachers from the participants (21.15%) selected less than 10% in their classrooms. This disorder in their classrooms. Additionally, 8 teachers (15.38%) of the respondants indicated that the percentage of hyperactive students in their classes between 30% and 50%. Finally, according to this findings, most of the EFL classrooms in primary school holds hyperactive learners within them.
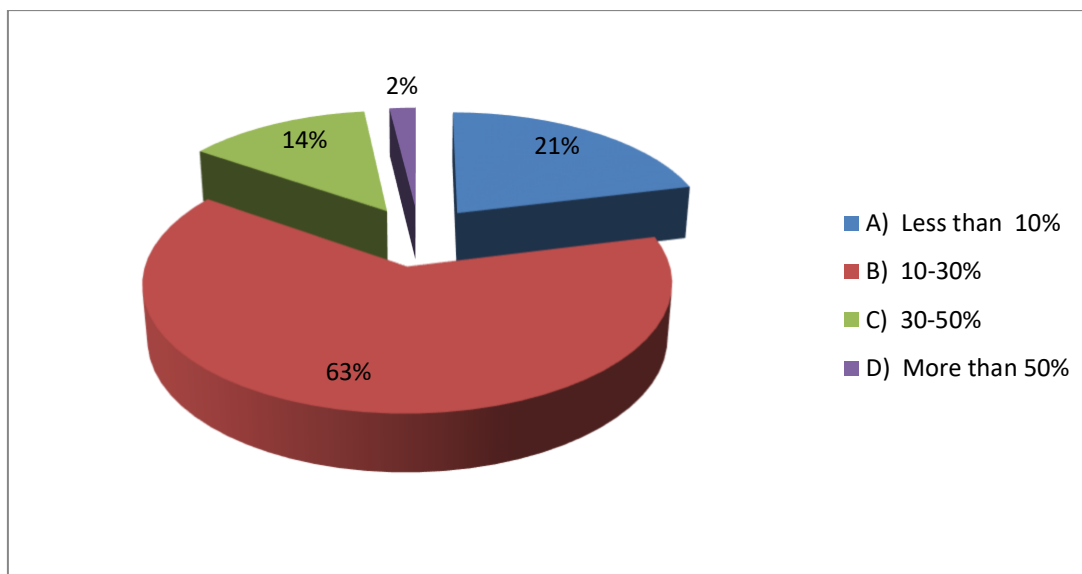
Graph 1. Percentage *of Pupils Showing Signs of Hyperactivity*

: **Question 02: Is hyperactivity a prevalent issue in your classroom?**

Options	Number of participants	Percentage
A) Disagree	4	7.69%
B) Neutral	16	30.77%
C) Agree	32	61.53%
Total	**52**	**100%**

Table 3. Teacher Observations on Student Hyperactivity

Based on the data shown in table 3, 55.77% of teachers believe that hyperactivity is an obstacle and a problem in managing the classroom effectively.Others believe that hyperactivity is not an extreme problem that cannot be dealt with, and therefore the percentage was estimated at 7.69%. This means that this group of teachers may not have taught or come across students with hyperactivity, or they have experience dealing with students, and therefore this group is not predominant. While others 30.77% were indifferent, which indicates that such teachers view it as normal, given the age of students at this level as well as the large number of this type of student in their classes, which does not have a negative effect.As a result . since the percentage of those who agreed was the highest, must be a common problem that disrupts the school environment
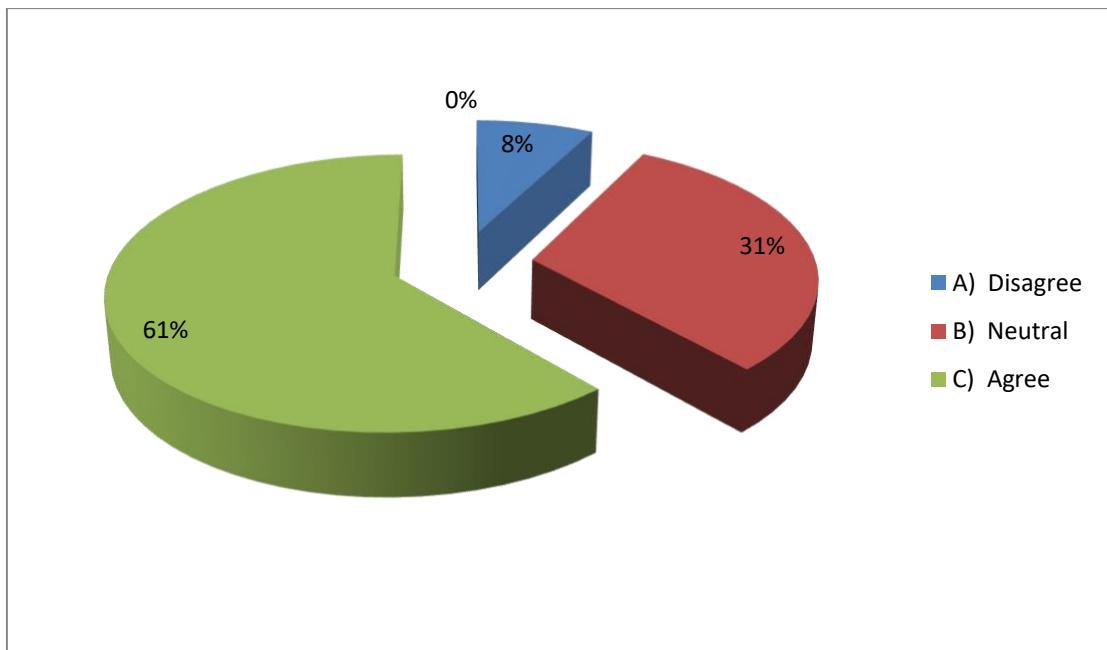
Graph 2. Teacher Observations on Student Hyperactivity

Question 03: **How many pupils on average are in your EFL class ?**

Options	Number of participents	Percentage
A) Less than 20.	23	44.23%
B) 20-30	19	36.53%
C) More than 30	11	21.15%
Total	**52**	**100%**

Table 4. Average Number of Pupils per EFL Class

According to the table showing the average number of students with ADHD in EFL classes, the answers were divided into three categories. The highest percentage was estimated at 44.23% with less than 20 students according to the teachers' opinions, indicating that this category is the least in terms of numbers. From 20 to 30, the percentage was 36.53%. The lowest percentage was estimated at 2.15 with an average number of more than 30. As a result, the average number of students with ADHD cannot be measured in one class, but rather varies according to the total number of students in the class and the teacher's treatment. Although they are not predominant in number, they can cause several problems.
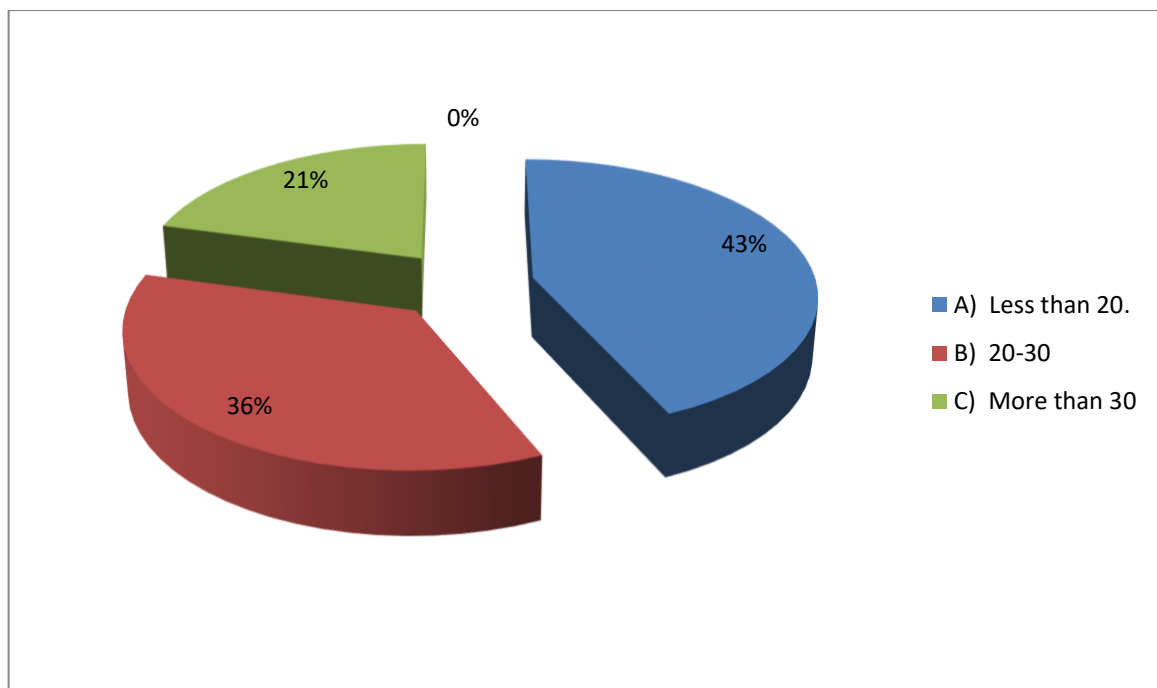
Graph 3. Average **Number of Pupils per EFL Classroom**

Question 04: What kinds of hyperactive behaviors do you notice in your EFL class?

Options	Number of selections	Percentage
A) Difficulty following instruction	11	17.46%
B) Fidgeting or constant Movement	33	52.38%
C) Interrupting the teacher or classmates	7	11.11%
D) Talking or shouting Excessively	1	1.58%
E) Inability to stay seated	11	17.46%
Total	63	100%

Table 5. Types of Hyperactive Behaviors Observed in the EFL Classroom

This table represents the types of hyperactive behaviors for which participants were able to select more than one option. Fidgeting or constant movement was the most common symptom, with more than half of the participants 52.38%, meaning that hyperactive children move around a lot. 17.46% was the percentage that teachers agreed should be equal to the inability to stay seated and difficulty following instructions, meaning that the child has difficulty doing what is asked. 11.11% was the percentage of teachers who observed these students interrupting them and their classmates because they were characterized by excessive talkativeness. One teacher selected the lowest percentage, 1.58%, which was excessive talking or shouting. As a result, hyperactive

children exhibit specific behaviors that set them apart from other students observed by teachers in EFL classes.
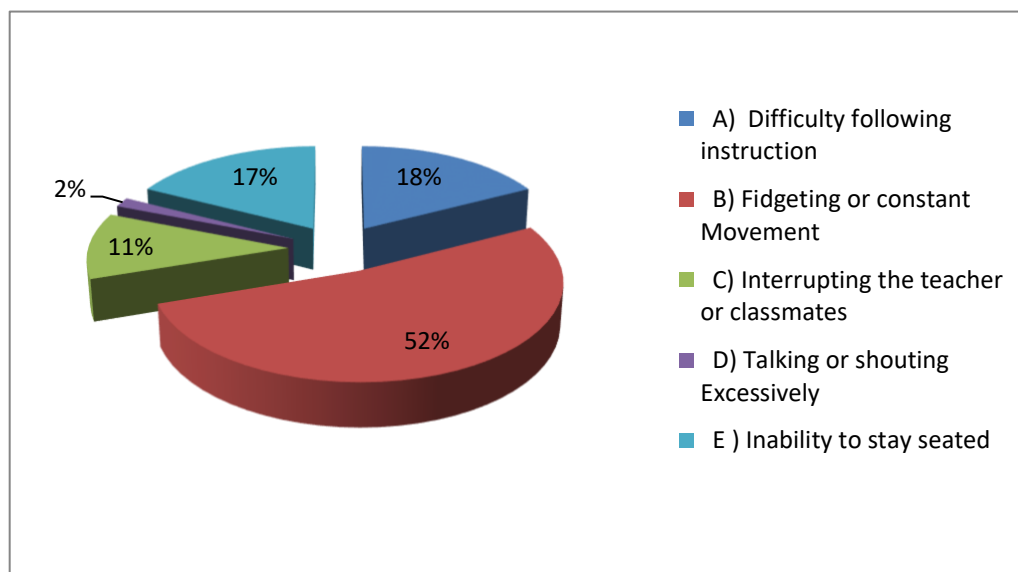
Graph 4. Types of Hyperactive Behaviors Observed in the EFL Classroom

Question 05: how often do you face hyperactive behavior in your classroom

Options	Number of participents	Percentage
A) Always	26	50%
B) Sometimes	23	44.23%
C) Rarely	3	5.77%
D) Never	0	0%
Total	**52**	**100%**

Table 6. Frequency of Hyperactive Behavior in EFL Classrooms

This table shows how often teachers encounter hyperactive students in EFL classrooms. 50% of participants reported encountering this behavior all the time, indicating that it is a recurring challenge for most teachers, especially those who are not experienced in dealing with it. 34.62% reported encountering it sometimes, indicating that it is not constant and can be controlled. Only 5.77% reported rarely encountering hyperactivity, which may indicate strong classroom management skills. No participants responded that they never encountered such behavior. As a result, the percentages of "sometimes" and "always" were roughly similar, suggesting that this category can be controlled or mitigated.
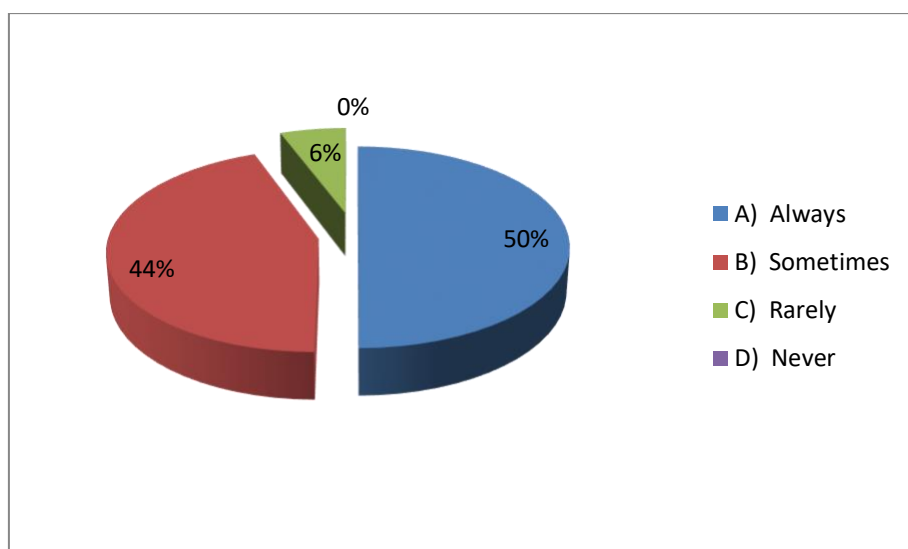
Graph 5. Frequency of Hyperactive Behavior in EFL Classrooms

Question 06: Is the flow of the lessons affected by hyperactive pupils?

Options	Number of participants	Percentage
A) Disagree	4	7.69%
B) Neutral	13	25%
C) Agree	35	67.38%
Total	**52**	**100%**

Table 7. Impact of Hyperactive Pupils on Lesson Flow

According to this table, 67.38% of participants agreed with one opinion, which is that hyperactive students affect the lesson through their speech and behaviors, such as interrupting the teacher and talking continuously. On the other hand, 25% of them took a neutral position, indicating the absence of a definitive opinion. The percentage of opponents was low, at 7.69%, indicating that only a few disagreed with the statement. Perhaps teachers are able to control their classes to such an extent that this category does not appear. As a result, hyperactive children negatively affect the lesson through their behaviors that require constant stimulation.
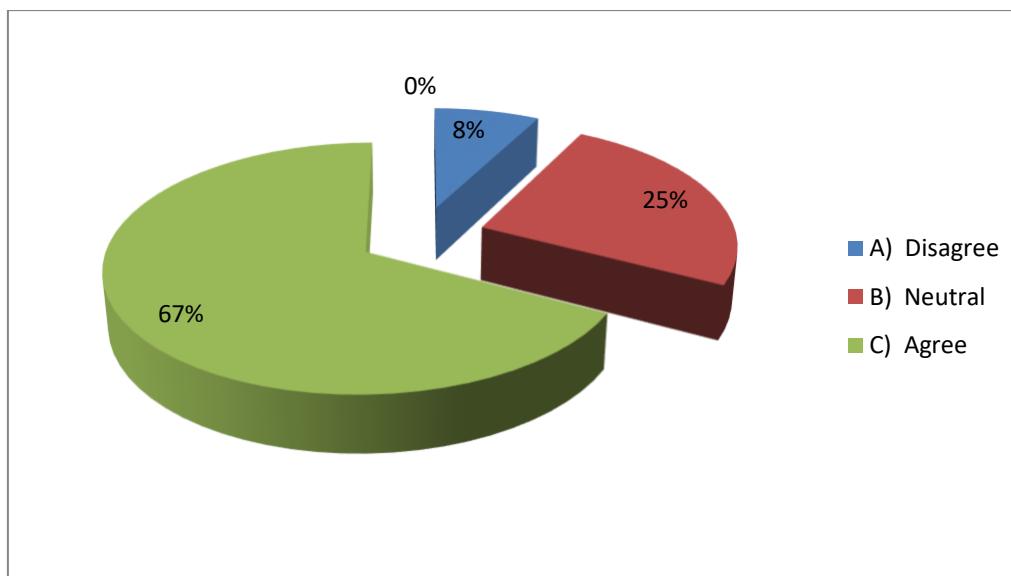
Graph 6. Impact of Hyperactive Pupils on Lesson Flow

Question 07 : what aspects of your lesson are the most affected by hyperactive behavior ?

Options	Number of selections	Percentage
A) Classroom management	19	27.94%
B) Time management	18	26.47%
C) Pupil participation	4	5.88%
D) Group work and activities	19	27.94%
E) Explanation of content	**8**	11.76%
Total	**68**	**100%**

Table 8. Lesson Aspects Most Affected by Hyperactive Behavior

The table shows that classroom management and group activities are the most affected aspects for hyperactive students (27.94%). This group often creates chaos through excessive movement and chatter, and during activities, they do not get along with other students because they have trouble making friends and getting along with their classmates. The results for time management (27.47%) are similar from the participants, indicating that disruptive behavior can significantly impact a teacher's ability to manage class time effectively. 11.76% chose explaining the content, indicating that hyperactivity can make it difficult for teachers to communicate information clearly and for students to absorb it. The least affected aspect according to teachers was student participation (5.88%). As a result, hyperactive behavior negatively impacts all aspects.
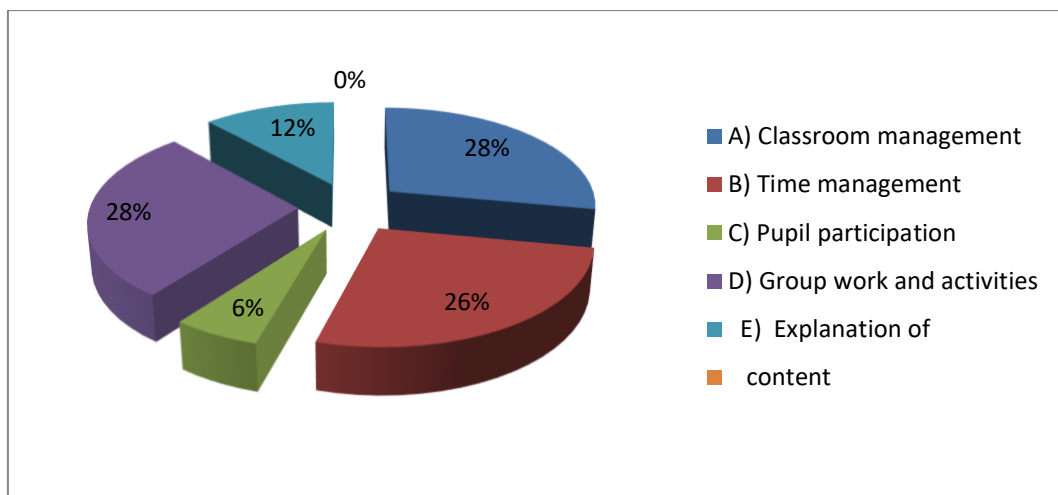
Graph 7. Lesson Aspects Most Affected by Hyperactive Behavior

Section B: **Impact on Language Learning and Acquisition**

Question 08: How would you like to compare the language learning progress of hyperactivity pupils to that of their peers?

Responses option	Number of participants	Percentage
A) much slower	21	40.38%
B) slightly slower	24	46.15%
C) about the same	4	7.69%
D) faster	3	5.76%
Total	**52**	**100%**

Table 9 Comparison of Language Learning Progress: Hyperactive Pupils vs. Peers

Most teachers in the study believe that hyperactive pupils learn languages more slowly than their classmates. Nearly half (47.06%) said they are slightly slower, and another 40.38% felt their progress is much slower. Only a small number thought these pupils learn about the same (7.96%) or faster (5.77%) than others.   This shows a clear pattern that many teachers see hyperactivity as a challenge that can hold pupils back from keeping up with others, especially in language learning. It may be that these children struggle with attention, staying focused, or keeping up with classroom routines, which affects their overall progress.
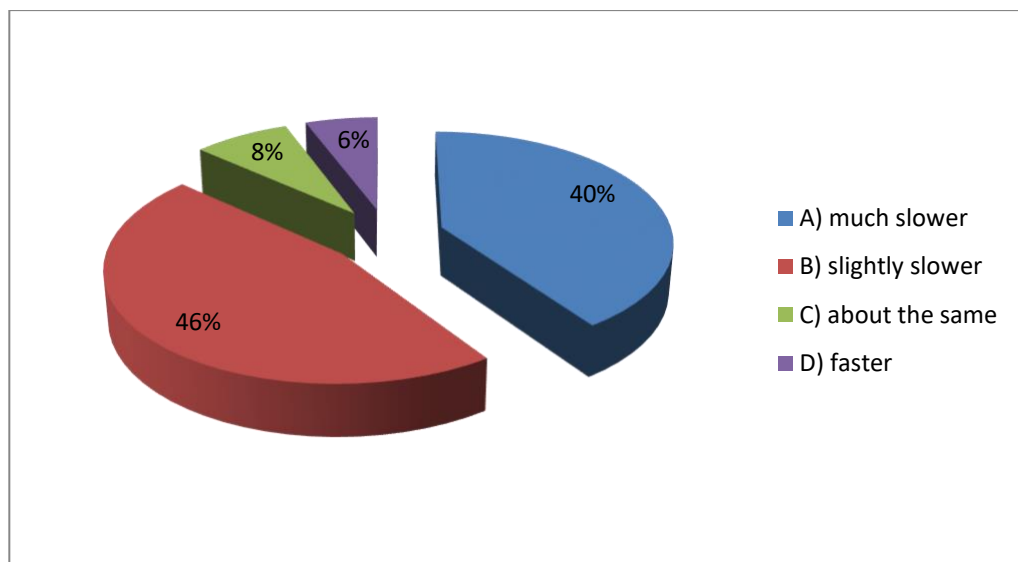
Graph **8. Comparison of Language Learning Progress: Hyperactive Pupils vs. Peers**

Question 09 : Which language skills do hyperactive pupils struggle with the most?

Language skills	Number of participants	Percentage
A) Listening	24	46.15%
B) Reading	4	7.69%
C) Writing	9	17.31%
D) Speaking	11	21.15%
E) Vocabulary retention	4	7.69%
F) Grammar under	0	0%
Total	**52**	**100%**

Table 10. Language Skills Most Challenging for Hyperactive Pupils

The majority of teachers reported that listening is the most difficult language skill for hyperactive pupils, with 46.15% of respondents selecting it. Speaking (21.15%) and writing (17.31%) were also noted as challenging, though to a lesser extent. A smaller number of teachers mentioned reading and vocabulary retention (each at 7.69%). Interestingly, none of the teachers selected grammar as a primary struggle for hyperactive pupils. This suggests that hyperactive pupils may face the greatest difficulties with skills that require sustained attention and auditory processing, such as listening. The fact that grammar was not considered a major challenge could imply that these pupils struggle more with performance-based skills (like listening and speaking) than with structural language knowledge**.**
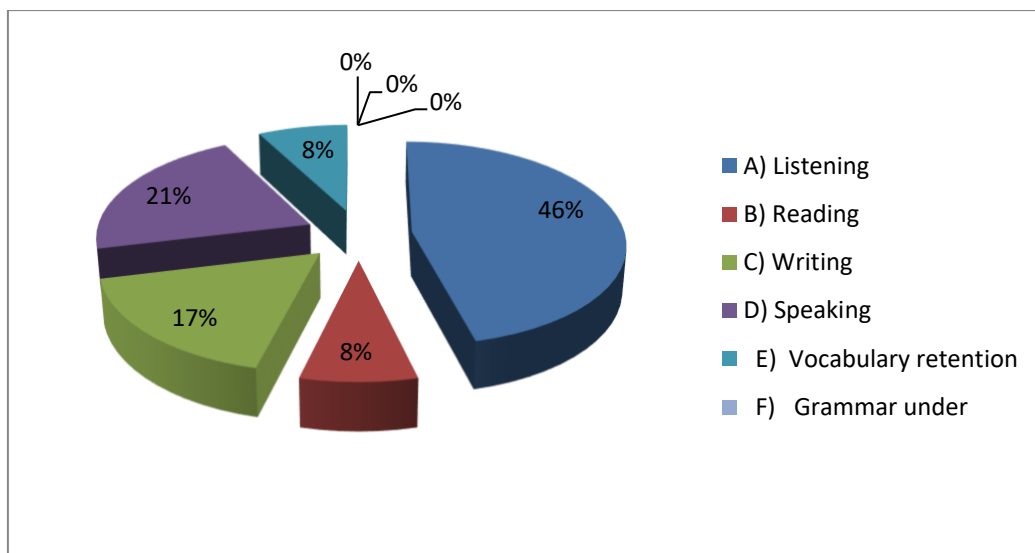
Graph. 9.. Language Skills Most Challenging for Hyperactive Pupils

Question10: What are the main learning difficulties you notice in hyperactive pupils?

Itms	Examples from responses	Frequency
A) Lack of focus / attention	Inability to focus, lack of concentration, easily distracted, poor focus, trouble staying attentive.	15
B) Impulsivity	Acting or speaking without thinking, calling out answers, interrupting, impulsiveness.	17
C) Difficulty with organization	Trouble organizing work, forgetfulness, disorganization, time management struggles.	6
D) Struggles with instructions	Trouble following, multi-step instructions, missing instructions.	4
E) memory / retention issues	Poor memory, difficulty retaining vocabulary or lesson content.	4
F) Classroom behavior impact	Difficulty working in groups, disrupting the lesson, behavior affecting classroom management.	6
G) Language skills difficulties	Difficulty with writing, reading, grammar, speaking, vocabulary retention.	10
	Total :	52

Table 11. Main Learning Difficulties Observed in Hyperactive Pupils

Teachers reported a wide range of learning difficulties in hyperactive pupils, with the most frequent issue being a lack of focus and attention. Many described these pupils as easily distracted,

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struggling to stay on task, and often unable to follow through during lessons. Impulsivity was another common concern several teachers noted that these pupils tend to interrupt, call out answers without waiting, or act without thinking. Other recurring themes included disorganization, such as forgetting materials or struggling with time management, and difficulty following instructions, especially multi-step directions. In terms of academic skills, teachers pointed out challenges in writing, reading, grammar, and vocabulary retention. Some also mentioned poor memory and classroom behavior issues, which further impact learning and group work. These responses show that hyperactive pupils face complex and overlapping difficulties that affect not only their academic performance but also their ability to engage effectively in the classroom environment.

Question 11: Are hyperactive pupils less motivated or less focused during EFL activities?

Options	Number of participants	Percentage
A) yes	30	57.69%
B) Sometimes	16	30.77%
C) No	6	11.54%
Total	**52**	**100%**

Table. 12. Motivation and Focus Levels of Hyperactive Pupils in EFL Activities

The majority of teachers (58%) believe that hyperactive pupils are indeed less motivated or less focused during EFL activities. This highlights a strong perception that hyperactivity negatively affects pupils' engagement in language learning tasks. Additionally, 30.77% of participants responded with "sometimes," indicating that for a considerable portion of teachers, hyperactive pupils show inconsistent motivation or focus depending on the activity or context. Only a small group of teachers (11.54%)disagreed, suggesting that in their experience, hyperactive pupils may stay motivated or focused similarly to their peers. To conclude, the responses reflect that low focus and fluctuating motivation are commonly associated with hyperactive pupils in EFL classrooms, and teachers often observe this as a barrier to consistent participation and performance in language activities.
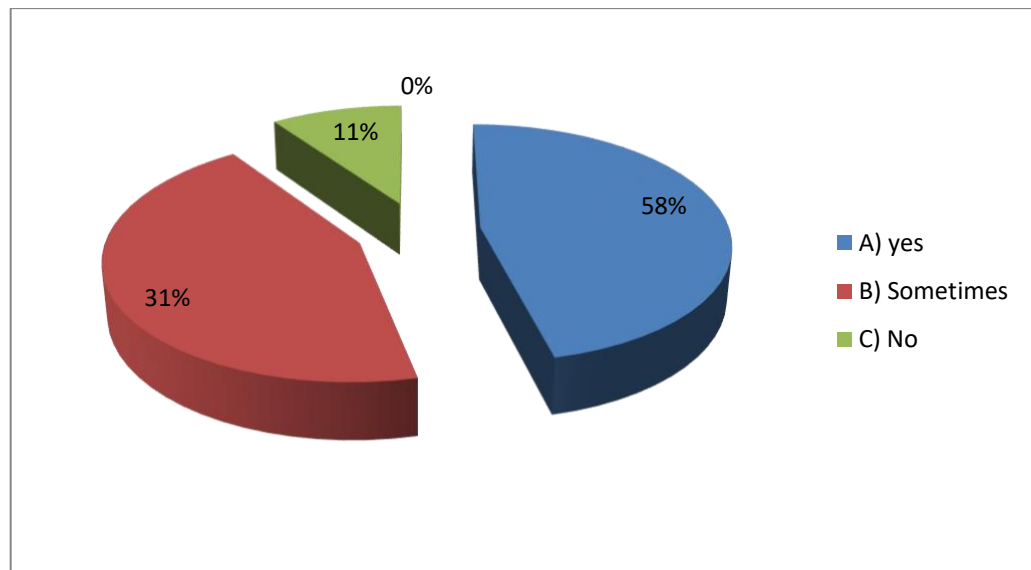
Graph.. 10. Motivation and Focus Levels of Hyperactive Pupils in EFL Activities

Question 12 Do you believe hyperactivity directly affects pupils' ability to acquire a foreign language?

Options	Number of participants	Percentage
A) Strongly agree	13	25%
B) Agree	32	61.54%
C) Disagree	7	13.46%
D) strongly disagree	0	0%
Total	**52**	**100%**

Table. 13. Teacher Beliefs on the Impact of Hyperactivity on Foreign Language Acquisition

A total of 25% of teachers strongly agreed that hyperactivity directly affects language acquisition, while 61.54% agreed, showing strong overall support for this view. In contrast, 13.46% disagreed, suggesting a minority believe the impact may not be significant. No respondents strongly disagreed, reinforcing the general belief that hyperactivity hinders pupils' ability to learn a foreign language.
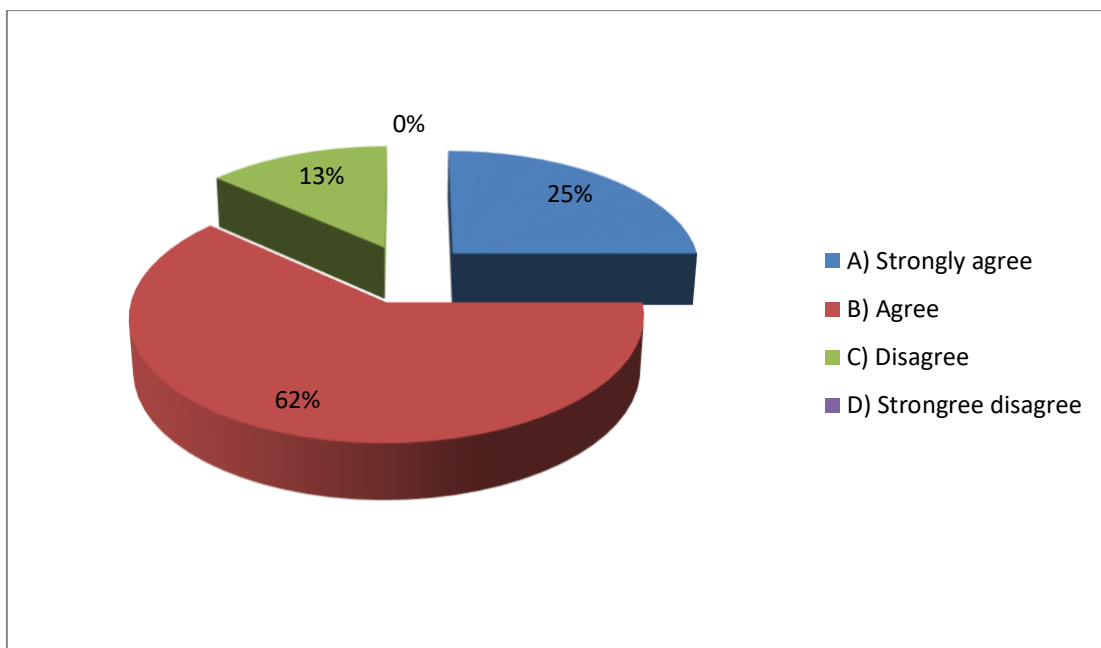
Graph. 11. Teacher Beliefs on the Impact of Hyperactivity on Foreign Language Acquisition

Section C: The Use of Games in the EFL Classroom.

Question 13: Do you use games in your EFL classroom?

Options	Number of participants	Percentage
A) Yes ,regularly	19	36.54%
B) Occasionally	26	50%
C) Rarely	6	11.54%
D) Never	1	1.92%
Total	**46**	**100%**

Table. 14. Use of Games in the EFL Classroom

Half of the teachers (50%) reported using games occasionally in their EFL classrooms. Meanwhile, 36.54% use games regularly, showing that a significant number incorporate educational games often. A smaller portion, 11.54%, use games rarely, and very few (1.92%) never use games at all. This suggests that most teachers recognize the value of games as a learning tool, even if not all use them frequently.
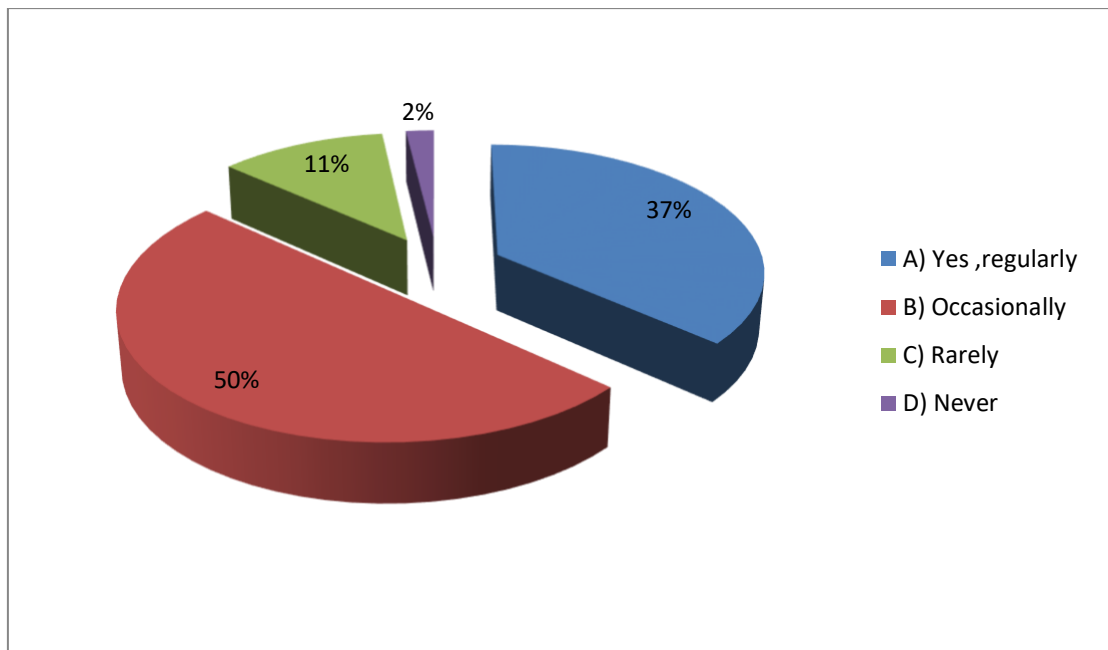
Graph 12. Use of Games in the EFL Classroom

Question 14: Do you use educational games on a daily basis in your EFL classroom**?**

Options	Number of participants	Percentage
A) disagree	3	5.77%
B) Neutral	20	38.46%
C) Agree	29	55.77%
Total	**52**	**100%**

Table. 15 Frequency of Daily Educational Game Use Among EFL Teachers

Just over half of the teachers (53%) agreed that they use educational games daily in class, indicating a generally positive attitude toward consistent game-based learning. On the other hand, 38.46% remained neutral, which may reflect occasional or inconsistent use. Only 5.77% disagreed, showing that daily use of educational games is uncommon for a small minority. These results suggest that while daily use is not universal, educational games are a familiar and valued tool for most teachers in the EFL classroom.
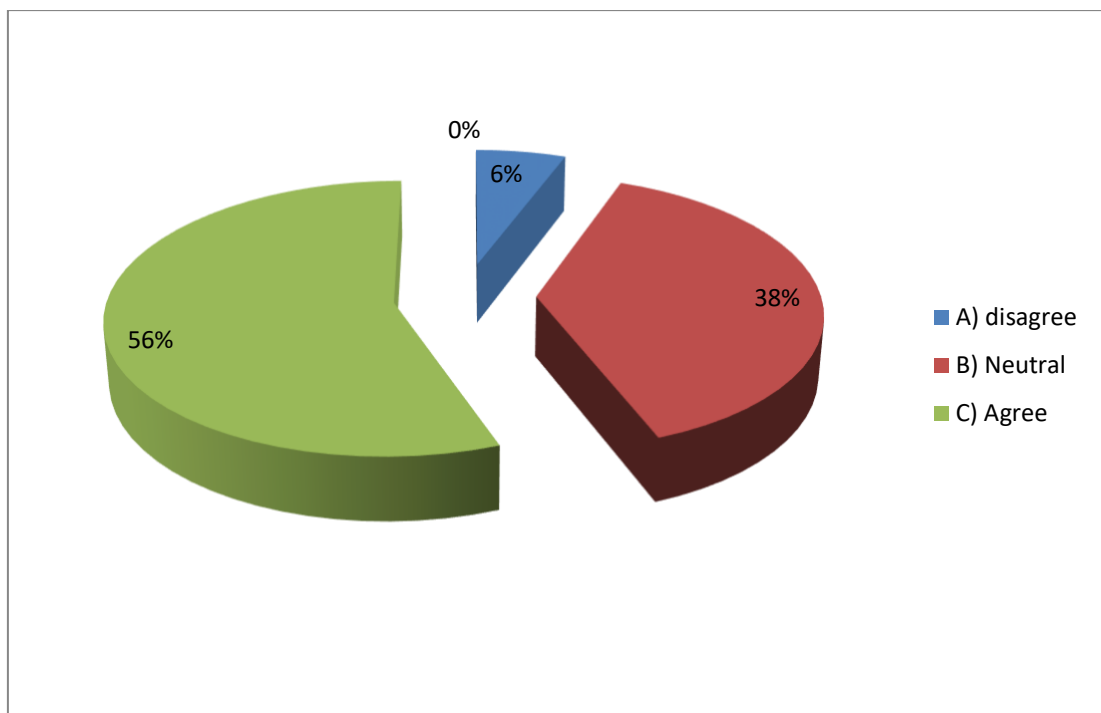
Graph.. 13. Frequency of Daily Educational Game Use Among EFL Teachers

Question 15: What types of games do you use? (you may select more than one)

Options	Number of selections	Percentage
A) Word games (e.g., Scrabble, Hangman)	21	27.63%
B) Action-based games (e.g., Simon Says, role plays)	19	25%
C) Board or card games	17	22.37%
D) Team competition games	19	25%
Total	**76**	**100%**

Table. 16. Types of Educational Games Used in EFL Classrooms

Word games were the most commonly used type, selected by 27.63% of responses, showing that teachers favor vocabulary-focused and spelling-related activities. Both action-based games and team competition games followed closely at 25%, suggesting that many teachers also value physical movement and group interaction as part of learning. Board or card games were slightly less common but still notable at 22.37%, indicating some variety in game types used. These results reflect that teachers apply a range of educational games in their classrooms, with a preference for interactive and language-rich formats
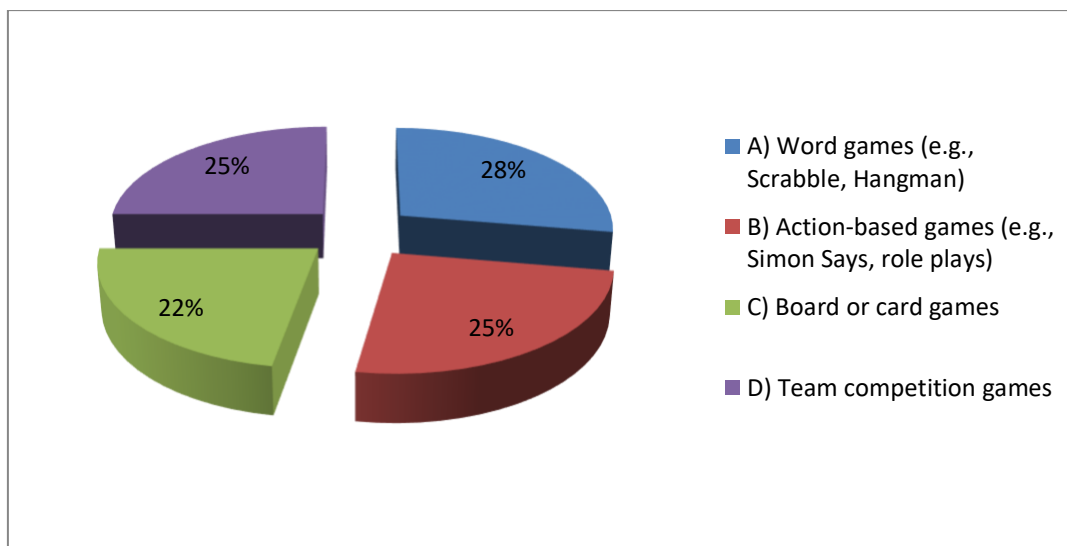
Graph. 14. Types of Educational Games Used in EFL Classrooms

Question 16 : What are your main reasons for using games in your teaching? (You may select more than one)

Options	Number of selections	Percentage
A) To increase motivation	19	23.45%
B) To improve focus	17	21%
C) To manage classroom behavior	16	19.75%
D) To practice language skills	15	18.52%
E) To reduce hyperactivity	14	17.28%
Total	**81**	**100%**

Table. 17. Main Reasons for Using Games in EFL Instruction

The most cited reason for using games was to increase motivation (23.46%), reflecting teachers' belief that games engage learners and make lessons more enjoyable. This was followed by improving focus (21%) and managing classroom behavior (19.75%), both of which highlight the practical classroom management benefits teachers associate with game-based learning (GBL). Practicing language skills (18.52%) and reducing hyperactivity (17.28%) were also recognized as important but slightly less emphasized. Finally, the data shows that teachers use games not only to support learning but also to create a more focused and manageable classroom environment.

Legend:
- A) To increase motivation
- B) To improve focus
- C) To manage classroom behavior
- D) To practice language skills
- E) To reduce hyperactivity
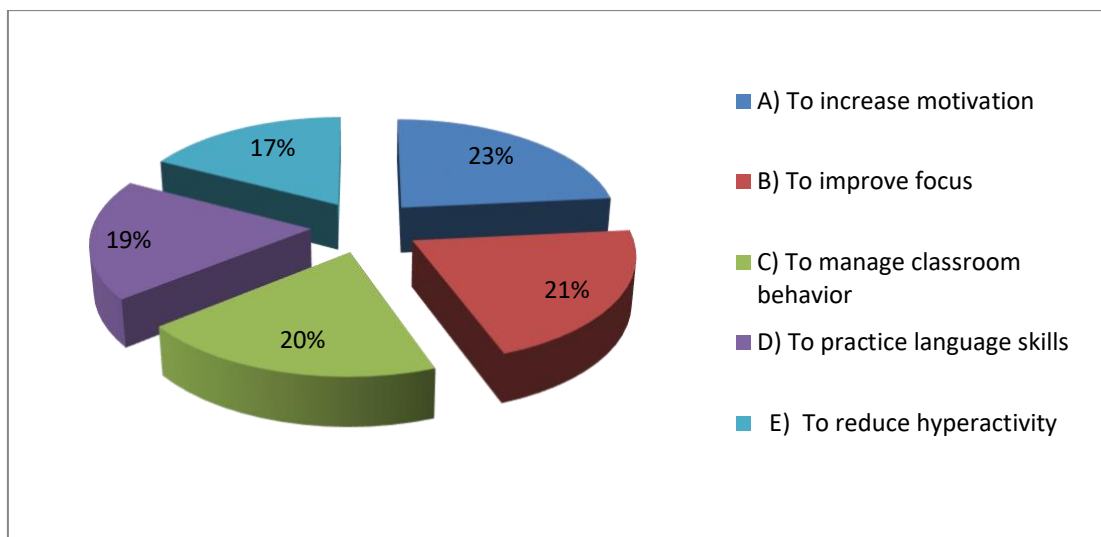
Graph 15. Main Reasons for Using Games in EFL Instruction

Section D: Effectiveness of Games for Controlling Hyperactivity

Question 17: In your experience, do games help reduce pupils' hyperactive behavior?

Options	Number of participants	Percentage
A) Yes, significantly	14	26.92%
B) Yes, to some extent	28	53.85%
C) Not really	3	5.77%
D) Not at all	4	7.69%
E) I'm not sure	3	5.77%
Total	**52**	**100%**

Table. 18. Teacher Perceptions on the Role of Games in Managing Hyperactive Behavior

The majority of teachers 53.85% believed that games help to reduce hyperactive behavior to some extent, while 26.92% felt the impact was significant. This indicates that most teachers view games as a helpful strategy for managing hyperactivity in the classroom. On the other hand, a small portion 7.69% did not find games effective at all, and 5.77% said they were unsure. Only 5.77% felt games were not really helpful. These minority views suggest that, while not universally effective, games are widely perceived as beneficial in reducing hyperactive behavior.
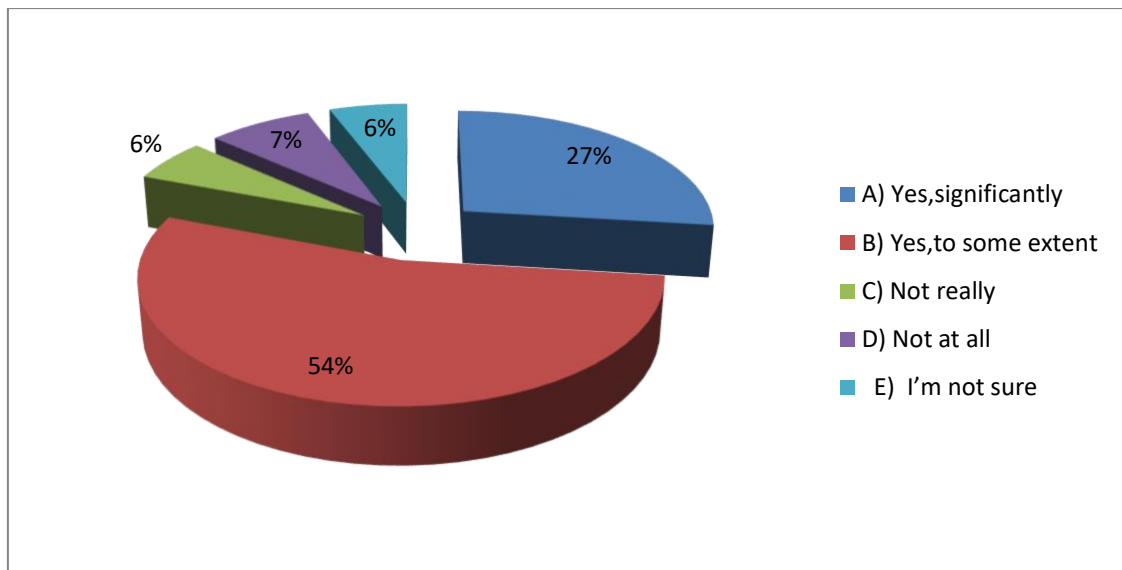
Graph 16. Teacher Perceptions on the Role of Games in Managing Hyperactive Behavior

Question 18: Do you believe that games help hyperactive pupils become more concentrated during lessons?

Options	Number of participants	Percentage
A) Disagree	5	9.61%
B) Neutral	13	25%
C) Agree	34	65.38%
Total	**52**	**100%**

Table. 19. Teacher Beliefs on the Effect of Games on Concentration in Hyperactive Pupils

A strong majority of teachers (65%) agreed that games help improve concentration in hyperactive pupils. This reflects a general belief that engaging activities can redirect excess energy and enhance focus. Meanwhile, 25% remained neutral, possibly indicating uncertainty or context-dependent experiences. Only 10% disagreed, suggesting that very few teachers see no link between games and improved concentration. These findings reinforce the idea that games are not only engaging but also supportive tools for increasing attentiveness among hyperactive learners.
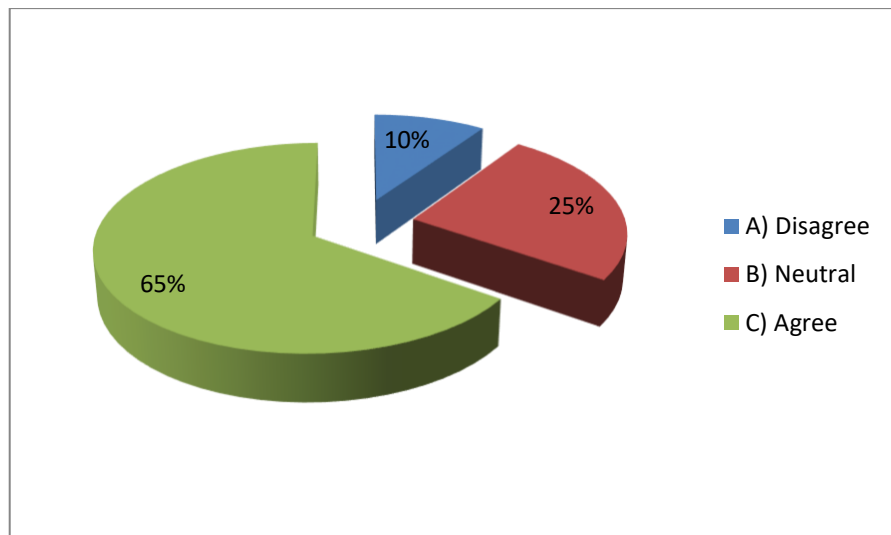
Graph 17. Teacher Beliefs on the Effect of Games on Concentration in Hyperactive Pupils

Question 19: What do teachers believe about the effect of games?

Items	Disagree	Neutral	Agree	Total
A) Games make hyperactive pupils more. concentrated.	3	12	22	37
B) I use educational games on a daily basis in class	3	12	23	38
C) Games help in promoting pupils' hyperactivity	5	14	18	37
D) Games help in managing EFL classrooms.	3	16	18	37
E) EFL teachers should use more educational games in their classrooms.	3	12	22	37
F) Games attract the attention of hyperactive learners	4	4	29	37

Table 20. Teacher Beliefs on the Effect of using Games

A. Games and Concentration: Most teachers (22) agreed that games help hyperactive pupils concentrate, showing strong belief in their calming and focusing effects.

B. Daily Use of Games: 23 teachers reported using games daily, reflecting common integration into teaching, although some (12) remained neutral, suggesting occasional use.

C. Games Promote Hyperactivity**:** Opinions here were mixed: 18 agreed, 14 were neutral, and 5 disagreed, indicating some concern that games might increase rather than reduce hyperactivity.

D. Games Attract Attention: This was the most strongly supported item 29 teachers agreed that games effectively capture the attention of hyperactive learners.

E. More Game Use Recommended: A majority (22) believed EFL teachers should use more games, showing overall support for expanding game-based learning.

F. Games for Classroom Management: 18 teachers agreed that games aid classroom management, though a relatively high number (16) were neutral, perhaps reflecting varied classroom experiences.

Question 20: Do you think more training or resources on game-based learning could help manage hyperactivity in EFL classes?

Options	Number of participants	Percentage
A) Yes	44	84.31%
B) No	2	3.85%
C) Not sure	6	11.54%
Total	**52**	**100%**

Table 21. Teachers' Views on Game-Based Learning for Managing hyperactivity

A large majority of teachers (84.31%) believed that additional training or resources on game-based learning could help them better manage hyperactivity in EFL classrooms. This reflects strong support for professional development in this area. Only a small fraction (3.85%) disagreed, while 11.54% were uncertain, suggesting that while most teachers see the value in such support, a few may either feel confident already or unsure of its impact. This finding highlights a clear need and interest in equipping teachers with more tools and strategies for effective, game-based classroom management.
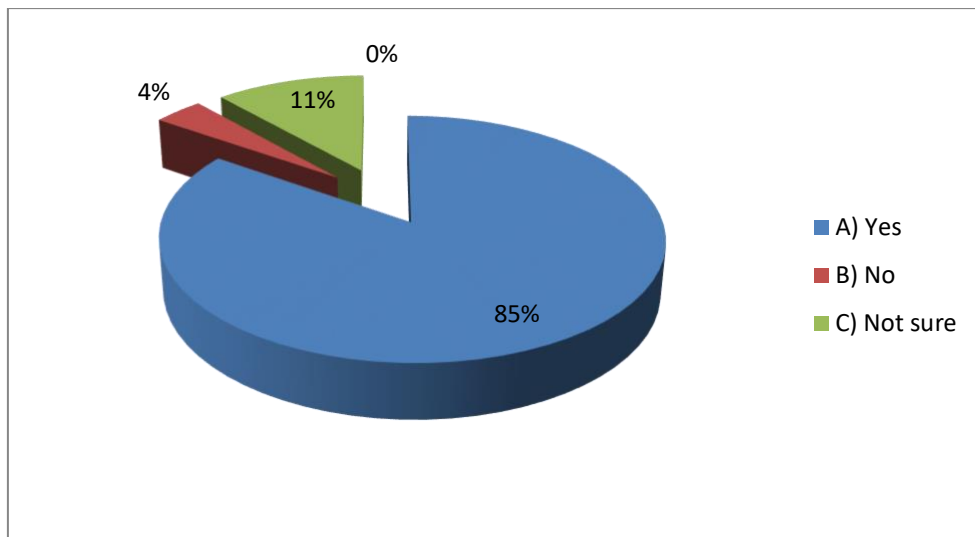
Graph 18.ⁱTeachers' Views on Game-Based Learning for Managing Hyperactivity

Question 21 : How do the pupils respond to educational games from your experience?

Themes	Frequency
A) Increased motivation	11
B) Higher engagement / active participation	10
C)Positive emotions (enjoyment, happiness, excitement)	9
D) Improved behavior / focus / reduced off-task behavior	4
E)Better retention / understanding of material	3
F) Teamwork / social interaction improved	2
G)Some pupils may struggle with focus/rules despite overall positivity	1
Total	**40**

Table 22. Pupils' Responses to Educational Games

All participants reported that pupils respond positively to educational games. The most frequent observation was a noticeable increase in motivation (mentioned by 11 participants) and higher levels of engagement (10 mentions), with many teachers noting that even typically reluctant pupils participated more willingly during game-based activities. Additionally, positive emotions such as excitement, happiness, and enjoyment were highlighted by 9 participants, suggesting that games not only support learning but also improve the overall classroom atmosphere. Several teachers noted that games helped improving classroom behavior and focus (4 mentions) and made learning more memorable (3 mentions), while a few added that games encouraged cooperation and social

interaction among pupils. Although nearly all responses were positive, one participant mentioned that some pupils may still struggle with focus or rules if the game isn't well-structured. As a result, the feedback confirms that educational games are a powerful tool in engaging learners especially hyperactive ones and making the EFL classroom more dynamic and effective.

Question 22: What are some difficulties you face when playing educational games?

Identified difficulty	Frequency
A) Noise / Overexcitement	12
A) Time management	10
B) Classroom management / behavior control	7
C) Overcrowded classes / limited space	4
D) Unequal participation / control of the group	3
E) Difficulty understanding rules / instructions	3
F) Pupils focus on fun more than learning	3
G) Lack of materials / resources	2
H) Low concentration / loss of focus	2
I) Lack of background knowledge / limited engagement	2
J) Technology problems	1
K) Some pupils struggle to express themselves	1
L) No difficulties faced	3
Total	**53**

Table 23. Difficulties Encountered When Using Educational Games

Participants reported several challenges associated with the use of educational games in the classroom. The most commonly cited issue was noise and overexcitement (12 mentions), as games often create a lively environment that may escalate into disruption if not well managed. This aligns with time management problems (10 mentions) and classroom behavior control (7mentions), especially in overcrowded classrooms or when all pupils insist on participating at once. Other difficulties included uneven participation, where some students dominate the activity, while others withdraw. Some teachers noted that students focus more on winning than on learning, and complex rules can confuse certain pupils. A few respondents also pointed to limited materials, technological constraints, and students forgetting instructions quickly as minor but present barriers. Interestingly, a few teachers reported no difficulties, emphasizing that with proper planning, games can be managed effectively.

Question 23: What would you recommend for encouraging the utilizing of game in hyperactivity management?

Recommendation	Frequency
A) Teacher training & awareness	10
B) Choosing appropriate games (age, topic, energy)	9
C) Use of movement-based / physical games	7
D) Games aligned with curriculum / learning goals	5
E) Focus on structure, rules, and calm transitions	6
F) Routine and consistency in game use	4
G) Expanding class size / creating better environments	3
H) Encouraging teamwork and cooperation	4
I) Use of rewards and praise for behavior	3
J) Studying child psychology / needs-based adaptation	2
K) Adapting game duration, energy level, and content	3
Total	**52**

Table 24. Recommended Strategies for Utilizing Educational Games in Managing Hyperactivity in the Classroom

Participants gave a variety of recommendations to encourage the use of games in managing hyperactivity. The most frequent suggestion was to provide proper teacher training (10 responses), emphasizing the need for awareness and skill development in game-based strategies. Another common idea (9 responses) was the importance of choosing suitable games that fit the pupils' age, energy level, and the learning topic. Movement-based games (7 responses) were highlighted as particularly effective for channeling energy, while 5 teachers stressed that games should be aligned with curriculum goals for better integration. Several respondents emphasized maintaining structure, routine, and clarity in game sessions (6 mentions), and a few (4) encouraged the use of games that foster cooperation rather than competition. Others mentioned the need for larger class sizes and better classroom environments, as well as consistent game use and positive reinforcement techniques like praise and rewards. While not dominant, using ICT tools and studying child psychology were also suggested to better understand and meet learners' needs. In conclusion, the responses reflect a shared belief that educational games can play a significant role in managing hyperactivity provided they are used with the right strategies, support, and classroom conditions.

2.8 Discussion of the Findings

The findings of this present study strongly support the hypothesis that primary school EFL teachers perceive educational games as effective tools for managing hyperactivity. A significant number of participants (65%) agreed that games help hyperactive pupils concentrate, while 84.31% expressed the need for more training and resources related to game-based learning to better manage hyperactivity in EFL classrooms.

Additionally, the findings consistently presented that educational games are beneficial for improving behavior, focus, and engagement of young learners. Accordingly, teachers noted that pupils displayed higher levels of motivation, enthusiasm, and willingness to participate when games were included into EFL lessons.

Moreover, most teachers confirmed that games helped reduce undesirable behavior and promoted group work among learners. These perceptions are similar to the existing literature suggesting that well-designed and selected educational games can guide students' energy productively, encourage self-regulation, and foster an interactive classroom environment. It is evident that Algerian EFL primary school teachers do not only implement educational games regularly but also acknowledge their value in managing behavioral challenges related to hyperactivity.

The collected data also supports the hypothesis that educational games positively influence learner engagement, concentration, and discipline. In this regard, the majority of teachers (65%) agreed that games help pupils become more concentrated. Additionally, throughout their responses to the open-ended questions, the teachers emphasized on the increased motivation, enthusiasm, and active participation during game-based activities. Teachers also observed improvements in discipline, noting that games with clear rules promote self-control, cooperation, and on-task behavior. This confirms the hypothesis that educational games are a practical tool for boosting concentration and discipline in Algerian EFL classrooms.

Furthermore, teachers reported that even the hyperactive pupils who cannot concentrate or participate became more involved and easily retain information better when games were used. In this vein, 53.85% of respondents stated that games reduce hyperactivity to some extent, while 26.92% considered them significantly effective. These findings suggest that educational games, when applied effectively, create a structured and enjoyable classroom atmosphere that enhances focus and reduces disruptions.

Besides, the results support the hypothesis that educational games promote interaction and collaboration among learners. Many teachers reported using group and peer work games such as Simon Says, role-plays, board games, and team competitions, all of which naturally encourage communication and cooperation. Teachers also highlighted how such games improve social skills, foster teamwork, and help build positive relationships among pupils. Notably, hyperactive learners who often struggle with social engagement were more likely to collaborate effectively during game-based activities. Many educators also recommended cooperative over competitive games to enhance classroom harmony and reduce behavioral issues. These findings confirm that educational games contribute not only to academic development but also to promote hyperactive learners' social and behavioral growth by promoting a sense of community and shared purpose within the classroom.

Further, previous studies provide additional support for the current findings. Ivask (2015) emphasized that learners with ADHD face considerable challenges in language learning due to behavioral and attention-related issues. However, the use of interactive strategies such as educational games improved students' classroom behavior and engagement. The study stressed the need for structured and motivating activities to support ADHD learners' focus and participation, reinforcing the effectiveness of games in enhancing concentration and discipline. Similarly, Mohamed et al. (2024) found that game-based learning strategies positively impacted hyperactive learners by increasing attention span, motivation, communication skills, and self-confidence. Teachers reported that educational games created an enjoyable and supportive learning environment, thereby enhancing student engagement and promoting behavioral improvements. These outcomes align with the hypothesis that educational games support interaction, engagement, and positive behavior in EFL classrooms.

In conclusion, the findings from both the questionnaire and previous studies confirm the effectiveness of educational games in managing hyperactivity, improving engagement, and promoting social collaboration in Algerian primary EFL classrooms.

2.9 Limitations of the Study

Like any study, this research had some limitations that affected the data collection among theme:

1. **Time constraints :** the limited frame made it difficult to do the research in larger scope.

2. **Limited research design** : the study relied only on a questionnaire ,while this allowed for collecting a broad range of views but it didn't provide deep, detailed insights that interviews or observations might have added.

3. **participant recruitment issues** : it was not easy to find teachers who were both willing and available to participate, especially during their busy teaching schedules. Additionally, many teachers gave delayed responses, which slowed down the progress of the study and some also submitted incomplete answers, which limited the amount of usable data and affected the richness of the results.

4. **No face-to-face interaction:** This limited the ability to clarify answers, build rapport, or encourage participants to share more detailed insights.

5. **variability in teacher experience**; some participants were novice teachers with limited classroom experience, which might have influenced how they perceived and used educational games.

Conclusion

This chapter presents the methodology and analyzing the data collected from the questionnaire, with the aim of investigating teachers' perceptions on the use of educational games to manage students with hyperactivity in EFL classrooms. The results support the hypothesis that it is possible to control hyperactive students using educational games due to their importance as an effective and strategic tool. Therefore, this study emphasizes the necessity of integrating educational games into curricula.

General Conclusion

In primary school EFL (English as a Foreign Language) classrooms, learning can be especially challenging for students who struggle with attention or hyperactivity. Traditional teaching methods often fall short for these learners, as they typically require more engaging and dynamic approaches to maintain focus. Educational games offer a compelling solution by blending fun with learning in an interactive and stimulating way.

In fact, games are commonly used in both language classrooms to enhance enjoyment and effectiveness. Research has consistently shown that games can significantly improve various language skills, including speaking, listening, vocabulary, and grammar. They also boost motivation, lower anxiety, and promote a more active and participatory learning environment. For these reasons, games are widely adopted in English teaching, particularly for young learners. As such, they can serve as an effective tool for managing hyperactivity while supporting language development.

The findings of this study confirmed the hypothesis that educational games can be an effective strategy for managing hyperactivity in Algerian primary EFL classrooms. Teachers' responses showed that using games helped pupils to pay more attention, increase their engagement, and create a more focused and cooperative learning atmosphere. In particular, the majority of participants reported that hyperactive pupils showed more interest, better behavior, and stronger classroom participation when games were part of the lesson.

The collected data is clearly supporting the idea that educational games are not only enjoyable but also meaningful tools that support discipline, motivation, and communication skills. These results align with previous studies, such as Ivask (2015) and Mohamed et al. (2024), which also found that games improve focus, social interaction, and self-confidence among ADHD learners. Therefore, the hypothesis was confirmed: teachers believe that games help manage hyperactivity and support better learning outcomes in EFL contexts.

Despite of the limitations that faced the work the outcomes of this research can be beneficial for improving classroom strategies, designing engaging materials, and supporting pupils with ADHD. Finally, this study opens the door for future researchers to explore how games can help address other learning challenges and behavioral needs in different

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Appendix

" Using Games in Teaching and Learning EFL to Control Pupils' Hyperactivity"

Purpose:

This questionnaire is designed to gather teachers' perceptions and experiences about the effectiveness of using games in English as a Foreign Language (EFL) classrooms to manage or reduce pupils' hyperactivity.

Section A: Perceptions About Hyperactivity in EFL Classes

1. In your opinion, what percentage of your pupils that show signs of hyperactivity within the same classroom?
   ☐ Less than 10%
   ☐ 10–30%
   ☐ 30–50%
   ☐ More than 50%
2. Hyperactivity is a prevalent issue in my classroom
   Disagree
   Neutral
   Agree
3. How many pupils on average are in your EFL class?
   ☐ Less than 20
   ☐ 20–30
   ☐ More than 30
4. What kinds of hyperactive behaviors do you notice in your EFL class? (Select all that apply)
   ☐ Inability to stay seated
   ☐ Talking or shouting excessively
   ☐ Interrupting the teacher or classmates
   ☐ Fidgeting or constant movement
   ☐ Difficulty following instructions
5. How often do you face hyperactive behavior in your EFL classroom?
   ☐ Always
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never
6. Hyperactive pupils affect the flow of my lessons :
   Disagree
   Neutral
   Agree

7. What aspects of your lesson are most affected by hyperactive behavior? (Select all that apply)
☐ Classroom management
☐ Time management
☐ Pupil participation
☐ Group work and activities
☐ Explanation of content

Section B: **Impact on Language Learning and Acquisition**

8. How would you compare the language learning progress of hyperactive pupils to that of their peers?
☐ Much slower
☐ Slightly slower
☐ About the same
☐ Faster
9. Which language skills do hyperactive pupils struggle with the most?
☐ Listening
☐ Reading
☐ Writing
☐ Speaking
☐ Vocabulary retention
☐ Grammar understanding
10. What are the main learning difficulties you notice in hyperactive pupils?
11. ☐ Are hyperactive pupils less motivated or less focused during EFL activities?
☐ Yes
☐ Sometimes
☐ No
12. ☐ Do you believe hyperactivity directly affects pupils' ability to acquire a foreign language?
☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

Section C: **The Use of Games in the EFL Classroom**

13. Do you use games in your EFL classroom?
☐ Yes, regularly
☐ Occasionally
☐ Rarely
☐ Never

14. I use educational games on a daily basis in class :
    Disagree
    Neutral
    Agree

15. What types of games do you use? (You may select more than one)
    ☐ Word games (e.g., Hangman, Scrabble)
    ☐ Action-based games (e.g., Simon Says, role plays)
    ☐ Digital games (e.g., Kahoot!, Quizlet Live)
    ☐ Board games or card games
    ☐ Team competition games
    ☐ Others (please specify): _____

16. What are your main reasons for using games in your teaching? (You may select more than one)
    ☐ To increase motivation
    ☐ To improve focus
    ☐ To manage classroom behavior
    ☐ To practice language skills
    ☐ To reduce hyperactivity
    ☐ Others (please specify): _____

Section D: Effectiveness of Games for Controlling Hyperactivity

17. In your experience, do games help reduce pupils' hyperactive behavior?
    ☐ Yes, significantly
    ☐ Yes, to some extent
    ☐ Not really
    ☐ Not at all
    ☐ I'm not sure

18. I think that games make hyperactive pupils more concentrated:
    Disagree
    Neutral
    Agree

19. I believe that EFL teachers should use more educational games on the curriculum :
    Disagree
    Neutral
    Agree

20. Do you think more training or resources on game-based learning could help manage hyperactivity in EFL classes?
    ☐ Yes
    ☐ No
    ☐ Not sur

21. How do the pupils respond to educational games from your experience?

22. What are some difficulties you face when playing educational games ?

23. What would you recommend for encouraging the utilizing of game in hyperactivity management?